

CONFERENCE ON LITERACY
KONFERENCA O PISMENOSTI
LJUBLJANA 2026

Literacy. The Door to a Better World.
Pismenost. Vrata v boljši svet.



CONFERENCE ON LITERACY
KONFERENCA O PISMENOSTI
LJUBLJANA 2026

Contents / Vsebina

Adolescent & Young Adult Literacy / Pismenost mladostnikov in mladih odraslih	3
Digital Literacy and Artificial Intelligence / Digitalna pismenost in umetna inteligenca.....	27
Inclusive Practices in Literacy for Diverse Learners / Vključujoče prakse na področju pismenosti	39
Lifelong Development of Literacy Skills / Vseživljenjski razvoj zmožnosti na področju pismenosti	77
Literacy Environments / Bralna okolja - prostori branja.....	97
Literacy in the Early Years & Family Literacy / Pismenost v zgodnjem otroštvu in družinska pismenost.....	128
Index of Authors / Abecedni seznam avtorjev	165



CONFERENCE ON LITERACY KONFERENCA O PISMENOSTI LJUBLJANA 2026

Literacy. The Door to a Better World.
Pismenost. Vrata v boljši svet.





Adolescent & Young Adult Literacy / Pismenost mladostnikov in mladih odraslih

Monday, 06/July/2026 15:10 - 15:30

ID: 440 / Oral 12: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Critical literacy; evidential expressions; information source; metalinguistic reflection; bilingual learning
Ključne besede: kritična pismenost, dokazni izrazi, vir informacij, metajezikovna refleksija, dvojezično učenje

Critical literacy development: metalinguistic strategies for dual language classrooms Razvoj kritične pismenosti: metajezikovne strategije v dvojezičnih razredih

Aoife AHERN

Universidad Complutense de Madrid, Spain

The importance of developing critical reading comprehension, and more generally, critical competence, is becoming increasingly evident in today's societies. Critical literacy has been identified as key to lifelong learning and as an essential skill for the 21st century (see Bellaca & Brandt, 2010; Gonzalez et al., 2022). The ability to evaluate the credibility of information expressed in a text is included among the components of critical comprehension (Sirén & Sulkunen, 2023). It is based on inferring, from different types of clues, including register, the (presumed) identity of the author or the source to which the information conveyed by the text is attributed. This talk proposes a framework for designing teaching strategies for classrooms in integrated content and foreign language learning programs, developing language knowledge and metalinguistic reflection on expressions that contribute evidential meaning in English and Spanish. Focusing on characteristic expressions of academic texts which help readers identify the extent to which an author supports the information presented, we propose guidelines for tasks that encourage reflection on examples of the uses of these expressions and offer preliminary results of piloting the activities with students.

Wednesday, 08/July/2026 10:40 - 11:00

ID: 193 / Oral SLO 8, Workshop SLO 2: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: bralne navade, dijaki, srednja šola, raziskava, primerjalna analiza

Branje pri srednješolcih

Damjana ANDRIN

Šolski center Novo mesto, Slovenija

Članek predstavlja rezultate raziskave o bralnih navadah dijakov v srednjih šolah, ki je bila izvedena na Šolskem centru Novo mesto med fanti. Namen raziskave je bil ugotoviti, kako pogosto mladi berejo, katerim vrstam besedil dajejo prednost ter kakšen pomen pripisujejo branju v vsakdanjem življenju. Raziskava je bila opravljena med srednješolci leta 2025, rezultati pa so bili primerjani raziskavo, izvedeno leta 2012. Z primerjalno raziskavo smo hoteli ugotoviti, kakšne so razlike pri bralnih navadah fantov po desetih letih. Večina dijakov bere predvsem zaradi šolskih obveznosti, medtem ko je delež tistih, ki berejo iz osebnega zanimanja ali za sprostitev, ostal približno enak kot v prejšnji raziskavi. Kljub večji dostopnosti digitalnih vsebin dijaki še vedno najraje posegajo po tiskanih knjigah, zlasti po leposlovju. Rezultati kažejo, da branje med mladimi ostaja prisotno, vendar pogosto nimajo motivacije, kot so jo imeli nekoč.



Tuesday, 07/July/2026 11:00 - 11:20

ID: 465 / Oral 21: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Reading, comprehension skills, P4C, drama, Neşet Ertaş

Ključne besede: branje, sposobnosti razumevanja, P4C, dramatika, Neşet Ertaş

Improving reading comprehension skills through philosophy for Children: By Poems of Neşet Ertaş
Izboljševanje sposobnosti bralnega razumevanja skozi filozofijo za otroke: Pesmi Neşeta Ertaşa

Derya ARSLAN ÖZER¹, Suat ÖZER²

¹Mehmet Akif Ersoy University, Türkiye; ²Burdur Provincial Directorate of National Education

This study aims to enhance reading comprehension skills through the Philosophy for Children approach by using the poems of Neşet Ertaş. Ertaş, a folk poet and musician, is a significant representative of the “Âşıklık Tradition” and plays the traditional Turkish instrument saz/bağlama. The research adopts a qualitative case study design. Student journals will serve as the primary data collection tool. The participants consist of prospective teachers (age between 18-23), and the study will be conducted in the 2025–2026 academic year. The study will be carried out in the form of workshops, comprising seven sessions that include communication and evaluation. The implementation process begins with a warm-up activity, followed by reading the poem in parts. After reading poem, students are given thinking time and prepare open-ended questions. The poem is then reread, allowing students to generate their own questions, which are discussed collectively in class. At the end of the process, findings and excerpts from the session will be shared. The study seeks to foster both cultural engagement through Ertaş’s poetry and deeper comprehension skills through philosophical inquiry.

Tuesday, 07/July/2026 12:10 - 12:30

ID: 154 / Oral 25: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: social comparison, dimensional comparison, bilingual learning, self-efficacy, interest, utility

Ključne besede: družbena primerjava, dimenzijska primerjava, dvojezično učenje, samoučinkovitost, zanimanje, koristnost

The formation of L1 and L2 motivational beliefs among Chinese-English bilingual students in mainland China: Social and dimensional comparisons

Nastanek razlogov za motivacijo v prvem in drugem jeziku med kitajsko-angleškimi dvojezičnimi učenci v celinski Kitajski: Socialna in dimenzijska primerjava

Barry BAI

The Chinese University of Hong Kong, Hong Kong S.A.R. (China)

Most students learn two languages in school, typically their mother tongue and a foreign language. Social comparisons (comparing one's achievements to peers) and dimensional comparisons (comparing achievements across academic domains) play important roles in shaping students' language learning motivation. However, how these processes shape students' motivational beliefs (i.e., self-efficacy, interest, and utility) in learning two languages remains underexplored. Using a cross-sectional survey design, this study examined the roles of social and dimensional comparisons in shaping the first language (L1) Chinese and the second language (L2) English motivational beliefs among bilingual elementary students in Chinese-English bilingual programs at non-traditional international schools in mainland China. With data from 802 participants analyzed via structural equation modeling (SEM), the results revealed distinct patterns: social comparisons were evident, with higher achievement in Chinese or English enhancing motivational beliefs in the corresponding domain. Dimensional comparisons affected self-efficacy and interest, but not utility; Specifically, higher English achievement negatively impacted Chinese self-efficacy and interest. Furthermore, self-efficacy fully mediated the effects of achievement on interest and utility, both within and across domains. These findings deepen our understanding of how bilingual learning motivation forms and offer valuable insights for bilingual education practices.



Tuesday, 07/July/2026 11:20 - 11:40

ID: 434 / Oral SLO 4: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: spodbujanje branja, srednješolci

Druga bere

Gordana BANJANIN

II. gimnazija Maribor, Slovenija

Po zabeleženih meritvah mednarodnih raziskav kot je Pisa o upadanju bralnih spretnosti in razumevanja se v zadnjih letih množijo spodbude za povečanje bralne pismenosti. Med mladimi v srednješolskem starostnem obdobju je ta upad še posebno izrazit in je vpliv staršev in šole nanje bolj posreden kot v osnovnošolskem obdobju. Zato so zanje toliko pomembnejše dejavnosti, ki na drugačne motivacijske načine obujajo zavedanje o koristih branja ter omogočajo povezovanje šolskih obveznosti in rekreacijskih dejavnosti. Povezali bomo izkušnje iz nacionalnih in mednarodnih projektov ter šolskih dejavnosti in ponudili dijakom relevantne kontekste. S spodbudnimi bralnimi okolji bomo ustvarili nove kreativne priložnosti za druženje ob branju, knjigah in pogovorih. Hkrati bomo s pomočjo odzivov preverili vpliv in učinke izvedenih dejavnosti na odnos dijakov do branja in njihovo bralno razumevanje pri različnih predmetnih področjih.

Monday, 06/July/2026 14:20 - 14:40

ID: 480 / Oral 8: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: reading activities, motivation, young adults

Ključne besede: bralne aktivnosti, motivacija, mladi odrasli

Reading - with pleasure

Branje - z užitkom

Gordana BANJANIN

II. gimnazija Maribor, Slovenia

According to the published results of basic skills in adolescents (Pisa, 2024), a noticeable decline in reading skills and comprehension was confirmed, which has already been seen in practice for some time.

The decline is particularly noticeable among the youth of the secondary school age period. Instead of parents and teachers, the influence of peers becomes much stronger.

Therefore, activities that raise awareness of the benefits of reading through different motivational approaches and make the connection of school work with recreational activities are all the more important for the students.

We will present our experience from participating in national and international projects and school activities, where students are offered relevant contexts. We will provide some examples of how stimulating reading environments can offer new creative opportunities for socializing through reading.

We will present students' responses on the effects of the activities carried out and any possible shifts of attitude towards different types of reading and their reading comprehension in different subject areas.



Wednesday, 08/July/2026 14:50 - 15:10

ID: 467 / Oral 49: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: pre-service teachers; disciplinary literacy; self-study

Ključne besede: učitelji pripravniki, disciplinska pismenost, samostojno učenje

A Mixed Methods Analysis of Secondary Pre-Service Teacher Candidates Beliefs About Disciplinary Literacy **Analiza prepričanj srednješolskih učiteljev pripravnikov glede disciplinske pismenosti**

Andrea BEERWINKLE

Sam Houston State University, United States of America

This session will share the results of a mixed-methods self-study. The goal of the study, which is part of a larger program self-study, is to evaluate changes in secondary level pre-service teachers' beliefs about and self-efficacy in teaching disciplinary literacy in their perspective disciplines after taking a required semester-long disciplinary literacy course. Disciplinary literacy is the door to a better world of understanding how to read, write, and view material related to science, social studies, mathematics, art, etc. It is therefore critical to understand pre-service teacher candidates' feelings about disciplinary literacy. Students across two semesters were asked to complete an anonymous 27-item survey with both Likert and open-ended questions at the beginning and end of the semester. The survey asked students about their understanding of disciplinary literacy, their perceived value of disciplinary literacy, and their self-efficacy in teaching disciplinary literacy skills. Preliminary quantitative analysis indicates students felt more prepared to differentiate, teach students to write in their content, determine the literacy skills needed for their content, and prepare lessons. Students also significantly improved their knowledge of where to find current disciplinary literacy research and how to critically think about the research they found. Qualitative analysis is ongoing.

Monday, 06/July/2026 13:40 - 14:00

ID: 198 / Oral 8: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Disciplinary literacy, Science literacy, Reading science, Literacy and learning, Primary science education

Ključne besede: disciplinska pismenost, znanstvena pismenost, znanost branja, pismenost in učenje, učenje znanosti v osnovnih šolah

Reading Science - Learning with Texts in Science Education **Znanost branja - učenje z besedili v poučevanju znanosti**

Bettina BUCH¹, Jesper BREMHOLM², Lars Bo KINNERUP¹, Charlotte ORMSTRUP³

¹University College Absalon, Denmark; ²Danish National Center for Literacy; ³VIA University College

In this presentation, we share findings from a large-scale observational study on literacy practices in science in lower secondary classrooms in Denmark. The study was guided by this research question:

What characterizes literacy practices in science teaching in Danish lower secondary school in particular regarding different functions and patterns of the use of texts?

The theoretical framework is disciplinary literacy and is methodologically inspired by focused ethnography. In total, the team made observations in 120 science lessons in grade 7 to 9.

The main data consisted primarily of field notes.

Applying NVivo, the data were analyzed collaboratively following a three-step analytical procedure. This procedure allowed us to identify five major patterns characterizing text use practices in the science classrooms:

- 1: Qualifying the choice and purpose of texts,
- 2: instructional support for students' reading,
- 3: instructional support for students' writing,
- 4: instructional coherence when using texts, and
- 5: working with scientific words and concepts in disciplinary context.

The presentation will focus on the collaborative approach and on the five patterns constituting the study's main findings. We will accompany the presentation with examples of empirical findings from the classroom observations. In conclusion, we discuss the didactic use and implications of these findings.



Wednesday, 08/July/2026 14:10 - 14:30

ID: 468 / Oral 49: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Neurodiversity, Cultural Difference, Longitudinal, Case Study

Ključne besede: nevrodiverziteta, kulturne razlike, longitudinalno, študija primera

Neurodiversity, Cultural Difference and Transformative Practice: A Longitudinal Case Study
Nevrodiverziteta, kulturne razlike in transformativne prakse: longitudinalna študija primera

Catherine COMPTON-LILLY

University of South Carolina, United States of America

This presentation draws on Lemke's (2000) discussion of timescales to explore longitudinal becoming for one Chinese American child who was diagnosed in elementary school with Aspergers syndrome. While James' early years of schooling were challenging, the researcher documents events, people, and social networks that contributed James' eventual success. This case study reveals the roles played by others in re-interpreting and re-writing narratives over time, enabling possibilities that may have seemed impossible. Specifically, timescale analysis highlights how people make meaning across multiple dimensions of time as they repeatedly return to some stories while neglecting and forgetting others. Participants – including James – simultaneously operate within multiple timescales as they draw upon historical timescales that carry meanings related to social histories, familial timescales that involve familial practices and culture, and ongoing timescales that entail the experiences and voices of others in the relative present. James' becoming was marked by past school experiences, the challenges he faced in meeting school timelines, his family's history as Chinese American immigrants, and the draw of popular culture, which helped James to connect with his peers. Together these timescales highlight James' longitudinal becoming over a 13-year period.

Monday, 06/July/2026 15:50 - 16:10

ID: 145 / Oral 12: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: vocabulary; comprehension; background knowledge; word knowledge.

Ključne besede: besedišče, razumevanje, predznanje, znanje besed

The Reading Circuit: A model for adolescent reading
Bralni cikel: Model za branje v mladostništvu

Douglas FISHER, Nancy FREY

San Diego State University, United States of America

This engaging professional learning session centers on effective, research-based strategies for teaching foundational reading skills to struggling secondary readers. Participants will examine key components of reading development, including self-efficacy, word recognition, word knowledge, sentence fluency, language comprehension, and background knowledge. Special attention will be given to understanding the unique needs of older readers who often struggle with decoding, fluency, and comprehension despite their age or grade level. Educators will learn how to provide targeted reading support that aligns naturally with content-area instruction, helping students build essential literacy skills while deepening their understanding of academic subjects. Through hands-on examples, practical tools, and evidence-based practices, participants will discover how to strengthen student engagement, expand vocabulary and background knowledge, and foster confidence in reading. The session emphasizes creating a classroom culture that nurtures persistence, curiosity, and a positive reading identity. By the end, attendees will be equipped to design lessons that empower students to read with greater accuracy, fluency, and comprehension—transforming their classrooms into thriving, literacy-rich environments where all learners can succeed.



Wednesday, 08/July/2026 13:50 - 14:10

ID: 296 / Oral 49: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: reading comprehension, inference generation, metaphor, metacognitive awareness

Ključne besede: bralno razumevanje, sklepanje, metafora, metakognitivno zavedanje

Inference generation and metacognitive awareness: Evidence from Greek Primary and Secondary Schools

Sklepanje in metakognitivno zavedanje: Dokazi iz grških osnovnih in srednjih šol

Ioanna GIANNAKOULA, Athanasios AIDINIS

Aristotle University of Thessaloniki, Greece

Inference generation is one of the factors on which reading comprehension depends. This ability refers to readers' ability to combine explicit and implicit textual information either by relying on textual points or by recalling their prior knowledge to construct the situational model of the text. The purpose of this paper is to examine sixth grade of primary school and third grade of secondary school students' ability to generate bridging and elaborative inferences in narrative and non-narrative texts using either literal or figurative language. Students' awareness regarding the textual points they relied upon to answer comprehension questions was also investigated. The 104 participants were asked to read 4 texts (two narrative and two non-narrative) and subsequently answer questions indicating simultaneously the textual point(s) on which they relied their answer. The results demonstrated moderate performance in both age groups. Even the students in the third grade of secondary school did not reveal a sufficiently developed ability to understand figurative language, to indicate the correct textual point and to generate inferences, particularly when these inferences were based on figurative language, which imposes a greater processing load. The findings show that metacognitive awareness influences both inference generation and reading comprehension.

Wednesday, 08/July/2026 11:30 - 12:10

ID: 300 / Workshop 17 & 18: 1

Workshop (40 min)

Keywords: poetry, creative writing, inclusive learning settings, multilingual

Ključne besede: poezija, kreativno pisanje, inkluzivna učna okolja, večjezičnost

Arriving through creative writing: A poetry kit for schools

Napredek skozi kreativno pisanje: Pesniški komplet za šole

Winnie-Karen GIERA

University of Potsdam, Germany

How can linguistic creativity be fostered as a future skill?

To explore this question, the Chair of German Didactics at the University of Potsdam has developed a poetry kit that encourages young people from various types of schools to engage in creative writing and to draw on their multilingual resources. The concept of the multilingual and multimodal poetry kit was awarded the FöWiTec Innovation Award in December 2024.

In the workshop, the prototype of the kit will be presented, offering practical insights into how its materials can be used to promote linguistic creativity.



Monday, 06/July/2026 11:00 - 12:20

ID: 160 / Poster Presentation 1: 5

Poster Presentation

Keywords: Cooperative Learning, Critical Literacy, Young Adult Learners, Discussion-Based Instruction, Literacy-Rich Learning Environments

Ključne besede: sodelovalno učenje, kritična pismenost, mladi-odrasli učenci, pouk na podlagi diskusije, učenje bogato z opismenjevanjem

Integrating Reading, Discussion, and Collaborative Projects to Enhance Young Adult Literacy in a Foreign Language Course

Integracija branja, diskusije in sodelovalnih projektov za izboljšanje pismenosti med mladimi odraslimi v učenju tujih jezikov

Yumi GOMEZ

Seitoku University, Japan

This poster presents an instructional model from an elective English reading and discussion course at a university in Tokyo, Japan. The course aims to develop communicative and critical literacy skills needed for academic study abroad. The project examines how cooperative learning principles can support a literacy-rich environment that enhances critical thinking, collaboration, and inclusive participation among young adult learners. The 14-week English-medium course has two components. In the first phase, students prepare weekly reading résumés with vocabulary tasks, questions, summaries, opinions, and prompts, and they take turns leading small-group discussions. The second phase is a group project in which students research a social issue, conduct inquiry-based discussions, create a solution, and present their findings. Students also complete reflective journals. Guided by Johnson, Johnson, and Holubec's cooperative learning framework, which emphasizes positive interdependence, individual accountability, promotive interaction, social skills, and group processing, the course fostered active dialogue, deeper reasoning, and equitable participation. Students demonstrated greater use of higher-order thinking as they engaged in group discussions and worked with complex texts. This presentation also highlights the teacher's role as a facilitator who designs interaction-rich tasks and supports collaborative project work, offering practical insights for creating effective literacy environments in higher education.

Tuesday, 07/July/2026 10:40 - 11:00

ID: 261 / Oral 21: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: adolescents, writing, cooperation school and library

Ključne besede: mladostniki, pisanje, sodelovanje šole in knjižnice

Welcome to the library: A horror short stories writing project for adolescents

Dobrodošli v knjižnico: Projekt pisanja grozljivih kratkih zgodb za mladostnike

Erica GRAMMING

Ödeshögs Library, Sweden

In Ödeshög municipality, as in Sweden in general, the reading comprehension had declined according to the PISA results. It is also a fact that adolescents visit our library less when they start secondary school. We decided to create a literature project that included a children's librarian, a school librarian, an author and teachers of children aged 14-15 years. Our goals were to enhance the literacy and love of storytelling among the adolescents, to let them produce their own stories in a book to give them pride in what they achieve and we also wanted to make them feel more comfortable being in the library as a strategy for lifelong literacy. All of year 8 had a day to attend. The theme was horror novels which is very popular. The day started with an inspirational lecture of Magnus Nordin, the invited author, followed by four sessions, in and around the library, where the students were to pitch their stories to the author and get tips, write with help from teachers and listen to a novel. One part was also designing covers for the book that will be created with the collection of the stories, hopefully with a book release in January.



Wednesday, 08/July/2026 14:30 - 14:50

ID: 501 / Oral 49: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: civic literacy, contentious texts, teacher education, knowledge building, disciplinary literacy

Ključne besede: državljanska pismenost, sporna besedila, izobraževanje učiteljev, gradnja znanja, disciplinska pismenost

Reading for Democracy: Teaching Contentious Texts in Contested Times

Branje za demokracijo: Poučevanje o spornih besedilih v burnih časih

Nicholas HUSBYE

University of Nebraska - Lincoln, United States of America

Across democratic societies, teachers face the challenge of preparing young readers to navigate politically charged, historically situated civic texts. This presentation reports on a practitioner inquiry project in a U.S. literacy teacher-education course in which pre-service teachers engaged in a five-day mini-unit centered on reading the United States Constitution as a contentious civic text. Using literacy practices such as strategic annotation, adjacent texts, stance-based questioning, and ethical adaptation protocols, students developed both constitutional knowledge and the interpretive flexibility needed for civic reasoning.

Data sources included annotated constitutions, written reflections, microteaching plans, and informational speeches modeled on What the Constitution Means to Me. Analysis demonstrated that PSTs built three forms of civic literacy: correcting misconceptions, adopting more nuanced interpretive stances, and engaging in perspective-taking during classroom discourse. Findings suggest that literacy instruction can serve as a productive site for developing civic engagement, even with politically fraught documents. The session offers a pedagogical model demonstrating how content knowledge and literacy practices can be integrated to support democratic participation. Although grounded in the U.S. context, the framework has broader implications for teacher education internationally, particularly in designing instruction around contentious texts in polarized times.

Tuesday, 07/July/2026 14:50 - 15:10

ID: 526 / Oral 30: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: adolescent literacy, creative writing, secondary education, literacy practices, teacher beliefs

Ključne besede: mladinska pismenost, kreativno pisanje, sekundarno izobraževanje, prakse pismenosti, prepričanja učiteljev

Creative Writing in Greek Secondary Education: High Pedagogical Legitimacy, Partial Structural Integration

Kreativno pisanje v grškem sekundarnem izobraževanju: Visoka pedagoška legitimnost, delna strukturna integracija

Spyros KIOSSES¹, Eleni CHATZIMAVROUDI²

¹University of Thessaly, Greece, ²Kassandra Center for Educational Excellence, Anatolia College, Thessaloniki, Greece

This presentation reports findings from a Greek survey examining how creative writing is implemented and understood in lower and upper secondary education, with a focus on adolescent literacy. Data were collected from about 250 public-school teachers with experience and postgraduate qualification. The study explores classroom practices, preferred genres and timing within the reading-writing cycle, and teachers' perceptions of literacy-related benefits.

Results show near-universal use of creative writing, but in patterned and uneven ways. It is most strongly embedded in Modern Greek Literature and less consistently in Modern Greek Language. Creative writing is concentrated after reading, while pre- and during-reading uses are rare, indicating a primarily reflective and interpretive function. Teachers favor short forms such as poems, short stories, and excerpts, with limited use of extended works or non-literary genres. Despite these constraints, teachers report strong literacy benefits, including improved text production, language use, critical thinking, interpretive reading, and socio-emotional skills. Overall, creative writing is valued remains literature-centered and post-reading oriented.



Monday, 06/July/2026 11:20 - 11:40

ID: 439 / Oral 2: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Game Studies, Everyday Literacies, Conversational Analysis, Functional-Pragmatics, Reading in Interaction
Cljučne besede: študije iger, vsakodnevne pismenosti, konverzacijska analiza, funkcionalna pragmatika, branje v interakciji

Reading Aloud and Reading Together: Functional-Pragmatic Insights into Young Adults' Collective Reading Process in Cooperative Gameplay

Branje na glas in branje skupaj: Pogled funkcionalne pragmatike na proces kolektivnega branja pri sodelovalnem igranju

Feline KLEIMANN

Universität Hamburg, Germany

The setting of a modern cooperative board game – in which text is read aloud and meaning is negotiated orally within a group – offers a rare opportunity to observe reading comprehension as it unfolds in interaction. This allows the present study to explore the following questions: How do young adults collaboratively construct understanding of written text in cooperative gameplay and what mechanisms support their collective sense-making?

Audio recordings of a full gameplay session of *Dead of Winter* were transcribed in semi-interpretative transcriptions and analysed with a functional-pragmatic approach. The analyses show that understanding is achieved through a collective search for clues and the negotiation of competing interpretations, with readers and listeners performing distinct roles: the reader monitors the correct implementation of the rules, while listeners apply the rules to the gameplay. Partial rereading proved to be a central mechanism in this process. It resolves interpretive uncertainty, manages rule conflicts, and maintains joint orientation. Prosodic variation further highlights relevant information and signals interpretive stances during rereading.

The presentation will discuss these key findings, highlighting that cooperative gameplay is a valuable site for studying young adults' everyday literacy practices and emphasizing the significance of examining literacy in interaction beyond institutional settings.

Tuesday, 07/July/2026 12:30 - 12:50

ID: 476 / Oral 25: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: first language reading skills, second language reading skills, second language writing skills, working memory
Cljučne besede: bralne sposobnosti v prvem jeziku, bralne sposobnosti v drugem jeziku, sposobnosti pisanja v drugem jeziku, delovni spomin

The role of first and second language reading, first language low-level skills, and working memory in second language writing

Vloga branja v prvem in drugem jeziku, spretnosti na nizki ravni v drugem jeziku in delovnega spomina na pisanje v drugem jeziku

Judit KORMOS^{1,2}

¹University of Ljubljana, Slovenia; ²Lancaster University, UK

Our research investigated how second language (L2) and first language (L1) reading, L1 low-level skills and working memory (WM) are related to ratings of argumentative and narrative texts. The research was conducted in Hungary with 95 secondary school students whose proficiency ranged from pre-intermediate to high upper-intermediate. Participants' L1 reading and L1 low-level skills were assessed with validated instruments in Hungarian and WM with the backward digit span test. We administered three L2 reading comprehension tasks from the Cambridge English First for Schools test. Participants wrote a narrative and an argumentative essay.

L1 and L2 reading skills contributed significantly to raters' perceptions of writing quality. The effect of L1 reading on L2 writing was mediated by L2 reading. L2 reading was significantly related to grammatical accuracy, lexical quality and the organization of the written texts highlighting the substantial role of shared L2 grammatical and lexical resources and importance of reading skills for monitoring and revising L2 written output. Participants with higher L1 reading ability and L1 low-level skills scored higher on spelling and mechanics and organization in the narrative text and used fewer connectives in the argumentative text. Implications for developing literacy skills in a second language will be discussed.



Monday, 06/July/2026 14:00 - 14:20

ID: 355 / Oral 8: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Ivan Cankar, slovenian literature, high school students, Non-canonical texts, teaching approaches, adolescent engagement, literary empathy, social themes

Ključne besede: Ivan Cankar, slovenska literatura, srednješolci, izvenkanonska besedila, pristopi k učenju, vključenost mladostnikov, literarna empatija, družbene teme

Cankar for Today: Engaging Youth Through Non-Canonical Literary Texts

Cankar danes: Vključevanje mladih skozi Izvenkanonska besedila

Maja LUTAR KRAMBERGER

Prva gimnazija Maribor, Slovenia

In schools, the question of how close Slovenian literary classics are to contemporary high school students often arises. Drawing on my teaching practice, I present an approach aimed at making Ivan Cankar accessible to young people growing up in the age of digital media, fast-paced communication, and shifting social dynamics. Students are often discouraged by canonical works (*Na klancu*, *Pohujšanje v dolini Šentlorjanski*, *Skodelica kave*), which they perceive as demanding and distant. Therefore, I also incorporate lesser-known, non-canonical texts by Cankar that address themes closer to adolescents: mental distress, social inequality, the position of women and children, societal expectations, and resistance to authority.

I will present teaching approaches—including interpretative workshops, intermedial connections, comparisons with contemporary social issues, and performance-based activities—and reflect on their strengths and limitations. Benefits include stronger student identification, development of literary empathy, and a more engaging dialogue with the canon, while limitations involve time constraints, uneven student prior knowledge, and dependence on group motivation. This presentation demonstrates how non-canonical texts can open new pathways to understanding Cankar as a relevant and contemporary interlocutor for young people.

Wednesday, 08/July/2026 14:10 - 14:30

ID: 397 / Oral 50: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Environmental Literacy, English for Specific Purposes, Technical Secondary School, Environmental Education, Sustainability Education

Ključne besede: okoljska pismenost, angleščina za specifične namene, tehnična srednja šola, okoljsko izobraževanje, trajnostno izobraževanje

Fostering Environmental Literacy in the English Classroom. The implementation of a pedagogical sequence

Razvijanje Okoljske Pismenosti pri Urah Angleščine. Izvedba pedagoškega prijema

Alda Maria MACIEL¹, Ana Renata BORGES²

¹Instituto Federal de Educação, Ciência e Tecnologia do Rio de Janeiro - IFRJ; ²Universidade Federal do Estado do Rio de Janeiro - UNIRIO; Fundação Oswaldo Cruz - Fiocruz

Given the challenge of fostering environmentally literate citizens, this oral presentation explores an innovative approach to enhancing environmental literacy through a structured activity conducted in a technical secondary school. The activity, designed for English for Specific Purposes students, combines language skills development with environmental awareness by engaging students in debates and collaborative research projects focused on contemporary environmental challenges. It is founded mainly on the theories of Multiliteracies (New London Group, 1996; Kalantzis & Cope, 2012; Rojo, 2012), the theories of Critical Pedagogy (Freire, 1996; Giroux, 2011), and of Environmental Literacy (McBride et al., 2013). This multifaceted activity has improved English proficiency and encouraged the development of critical thinking, problem-solving, and collaboration skills. The results suggest that students' environmental literacy progressed significantly, as evidenced by their increased ability to discuss complex environmental topics. The activity also fostered a sense of personal responsibility and motivation to engage with global environmental issues. With the increasing urgency of environmental concerns, it is essential to integrate Environmental Education (Rouhiainen, 2023) into ESP learning to create globally aware and responsible citizens. This presentation highlights the potential of language classrooms as platforms for developing environmental literacy, contributing to the broader goal of sustainability education (UNESCO, 2021).



Tuesday, 07/July/2026 16:20 - 16:40

ID: 367 / Oral 35: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: academic literacy, multiple-document comprehension, reading strategies, higher education, assessment tool adaptation

Ključne besede: akademska pismenost, hkratno razumevanje večih besedil, strategije branja, visokošolsko izobraževanje, prilagajanje ocenjevalnih orodij

Investigating Multiple-Document Comprehension and Reading Strategies in Greek Higher Education: Preliminary Findings from a Pilot Study

Raziskovanje hkratnega razumevanja večih besedil in bralnih strategij v grški višji izobrazbi: Prvotni rezultati iz pilotne raziskave

Evangelia MANOUSELI¹, Ioannis SPANTIDAKIS¹, Despina VASARMIDOU²

¹University of Crete, Greece; ²Hellenic Open University

Multiple-document comprehension (MDC) is a core component of academic literacy, requiring readers to select, integrate, and critically evaluate information across sources. Although MDC has been examined internationally, research in Greek higher education remains limited. This presentation reports on the design and emerging findings of a pilot study conducted as part of an ongoing doctoral project exploring university students' literacy practices when engaging in multiple academic texts. The study includes the cultural and linguistic adaptation of a German MDC assessment tool into Greek, following established procedures (translation–back translation, expert review, and cognitive checking), as well as the administration of a questionnaire on reading strategies. Data from undergraduate and postgraduate students are analyzed to examine the reliability of the adapted instrument. Early results will be discussed regarding reading strategies and multiple-document comprehension. The presentation discusses methodological considerations arising from the translation and adaptation of an MDC assessment instrument from German into Greek. Implications for strategy instruction and future large-scale data collection will be discussed.

Monday, 06/July/2026 13:20 - 13:40

ID: 327 / Oral 8: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Reading enjoyment, volitional reading, reading strategy use, reading frequency

Ključne besede: bralni užitek, prostovoljno branje, uporaba bralnih strategij, pogostost branja

“Wait, some people see PICTURES when they read!” Readers are not all the same, individuals experience reading differently

“Kaj, nekateri vidijo SLIKE, ko berejo!” Niso vsi bralci enaki, posamezniki doživljajo branje različno

John MILNE

Te Wānanga Aronui o Tāmaki Makau Rau | Auckland University of Technology, New Zealand

The title of this presentation reflects one young person's surprise at the revelation we do not all experience reading the same way. This session reports on results from an ongoing series of research projects that seek to understand individual ways of reading and ask: What is the relationship between reading style and the frequency and enjoyment of volitional reading?

To date, nine different reading styles have been identified through studies involving young people and adults. Six of those styles are associated with successful and enjoyable reading experiences and use either visualisation strategies (moviemaker, movie-watcher, slide-show viewer) or a questioning approach (wonderer, hunter-seeker, curious listener). The three styles associated with less positive reading experiences are focused on accuracy.

Social and material factors in reading environments are important in promoting volitional reading and must be considered. However, the internal experience is different for individual readers, and it seems those differences develop relatively early in a reader's life. Understanding that has implications for those who seek to encourage reading, including text choices that may suit different styles and pedagogical decisions that promote and allow for different ways of being to exist simultaneously in a shared space.



Tuesday, 07/July/2026 15:40 - 16:00

ID: 319 / Oral 35: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: assessment, standardisation, literacy, PPAD-E, post-primary

Ključne besede: ocenjevanje, standardizacija, pismenost, PPAD-E, postosnovno

Post-Primary Assessment and Diagnosis – English (PPAD-E): The development of a standardised literacy assessment tool in an Irish context to raise adolescent literacy standards in Irish post-primary schools

Post-osnovno ocenjevanje in diagnoza – angleščina (PPAD-E): razvoj standardiziranega orodja za ocenjevanje pismenosti v irskem kontekstu, da bi zvišali standard pismenosti med mladimi v irskih post-osnovnih šolah

Caitriona MARTYN, Claire O'HALLORAN

National Educational Psychological Service, Ireland

This presentation will provide an overview of the first standardised literacy assessment tool for use at post-primary level in Ireland. The Department of Education and Youth's National Educational Psychological Service identified the need for a diagnostic assessment of literacy with Irish norms. The Post-Primary Assessment and Diagnosis-English (PPAD-E) was co-developed with the Irish Educational Research Centre. The initial standardisation took place in 2019 and included a representative sample of 1,738 students in their 1st Year in post-primary school. The test assesses five domains of literacy: Word Reading, Reading Comprehension, Spelling, Reading Speed and Writing. A unique feature of the PPAD-E is its online scoring and reporting tool to enter and interpret test results. Scores on each of the five domains are accompanied by specific evidence-based strategies for intervention. This standardisation project has delivered on being the first comprehensive test of literacy for use in Irish post-primary schools standardised on an Irish population. Since the launch of the PPAD-E in 2020 over two thirds of schools in Ireland are now using the tool. Further standardisation with students in their 3rd Year of post-primary school is currently on-going and a parallel test has also been developed for use in Irish-medium schools.

Tuesday, 07/July/2026 14:10 - 14:30

ID: 225 / Oral 30: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: rural, summer, equity, accessibility, motivation

Ključne besede: podeželski, poletje, pravičnost, dostopnost, motivacija

Opening Doors for Rural Readers

Odpiranje vrat podeželskim bralcem

Kathrina O'CONNELL

Concordia College, United States of America

Reaching Rural Readers (RRR) started in rural Minnesota and North Dakota, in the United States, and now includes rural readers in Norway. This practice session oral presentation will explore the RRR summer reading program for secondary students living in rural communities. Students are mailed three books and meet once each summer month in Zoom, to discuss each book, often with the book's author! Optimal text selection includes books that authentically highlight rural life, Indigenous voices, and global languages, perspectives, and experiences.

Book discussions are facilitated by pre-service teachers in the English education program at Bemidji State University, where they receive guidance on critical literacy and social justice instruction. Teacher candidates learn how to pose critical questions and plan for engaging online discussions.

This learner-centered approach to summer reading pivots around accessible and equitable reading materials and summer learning opportunities for geographically isolated learners. Book ownership and students' motivation to read drive the book selection and learning format of the program. Each summer, participants' reflections and opinions of the program are analyzed and used to make improvements to RRR. Both strengths and limitations of RRR will be shared in the oral presentation, as well as resources to guide program replication.



Monday, 06/July/2026 14:50 - 15:10

ID: 304 / Oral 12: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: test standardisation, bespoke subtest development, national project, post-primary, collaborative practice
Ključne besede: standardizacija testov, razvijanje podtestov po meri, nacionalni projekt, post-osnovno, sodelovalna praksa

An Measúnú agus Diagnóisic Litearthachta don Iarbhunscoil – Gaeilge (MDLI-G), a standardised test developed to support adolescent literacy in Irish-medium post-primary schools

Naslov: An Measúnú agus Diagnóisic Litearthachta don Iarbhunscoil – Gaeilge (MDLI-G), standardizirani test, ki je bil razvit v podporo mladostniški literaturi v Irščini in post-osnovnih šolah

Claire O'HALLORAN, Caitríona MARTYN

National Educational Psychological Service, Ireland

This paper provides an overview of the development of the first Irish-normed literacy test at post-primary level under the guidance of psychologists in the National Educational Psychological Service (NEPS). Irish is a minority national language and approximately 14,500 (3.9%) post-primary pupils in the country access their education through Irish. The rationale for the development of the MDLI-G stemmed from the publication of the PPAD-E, a parallel test that is available for English-medium schools.

Phase 1 of development involved an initial working group of experts/coiste where NEPS collaborated with an Chomhairle um Oideachas agus Gaelscolaíochta (COGG) to develop test items. During phase 2 the Educational Research Committee (ERC) became involved providing specialist knowledge regarding test design, data collection and analysis, statistical modelling and management of test materials and test security. The test was piloted in Autumn 2023 and standardised in Autumn 2024 with a full-census sample of 1,771 12–15-year-old students.

The test was published in Autumn 2025 offering subtests that assess Word Reading, Reading Comprehension, Spelling, Reading Speed and Writing. Using a unique scoring and reporting tool the MDLI-G offers reports and recommendations for participating students relevant to their area of need thereby utilising assessment-informed interventions to develop adolescent literacy levels.

Tuesday, 07/July/2026 15:10 - 15:30

ID: 448 / Oral SLO 6: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: bralna pismenost, medvrstniško branje, ustvarjalno učenje, Kajetan Kovič, družabne igre

Medvrstniško branje z inovativnimi družabnimi igrami kot učinkovita metoda za spodbujanje bralne pismenosti

Mojca KARNET

Primary School Kajetana Koviča Radenci, Slovenija

V prispevku bomo prikazali, da je bralna pismenost ključna kompetenca, ki učencem odpira dostop do znanja, kulturne dediščine in aktivnega vključevanja v skupnost. V okviru projekta Bralna pismenost in razširjenega programa osnovne šole smo namreč izvedli medvrstniške bralne delavnice, ki so povezale učence različnih starostnih skupin in spodbujale razumevanje branja kot vrednote. Delavnice so izvajali učenci 6.–9. razreda, ki so mlajšim učencem (1.–5. razreda) brali kratke zgodbe pisatelja in pesnika Kajetana Koviča, po katerem se imenuje naša šola. Poleg bralnih dejavnosti so zanje pripravili družabne igre, zasnovane na pisateljevem življenju in njegovih delih za otroke. Igre so nastajale s pomočjo digitalnih orodij ali so bile ročno izdelane in likovno obogatene. Projekt je združil literarno izkušnjo z ustvarjalnim učenjem in digitalno kompetenco. Medvrstniško branje je povečalo motivacijo mlajših učencev, razvijalo njihovo bralno razumevanje in socialne veščine, starejši pa so urili še kritično mišljenje in odgovornost. Predstavitev s primeri dobre prakse bo tako pokazala, da je medvrstniško sodelovanje učinkovita metoda za spodbujanje bralne pismenosti, saj se v skupnem bralnem in ustvarjalnem procesu lahko poveže več generacij učencev. Izkušnja ponuja model dobre prakse, ki ga je mogoče prenesti v druge šole in okolja ter s tem prispevati k razvoju bralne kulture.



Wednesday, 08/July/2026 13:50 - 14:10

ID: 164 / Oral 50: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Reader Response, War Picture Books, International Lessons Study, Japan, the United States, China

Ključne besede: odziv bralcev, vojne slikanice, mednarodna študija učnih ur, Japonska, Združene Države Amerike, Kitajska

International collaborative lesson study utilizing war picture books: Comparative analysis of students' reader response in Japan, China, and the United States

Mednarodna sodelovalna študija učnih ur z uporabo vojnih slikanic: Primerjalna analiza odzivov bralcev-učencev na Japonskem, Kitajskem in v Združenih Državah Amerike

Hikaru KATSUTA, Xin CHEN

The University of Tsukuba, Japan

The first author is engaged in the international lesson study utilizing war picture books since 2022. The lesson includes the following activities: (1) Students write their prior knowledge of war, (2) Students read two war picture books, (3) Students write an essay for each book, and (4) Students discuss the books with peers. This lesson was implemented in Japan and the United States two years ago for fifth and eighth-graders. The study has found that there are significant differences regarding how Japanese and American students respond to war picture books (Katsuta, 2024). American students tended to evaluate the authors based on whether they depict war well, while Japanese students tended to empathize with the protagonist's suffering.

In 2025, the second author joined this project. The same lesson was implemented in China. We selected 180 students' essays from the three countries and compiled them into a booklet. In February 2026, we are going to implement a follow-up lesson where students will read and discuss overseas students' essays.

In our presentation, we will examine the differences in reader response to war picture books among Japanese, Chinese, and American students. We also discuss the benefits of students sharing those differences in the classroom.

Wednesday, 08/July/2026 11:30 - 12:50

ID: 517 / Poster Presentation 3: 11

Poster Presentation

Keywords: peer reading, reading literacy, lifelong learning, reading for integration

Ključne besede: vrstniško branje, bralna pismenost, vseživljenjsko učenje, branje za integracijo

Listening through Books: Voices of Friendships

Poslušanje skozi knjige: Glasovi prijateljstva

Metka KOSTANJEVEC

Prva gimnazija Maribor, Slovenia

At our school, we have long been committed to fostering reading literacy and lifelong learning, while strengthening connections between the school and the wider community through shared reading. Alongside numerous reading promotion activities—such as students' and teachers' reading clubs, the reading badge for students, staff, and family members—and participation in national and international initiatives, we launched a new project this year: Reading with a Friend.

Our school welcomes a growing number of students from abroad, including refugees, many of whom are still learning Slovene. To support their integration and encourage meaningful peer connections, the Reading with a Friend project pairs these students with Slovene peers in a safe, inclusive, and supportive reading environment.

The school library has enriched its collection with graded readers from the Slovenščina po korakih series and easy-to-read books designed for learners of Slovene as a second or foreign language. Beyond language learning, the project nurtures empathy, mutual respect, and intercultural dialogue.

In the future, we plan to connect the project with Amnesty International, inviting students to reflect on human rights, dignity, and the importance of listening to diverse voices. Through shared reading, students learn to understand one another and build bridges of friendship, understanding, and hope.



Tuesday, 07/July/2026 10:20 - 11:40

ID: 514 / Poster Presentation 2: 3

Poster Presentation

Keywords: Special education, Learning support, Multi-professional collaboration, Student engagement, Study skills
Ključne besede: posebno izobraževanje, podpora pri učenju, sodelovanje med več profesionalci, sodelovanje učencev, učne sposobnosti

Special Education Supporting Literacy and Deep Learning in Upper Secondary Education **Posebno izobraževanje podpira pismenost in globoko učenje v višjem sekundarnem izobraževanju**

Michaela NORDLING

Katedralskolan i Åbo, Finland

This poster presents a special education–focused perspective at the Katedralskolan in Turku (Finland). The poster builds on a presentation by the Principal, entitled "Literacy for Deep Learning and Futures Thinking: A Holistic Approach to Humanistic Education". It explores how special education supports literacy development and deep learning in general upper secondary education through a holistic, humanistic approach grounded in positive pedagogy and futures thinking.

The poster highlights the central role of the special education teacher in supporting learning processes and coordinating learning support for students. Learning support is illustrated through collaboration between six key actors: the special education teacher, study and careers advisor, group advisor, subject teachers providing support in classrooms, student welfare services, and the student/families. This multi-professional cooperation creates clear and inclusive support structures that strengthen study skills, engagement, and academic progress for the students.

The poster further illustrates the main objective of aimed support, strengthening individual study skills, motivation, and ability of reflecting on one's own learning process. All this is intended to contribute to the overall professional dialogue on effective supporting models in upper secondary education.

Tuesday, 07/July/2026 10:20 - 10:40

ID: 273 / Oral 21: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: reading badge in primary school, golden readers, reading night, intergenerational reading, interest in reading and development of reading literacy

Ključne besede: bralna značka v osnovni šoli, zlati bralci, noč branja, medgeneracijsko branje, zanimanje za branje in razvoj bralne pismenosti

How to get to 32 golden readers?

Kako priti do 32 zlatih bralcev?

Maja OLUP

Primary School Pod goro Slovenske Konjice, Slovenia

In the 2024/2025 school year, Pod goro Primary School in Slovenske Konjice had 32 Golden Readers, almost half of the generation, with boys representing half of this group.

The school promotes reading through a variety of activities, including the Reading Badge project, end-of-season reading celebrations, prize visits to book fairs for the most successful classes, Reading Nights, the Intergenerational Reading Project, the Reading Marathon, and Our Little Library.

Three Reading Nights are organized annually for students in Grades 5–9. Participants spend the night at school with books, flashlights, and sleeping bags. A special Reading Night is dedicated to Golden Readers who have earned a Reading Badge in all nine years of primary school.

For the past eight years, the school has successfully participated in the Intergenerational Reading Project. Students have read with parents, volunteers from youth organizations, and, for the last three years, residents of a local retirement home, where they also spend the night. The project received national recognition, including an invitation to the Presidential Palace. In 2024, the President of Slovenia joined a reading event at the Lambrechtov dom retirement home.



Tuesday, 07/July/2026 16:40 - 17:00

ID: 402 / Oral 35: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: literacy, deep learning, futures thinking, humanistic education, positive pedagogy

Ključne besede: pismenost, globoko učenje, razmišljanje o prihodnosti, humanistično izobraževanje, pozitivna pedagogika

Literacy for Deep Learning and Futures Thinking: A Holistic Approach to Humanistic Education **Pismenost za globoko učenje in razmišljanje o prihodnosti: Celosten pristop k humanističnemu izobraževanju**

Marianne PÄRNÄNEN

City of Turku / Katedralskolan i Åbo, Finland

Literacy education in the 21st century must be understood as a transformative process that goes beyond technical reading and writing skills to embrace critical reflection, ethical responsibility, and the ability to navigate complexity. Drawing on the example of Katedralskolan i Åbo, a leading upper secondary school in Swedish-speaking Finland, this presentation explores how literacy can be integrated with positive pedagogy and deep learning to foster resilience, autonomy, and global awareness. At Katedralskolan, literacy is cultivated as a dynamic capability that combines analytical reasoning with empathy and constructive action. Strength-based approaches, inquiry-driven learning, and authentic tasks help students develop competencies that prepare them for democratic participation and lifelong learning. Futures thinking—introduced through thematic projects and scenario-based activities—complements this work by encouraging anticipation and adaptability without overshadowing the core focus on humanistic values and meaningful learning. Ultimately, literacy is presented not as a static skill set but as a holistic practice that empowers learners to connect knowledge with purpose and act responsibly in an uncertain world. The audience will be invited to reflect on how similar approaches can be adapted to diverse contexts to strengthen both academic achievement and humanistic values.

Monday, 06/July/2026 11:40 - 12:00

ID: 214 / Oral 2: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: shared reading; collaborative reading; adolescence; reading motivation; family reading; reading communities; Croatia

Ključne besede: skupno branje, sodelovalno branje, adolescenca, motivacija za branje, družinsko branje, bralne skupnosti, Hrvaška

Reading Together in Early Adolescence: Is It Still Possible? **Je skupno branje še mogoče v zgodnji adolescenci?**

Anita PETI-STANTIĆ

University of Zagreb, Croatia

This paper explores the possibilities and limitations of shared reading practices in early adolescence, focusing on both educational and family contexts. Our working hypothesis is that shared reading – understood as reading together, discussing texts, and collaboratively creating meaning – can re-establish reading as a social, emotional, and dialogic experience. The research we present examines the obstacles that hinder shared reading in schools such as curricular overload and the widespread perception of reading as a school duty rather than a personal or shared pleasure. By comparing the examples of good practice, we will highlight opportunities and successful initiatives that have emerged in the Croatian context including initiatives such as Reading in Focus, Teachers in Focus, Our Little Library, Writers Online, and Book and Zvook platform. By presenting good practices from these projects, we show how collaborative reading experiences have fostered motivation, understanding, and empathy among students, teachers, and even families building intergenerational bonds and nurture emotional literacy.

Arguing that shared reading in early adolescence is not only still possible but urgently needed, we call for renewed pedagogical creativity, cross-school cooperation, and stronger partnerships between educators, parents, and cultural institutions to make collaborative reading a vital part of growing up.



Monday, 06/July/2026 12:00 - 12:20

ID: 447 / Oral 2: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: GG4A project, superficial and deep reading, reading and digital literacy, adolescents

Ključne besede: projekt GG4A, umetno in globoko branje, bralna in digitalna pismenost, mladostniki

Reading: Digital or Analogue? Both

Branje: Digitalno ali analogno? Oboje

Barbara PREGELJ

Malinc Publishing House, University of Nova Gorica, Slovenia

This practice session explores both digital and analogue reading within the framework of the project The Book Opened: GG4A. The project is designed as a reading competition, incorporating gamification elements through Moodle and connecting books with online media. By doing so, it aims to enhance reading literacy and foster intercultural competence, offering a curated selection of literature from diverse cultures. The target audience is students aged 13 to 15.

The presentation will begin by outlining the theoretical foundation of the project, focusing on the distinction between superficial and deep reading. It will then briefly describe the project's development, which originated in an analogue format in 2018 and transitioned to a digital environment during the COVID-19 pandemic. The session will also present evaluations from students, mentors, and project creators, and address the most significant challenges encountered thus far.

Above all, the presentation seeks to integrate two perspectives: the external (theoretical aspects and academic research) and the internal (the project creators and its design). It will reflect on the past, considering both national and transnational dimensions, and look ahead to the future, discussing potential directions for the project's development.

Tuesday, 07/July/2026 15:10 - 15:30

ID: 313 / Oral 30: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: argumentation skills, explicit teaching, formative assessment

Ključne besede: sposobnosti argumentacije, eksplicitno učenje, formativno ocenjevanje

Explicit teaching of argumentation skills

Eksplicitno poučevanje sposobnosti argumentacije

Tanja RUPNIK VEC

Slovenian Institute for Adult Education, Slovenia

As classroom practices across educational levels increasingly emphasize critical thinking and evidence-based reasoning, educators require effective formative assessment approaches to support the development of argumentation skills. Because the ability to construct, analyse, and evaluate arguments is a core component of disciplinary, digital, health, sustainability, and other literacies, strengthening argumentation contributes directly to broader literacy development.

This paper introduces a phase-based model for the formative assessment of argumentation skills, comprising the following phases: 1) self-assessment of prior knowledge (both about the topic under discussion and the process of argumentation) and of ones' current argumentation skill level, 2) articulation of learning goals and success criteria, 3) identification of strategies to for achieving these goals, 4) peer and teacher feedback on argumentative processes or products, 5) self-reflection on progress an, when appropriate, the revision of learning goals. For each phase, the model specifies the guiding question, the intended purpose, and possible instructional activities (including methods and techniques), which are further illustrated with concrete examples of students' work. Each phase is critically examined, and the limitations inherent in each of them are discussed.



Monday, 06/July/2026 15:30 - 15:50

ID: 128 / Oral 12: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: identity, critical literacies, self-examination, meaning-making, praxis

Ključne besede: identiteta, kritične pismenosti, samo-spoznavanje, ustvarjanje pomenov, praksa

Breaking/Shattering Glass: Interrogating Textual Representation Using a Self-Psychoanalytic Critical Representation Lens

Prebijanje stekla: Raziskovanje tekstualne reprezentacije z uporabo samo-psihoanalitične kritično reprezentativne lupe

Kelli RUSHEK, Katherine BATCHELOR

Miami University, United States of America

This presentation of research reports findings on how 70 preservice literacy teachers across four sections of a Literature and Other Media for Adolescents course applied the interrogative practices of self-examination (Sealy-Ruiz, 2022) and reader response theory (Rosenblatt, 1979) to nuance Sims-Bishop's (1990) textual representation metaphor. Reading and responding to their meaning-making while selecting and reading a self-chosen "mirror text" within the genre of young adult literature, we've found that literacy preservice teachers acknowledge the inadequacy of singular texts to represent complex identities as well as experience emotional and transformational affectations to their reading experience. Through these findings, we then outline the possibilities for self-examination of preservice teachers' biases and assumptions regarding identity politics through introducing a purposeful and critical reading framework, the Self-Psychoanalytical Critical Representation Lens (Blinded, Exp. 2026).

Tuesday, 07/July/2026 11:20 - 11:40

ID: 277 / Oral 21: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Media literacy, children's literature, critical thinking, empathy

Ključne besede: medijska pismenost, otroška literatura, kritično mišljenje, empatija

Promoting Media Literacy with the Help of Children's Literature. Some Ideas About Children's Books

Promocija medijske pismenosti s pomočjo otroške literature. Nekaj idej o otroških knjigah

Ilze STIKĀNE

University of Latvia, Latvia

In the modern world, media literacy, like literacy, is becoming increasingly important competence, as it is becoming increasingly difficult to navigate the enormous flow of digital information. It is important to look at books also as medium and realize that reading is a very good way to develop media literacy and critical thinking, because a low level of media literacy and critical thinking is a breeding ground for fake news.

The research question – what is the potential of children's literature for promoting media literacy – is examined using the principles of systemic functional theory.

Research demonstrates importance and discusses some possibilities of using literary works to promote media literacy. Specific examples from foreign and Latvian children's literature are given.

It can be concluded that to promote media literacy, it is important to choose books that reveal the same events from different perspectives. The range and diversity of books make it possible to find useful topics for every purpose, every age and every taste. Media literacy issues should be emphasized, among other things, within the framework of various topics in literature and language studies, as well as in cross-curricular connections with social studies and other subjects.



Monday, 06/July/2026 16:40 - 17:00

ID: 360 / Oral 16: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: reading circle, dialogue, bibliotherapy, reading motivation, teacher–librarian collaboration

Ključne besede: bralni krog, dialog, biblioterapija, bralna motivacija, sodelovanje učitelja in knjižničarja

From Obligation to Engagement: The Reading Circle as Experience-Based Dialogue

Od obveznosti do sodelovanja: Bralni krog kot izkustveni dialog

Iva ŠIŠAK, Katarina MALBAŠIĆ

Osnovna škola Mladost, Zagreb (Croatia)

The Reading Circle project, designed for teenage students, has been jointly implemented for the past two years by the school librarian and the Croatian language teacher at Mladost Primary School in Zagreb, Croatia. It was developed in response to the need for an approach that enables students to engage with literary works on a more personal and experiential level, thereby fostering their stronger motivation to read.

Based on a bibliotherapy-inspired approach emphasizing personal experience, reflection and reasoned interpretation, the project proposes a creative model for working with full-length literary works. The presentation will demonstrate how this model is integrated into the curriculum and how various creative activities create opportunities for dialogue in which the teacher, librarian, and students participate as equal contributors. Challenges related to assessment are also addressed, as grading has traditionally played a central role in shaping students' reading habits and motivation.

Survey results and qualitative observations indicate increased motivation to read, greater openness in communication and a readiness for deeper engagement with literature. The project highlights the potential of teacher–librarian collaboration in creating a supportive reading environment in which students experience literature as personally meaningful and provides an important foundation for nurturing lifelong readers.

Tuesday, 07/July/2026 16:40 - 17:00

ID: 431 / Oral SLO 7: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: bralna pismenost, ustvarjalnost, lutkovna igra, likovna umetnost, govorna veščina

Razvoj bralne pismenosti skozi lutkovno igro

Renata SPORN

Osnovna šola Kajetana Koviča Radenci, Slovenija

V predstavitvi bo osvetljen potencial lutkarstva kot učinkovitega orodja za spodbujanje pismenosti v sodobnem izobraževalnem prostoru. Lutkovna dejavnost, ki temelji na ustvarjalnosti, domišljiji in dialogu, ponuja varno in motivacijsko okolje, v katerem lahko učenci razvijajo temeljne bralne, pisne in govorne veščine ter krepitev poslušanja oz. pozornosti. Lutkovno dejavnost obiskujejo tudi učenci priseljenci, ki preko lutke lažje vstopajo v komunikacijske situacije, preizkušajo jezik ter razširjajo besedišče brez strahu pred napakami. Učenci lutkovne skupine so vključeni v vse faze nastajanja lutkovne predstave – od iskanja primerne literature, glasnega branja, opazovanja ilustracij in kritičnega vrednotenja. Proces ustvarjanja lutk, oblikovanja likov, scene, pisanja besedil in priprave predstave omogoča avtentično učenje jezika ter krepi pismenost za življenje – sposobnost kritičnega mišljenja, sodelovanja, reševanja problemov in samozavestnega izražanja. Lutkarstvo tako postane most med umetnostjo in izobraževanjem, med individualnimi potrebami učencev in skupnostjo razreda. Predstavitev s primeri dobre prakse bo prikazala, kako lahko lutkovni pristop v različnih fazah učenja podpira razumevanje besedil, pripovedovanje zgodb in socialno vključenost. Pismenost, ki se razvija skozi lutkovno igro, krepi bralno kulturo, saj učencem omogoča, da s pomočjo ustvarjalnosti in sodelovanja najdejo svoj glas ter ga varno delijo z drugimi.



Wednesday, 08/July/2026 14:50 - 15:10

ID: 287 / Oral SLO 9: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: bralna kultura, motivacija za branje, otroška književnost, Andrej Rozman Roza, bralna značka

»Teden branja z Rozo: primer dobre prakse pri spodbujanju bralne kulture v osnovni šoli«

Tjaša ŠTAMPFELJ

Osnovna šola Belokranjskega odreda Semič, Slovenia

Na Osnovni šoli Belokranjskega odreda Semič, kjer sem zaposlena kot šolska knjižničarka, smo v šolskem letu 2024/25 izvedli projekt Teden branja z Rozo. Dejavnosti smo izvedli v okviru ur knjižnično-informacijskega znanja in predstavljalo primer dobre prakse pri razvijanju bralne kulture mladih bralcev. Projekt je bil zasnovan kot priprava učencev na obisk priznanega slovenskega mladinskega pisatelja Andreja Rozmana Roze ob zaključku bralne značke.

Cilji projekta so bili spodbujanje bralne pismenosti in motivacije za branje, razvijanje knjižnično-informacijskega znanja, krepitev ustvarjalnosti in domišljije, spoznavanje slovenskih mladinskih avtorjev in povezovanje knjižnice z učnim procesom ter kulturnimi dogodki.

Z najmlajšimi učenci smo se ob poslušanju pravljice Samo še eno zgodbo (P. Emerson) pogovarjali o pomenu branja. Otroci so brali Rozine zgodbe, pesmi ter jih predelali v igrive literarne kolaže. Razvijali in reševali so tudi lastne detektivske probleme.

Projekt je pokazal, da učenci radi poslušajo, če jim berejo drugi, so iskreni pri izražanju mnenj, imajo bujno domišljijo in se z veseljem pripravljajo na srečanje z avtorjem. Zaključna prireditev z avtorjem je bila za učence nepozabna izkušnja, ki potrjuje pomen sodelovanja med knjižnico, učitelji in literarnimi ustvarjalci.

Tuesday, 07/July/2026 11:50 - 12:10

ID: 371 / Oral 25: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Slovenian as a foreign language - level-specific texts – Slovenian Reading Badge Society - teaching literature

Ključne besede: slovenščina kot tuji jezik - nivojska besedila - Društvo Bralna značka Slovenije – ZPMS - poučevanje literature

How much, how, and what do Slovenian students abroad read? Teacher, help!

Koliko, kako in kaj berejo Slovenski učenci v tujini? Učitelj, pomagaj mi!

Rajko TEKALEC

Primary School Dragomelj

In this article, I would like to present my direct experiences from a linguistically and age-heterogeneous class, in which I encourage the reading of literary texts in Slovenian. In my lessons, I use picture books and books that are not linguistically adapted to students learning Slovenian abroad. Teachers are thus faced with the challenge of how to appropriately adapt literary texts to different language levels, as there are no graded readers for younger students in Slovenian.



Tuesday, 07/July/2026 12:10 - 12:50

ID: 354 / Workshop 17 & 18: 2

Workshop (40 min)

Keywords: adolescents, library lessons, cross-curricular, integrated learning, reading strategies

Ključne besede: mladostniki, učne ure v knjižnici, medpredmetno, integrirano učenje, bralne strategije

Cross-curricular Library Lessons for Adolescents

Medpredmetne učne ure za mladostnike v knjižnici

Mairi TEMPEL

Tartu City Library, Estonia

Library sessions for children are relatively common in public libraries; however, adolescents seldom visit the library as part of their class activities. If the support from home is absent, young people often become distanced from libraries and reading. Teachers frequently cite the intensity of the curriculum as a primary obstacle, alongside perceptions of library lessons as overly one-dimensional. While the latter is largely rooted in preconceptions and easily overruled by many library lessons, challenges related to curriculum coverage can be mitigated through interdisciplinary integration. Responsibility for facilitating library visits should not rest solely with literature teachers.

This workshop will examine practical strategies for integrated learning outcomes from multiple subjects into library-based activities, but at the same time enabling students to engage with the library environment and access information on contemporary or thematically relevant young adult literature. The workshop will focus on approaches applicable to eighth-grade curriculum, specifically in literature, geography, and mathematics.

Monday, 06/July/2026 11:00 - 11:20

ID: 294 / Oral 2: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Reading engagement, Motivation and identity, Literacy development

Ključne besede: bralno udejstvovanje, motivacija in identiteta, razvoj pismenosti

Why children and young people do or do not engage with reading: Insights from 58,000 comments

Zakaj otroci in mladi (ne)berejo: Odgovori iz 58,000 komentarjev

Anne TERAVALINEN-GOFF

National Literacy Trust, United Kingdom

The National Literacy Trust has surveyed children and young people about reading since 2005, revealing significant changes in its role in their lives. In 2025, far fewer report enjoying or frequently reading compared with 20 years ago. Following consistent decline in reading enjoyment, we explored perspectives in greater depth by asking: Can you tell us more about why you do or don't enjoy reading in your free time?

Responses from 58,398 children and young people aged 8–18 were thematically analysed. Findings reflected and extended existing engagement models, showing a complex interplay of affective, cognitive, and behavioural factors within social and environmental contexts. Through the lens of enjoyment, we identified distinct experiences among keen, ambivalent, and averse readers.

Reading emerged as a practice shaped by identity, environment, and emotional engagement, with motivation strongly linked to relevance, autonomy, and social support. Engagement was personal, conditional, and situational, underscoring the need for tailored strategies and environments that value choice and diversity in texts.

These insights have implications for educators, parents, and policymakers seeking to foster reading engagement and highlight the importance of creating inclusive, supportive contexts where reading becomes meaningful and accessible for all young people.



Tuesday, 07/July/2026 14:30 - 14:50

ID: 521 / Oral 30: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Reading Badge, reading-motivation, primary school, reading project, peer mentoring

Ključne besede: bralna značka, bralna motivacija, osnovna šola, bralni projekt, vrstniško mentorstvo

The Reading Badge (Bralna značka) at Miklavž pri Ormožu Primary School

Bralna Značka v Osnovni šoli Miklavž pri Ormožu

Fleur TKALČEC

Primary School Miklavž pri Ormožu, Slovenia

The Reading Badge at Miklavž pri Ormožu Primary School, part of the Reading Badge movement since its beginnings, has been an ever-evolving and multifaceted reading promotion project, including all pupils and numerous mentors. Our motto “What is the most I can do for myself this year by reading?” highlights the crucial role reading plays in our lives. Starting with kindergarten, the motivational approach focuses on the individual, aiming at maximizing development of each child’s potential by carefully building their reading self-confidence, encouraging them to discover their personal reading interests and gradually increasing their sense of responsibility for their own success. This includes: reading-motivational classes, personal reading plans, reading non-literary books, a wide range of options for demonstrating that one has read books, discussing reading with peer-mentors or friends, reading tea parties, adjustments for special needs pupils and year-round reading. It is pivotal that the recommended reading lists stay open. The recently introduced installation “Tree of Readers, Wisdom and Knowledge” compliments our annual award ceremony with a literary guest or lecturer to further motivate our young readers. Exceptional achievements are promoted by the “Pinocchio” award for enthusiastic readers. At our school, the Reading Badge has thus become synonymous with reading itself.

Tuesday, 07/July/2026 12:50 - 13:10

ID: 238 / Oral 25: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: language teaching, language borrowing, literacy development, multilingualism

Ključne besede: poučevanje jezikov, izposoja med jeziki, razvoj pismenosti, večjezičnost

Cultivating conditions of multilingualism in school: grammatical phenomena as vehicles of strengthening local and minority languages

Ustvarjanje pogojev za večjezičnost v šoli: slovnični pojavi kot vodilo za krepitev lokalnih in manjšinskih jezikov

Marina TZAKOSTA, Georgios LEIVADIOTAKIS, Anastasia MACHAIRIDOU, Maria DAFERMOU

University of Crete, Greece

A fundamental axe of the European Commission is to raise language diversity at the level of national and/ or formal/ official as well as local languages (EC 1997, 2001, Tzakosta 2021). Local languages may take the shape of dialects, minority languages or heritage languages (Tzakosta & Simiris 2022). Aim of the present paper is to discuss how certain grammatical phenomena may cultivate multilingualism in adolescent populations. Language borrowing (LB) is such a phenomenon which clarifies the dynamic interaction of languages which are in contact.

We will show that, although language contact and LB lead to vocabulary enrichment, formal/ official languages tend to resist LB since the latter is considered to downgrade a language’s high status. Moreover, we will present the types of LB attested in local, minority and heritage languages which pinpoint the width and depth of a language’s expressive tools, which fire vocabulary enrichment. Finally, we will underline the need for the incorporation of LB in language teaching as a grammatical phenomenon which not does it not reduce a language’s value, it also facilitates second language teaching and promotes adolescents’ general cognitive development.



Monday, 06/July/2026 16:20 - 16:40

ID: 511 / Oral 16: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: publishing, children's and YA literature, family literacy, reading promotion campaigns, cooperation

Ključne besede: založništvi, otroška in mladinska literatura, družinska pismenost, kampanje za promocijo branja, sodelovanje

The anniversary of the oldest Slovenian book collection for young people as a starting point for an extensive reading promotion campaign

Obletnica najstarejše slovenske zbirke knjig za mlade kot izhodišče za obsežno kampanjo promocije branja

Alenka VELER

Mladinska knjiga Publishing House, Slovenia

In 2022, we celebrated the anniversary of the oldest book collection Sinji galeb for younger readers in Slovenia, the collection that generations of Slovenian youth grew up with. To date, it has published 360 works, including many original Slovenian prose texts that are now considered classics of youth literature. In an extensive reading promotion campaign that lasted throughout the year, there were numerous institutions brought together – from general and school libraries, leading institutions in the field of reading promotion, cinemas, and galleries to national television. Over 100 public and school libraries participated in the preparation of exhibitions of books from the Sinji galeb book collection and over 400 children took part in the national literary competition. More than 50 events all over Slovenia took place to mark the anniversary. The celebration and the reading promotion campaign attracted considerable media attention on national level.

Tuesday, 07/July/2026 16:00 - 16:20

ID: 180 / Oral 35: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Disciplinary literacy, planned supports, pre-service teachers, feedback

Ključne besede: disciplinska pismenost, načrtovana podpora, učitelji pripravniki, povratne informacije

Planned Supports for Pre-Service Teachers' Disciplinary Literacy

Načrtovana Podpora v Disciplinski Pismenosti Učiteljev Pripravnikov

Melissa WRENN, Kelly BARBER

University of North Carolina at Pembroke, United States of America

Teacher educators often require pre-service teachers to identify the planned supports in their lessons. For the majority of United States, planned supports are part of the portfolio-based licensure exam for all grade levels and content areas. But what about the planned supports faculty provide? In this practice session, we will share strategies that we use to build pre-service teachers' competency in disciplinary literacy instruction.

Disciplinary literacy involves how knowledge is created and shared in a given field, as well as reading, writing, and thinking in a discipline (Shanahan & Shanahan, 2014). Pre-service teachers in our courses learn to consider these aspects when planning lessons for their adolescent students in grades 4 and up.

Participants in this practice session will learn how to apply the gradual release of responsibility through their scope and sequence of assignments to build upon specific areas of disciplinary literacy. We will share how we use peer teaching to improve disciplinary literacy lesson plans and field-based instruction. Finally, we will share strategies to support disciplinary literacy in the field of education as our students learn to apply disciplinary literacy in their own lessons—video feedback, targeted reflections, and normalizing of expected revisions.



Monday, 06/July/2026 11:00 - 12:20

ID: 191 / Poster Presentation 1: 6

Poster Presentation

Keywords: reading comprehension, meta-strategy, structure strategies, expository texts, secondary school students

Ključne besede: bralno razumevanje, meta-strategija, strukturne strategije, razlagalna besedila, dijaki srednjih šol

Meta-strategic Learning of Structure Strategies in Reading Comprehension of Expository Texts

Meta-strateško učenje strukturnih strategij v bralnem razumevanju razlagalnih besedil

Meni YEARI

Bar-Ilan University, Israel

The poster will present a study that examined the effect of meta-strategic learning of structure strategies on reading comprehension of expository texts by secondary school students. Meta-strategic learning refers to a mediated construction of knowledge regarding when, why and how to apply a group of strategies for accomplishing cognitive tasks. The effect of a meta-strategic intervention program was compared to that of a strategic program, which focused on a direct (unmediated) instruction of how to apply each structure strategy separately, and to a control group. This study also explored the role of students' engagement in class discussions and tasks in meta-strategic learning. Three structure strategies (cause and effect, comparison, and description) using texts from three school domains (history, civics, and geography) were taught during 9 double lessons. Programs' effectiveness was examined by near- and far-transfer reading comprehension tasks, and a strategic knowledge questionnaire given before and after intervention. Findings indicated that both programs were similarly effective in enhancing students' reading comprehension skills and strategic knowledge. The unique benefits of meta-strategic learning were apparent particularly for high-engaged students in far-transfer tasks and for all students in overt application of strategic elements during task completion. These findings will be illustrated using graphs.

Monday, 06/July/2026 14:20 - 14:40

ID: 229 / Oral SLO 2: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: bralna pismenost, bralna značka, srednješolci, Srednja medijska in grafična šola Ljubljana, raziskava

Bralna značka kot dejavnik razvoja bralne pismenosti na Srednji medijski in grafični šoli Ljubljana

Maja ZORIČ BOLFEK

Srednja medijska in grafična šola Ljubljana, Slovenija

V srednji šoli bralna značka ni več le tekmovalje, temveč postane prostor za osebno rast, razvijanje kritičnega mišljenja in poglobljanje razumevanja kompleksnejših besedil. Dijaki imajo več svobode pri izbiri literature, kar spodbuja njihovo samostojnost in odgovornost. Poleg tega jim omogoča, da raziskujejo različne žanre, avtorje in teme, kar prispeva k širjenju njihovega besednega zaklada, izboljšanju izražanja ter razumevanja družbenih in kulturnih kontekstov.

Prispevek obravnava vlogo bralne značke kot sistematičnega orodja za razvoj bralne pismenosti v srednji šoli. V kontekstu upada bralnih navad med mladostniki in povečanih zahtev sodobnih informacijskih okolij raziskava preverja povezavo med sodelovanjem dijakov v bralni znački in njihovim doseganjem na kazalnikih bralne pismenosti. S pomočjo anketnega vprašalnika smo preučili kako in v kolikšni meri sodelovanje pri bralni znački vpliva na kazalnike pismenosti, primerjali smo rezultate bralne pismenosti med dijaki, ki sodelujejo pri bralni znački in tistimi, ki ne, ocenili smo spremembe bralnih navad po letnikih, analizirali vpliv bralne značke na motivacijo za branje. Članek združuje teoretske koncepte in empirične podatke, prikazane s tabelami in grafi.



Digital Literacy and Artificial Intelligence / Digitalna pismenost in umetna inteligenca

Wednesday, 08/July/2026 15:40 - 16:00

ID: 126 / Oral 54: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: digital literacy, AI, immersive world, English education

Cljučne besede: digitalna pismenost, UI, imerzivni svet, poučevanje angleščine

Immersive Worlds: Building Curriculum using AI with AYA ELA Preservice Teachers

Imerzivni svetovi: Gradnja kurikuluma z uporabo UI pri AYA ELA učiteljih pripravnikih

Katherine BATCHELOR, KELLI RUSHEK

Miami University, United States of America

The rise of artificial intelligence (AI) poses foundational questions about what it means to create, build, and expand curriculum for educators. Author1 and Author2 wanted to learn how their English Language Arts preservice teachers (PSTs) in a reading methods course navigated AI platforms to build an immersive world (IW) for their future students. IWs are defined as computer-simulated environments that include interactivity using exploration like virtual tours or virtual reality. The AI tools students used for this study were: Thinglink (link information); D-ID (avatar creation); and Play-AI (avatar narration). Canva and ChatGPT also assisted PSTs. Data included: 1) rubric design for future students, 2) two-page reflection paper during development of their IWs, 3) design feedback from peers, and 4) mini-conferences with Authors1&2. Emergent findings include: IWs expanded curriculum meaning-making; PSTs' hesitancy in using AI for curriculum work; and PSTs noting future possibilities for their students using IWs. Additionally, PSTs' IWs will be shared in the presentation. Researching how PSTs might employ AI within curriculum-building, such as using Immersive Worlds, will allow teacher educators to identify possible strengths and areas for growth for discussion during coursework as well as how PSTs regard AI trends in the 21st century.

Monday, 06/July/2026 11:40 - 12:00

ID: 173 / Oral 3: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Artificial Intelligence, Postsecondary Literacy, Student Success

Cljučne besede: Umetna Inteligenca, višješolska pismenost, uspeh študentov

Utilizing AI designed digital music to personalize reading and learning experiences and strategies

Uporaba digitalne glasbe, ustvarjene z UI, za personalizacijo bralne in učne izkušnje ter strategij

Laurie BAUER

University of Cincinnati, United States of America

This presentation focuses on pedagogy, student success, and the use of ethical and responsible AI tools to enhance student learning experiences and develop personalized learning strategies. This presentation will discuss a recent and ongoing research project where postsecondary students were introduced to the app, VIBE, developed by LUCID, a digital therapeutic company which uses AI to unlock the power of music and sound. Students used VIBE to create a content library that helps with a sense of focus and overall productivity, particularly when reading. Students used VIBE to help create personalized non-lyrical music playlists designed to enhance their focus and productivity, particularly when completing their academic reading and other assignments. This presentation will include findings from written reflections as well as interviews and focus groups where students reflect on the use of VIBE and discuss how their mood affects learning and academic performance. The presentation will also highlight developing strategies to regulate emotions which can help foster a growth mindset. This innovative project encourages critical thinking, creativity, and problem-solving while providing opportunities to enhance learning experiences and development of personalized learning strategies.



Tuesday, 07/July/2026 14:10 - 14:30

ID: 267 / Oral 31: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Digital Literacy, Citizenship, Creativity, AI, Epistemology

Cljučne besede: digitalna pismenost, državljanstvo, kreativnost, UI, epistemologija

Digital Literacies, Citizenship, and Creativity as Curricular Ideology to Negotiate AI Demands in the Classroom
Digitalne pismenosti, državljanstvo in kreativnost kot kurikularna ideologija, ki pomaga pri usklajevanju zahtev za uporabo UI pri pouku

Spencer CLARK, Lotta LARSON

Kansas State University, United States of America

This presentation will argue that schools need a coherent curricular ideology for digital life—one that centers digital literacies, digital citizenship, and digital creativity as core educational purposes rather than optional add-ons. The media environments students inhabit are shaped by platforms, algorithms, and data infrastructures that influence what they see, what they believe, and how they participate in public life. Digital literacy therefore must move beyond procedural skills toward epistemic awareness, helping learners understand not only how to access information but how it is produced, filtered, and monetized. Digital citizenship likewise demands civic judgment within technologically mediated systems that shape identity, belonging, and democracy. AI intensifies these demands. Tools that generate text, images, and code introduce new literacies—such as prompt craft, ethical evaluation, model bias awareness, and data provenance—that are quickly becoming essential civic skills. At the same time, AI complicates creativity by blurring distinctions between automated production and human imagination to raise urgent questions about authorship, value, and agency. This presentation will provide a robust curricular ideology and framework that provides teachers the epistemic awareness to equip students to be critically ethical and imaginative agents capable of interpreting, creating, and transforming digital worlds increasingly shaped by AI.

Tuesday, 07/July/2026 14:30 - 14:50

ID: 524 / Oral 31: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Artificial intelligence-based language tools; Academic writing; Student–faculty perceptions; Higher education pedagogy

Cljučne besede: jezikovna orodja, ki temeljijo na umetni inteligenci, akademsko pisanje, precepcije med študenti in fakulteto, pedagogika višjega izobraževanja

The Invisible Gap: How Students and Faculty Conceptualize AI Language Tools in Academic Writing
Nevidna meja: Kako študenti in fakulteta konceptualizirajo UI jezikovna orodja v akademskem pisanju

Maria DELMAR BOILLOS

University of the Basque Country, Spain

Artificial intelligence–based Language Tools (AILT) are increasingly reshaping academic writing practices in higher education. These tools provide access to linguistic models, facilitate experimentation with rhetorical strategies, and may enhance academic productivity. However, their pedagogical implications depend largely on how they are perceived by the two main stakeholders involved: students and faculty. Previous research shows that student and teacher perceptions of educational technologies often diverge, and such misalignments can affect instructional practices and learning outcomes. This study presents a comparative analysis of student and faculty perceptions of the benefits and risks of AILT in academic writing. Participants included 314 undergraduate education students and 112 faculty members from the same institution. Both groups completed parallel questionnaires eliciting spontaneous associations and reflective explanations related to AILT use. Qualitative data were analyzed using the Reinert method of descending hierarchical classification to identify dominant lexical patterns and thematic representations. Findings reveal both convergence and divergence. Both groups view AILT as useful scaffolding tools across multiple stages of writing, particularly brainstorming, structuring ideas, revising text, and improving clarity. However, students emphasize efficiency, autonomy, and reassurance, whereas faculty express concerns about academic integrity, authorship, critical thinking, and the long-term development of academic writing skills.



Tuesday, 07/July/2026 14:50 - 15:10

ID: 219 / Oral 31: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: school libraries, public libraries, librarians, artificial intelligence literacy, artificial intelligence technologies
Ključne besede: šolske knjižnice, javne knjižnice, knjižničarji, pismenost v umetni inteligenci, tehnologije umetne inteligence

Comparison of AI literacy aspects among librarians in school and public libraries in Croatia

Primerjava različnih pogledov na pismenost v umetni inteligenci med knjižničarji v šolskih in javnih knjižnicah na Hrvaškem

Mirko DUIĆ

University of Zadar, Croatia

With the significant development of artificial intelligence technologies, there is more and more talk about AI literacy that individuals should acquire for the needs of their private and professional lives. AI literacy is a type of literacy that can also be useful to librarians. By developing AI literacy, librarians become familiar with different aspects and types of AI technologies and the possibilities of their application in different activities. This Research Report will present the comparison between the following aspects of AI literacy among librarians in Croatian school and public libraries: librarians' experiences, attitudes, and opinions regarding the use of artificial intelligence technologies. The research question is: "What are the similarities and differences between the experiences, attitudes, and opinions of librarians in Croatian school libraries and the experiences, attitudes, and opinions of librarians in Croatian public libraries, regarding the use of AI technologies?". The hypothesis is that there are much greater similarities than differences in the experiences, attitudes and opinions of librarians from both types of libraries. The data for the comparison were obtained using the survey method in research conducted between October 2024 and April 2025.

Monday, 06/July/2026 13:40 - 14:00

ID: 473 / Oral 9: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: reading literacy, generative artificial intelligence, critical thinking, lower secondary students, digital literacy

Ključne besede: bralna pismenost, generativna umetna inteligenca, kritično mišljenje, dijaki v nižji srednjih šolah, digitalna pismenost

Reading Literacy as a Predictor of Students' Critical Engagement with Generative Artificial Intelligence

Bralna pismenost kot napovedovalec kritične obravnave generativne umetne inteligence pri učencih

Kaja GALIČ LENKIČ

Primary School Brežice, Slovenia

This study examines the relationship between lower-secondary students' reading literacy and their ability to critically evaluate generative artificial intelligence, based on the hypothesis that stronger reading comprehension supports more accurate detection of inaccuracies in AI-generated texts. A quantitative study was conducted with ninth-grade students from one lower-secondary school. Participants completed two reading-comprehension tasks: an adapted national assessment item and an AI-generated text containing a deliberate factual inconsistency, as well as a questionnaire on reading habits and digital tool use. The same design was later applied to seventh-grade students to compare reading literacy and critical evaluation skills across grades.

The findings show that students who read more books and achieved higher scores on the first task were more successful in identifying the inconsistency in the AI-generated text. Approximately two-thirds of participants detected the error, with higher accuracy among students with stronger reading comprehension. Results from seventh-grade students confirmed the same pattern. The data also indicate frequent use of tools such as ChatGPT for schoolwork, often without sufficient critical awareness. The findings highlight the importance of reading literacy for the safe and effective use of generative AI and underscore the need to develop reading, digital, and AI literacy within compulsory education.



Wednesday, 08/July/2026 10:40 - 11:00

ID: 500 / Oral 41: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: AI literacy, teacher education, digital literacy, critical reading, children's literature

Cljučne besede: pismenost umetne inteligence, izobraževanje učiteljev, digitalna pismenost, kritično branje, otroška literatura

“Sure, Use ChatGPT”: Teaching Future Educators to Read With Machines

“Seveda, uporabljaj ChatGPT”: Poučevanje bodočih učiteljev o branju s stroji

Nicholas HUSBYE

University of Nebraska - Lincoln, United States of America

In a fully online children's literature course for future teachers, I encountered an unexpected shift: student reflections that were once rich with personal insight became generic, vague, and strangely hollow. Rather than assuming avoidance, I recognized that students were trying to learn with artificial intelligence but without the literacy practices needed to use it productively. This presentation reports on a redesign in which AI was positioned as a co-teacher through structured prompting, role-play conversations, and reflective analysis of AI and student exchanges. These activities helped students surface their own interpretive thinking, critique AI-generated misunderstandings, and engage more deeply with texts and reading identities. The work suggests that literacy in an AI era includes reading and writing with, against, and about algorithmic partners, which requires new forms of digital, critical, and ethical literacy. Thoughtful integration can support teacher candidates in developing metacognition, equitable reading practices, and the ability to question and correct machine-produced language. Ultimately, the goal is not to outsmart the machine but to out-human it.

Monday, 06/July/2026 13:20 - 13:40

ID: 394 / Oral 9: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Digital literacy, Critical literacy, Climate change, Elementary education

Cljučne besede: digitalna pismenost, kritična pismenost, podnebne spremembe, osnovno šolanje

From Passive Consumers to Active Producers: Developing Critical Digital Literacy through Climate Change Education

Od pasivnih potrošnikov do aktivnih proizvajalcev: Razvijanje kritične digitalne pismenosti skozi izobraževanje o podnebnih spremembah

Tolga KARGIN¹, Dilek ALTUN², Feyza ERDEN³

¹Usak University, Uşak, Türkiye; ²Bogazici University, İstanbul, Türkiye; ³Middle East Technical University, Ankara, Türkiye

The rapid changes in literacy due to technology necessitate a shift in children from being passive digital consumers to active, critical producers. This study addresses this need by adopting Critical Digital Literacy in teaching a real issue, climate change. The study was conducted with 3rd-grade students (four groups) in a public school in the Aegean Region of Türkiye. Initial assessment revealed that students had very little accurate knowledge of climate change. The seven-week intervention aimed to enhance students' ability to critically analyze digital content they encounter and produce their own digital content. Students collaboratively created original digital products (posters, informative booklets, videos) to share their learning about climate change with peers at school and parents via WhatsApp groups. This research aims to answer the following research question: “How does a critical digital literacy intervention influence 3rd-grade students' engagement with and production of digital texts on climate change?” Data collected through video recordings, digital artifacts, and researcher field notes are currently being analyzed, and the final report will present findings on students' development in critical digital text analysis and creative digital production, offering a model for integrating critical digital literacies into elementary education.



Monday, 06/July/2026 14:20 - 14:40

ID: 376 / Oral 9: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Multimodal Pedagogy, Digital Literacy, Early Childhood Education, Meaning-Making, Student Agency
Ključne besede: multimodalna pedagogika, digitalna pismenost, izobraževanje v zgodnjem otroštvu, ustvarjanje pomenov, odgovornost učencev

Investigating Multimodal Pedagogy: Developing Digital Literacy in the Early Years **Raziskovanje multimodalne pedagogike: Razvoj digitalne pismenosti v zgodnjih letih**

Germaine KOSKINA

Texas Woman's University, United States of America

This Practice Session presents an approach to integrating digital literacy and multimodal pedagogy in early-years classrooms to support students as they learn in an increasingly digital world. Preparing young learners to be global citizens requires equipping them to use multiple modes, such as the linguistic, aural, visual, tactile, and spatial modes, to construct and communicate meaning. Drawing on my professional practice, I demonstrate how explicit instruction in multimodal systems can deepen students' conceptual understanding and provide flexible pathways for representing knowledge. Through guided exploration, students created alternative representations of complex ideas, with each mode contributing a different part of the communicative load. This approach fostered student agency, creativity, and engagement, allowing learners to access information and demonstrate understanding beyond traditional print-based writing. By drawing on their full linguistic, visual, and semiotic repertoires, students designed original products that demonstrated their learning across modes. The session includes critical reflection on the strengths of this practice, such as enhanced engagement and increased access to content, as well as limitations related to teacher facilitation, students' varying digital skills, and technological access. Overall, the presentation illustrates how intentional multimodal instruction can cultivate digital literacy and meaningful learning in the early years.

Tuesday, 07/July/2026 10:20 - 11:40

ID: 420 / Symposium/Round Table 5: 1

Symposium or Round Table (80 min)

Keywords: Digital Literacies, Artificial Intelligence in Education, Critical Information Literacy, Multiliteracies, AI-Mediated Learning

Ključne besede: digitalne pismenosti, umetna inteligenca v izobraževanju, pismenost kritičnih informacij, multipismenosti, Učenje z UI

ELINET Symposium: Rethinking Digital Literacies for the AI Era **ELINET simpozij: Ponovno zamišljene digitalne pismenosti v dobi UI**

Sandra LANGER¹, Elisabeth L. TIGHE², Tiziana MASCI³, Jennifer ROWSELL⁴, Jeroen CLEMENS⁵, Aoife AHERN⁶, Alicia HERNANDO VELASCO⁶

¹University of Education Weingarten, Germany; ²Georgia State University, Georgia, USA; ³University of Urbino, Italy;

⁴University of Sheffield, UK; ⁵free Expert Digital Literacy, Netherlands; ⁶Universidad Complutense de Madrid, Spain;

As AI and digital technologies reshape communication, learning, and information practices, digital literacies must be reconsidered across educational contexts. This symposium brings together international perspectives on how learners engage with digital environments and how educators can design equitable, future-oriented approaches in an AI-mediated world.

Sandra Langer (Germany): Orientation Framework for Integrating AI in Adult Basic Education. A practice-oriented framework showing how AI and digital tools can support adult learners' autonomy, participation, and digital literacies.

Elisabeth Tighe (USA): Digital Reading Processes in Adult Literacy. Findings from think-alouds and reading-time data reveal how adults navigate digital texts and how this can inform instruction and assessment.

Tiziana Mascia (Italy) & Jennifer Rowsell (UK): Digitally Shaped Stories. How AI-mediated narrative environments transform children's meaning-making, self-representation, and forms of reader participation.

Jeroen Clemens (Netherlands): What Is the Truth? Evaluating Information in the AI Age. Challenges in identifying credible information and implications for critical digital literacy.

Aoife Ahern & Alicia Hernando Velasco (Portugal): Critical AI Literacy in Teacher Education. Developing pre-service teachers' multiliteracies and fostering critical awareness of AI in educational contexts.



Monday, 06/July/2026 11:00 - 11:20

ID: 432 / Oral 3: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: digital literacy, artificial intelligence, multiliteracies, multimodal

Ključne besede: digitalna pismenost, umetna inteligenca, multipismenosti, multimodalno

Reimagining Print Texts Through AI: Practical Multimodal Strategies for Today's Classrooms

Ponovno zamišljena fizična besedila skozi UI: Praktične multimodalne strategije pri sodobnem pouku

Lotta LARSON, Spencer CLARK

Kansas State University, United States of America

Rooted in the multiliteracies framework, this session demonstrates how artificial intelligence can help educators transform traditional print texts into rich, multimodal learning experiences that support diverse learners. Drawing on Kalantzis and Cope's (2023) concept of Design, the presentation positions students as active meaning-makers who use linguistic, visual, auditory, spatial, and digital resources to construct new understandings—not simply consume information. Participants will see how AI expands these Available Designs by offering instant access to translated or leveled texts, visualizations, audio narration, simulations, and alternative explanations, all of which enhance accessibility and engagement for multilingual learners and students with reading challenges.

Through classroom-ready demonstrations, the presenters will model practical strategies for converting print materials into podcasts, short instructional videos, interactive flashcards, and visual organizers, as well as ways to integrate AI-generated content into platforms such as Kahoot and Quizlet. These approaches not only support differentiation but also encourage learners to redesign texts across modes, strengthening comprehension and agency. By the end of the session, attendees will leave with a research-aligned framework and multimodal resources to help them reimagine print texts as inclusive, engaging, and future-ready literacy resources.

Monday, 06/July/2026 16:20 - 17:00

ID: 377 / Workshop 5: 1

Workshop (40 min)

Keywords: digital literacy, AI, evidence-based practices, universal design for learning

Ključne besede: digitalna pismenost, UI, prakse, ki temeljijo na dokazih, univerzalni načrt za učenje

Remixing Evidence-Based Practices with AI: Practical Strategies to Strengthen Digital Literacy for Learners with Disabilities

Predelava praks, ki temeljijo na dokazih, z UI: Praktične strategije, ki izboljšujejo digitalno pismenost pri invalidnih učencih

Don MCMAHON

Washington State University, United States of America

This workshop provides a hands-on exploration of practical strategies for using artificial intelligence to enhance digital literacy instruction and strengthen evidence-based practices for learners with disabilities. Grounded in the frameworks articulated in *Remixing Special Education Practices with Artificial Intelligence: UDL, EBP, and HLPs* (McMahon & Firestone, 2024) the session supports educators in using AI to extend, rather than replace, established instructional practices. Participants will examine how AI can accelerate differentiation, generate accessible content aligned with Universal Design for Learning, and support the implementation of high-leverage practices such as explicit instruction, task analysis, and feedback routines.

The workshop emphasizes responsible, human-centered AI use, drawing on current guidance on risk management, bias, and trustworthiness (e.g., NIST, NETP). Through guided activities, educators will use AI tools to remix traditional materials, create leveled texts, craft social narratives, and prototype instructional supports tailored to learner variability. Participants will analyze strengths and limitations of these tools and discuss implications for digital literacy, inclusivity, and instructional decision making. The session equips educators with actionable strategies to integrate AI responsibly and creatively, promoting more accessible, personalized, and equitable literacy experiences for students with disabilities.



Monday, 06/July/2026 12:00 - 12:20

ID: 463 / Oral 3: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: artificial intelligence, integrated reading and writing, postsecondary education

Ključne besede: umetna inteligenca, integrirano branje in pisanje, postsekundarno izobraževanje

Literacy Instructors Experiences with Artificial Intelligence Integration in Integrated Reading and Writing Classrooms

Izkušnje učiteljev pismenosti z integracijo umetne inteligence v pouk z integriranim branjem in pisanjem

Ayse Melodi EDIZER

Texas State University, United States of America

As Artificial Intelligence (AI) becomes more prevalent in postsecondary literacy classrooms, it is important to understand how instructors experience and respond to this change, specifically in integrated reading and writing (IRW) courses. Although research has explored AI in college writing and in the context of English language learners (Aljuaid, 2024; Wang, 2024; Wang et al., 2024), there remains a gap in the literature regarding AI integration in postsecondary IRW spaces. This qualitative case study examines how literacy instructors perceive and apply AI tools in their IRW classrooms, and how their experiences shape their instructional choices. Furthermore, this study is grounded in a theoretical framework that includes Celik's (2023) Artificial Intelligence–Technological Pedagogical Content Knowledge (AI-TPACK) model, Gee's (1999) discourse theory, and Rosenblatt's (1994) transactional theory. These perspectives provide a lens for understanding how instructors talk about AI, how they make sense of it within literacy teaching, and how meaning-making occurs in classrooms where human and AI interactions intersect. The findings will contribute to discussions about AI's role in literacy instruction and offer insights that may support instructors and programs as they consider how AI can strengthen or hinder students' literacy development.

Wednesday, 08/July/2026 10:20 - 10:40

ID: 174 / Oral 41: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Gaming Literacies, gamers as language users, Language-as-Victory, gamers as language teachers

Ključne besede: igričarske pismenosti, igričarji kot uporabniki jezika, Jezik-kot-zmaga, igričarji kot učitelji jezika

Language-as-Victory: A Closer Look at the Literacy Lives and Practices of Gamers in their Second Language

Jezik-kot-zmaga: Pogled na praktično pismenost igričarjev v njihovem drugem jeziku

Raúl Alberto MORA¹, #TeamLaV @LSLP²

¹Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Colombia/Norway; ²Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Colombia

Literacy research has increasingly found video games to be a topic of great interest. Particularly in the last decade, gaming literacies research has explored the practices of gamers while they play and participate in these communities. However, how gamers use a second language as part of these experiences remains a largely unexplored field of work until now.

This presentation shares the findings of a team of gamer-researchers who hold dual roles as second-language users and teachers. Drawing on gaming data from over 50 video games spanning four decades and multiple genres, as well as autoethnographic accounts, playthroughs, and video tutorials, this longitudinal study examines how gamers interact with the games, their communities, and, in our specific case, their evolving teaching practices. Relying on the conceptual framework of Language-as-Victory (LaV), this presentation will first explore the conceptual and methodological considerations of the LaV Project.

This presentation will also discuss how the linguistic, semiotic, and aesthetic elements surrounding gaming literacies, which include key vocabulary, Easter eggs, and decision-making, become vital components in how gamers consolidate their second-language literacies. Our presentation will also briefly introduce our gamer-focused understanding of gamification, exploring how to integrate the gaming mindset into language education.



Wednesday, 08/July/2026 11:30 - 12:50

ID: 484 / Poster Presentation 3: 10

Poster Presentation

Keywords: digital literacy, critical literacy, lesson planning, digital activities

Ključne besede: digitalna pismenost, kritična pismenost, učne priprave, digitalne aktivnosti

Critical digital practices for preservice educators and their students

Kritične digitalne prakse pri učiteljih pripravnikih in njihovih učencih

Mariannella NÚÑEZ¹, Amanda BREWER²

¹University of the Incarnate Word; ²University of Central Missouri

Our pre-service teachers (PSTs) tend to fall within a spectrum: either avoiding digital tools or becoming overdependent on them for instructional planning. Across the board, we see a lack of critical evaluation of these tools.

We reviewed international literacy and technology standards to create a framework for selecting and critically evaluating digital tool use. The resulting guidelines position PSTs to reflect on their purposes for technology integration and to assess whether their choices align with pedagogical goals.

The framework's intention is to provide PSTs with guidance in answering some of their frequent questions: Is the digital tool of high quality? Is the digital-based product aligned with the lesson goals? The guidelines may also be useful for teacher educators as each aspect of critical digital literacy is highlighted and framed clearly for both the teacher educators and the PSTs.

This approach helps future educators become thoughtful consumers and implementers of educational technology.

Tuesday, 07/July/2026 15:10 - 15:30

ID: 445 / Oral 31: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: AI, Artificial Intelligence, text length, text complexity, differentiation

Ključne besede: UI, umetna inteligenca, dolžina besedil, kompleksnost besedil, diferenciacija

Artificial Intelligence as a Door to Accessible Texts for All Readers

Umetna inteligenca kot most do dostopnih besedil za vse bralce

Kathrina O'CONNELL¹, Sonia O'BRYAN²

¹Concordia College, United States of America; ²Bemidji State University, United States of America

This practice session will explore teacher candidates' exploration and use of artificial intelligence to develop texts of varying reading levels for use in elementary, middle, and secondary classrooms. Specifically, this session will report on the successes and challenges of trying to use artificial intelligence (AI) to create texts that differ in length and complexity while the main topics or ideas stay the same. The goal of the practice is to build pre-service teacher efficacy for differentiating instruction, so texts may also be translated using AI so that the pre-service teachers' students have texts to read in their primary language.

Dr. O'Connell and Dr. O'Bryan will summarize their pre-service teachers' experiences using AI to create texts of varied length and complexity. They will also provide practical recommendations for classroom teachers during this session, with links to resources and examples for elementary, middle, and secondary classrooms.



Wednesday, 08/July/2026 15:20 - 15:40

ID: 525 / Oral 54: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: media literacy; digital literacy; digital parenting; children's media use; literacy development

Ključne besede: medijska pismenost, digitalna pismenost, digitalno starševstvo, uporaba medijev pri otrocih, razvoj pismenosti

Literacy development in digital childhoods: The role of digital parenting in children's media literacy development

Razvoj pismenosti v digitalnem otroštvu: Vloga digitalnega starševstva v otrokovem razvoju medijske pismenosti

Veronika PELLE

Corvinus University of Budapest, Hungary

Literacy development has traditionally been understood as a gradual process grounded in age-appropriate cognitive, linguistic, and social maturation. However, children's early and intensive engagement with digital media increasingly reshapes the contexts in which foundational literacy skills emerge. As screen-based activities and platform-mediated interactions become part of everyday life from early childhood, media and digital literacy can no longer be treated as optional or parallel competences, but as integral to contemporary understandings of literacy. This presentation draws on longitudinal evidence from a large-scale, nationally representative Hungarian study conducted in 2017, 2020, and 2025 (N = 2000 children aged 7–16 and N = 2000 parents per wave). The findings document a clear shift toward earlier and more intensive digital media use, including early smartphone ownership, underage social media presence, and growing difficulties in self-regulation. These developments place families at the centre of children's literacy environments. The study identifies four dominant digital parenting patterns -- restrictive regulation, monitoring, technical control, and active mediation -- and shows that communicative, reflective forms of mediation are associated with more favourable media literacy outcomes. The findings highlight the crucial role of parental media literacy and the need for closer alignment between literacy education and family-based digital parenting practices.

Wednesday, 08/July/2026 9:40 - 10:00

ID: 459 / Oral 41: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Artificial intelligence; in-service teachers; pre-service teachers; initial first language teaching.

Ključne besede: umetna inteligenca, učitelji na delovnem mestu, učitelji pripravniki, začetno poučevanje prvega jezika

Artificial Intelligence as an educational tool from the perspective of in-service and pre-service teachers from Serbia

Umetna Inteligenca kot izobraževalno orodje iz perspektive učiteljev na delovnih mestih in učiteljev pripravnikov iz Srbije

Daliborka PURIĆ, Mirjana ČUTOVIĆ

University of Kragujevac, Faculty of Education in Užice, Serbia

The expansion of the application of artificial intelligence has affected various aspects of modern human life, including the education system. The authors examine opinions of in-service (N=268) and pre-service (N=234) elementary school teachers regarding the possibilities, as well as the benefits and limitations of the application of artificial intelligence in initial first language teaching. Both categories of respondents agree that the application of AI is possible in planning, implementing and evaluating teaching. Pre-service teachers emphasize the advantages to a greater extent, especially efficiency, while in-service teachers point out the limitations of the application of AI, namely the marginalization of humanistic values, as well as negative effects on social relationships.

The research findings raise various questions and imply the need for a systemic approach regarding the application of artificial intelligence in education, in order to minimize potential risks.



Wednesday, 08/July/2026 10:00 - 10:20

ID: 270 / Oral 41: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: CLIL (Content and Language Integrated Learning), Digital Storytelling (DST), Generative Artificial Intelligence; English Language Teaching: Lower Secondary (Portugal); Action Research

Ključne besede: CLIL (celostno vsebinsko-jezikovno učenje), digitalno pripovedovanje zgodb (DST), generativna umetna inteligenca, poučevanje angleškega jezika: nižje srednje šole (Portugalska), akcijsko raziskovanje

Digital Storytelling and Artificial Intelligence Applied to CLIL: A Case Study in English Language Teaching at Lower Secondary Education

Digitalno pripovedovanje zgodb in umetna inteligenca v kontekstu CLIL-a: Študija primera – Poučevanje angleškega jezika v nižjih srednjih šolah

Sílvia RIBEIRO¹, Maria Alfredo MOREIRA², Mário CRUZ³

¹University of Minho, Portugal; ²University of Minho, Portugal; ³Polytechnic Institute of Porto, ESE - School of Education Porto

This presentation examines how the combined use of Content and Language Integrated Learning (CLIL), Digital Storytelling (DST) and Generative Artificial Intelligence (GenAI) supports the development of multimodal, digital and inclusive literacy practices in English language teaching at the lower secondary level in Portugal. The study, carried out within an ongoing doctoral project, responds to a documented gap concerning the integration of these methodologies with younger learners.

The research addresses three questions: (1) how DST integrated into CLIL influences pupils' language development; (2) how GenAI can personalise digital narratives to enhance language learning; and (3) the combined impact of CLIL, DST and GenAI on pupils' motivation, creativity and engagement.

Drawing on a qualitative action research design, data collection includes questionnaires, classroom observations, digital productions and interviews, ensuring triangulation.

It is anticipated that preliminary findings will show progression in pupils' digital and multimodal literacy practices, as well as greater autonomy in the use of AI-supported narratives. The integrated use of CLIL, DST and GenAI is also expected to foster more accessible, differentiated and engaging learning environments.

Monday, 06/July/2026 11:20 - 11:40

ID: 330 / Oral 3: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: AI, Glagolitic script, information, media, and digital literacy

Ključne besede: UI, zapisi glagolice, informacije, mediji, digitalna pismenost

From Chat to Chatbot: A Hands-On Approach to Literacy Through Chatbot Development

Od klepeta do chatbota: Praktični pristop k pismenosti skozi razvoj chatbotov

Ana SUDAREVIĆ, Maja Lukić PUŠKARIĆ

Elementary school Dubovac, Croatia

Development of information, media, and digital literacy is a key component of modern education, and the integration of artificial intelligence offers new opportunities for their structured development. Activities in which students explore sources, critically select information, create digital content, and understand the principles behind technological tools directly support these three literacies and connect them with real learning contexts. Based on these principles, several workshops named Chat(bot) with Glagolitic Script were designed for sixth-grade students participating in an extracurricular activity within Croatian Academic and Research Network – CARNET's BrAI project and the curriculum Artificial Intelligence: From Concept to Application. Main goal was to develop an educational chatbot that answers questions about the Glagolitic script. Students explored various information sources, selected and structured content relevant to Glagolitic heritage, and entered it into the chatbot, while becoming familiar with fundamental concepts and possibilities of contemporary AI technologies. They took part in all stages of development—from designing the knowledge base to testing functionalities and creating promotional materials—thereby strengthening their independence and applying these literacies within a concrete project. In this context, the educational chatbot serves as a digital assistant in learning and demonstrates the broader potential of these technologies in teaching.



Wednesday, 08/July/2026 16:00 - 16:20

ID: 237 / Oral 54: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Digital literacy, multiliteracies, multimodalities, large language models, language teaching.

Ključne besede: digitalna pismenost, večpismenosti, večmodalnosti, veliki jezikovni modeli, poučevanje jezikov

How the use of AI in class brings better understanding of language phenomena: Teaching language borrowing through ChatGPT, Gemini and Claude

Kako uporaba UI v razredu prinese boljše razumevanje jezikovnih pojavov: Poučevanje izposoje med jeziki s pomočjo jezikovnih modelov ChatGPT, Gemini in Claude

Marina Tzakosta, Maria Dafermou, Georgios Leivadiotakis, Anastasia Machairidou

University of Crete, Greece

Language borrowing (LB) -which is defined as the integration of lexical forms and/or other mostly morphosyntactic structures from one language to another- is a very productive cross-linguistic phenomenon which contributes to vocabulary enrichment by offering solutions to semantic gaps and/or providing semantic/conceptual alternatives in the host language (McMahon 2005, Winter-Froemel 2008).

Given the central role of LB in vocabulary development, aim of this paper is to highlight the beneficial role of AI in LB teaching at all levels of education through the implementation of three large language models (LLMs), i.e. ChatGPT, Gemini and Claude, in class. To achieve this, we, first, categorize the axes needed to define accurate prompts addressed to LLMs depending on the special traits of the latter, and, second, design LB teaching activities which are appropriate for distinct educational levels.

Finally, based on some first data stemming from a questionnaire distributed to high-school students who were acquainted with the above AI models and the suggested teaching activities, we underline the high/positive impact of AI in a) the cultivation of students' digital awareness and b) the promotion of teaching through digital literacy and Multiliteracies (New London Group 1996).

Monday, 06/July/2026 14:00 - 14:20

ID: 216 / Oral 9: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: media literacy, teacher training, teaching-learning resources, secondary schools

Ključne besede: medijska pismenost, usposabljanje učiteljev, viri za učenje učiteljev, srednje šole

MILES - Media literacy experiences from Romania

MILES - Izkušnje z medijsko pismenostjo v Romuniji

Ariana-Stanca VACARETU, Maria KOVACS

Asociația Lectura și Scrierea pentru Dezvoltarea Gandirii Critice, Romania

In this oral presentation, we will share a media literacy project – Media and Information Literacy and Pre-Bunking Approaches for Critical Thinking in the Education Sector (MILES), supported by the Erasmus programme named "Partnerships for Innovation - Forward Looking Projects". While the partnership includes 11 organizations, our presentation will focus on activities and results obtained in Romania.

We will present the MILES training course for teachers and students training to become teachers, describe its structure, and reflect critically on its outcomes. Following the training, the teachers participated in interactive workshops to co-create teaching and learning resources that were ready for use in secondary school classrooms. Our presentation will highlight these teachers' experiences, exemplify co-created resources, and share student feedback and learning outcomes in media literacy.



Tuesday, 07/July/2026 10:20 - 11:40

ID: 427 / Poster Presentation 2: 1

Poster Presentation

Keywords: SLOLINGO, application, Slovenian, German, reading fictional texts, language learning

Cljučne besede: SLOLINGO, aplikacija, slovenščina, nemščina, branje leposlovnih besedil, učenje jezika

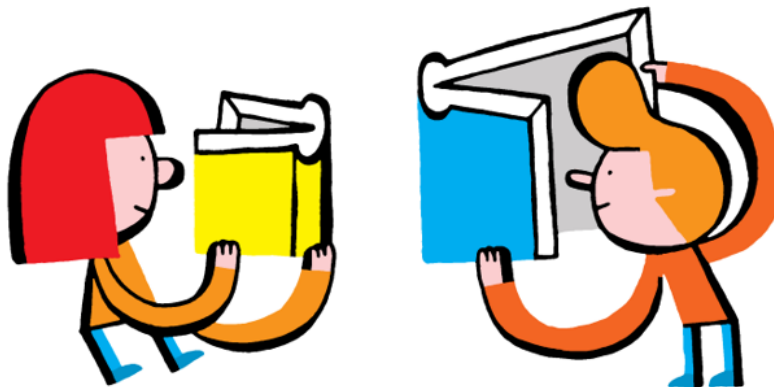
SLOLINGO – An app for learning Slovenian through reading and listening to fictional texts at beginner level

SLOLINGO – Aplikacija za učenje slovenščine skozi branje in poslušanje leposlovnih besedil na začetniškem nivoju

Tatjana Vučajnk

University of Klagenfurt, Austria

SLOLINGO, is a bilingual Slovenian-German app, divided into two parts. In the first part, learners are introduced to the basic vocabulary and phrases, used in everyday communication. In the second part, learners are introduced to Slovenian folk tales (and one German tale) that have been adapted for A1 learners of Slovene, either to be listened to or read. The selected tales also convey elements of Slovenian culture. These tales are linked to essential vocabulary and language structures for understanding the text. Learning both languages is based on gamification, which encourages curiosity and further learning through reading or listening in Slovenian by means of various games.





Inclusive Practices in Literacy for Diverse Learners / Vključujoče prakse na področju pismenosti

Monday, 06/July/2026 11:00 - 11:20

ID: 264 / Oral 6: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Reading motivation, Beginning readers, Family reading culture, Screen addiction, Early literacy

Ključne besede: bralna motivacija, bralci začetniki, družinska bralna kultura, odvisnost od zaslonov, zgodnja pismenost

Reading Motivation in Beginning Readers: Interactions of Family Reading Culture and Screen Addiction Bralna motivacija pri bralcih začetnikih: Interakcija družinske bralne kulture in odvisnosti od zaslonov

Seda AKYILDIZ KÜÇÜK¹, Zeynep AYDEMİR²

¹Ministry of National Education (MoNE), Turkiye; ²Marmara University, Turkiye

Beginning readers, who are in the early stages of developing stable reading habits, are substantially shaped by their immediate environments. Two contextual factors are particularly influential during this developmental period: the reading culture established within the family and children's increasing exposure to digital media, which may contribute to screen addiction. This study examines how these variables influence the reading motivation of beginning readers aged 6-7. The research was conducted with 243 children and their families from a public primary school in Istanbul. Reading motivation, screen addiction, and family reading culture were assessed using standardized measurement tools. Results further reveal a clear negative association between reading motivation and screen addiction; as children's screen exposure increases, their motivation to engage in reading activities decreases. In contrast, a positive association was observed between reading motivation and the reading culture cultivated within the family. Importantly, the analysis showed that screen addiction plays a mediating role in the relationship between family reading culture and reading motivation. Family support helps reduce the negative impact of excessive screen use, strengthening children's motivation to read. Overall, the study underscores the essential role of the family in fostering reading motivation and mitigating risks associated with screen addiction among beginning readers.

Wednesday, 08/July/2026 12:30 - 12:50

ID: 503 / Oral 45: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: inclusive literacy practices, migrant and refugee integration, intercultural dialogue through reading, community-based literacy learning, participatory approaches in literacy

Ključne besede: inkluzivne prakse pismenosti, integracija migrantov in beguncev, medkulturni dialog skozi branje, učenje pismenosti v skupnosti, participatorni pristopi k pismenosti

Croatia from the Outside: The World from the Inside

Hrvaška od zunaj: Svet od znotraj

Ksenija BANOVIĆ

Hrvatsko čitateljsko društvo, Croatia

Croatia from the Outside: The World from the Inside is a project implemented by the Croatian Reading Association in 2024–2025, based on the original concept of its president, Ksenija Banović. The project aims to support the integration of foreign nationals in Croatia through cultural and artistic programmes that bring together migrants and the local population and encourage social interaction.

Members of the host community of different generations are introduced to the cultures of the target groups—applicants for international protection, asylum seekers, refugees, foreign workers, and students—through literary events, public discussions, travel lectures, guided intercultural walks, culinary and music events, and podcasts. The programme promotes reading, literacy development, and dialogue about literary works related to participants' countries of origin.

By connecting migrants with Croatian citizens who have visited those countries, the project highlights integration as a two-way process. Migrants actively participate as content creators and educators. Stakeholders include members of the general public, librarians, academics, and professional associations. Activities take place in schools, reading clubs, and informal intercultural settings. The project has raised public awareness of communities from Ethiopia, Gambia, Uzbekistan, Iraq, India, Iran, Nepal, Somalia, Burundi, and Afghanistan.



Tuesday, 07/July/2026 14:10 - 15:30

ID: 166 / Symposium/Round Table 7 (French): 1
Symposium or Round Table (80 min)

Keywords: orthopédagogie, lecture, écriture, évaluation, intervention

Ključne besede: specialna pedagogika, branje, pisanje, ocenjevanje, intervencija

Pratiques inclusives et leviers innovants pour soutenir le développement de la littérature

Vključujoče prakse in inovativni pristopi za spodbujanje razvoja pismenosti

Marie-Pierre BARON¹, Noemia RUBERTO², Elisabeth BOILY¹, Emilie DESJARDINS¹, Anne-Sophie MAILLOUX¹, Marilou G. OUELLET¹, Geneviève BARAN³, Daniel DAIGLE³

¹Université du Québec à Chicoutimi, Canada; ²Université du Québec en Outaouais, Canada; ³Université de Montréal, Canada

Ce symposium réunit quatre communications explorant des approches d'évaluation et d'intervention inclusives et novatrices pour soutenir le développement de la lecture et l'écriture chez des élèves présentant une diversité de besoins. Dans ces présentations, des personnes étudiantes exposeront des projets partageant la volonté de sortir du cadre traditionnel pour développer de nouvelles perspectives d'évaluation-intervention en lecture et en écriture. Ces projets de recherche mettent en lumière des pratiques alternatives ancrées dans l'observation fine, la dynamisation de l'évaluation et l'enrichissement de l'expérience d'apprentissage. La première communication s'intéresse à l'évaluation dynamique (Aldama, 2022; Onhouna, 2022) auprès d'élèves présentant des difficultés d'apprentissage sur le plan de la compréhension en lecture. Les deux autres communications abordent l'intégration du mouvement — en classe, en plein air ou en contexte orthopédagogique — comme levier pour soutenir l'apprentissage de la lecture et de l'écriture (Boily et al., 2025). La quatrième conférence porte sur l'analyse fine des performances de différentes populations d'élèves québécois du primaire en lien avec l'accord verbal (Baran, 2024). Ces travaux permettent de contribuer à mieux décoder les besoins des élèves, tout en mettant à l'avant-plan des contextes d'intervention alternatifs pour répondre aux besoins diversifiés des élèves présentant des difficultés en lecture et en écriture.

Wednesday, 08/July/2026 14:30 - 14:50

ID: 161 / Oral 50: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Students at-risk, peer-assisted learning, early reading skills, comparative study.

Ključne besede: ogroženi učenci, medvrstniško učenje, zgodnje bralne spretnosti, komparativna raziskava

Effects of Continuing Use of Explicit Peer-Assisted Reading Instruction for Students At-Risk in 2nd Grade

Učinki uporabe eksplisitnih medvrstniških bralnih navodil pri ogroženih učencih v drugem razredu

Auður Soffiu BJÖRGVINSDÓTTIR¹, Anna-Lind PÉTURSDÓTTIR¹, Kristen MCMASTER², Kristján Ketill STEFÁNSSON¹, Amelia Jara LARIMER¹, Sigurgrímur SKÚLASON³

¹University of Iceland, Iceland; ²University of Minnesota; ³Directorate of Education in Iceland

In Iceland, declining reading skills and high rates of special education are a concern. Evidence-based instruction, such as Peer-Assisted Learning Strategies (PALS), can help prevent reading difficulties by teaching early literacy skills.

This study assessed the effects of PALS on at-risk students' early reading growth in 1st and 2nd grade, using a quasi-randomized group design with repeated measures.

Participants (n = 61) were first graders at risk for reading difficulties from a larger study, receiving reading instruction in their regular classrooms alongside peers. Eight schools were assigned to PALS instruction (experimental) or regular literacy instruction (control).

Early reading skills, including letter sound fluency, oral reading fluency, nonsense word fluency, sight word fluency, and reading comprehension, were measured in September, January, and May in both school years. Data was analyzed in jamovi using a mixed linear model given the repeated measures design.

Students at-risk in experimental schools showed greater growth than controls on all measures. PALS had large effects on letter sound fluency (d = 1.04) and nonsense word fluency (d = 0.83), and moderate effects on other outcomes.

Findings have important implications, showing PALS to be a feasible option to enhance early reading skills of students at risk.



Monday, 06/July/2026 15:30 - 16:10

ID: 358 / Workshop 3 & 4: 2

Workshop (40 min)

Keywords: morphology, teacher professional learning, differentiation, spelling, reading

Ključne besede: morfologija, profesionalno učenje učiteljev, diferenciacija, črkovanje, branje

Bridging the Literacy Gap with Morphology

Premoščanje vrzeli v pismenosti z morfologijo

Alexandra BOESE

School of Education, University of Glasgow, United Kingdom

This interactive workshop introduces practical and effective approaches to teaching morphology and explores why it is essential for supporting literacy development. Drawing on extensive teaching experience in Canada, current University of Glasgow PhD Candidate Alexandra Boese examines how teacher professional learning in morphology impacts student achievement and strengthens teachers' confidence and knowledge in literacy instruction. Working with teachers, Alexandra co-constructed a morphology resource that was implemented in classrooms following professional sessions. Student literacy assessments, classroom observations, surveys, and interviews were also completed.

In this workshop, participants will develop a clear foundational understanding of morphology and its role in reading, spelling, and vocabulary development. The session introduces key terminology (e.g. prefix, suffix, free base, and bound base) and demonstrates how morphological instruction can support diverse learners, including those with dyslexia.

Designed for educators, this workshop blends theory with practice through hands-on, classroom-ready strategies. Participants will engage with practical activities, including adaptable lesson ideas, games, and differentiation techniques, which can be implemented immediately in their own contexts.

Attendees will leave with enhanced confidence, practical examples, and a deeper understanding of how morphology can strengthen literacy instruction and improve student outcomes.

Tuesday, 07/July/2026 14:50 - 15:10

ID: 364 / Oral 32: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Literacy intervention, morphology, spelling, inclusive practices

Ključne besede: intervencija opismenjevanja, morfologija, črkovanje, inkluzivne prakse

Do gains in morphological awareness drive spelling growth? Evidence from a five-month classroom intervention

Ali napredek v razumevanju morfologije prinese tudi napredek v črkovanju? Dokazi iz petmesečne intervencije v razredu

Alexandra BOESE, Jeremy LAW, Jennifer FARRAR, Emily OXLEY

University of Glasgow, United Kingdom

We examined whether growth in morphological awareness (MA) following explicit instruction uniquely predicts growth in spelling in students 9-12 years of age, beyond phonological, orthographic, vocabulary, working memory, and reading skills, and whether this link is strongest on a morphology-sensitive spelling task.

Five primary teachers in Scotland received professional learning and implemented a study-specific morphology resource within regular literacy blocks over five months. Students (n = 80) completed pre/post measures including MA tasks (morphological decoding, word structure, word analogy), morphology-specific spelling, word and pseudoword reading (WIAT-III), phonological awareness, orthographic knowledge, receptive vocabulary (BPVS-3), and working memory. Analyses model change at the student level, testing whether MA growth (composite and subtests) predicts spelling growth after controlling for baseline spelling and covariates.

Preliminary analyses show significant pre-to-post gains in MA and spelling. Early mixed-effects models indicate that greater MA growth is associated with larger improvements in spelling beyond baseline reading and spelling. Final models will report the effect of specific MA sub-measures on spelling, in addition to standardized effects and CIs, with robustness checks using alternative MA composites and item level models.

Findings suggest explicit morphology instruction improves MA and that MA growth helps explain spelling gains, particularly where morphemic knowledge guides spelling.



Wednesday, 08/July/2026 10:00 - 10:20

ID: 370 / Oral 42: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Preservice Teacher Professional Learning, Literacy Instruction, Evidence-based Practice, Experiential Learning, Longitudinal Study

Ključne besede: profesionalno učenje učiteljev pripravnikov, poučevanje pismenosti, Vaje na podlagi dokazov, izkustveno učenje, longitudinalna študija

A Longitudinal Study of the Impact of Experiential Tutoring on Preservice Teachers' Literacy Knowledge, Confidence, and Practice

Longitudinalna študija vpliva izkustvenega tutorstva na znanje o pismenosti, samozavest in vaje pri učiteljih pripravnikov

Karen BOESE¹, Jeremy LAW¹, Alexandra BOESE¹, Suparna ROY², Stephen SCHOLE³

¹University of Glasgow, United Kingdom; ²Albert College, Canada; ³Queen Margaret University, United Kingdom

Despite ongoing efforts to improve literacy outcomes, many students continue to experience reading difficulties, highlighting the need to better prepare preservice teachers to deliver evidence-based reading instruction. This longitudinal study, conducted with five local schools, examined the sustained impact of a one-to-one tutoring placement on preservice teachers' literacy knowledge, confidence, and instructional practice. Three cohorts (n = 92) completed a ten-week tutoring placement with a struggling reader. To bridge research and practice, preservice teachers received explicit instruction in the science of reading, supported by modelling and guided practice. Preservice teachers received sustained support throughout the tutoring process, including ongoing guidance, feedback, and reflection. Data were collected at three points: immediately after the placement, one year later, and two years later following further practicum experiences. Thematic analysis of survey data showed significant gains in literacy knowledge and confidence immediately after the placement, with participants reporting improved understanding of key literacy concepts and effective pedagogical strategies. Preservice teachers maintained high confidence in supporting readers and continued to describe the tutoring experience as influential in shaping their classroom practice. These findings highlight the importance of explicit, guided experiential learning in better preparing preservice teachers to meet students' literacy needs.

Tuesday, 07/July/2026 15:10 - 15:30

ID: 471 / Oral 32: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: instructional coaching, teacher agency, reflective practice, literacy professional development, design-based learning

Ključne besede: inštruktorski coaching, agencija učiteljev, reflektivne prakse, profesionalni razvoj pismenosti, učenje na podlagi načrta

Designing for Reflective Practice and Agency: A Theoretical Framework for the D.E.S.I.G.N. Coaching Model™ **Načrtovanje za reflektivne prakse in agencijo: Teoretični Okvir za coaching model D.E.S.I.G.N.™.**

Krishna CART

The Masterpiece Academy, United States of America

This paper introduces the D.E.S.I.G.N. Coaching Model™, a theoretically grounded framework for supporting reflective practice and teacher agency through instructional coaching. Drawing on adult learning theory, social cognitive theory, and cognitive-affective neuroscience, the model conceptualizes teacher learning as a relational and dialogic process in which reflection, identity, and agency are co-constructed through coaching interactions.

Situated within an interpretive, qualitative, single-embedded case study, this ongoing pilot study explores how coaching functions as a space of professional inquiry in which teachers make instructional thinking visible, question assumptions, and refine practice in response to student learning. The D.E.S.I.G.N. Coaching Model™ structures coaching as an iterative, disciplined sensemaking process embedded in authentic practice. Through guided dialogue and evidence-informed reflection, teachers articulate instructional reasoning, interpret student learning evidence, and negotiate professional judgment within contextual constraints.

This pilot study presents the model's theoretical foundations, design architecture, and rationale for examining teacher learning through shifts in reflective depth and professional positioning. The study contributes a theoretically integrated framework that bridges learning theory and coaching practice, with implications for instructional coaching, teacher professional development, and inclusive literacy education.



Monday, 06/July/2026 14:50 - 16:10

ID: 189 / Symposium/Round Table 3 (French): 1
Symposium or Round Table (80 min)

Keywords: différenciation, collaboration, difficultés de lecture et d'écriture

Ključne besede: diferenciacija, sodelovanje, težave pri branju in pisanju

Intervenir autrement: approches différenciées en lecture et en écriture pour favoriser la réussite de tous les apprenants

Ukrepati drugače: diferencirani pristopi k branju in pisanju za uspeh vseh učencev

Nathalie CHAPLEAU¹, Marie-Ève GONTHIER², Josiane PARENT², Mélanie DUTEMPLE³, Jessy MARIN², Kathy BEAUPRÉ-BOIVIN¹

¹Université du Québec à Montréal, Canada; ²Université du Québec à Rimouski, Canada; ³Université du Québec en Outaouais, Canada

Dans un contexte éducatif marqué par une diversité d'élèves, les difficultés d'apprentissage en lecture et en écriture demeurent un enjeu central pour la réussite scolaire. Si les pratiques d'enseignement traditionnelles ne permettent pas toujours de répondre adéquatement aux besoins variés des apprenants, les approches différenciées offrent des pistes prometteuses pour soutenir la progression de chacun. Ce symposium propose d'explorer des pratiques pédagogiques novatrices et flexibles qui visent à répondre aux besoins des élèves.

Les présentations aborderont notamment :

- Le numérique au service de la littératie: regards d'orthopédagogues sur leurs pratiques orthopédagogiques par Marie-Ève Gonthier;
- Différencier l'enseignement de la fluidité en lecture au moyen d'un dispositif de coenseignement collaboratif par Josianne Parent et Marie-Ève Gonthier;
- Différencier l'enseignement de l'orthographe lexicale à partir d'une échelle graduée d'acquisition des phonèmes multigraphémiques par Mélanie Duple;
- L'écriture en collaboration: un dispositif d'enseignement différencié permettant de soutenir la révision et la correction de textes chez les scripteurs débutants par Jessy Marin et ses collaboratrices;
- Collaborer pour maintenir l'intérêt et la curiosité envers la lecture durant l'été par Nathalie Chapleau et Kathy Beaupré-Boivin.

Ce symposium s'adresse aux chercheurs et intervenants scolaires souhaitant enrichir leurs pratiques et contribuer à une culture éducative équitable et bienveillante.

Tuesday, 07/July/2026 16:40 - 17:00

ID: 130 / Oral 36: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: classroom practice, deep learning, lesson design, literacy skills, surface learning

Ključne besede: praksa v razredu, globoko učenje, oblikovanje učnih ur, spretnosti pismenosti, površinsko učenje

Taiwanese Elementary School English Teachers' Lesson Designs and Classroom Practices to Deepen Learners' Language Learning and Literacy Skill Development

Učne Ure in Razredne Prakse, ki so oblikovali Tajvanski Osnovnošolski Učitelji Angleščine, in ki Poglobijo Učenje Jezikov in Razvoj Pismenosti

Chin-Wen CHIEN

National Tsing Hua University, Taiwan

In the language classrooms, while learners who adopt surface learning mainly focus on word and sentence levels, those who adopt deep learning tend to focus more on semantic and discourse levels by understanding the written texts and looking for relationship between the texts and its structure. Some of the exercises provided in the textbooks or designed by English teachers are artificial and drill practices, not deep-learning tasks or literacy skill development. This qualitative study explored twelve Taiwanese elementary school English teachers' lesson designs and classroom practices regarding deep learning. The thematic analysis of observations, interviews, and documents yielded key findings. First, the 12 lessons transitioned from a focus on topic- and language-centered approaches to issue- and content-oriented strategies aimed at enhancing Taiwanese learners' deep learning and literacy skills. Teachers' decision-making during lesson design and implementation was influenced by various factors, including learner characteristics, the learning environment, and the topics and course objectives outlined in the textbooks. The teachers' instructional strategies struck a balance between drill-based practice for surface learning and discussion- and task-oriented approaches to foster deeper learning and learners' literacy skills. A framework was proposed for English teachers' classroom practices related to deep learning and literacy instruction.



Monday, 06/July/2026 16:40 - 17:00

ID: 178 / Oral 19: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: self-regulation, disadvantage, reading comprehension, motivation

Ključne besede: samoregulacija, slabost, bralno razumevanje, motivacija

Vegan Seagulls and Second Minds: Regulating Readers and Removing Reading Barriers

Veganski galebi in drugo mišljenje: Reguliranje bralcev in odstranjevanje ovir pri branju

Katie CULLEN^{1,2}

¹Scoil Mhuire Ogh 1, Crumlin, Ireland; ²Dublin City University

For many students in disadvantaged schools, reading feels like a locked door- one that keeps opportunity, confidence and agency just out of reach. Despite Ireland's strong PIRLS (2021) and PISA (2022) rankings, these students face persistent literacy gaps that demand urgent attention.

This intervention asked a simple question: what if students were given the keys to unlock their own learning? By explicitly teaching self-regulation strategies and using the Gradual Release of Responsibility Model (Pearson & Gallagher, 1986), students engaged in scaffolded lessons, peer discussions, and reflective routines that helped them not only understand texts but also see themselves as capable readers.

While test scores showed modest gains, the transformation was clear: students talked differently about reading, persevered through challenges, and began to claim their learning. Even brief, targeted instruction can unlock doors that systemic barriers often keep closed, positioning Literacy as a source of joy, agency and empowerment for every child.

Monday, 06/July/2026 13:40 - 14:00

ID: 207 / Oral SLO 2: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: branje, vidno procesiranje, disleksija

Vpliv programa za izboljšanje vidnega procesiranja na branje v slovenščini in angleščini pri učencih z disleksijo

Mateja CVET^{1,2}

¹ZZ Mala šola, Slovenija; ²Pedagoška fakulteta v Ljubljani

Branje je kompleksen proces, pri katerem mora učenec najprej prepoznati vidno enoto, jo pretvoriti v njen glasovni ekvivalent in nato povezati posamezne foneme v jezikovno enoto. Nato mora prebrano besedo osmisлити, ji pripisati pomen in jo postaviti v ustrezen kontekst. Raziskave kažejo, da je poleg fonološkega zavedanja, za učenje branja pomembna tudi sposobnost procesiranja vidnih informacij. Izrazitost težav na področju vidnega procesiranja pa je odvisna tudi od transparentnosti jezika, v katerem otrok bere. Primerjava pogostosti težav na področju vidnega procesiranja med bralci z disleksijo je pokazala, da so imeli bralci transparentnih jezikov pogosteje težave z vidnim procesiranjem kot bralci netransparentnih jezikov. V našem šolskem prostoru proces opismenjevanja poteka v jeziku s transparentno ortografijo. Pri učenju prvega tujega jezika pa se učenci srečujejo z branjem v kompleksnem, netransparentnem jeziku. Zaradi razlik v procesu učenja branja različnih ortografij se poraja vprašanje o vplivu teh razlik na branje učencev s specifičnimi učnimi težavami na področju branja. Z raziskavo, ki nastaja v okviru doktorskega študija na Pedagoški fakulteti, bomo zapolnili vrzel o vplivu vidnega procesiranja na hitrost in pravilnost branja. Osrednji cilj raziskave je ugotoviti, kako izboljšati branje v slovenskem in angleškem jeziku s programom za izboljšanje vidnega procesiranja pri učencih z motnjami branja.



Wednesday, 08/July/2026 9:40 - 10:20

ID: 208 / Oral SLO 8, Workshop SLO 2: 1

Workshop (40 min)

Ključne besede: branje, vidno procesiranje, disleksija

Izboljšanje branja z urjenjem vidnega procesiranja pri učencih z disleksijo

Mateja CVET

ZZ Mala šola, Slovenija

Branje je kompleksen proces, pri katerem mora učenec najprej prepoznati vidno enoto, jo pretvoriti v njen glasovni ekvivalent in nato povezati posamezne foneme v jezikovno enoto (besedo). Nato mora prebrano besedo osmisliti, ji pripisati pomen in jo postaviti v ustrezen kontekst. Raziskave kažejo, da je poleg fonološkega zavedanja, za učenje branja pomembna tudi sposobnost procesiranja vidnih informacij. Težave na področju procesiranja vidno posredovanih informacij so pogosteje prisotne pri otrocih z disleksijo kot pri tistih brez nje. S programi, usmerjenimi v izboljšanje vidnega zaznavanja, lahko urimo posamezne komponente vidnega zaznavanja. Raziskave pa kažejo, da urjenje vidnega procesiranja pozitivno vpliva na izboljšanje branja. V okviru delavnice bom udeležencem predstavila proces učenja branja ter vpliv vidnega zaznavanja in procesiranja na učenje branja pri učencih z disleksijo. Na konkretnih primerih bodo spoznali na kakšen način lahko pri otroku prepoznamo težave s procesiranjem vidnih informacij. Osredotočili se bomo tudi na prepoznavanje vizualnega tip napak pri branju. Udeleženci bodo aktivno preizkusili različne vaje usmerjene v urjenje vidnega sledenja, vidne diskriminacije, vidnega dekodiranja, vidnega spomina in vidne orientacije. Prikazane vaje in aktivnosti predstavljajo konkretno in učinkovito orodje za pomoč otrokom s specifičnimi učnimi težavami na področju branja.

Tuesday, 07/July/2026 14:30 - 14:50

ID: 441 / Oral SLO 6: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: bralna motivacija, šolska knjižnica, ustvarjalnost, animacija, bralna kultura, sodelovalno učenje, mednarodno partnerstvo

Od besed do animacije: ustvarjalni pristopi za spodbujanje branja na OŠ Bistrica ob Sotli

Irena ČERNELČ

Osnovna šola Bistrica ob Sotli, Slovenija

Na Osnovni šoli Bistrica ob Sotli že vrsto let razvijamo raznolike pristope za spodbujanje branja, ki povezujejo šolsko knjižnico, učitelje in učence. Posebej izstopa sodelovanje z Osnovno šolo Kumrovec (Hrvaška) v Erasmus+ projektu, v okviru katerega učenci izmenjujejo bralne izkušnje ter raziskujejo jezikovne podobnosti in razlike, učitelji pa soustvarjamo strokovno mrežo za izmenjavo didaktičnih pristopov in dobrih praks.

Predstavili bomo projekt Od besed do animacije, v katerem učenci po branju izbranih literarnih del zgodbe priredijo v kratke knjižne napovednike in jih nato s pomočjo digitalnih orodij preoblikujejo v stop-motion animacije. Izdelki pa so pokazali visoko raven ustvarjalnosti ter prejeli priznanja, med drugim na natečaju Kaj pa ti bereš 2025. Projekt krepi razumevanje besedila, ustvarjalnost, timsko delo ter povezuje bralno, digitalno in medijsko pismenost.

Projekt vključuje tudi elemente igrifikacije, s katerimi načrtno povečujemo motivacijo za branje – med najuspešnejšimi so bralni izzivi, bralni labirinti, pravljичni sprehodi in druge interaktivne dejavnosti, ki spodbujajo raziskovalnost ter notranjo motivacijo učencev in se jih bomo prav tako dotaknili v predstavitvi.

V zaključku bo predstavljena kritična refleksija učinkov opisanih dejavnosti, s poudarkom na spodbujanju bralne motivacije, sodelovalnem učenju in medpredmetnem povezovanju, pa tudi na izzivih, povezanih s časovno obremenitvijo, tehnično podporo in zagotavljanjem vključevanja vseh učencev.



Wednesday, 08/July/2026 11:30 - 12:50

ID: 290 / Poster Presentation 3: 1

Poster Presentation

Keywords: children's and YA literature, bibliography, gender, respect, diversity

Ključne besede: otroška in mladinska literatura, bibliografija, spol, spoštovanje, raznolikost

EU project G-BOOK

EU projekt G-BOOK

Jerneja ČERNILOGAR, Kristina PICCO

City Library Ljubljana, Slovenia

The projects G-BOOK 1, 2 and 3 (Gender Identity: Child Readers and Library Collections; European teens as readers and creators in gender-positive narratives; Audience engagement activities for the social and emotional education of EU teens through gender positive literature and digital technology) aim to promote gender positive children's and young adult literature in terms of roles and models, a literature that is open-minded, plural, varied, free from stereotypes, and that encourages respect and diversity. The project originated from the awareness of the crucial role that children's and YA literature plays in the development of children's and teens' gender identity.

During each edition of the project, an international bibliography is produced and made available on the project's website (<https://g-book.eu/>), and various workshops are carried out with the target audience, along with the circulation of the workshop outputs among the participating countries.

The third edition, currently underway (2024–2027), focuses on young people aged 15 to 18. At present, 11 countries are participating in the project: Ireland, France, Spain, Portugal, Bulgaria, Albania, Germany, the Czech Republic, Finland, Italy, and Slovenia.

Wednesday, 08/July/2026 14:10 - 14:30

ID: 302 / Oral 52: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: dyslexia, inclusion, I want to read too, let's read together with digital tools, Public Library "Ivan Goran Kovačić" Karlovac, reading difficulties

Ključne besede: disleksija, inkluzija, Jaz bi tudi rad bral, Berimo skupaj z digitalnimi orodji, Javna knjižnica "Ivan Goran Kovačić" Karlovac, bralne težave

Working with Vulnerable Social Groups – A Case Study of the Karlovac Public Library

Delo z občutljivimi družbenimi skupinami – Študija primera Karlovaške javne knjižnice

Kristina ČUNOVIĆ, Anita MALKOČ BIŠČAN, Vedrana KOVAČ VRANA

Public Library "Ivan Goran Kovačić", Croatia

One of the goals of the Public Library "Ivan Goran Kovačić" Karlovac is to work with vulnerable social groups and promote the development of an inclusive society. Referring to this, several projects are being held that facilitate reading and understanding of written text for users, but also for all interested persons with dyslexia and reading difficulties. With co-financing from the Ministry of Culture and Media, the programs Let's Read Together with Lexie, I Want to Read Too and Let's Learn Together aim to bring the services of our Library closer to the local community.

The paper aims to present activities aimed at users with developmental disabilities, national minorities, and asylum seekers. Particular emphasis will be placed on activities aimed at working with persons with developmental disabilities. The paper will describe the cooperation with institutions and associations. Most activities are carried out as part of the National Strategy for Equal Opportunities for All. The integration of children and young people into society is always marked by specific problems to which both they and society react differently. Activities are carried out to raise public awareness and educate and inform about the I Want to Read Too Campaign.



CONFERENCE ON LITERACY
KONFERENCA O PISMENOSTI
LJUBLJANA 2026

Tuesday, 07/July/2026 11:50 - 13:10

ID: 268 / Symposium/Round Table 6: 1

Symposium or Round Table (80 min)

Keywords: Care pedagogies, social justice, arts-based, visual literacy, diverse texts

Cljučne besede: negovalna pedagogika, družbena pravičnost, temelji na umetnosti, vizualna pismenost, raznolika besedila

Framed: Visual Literacy and Bridge Building in the Classroom Through Arts-Based Texts

Uokvirjeno: Vizualna pismenost in gradnja mostov pri pouku skozi umetniška besedila

Natalie DAVEY, Carol DOYLE-JONES, Debbie MCCLEARY, Kimberly TODD

Niagara University Ontario, Canada

Considering this year's theme of Literacy: The Door to a Better World, this session explores social justice issues through art-full responses to diverse texts. Integrating storytelling, identity building, and arts-based pedagogies, we position visual literacy as a bridge for reflecting upon current social justice issues within learning communities through responsive dialogue.

Through arts-based responses to diverse picture books and short films, we explore: What happens in educational spaces when visual arts, literature, and social justice intersect? Drawing on Davey's (2023) care-based pedagogies and finding joy, we examine how art creates space for responsive dialogue around social justice in teaching and learning. As Noddings (2011) writes, "One who cares must meet the cared-for just as he or she is, as a whole human being with individual needs and interests"—human-centred work where art bridges care.

This interactive session illustrates how arts-based texts facilitate important discussions on challenging topics. We highlight that teaching and learning involves entanglements between humans, materials, and understanding our world and place within it (Ulmer et al., 2020). Through Maclear's (2012) Virginia Wolf and stills from Davey's (2025) The Assistant, we explore learning relationships and joyful educational moments through artistic responses applicable across classroom settings.

Wednesday, 08/July/2026 10:20 - 10:40

ID: 353 / Oral 43: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Disability, children literature, young adults literature, parents, publishers, librarians, Poland

Cljučne besede: invalidnost, otroška literatura, mladinska literatura, starši, založniki, knjižničarji, Poljska

Disability in Literature for Children and Young Adults – A Bibliological Perspective. The Research Project

Invalidnost v otroški in mladinski literaturi – Bibliološka perspektiva. Raziskovalni projekt

Mariya DIASSAKOULA

University of Lodz, Poland

This research project addresses a gap in Polish scholarship by examining the life cycle of literature on disability for children and young adults in Poland from 2014 to 2024. The study approaches the topic from three perspectives: production (publishers), distribution (librarians), and reception (parents). Its aim is to determine the level of interest in this type of literature, its availability, and the barriers and opportunities present within the publishing process.

The project is guided by several key research questions: What proportion of disability-themed books appears within the overall output of children's and young adult literature during the examined decade? Which disability-related topics do parents consider missing or underrepresented? What motivates parents to choose books about disability for their children? What criteria do librarians apply when selecting such titles for public library collections? What are the main barriers to publishing disability-themed books for young readers?

Developed as part of the author's Phd dissertation, the project aims to contribute to understanding of the Polish publishing market related to disability-focused literature for young audiences. The findings may offer insights that help increase interest in this topic among publishers, librarians, public organisations, and cultural institutions, ultimately supporting efforts to build a more inclusive society.



Monday, 06/July/2026 13:20 - 14:40

ID: 116 / Symposium/Round Table 1 (French): 1
Symposium or Round Table (80 min)

Keywords: Littératie, collaboration, enseignement, diversité, primaire

Ključne besede: pismenost, sodelovanje, poučevanje, raznolikost, osnovna

Collaborer pour codévelopper des pratiques d'enseignement de la littératie pour répondre aux besoins d'une diversité d'élèves au primaire

Sodelovanje pri soustvarjanju praks poučevanja pismenosti za odzivanje na potrebe raznolikih učencev v osnovni šoli

France DUBÉ¹, Élisabeth BOILY², Chantal OUELLET¹, Marie-Pierre BARON²

¹UQAM, Canada; ²UQAC, Canada

Pour enseigner la littératie, la collaboration et le partenariat en contexte de diversité sont des éléments essentiels, particulièrement entre les milieux scolaires et les chercheurs universitaires pour codévelopper des pratiques innovantes. Il s'avère important de mener et de poursuivre des travaux de recherche qui s'ancrent dans la réalité des classes avec les enseignants et les orthopédagogues. Ce symposium abordera quatre recherches collaboratives effectuées au primaire. Dubé et Aldama présenteront des résultats abordant l'enseignement de la lecture auprès d'élèves autistes présentant des besoins complexes de communication réalisée dans une école spécialisée. Boily, Ruberto et Baron présenteront une recherche qui propose le développement d'une séquence d'interventions orthopédagogiques intensives pour améliorer la reconnaissance de mots auprès d'élèves ayant des difficultés persistantes en lecture. Ouellet, Boultif et Romain présenteront des ateliers d'écriture de poésie et de slam, mis en oeuvre lors d'un projet de coopération entre le Canada et Haïti. Baron présentera une étude qui explore comment la lecture interactive peut favoriser l'empathie et les compétences culturelles des élèves du primaire. Ces quatre présentations permettront de mieux comprendre comment l'enseignement de la littératie peut être codéveloppé avec les partenaires scolaires au primaire et de proposer des pistes de recherches collaboratives futures.

Wednesday, 08/July/2026 13:50 - 14:10

ID: 391 / Oral 52: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Cultural Literacy, Gen Z Teachers, Global Media Influence, Multimodal Literacy, Inclusive Practices

Ključne besede: kulturna pismenost, Gen Z učitelji, vpliv globalnih medijev, multimodalna pismenost, inkluzivne prakse

From K-Pop to the Classroom: How Global Media Literacy Shapes Gen Z Teachers' Cultural Literacy **Od K-Popa do razreda: Kako pismenost globalnih medijev oblikuje kulturno pismenost učiteljev iz generacije Z**

Ceyda DURMUS

Middle East Technical University, Turkiye

As classrooms diversify, teachers must possess cultural literacy as the ability to decode and validate diverse student identities. The primary objective of this study is to investigate how Generation Z teachers' digital media consumption shapes their conceptualization of culturally responsive pedagogy in inclusive settings. Methodologically, this study adopted a qualitative research design using thematic content analysis. This study examined 15 short film scenarios and accompanying reflection reports created by Turkish pre-service early childhood teachers designed to address multicultural challenges. Findings reveal a striking intersection between media habits and inclusive practice. Despite Türkiye hosting a significant population of Syrian refugees under temporary protection, participants predominantly scripted scenarios featuring East Asian (Korean, Japanese) characters. This reflects the powerful influence of global media, specifically K-Pop and Anime, on Gen Z's cultural reference points. Additionally, the study highlights Gen Z's aptitude for multimodal literacy, as they frequently employed non-verbal communication, wordless books, and digital tools to bridge language gaps. This study argues that for these new teachers, global media literacy actively constructs their pedagogical approach, creating a hybrid cultural literacy that privileges global digital trends over local demographic realities. This suggests that teacher education must bridge the gap between digital fluency and local cultural competence.



Tuesday, 07/July/2026 16:00 - 16:20

ID: 322 / Oral SLO 7: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: učenci s posebnimi potrebami, bralna pismenost, medgeneracijsko branje

Projekt Medgeneracijsko branje na šoli za otroke s posebnimi potrebami

Veronika FURLAN

Center za vzgojo, izobraževanje in usposabljanje Velenje, Slovenija

Našo šolo obiskujejo učenci z lažjo, zmerno ali težko motnjo v duševnem razvoju v kombinaciji s čustveno vedenjskimi motnjami, motnjami avtističnega spektra in primakljaji na posameznem področju učenja.

Projekt Medgeneracijsko branje omogoča, da učenci vsako leto ob novih knjigah spoznavajo pozitivne vidike branja. Poleg razredničarke in knjižničarke smo k sodelovanju v projektu povabili dve bivši učiteljici naše šole, ki ne samo z branjem temveč tudi z dolgoletnimi izkušnjami pripomoreta k usmerjanju učencev med branjem in izboljšujeta bralno razumevanje.

Pri učencih 5. razredov se srečujemo z bralnimi težavami na vseh področjih bralne pismenosti in z nizko stopnjo motivacije za branje, zato je potrebno načrtovati za vsako generacijo drugačne dejavnosti ob knjigah. Knjiga Magde Drol, Nekoč je bil pingvin, je postala stalnica, kjer vsako leto izvedemo drugačno dejavnost (urjenje orientacije, dramsko in likovno poustvarjanje, snemanje branja celotne zgodbe). S tem skušamo podpirati motivacijo za branje ter uporabo slovenskega knjižnega jezika. Takšno širjenje besednega zaklada je ključno predvsem pri učencih, ki prihajajo iz tujejezičnih družin.

Tuesday, 07/July/2026 16:40 - 17:00

ID: 299 / Oral 36: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: sustainability, inclusive, lifelong learning, language education, projects

Ključne besede: trajnost, inkluzivno, vseživljenjsko učenje, učenje jezikov, projekti

Opening up language lessons: Fostering the sustainable growth of inclusive learning communities (ILCs) in project-based teaching

Odpiranje učnih ur jezikov: Spodbujanje trajnostne rasti inkluzivnih učnih skupnosti (ILC) v projektnem poučevanju

Winnie-Karen GIERA

University of Potsdam, Germany

The concept of Inclusive Learning Communities (ILC) is directly linked to several Sustainable Development Goals (SDGs), particularly those that emphasise education, equality and inclusive societies (Prengel, 2022; UN, 2006). The most important SDGs in this context include (EC, 2022): SDG 4: Quality education, SDG 10: Reduced inequalities, SDG 11: Sustainable cities and communities, SDG 16: Peace, justice and strong institutions.

This presentation shows a normative framework for ILC and examines their concept using theoretical approaches and practical case studies from language learning lessons at several comprehensive and secondary schools. Findings from language didactics, pedagogy, sociology and social work are used to show how inclusive practices from language lessons can be implemented in various educational environments. Five practical projects – from citizen participation to service learning – illustrate how such approaches can strengthen justice, participation and social cohesion. The project evaluations emphasise the role of long-term partnerships and context-sensitive strategies in line with the SDGs. Overall, it is clear that inclusive learning communities promote lifelong learning and empowerment and enrich the language learning of all pupils through linguistic action skills.



Monday, 06/July/2026 16:20 - 16:40

ID: 464 / Oral 19: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Mentoring Practices, Students with Special Needs, Intergenerational Reading Project

Cljučne besede: mentorske prakse, učenci s posebnimi potrebami, intergeneracijski bralni projekt

Mentoring Practices: Reading of Students with Special Needs (Intergenerational Reading Project)

Mentorske prakse: Branje učencev s posebnimi potrebami (Medgeneracijski bralni projekt)

Ana Polona GOLOBIČ

Hearing and Speech Centre Maribor, Slovenia

The Primary School of Centre for Hearing and Speech Maribor educates a highly diverse population of more than 300 students. All of them face significant challenges, including autism spectrum disorders, speech-language impairments, deafness or hearing loss, visual impairments, chronic illnesses, mobility limitations, learning difficulties, and emotional or behavioural disorders. All these groups meet challenges in the field of speech and language. As a result, students have difficulties with reading comprehension and literary–aesthetic experience. Therefore, reading motivation is extremely low.

To address these needs, the school participates in the Intergenerational Reading Project, conducting 40 reading sessions last year. Small groups allow personalised mentoring. Mentors carefully selected readers and texts, prepared students for reading aloud and supported them emotionally. They helped readers overcome anxiety, improve reading volume and pacing. Mentors helped students to prepare activities before, during, and after reading.

Reading sessions involved older students reading to younger, mothers and grandmothers, the school cleaning lady, the principal, project coordinator, book author, and deaf students with interpreters. Sessions ranged from costume readings to readings in English.

Students read picture books, easy-to-read texts, comics, and internal materials. The project significantly boosted motivation, inclusivity, and especially self-confidence—allowing even typically overlooked or behaviourally challenging students to shine.

Monday, 06/July/2026 13:20 - 13:40

ID: 422 / Oral SLO 2: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Cljučne besede: lahki jezik, lahko branje, dostopna literatura, vključenost

Lahko branje, velike zgodbe: Kako v Sloveniji nastajajo izvirni romani v lahkem jeziku?

Alenka HANUŠ PEČOVNIK, Saša LESJAK

Zavod Risa, Slovenia

Razvoj bralne pismenosti je mogoč le v okoljih, kjer imajo bralci dostop do raznolike, razumljive in dostopne literature ter redne priložnosti za branje. Slovenske raziskave, poudarjajo, da branje napreduje samo z branjem in da brez ustreznih besedil bralna pismenost ne more rasti. Dostopni formati so ključni za vse, ki zaradi različnih ovir potrebujejo posebej prilagojena besedila. To potrjujejo tudi Zakon o izenačevanju možnosti invalidov, Konvencija o pravicah invalidov in Resolucija o nacionalnem programu za jezikovno politiko, ki zahtevajo dostopno, lahko berljivo obliko.

V takšnem okviru pomembno mesto zavzema zbirka izvirnih romanov Julija in Peter, prva slovenska zbirka izvirnih romanov v lahkem jeziku. Nastaja v stalnem dialogu z bralci z intelektualno oviranostjo, ki pri ustvarjanju sodelujejo kot soustvarjalci: oblikujejo like, pomagajo pri razvoju zapleta, preverjajo razumljivost in predlagajo ilustracije. Proces tako krepi njihovo bralno razumevanje, samozavest in občutek pripadnosti. Avtorica romanov v lahkem jeziku Aksinja Kermauner poudarja, da lahko branje ni bližnjica, temveč most do literature, kulture in informacij. Prav taki projekti neposredno izpolnjujejo pogoje za razvoj bralne pismenosti: ljudem zagotovijo dostop do knjig, ki jih lahko razumejo, jim dajejo motivacijo za branje in omogočajo ponavljajoče bralne izkušnje, brez katerih bralna pismenost ne more napredovati.



Wednesday, 08/July/2026 16:00 - 16:20

ID: 256 / Oral 55: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: intellectual disabilities, reading fluency, reading comprehension, individualized support

Ključne besede: motnje v duševnem razvoju, bralna spretnost, bralno razumevanje, individualizirana podpora

Supporting Reading Development in Students with Mild Intellectual Disabilities: A Longitudinal Study
Podpora razvijanja bralnih spretnosti pri učencih z blagimi motnjami v duševnem razvoju: Longitudinalna raziskava

Veronika HOVNIK

Special Education Centre Janez Levec Ljubljana, Slovenia

This paper presents a concrete, replicable example of good practice at the Special Education Elementary School Levstikov Trg, Special Education Centre Janez Levec Ljubljana. Systematic assessment of reading fluency and comprehension enables teachers to provide tailored support. Three students with mild intellectual disabilities were monitored longitudinally during the 2023/2024, 2024/2025, and 2025/2026 school years. Quantitative data were collected through one-minute reading fluency tests and the Maze Reading Comprehension test, all administered by the same assessor, who also provided ongoing support. Because no normative data exist, individual progress was analyzed over time to focus on each student's development and guide timely interventions. Support was provided through the extracurricular activity Reading for Knowledge, employing strategies including modeled, repeated, and paired reading; pre-reading activation; during-reading strategies; post-reading reflections; and differentiated tasks. Texts gradually increased in length and complexity, with additional support offered through supplementary learning assistance. Qualitative practices included the Reading Badge program, group reading, text explanation, poem selection and recitation, contributions to school publications, and meetings with literary guests. All activities aimed to enhance reading skills, comprehension, and vocabulary, develop functional literacy, and foster lifelong engagement with reading.

Wednesday, 08/July/2026 10:20 - 10:40

ID: 162 / Oral 42: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: targeted tutoring, foundational reading skills, language learners, pre-service teachers

Ključne besede: usmerjeno tutorstvo, temeljne bralne spretnosti, učenci jezikov, učitelji pripravniki

Embedding Pre-Service Teachers in Schools: Improving Reading Instruction and Reading Achievement for Diverse Learners

Vključevanje učiteljev pripravnikov v šole: Izboljšanje učenja branja in bralnih uspehov pri raznolikih učencih

Sarah HUNT-BARRON¹, Dawn HAWKINS²

¹Rollins College, United States of America; ²Lander University, United States of America

This study examines whether targeted intensive tutoring by pre-service teachers improves foundational reading skills for second graders and enhances tutors' self-efficacy as future reading teachers. Two research questions guided the work: (1) How does individual tutoring focused on foundational reading skills impact second-grade reading outcomes? (2) How does tutoring influence pre-service teachers' self-efficacy in teaching reading? The hypothesis posited that tutoring would lead to measurable gains in students' phonemic awareness, phonics, and oral fluency, while increasing pre-service teachers' confidence and use of discipline-specific language. Conducted in a diverse, high-needs school in the southeastern United States, the nine-week intervention paired 22 pre-service teachers with 22 second graders for 3–5 hours weekly. Data sources included pre- and post-assessments of student reading skills, self-efficacy surveys, and tutoring logs. Findings revealed growth across all student measures, with oral fluency improving from 82% to 95% accuracy, phonemic awareness improving, and a 91% increase in word recognition. Pre-service teachers' self-efficacy improved in all categories, with the largest gains in confidence appearing in writing instruction and reading fluency. Tutors also demonstrated increased precision in literacy terminology. Results suggest targeted tutoring benefits both learners and teacher candidates, offering a promising model for bridging theory and practice.



Wednesday, 08/July/2026 11:50 - 12:10

ID: 522 / Oral 45: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Roma students; vocabulary literacy; inclusive education; intercultural education; lexical errors

Ključne besede: romski učenci, pismenost besedišča, inkluzivno izobraževanje, medkulturno izobraževanje, leksikalne napake

Inclusive Vocabulary Literacy Practices of Roma Students within an Intercultural Education Framework Inkluzivne prakse v pismenosti besedišča pri romskih učencih v okviru medkulturnega izobraževanja

Foteini KALOGEROGIANNI

Aristotle University of Thessaloniki, Greece, Greece

This study examines inclusive vocabulary literacy practices within the context of educating students from Roma communities, who often experience educational and social exclusion. The presentation is based on field research and adopts a mixed-methods approach, employing diagnostic tests of vocabulary skills in the Greek language and a questionnaire examining dictionary use at home and at school. The sample consisted of 65 Roma students from the community of Agios Georgios in Alexandria (Central Macedonia). Data was analyzed using quantitative methods (SPSS) and qualitative methods, including content analysis of students' lexical errors. The findings highlight specific patterns of vocabulary difficulties and limited use of dictionary tools, which affect the development of school literacy. Based on the results, the presentation proposes inclusive instructional strategies aimed at enhancing vocabulary development, fostering dictionary use skills, and connecting school language with students' linguistic experiences. The presentation underscores the importance of research-informed and culturally responsive practices for effective inclusive and intercultural literacy education.

Tuesday, 07/July/2026 14:10 - 14:30

ID: 450 / Oral SLO 6: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: posebne potrebe, otroci, dopolnilna in nadomestna komunikacija, knjige

Vsaka knjiga za vsake misli

Ana KAVČIČ

Osnovna šola Antona Janše, Slovenija

Vsaka knjiga za vsake misli: Prilagoditev knjižnega gradiva za neverbalne bralce

Prispevek predstavlja projekt Vsaka knjiga za vsake misli, katerega cilj je izboljšati dostop do branja neverbalnim otrokom s posebnimi potrebami. Kot logopedinja v osnovni šoli s prilagojenim programom sem obstoječe knjižnično gradivo opremila s simboli, ki služijo nadomestni in dopolnilni komunikaciji (NDK). Na ta način lahko vsi vključeni učenci dejavno sodelujejo pri branju in razumevanju zgodb.

V okviru projekta sem v računalniškem programu oblikovala posamezne simbole in NDK knjižne predloge s povzetkom zgodbe ter z njimi opremila šolske knjige. Prav tako sem jih pretvorila v PDF datoteke ter objavila na spletni strani šole. Vsaka prilagojena knjiga je označena s posebno nalepko za lažje prepoznavanje ter opremljena s QR-kodo, ki vodi neposredno do ustrezne NDK knjižne predloge oz. delovnega lista. Tako lahko učitelji gradivo takoj uporabijo pri pouku, starši pa omogočijo enako podporo tudi pri branju doma.

Refleksija projekta izpostavlja več prednosti: večjo vključenost učencev z govorno-jezikovnimi težavami, doslednejšo uporabo NDK v šoli in doma ter poglobljeno sodelovanje med strokovnimi delavci. Izzivi ostajajo predvsem časovna zahtevnost priprave in potreba po stalnem dopolnjevanju gradiva. Poleg tega projekt ponudi tudi razmislek o prenosu opisanega praktičnega pristopa v širše okolje.



Tuesday, 07/July/2026 11:50 - 12:10

ID: 314 / Oral SLO 5: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: disleksija; specifične učne težave; vključujoča pismenost; bralna pismenost; prilagojena bralna gradiva.

Vključujoča praksa na področju pismenosti – doprinos Društva Bravo

Marija KAVKLER

Društvo Bravo za otroke in mladostnike s specifičnimi učnimi težavami, Slovenija

Društvo Bravo je že 25 let osrednja nevladna organizacija v Sloveniji na področju podpore otrokom in mladostnikom z disleksijo ter drugimi specifičnimi učnimi težavami. Kot referenčno strokovno središče povezuje znanje, izkušnje in dobre prakse ter pomembno prispeva k razvoju pristopov, osredinjenih na napredek otrok na področju bralne pismenosti.

Poslanstvo društva je skladno s cilji Bralne značke: vsem otrokom zagotoviti dostop do knjig, branja in znanja. Društvo opozarja, da je razvoj bralne kulture mogoč le ob sistematičnem zagotavljanju dostopnih poti do branja. Otroci z disleksijo zato potrebujejo prilagojene oblike bralnih gradiv in orodij. V ta namen društvo razvija treninge, izobraževanja, vodnike, Bilten ter prilagojene bralne pripomočke, ki staršem in strokovnim delavcem omogočajo iskanje učinkovitih poti do razvijanja bralnih spretnosti.

S strokovnimi usposabljanji, konferencami, raziskavami in publikacijami Društvo Bravo krepi razumevanje bralne pismenosti ter povezuje znanstvene ugotovitve s prakso. Aktivno spremlja uveljavljanje pravic otrok s specifičnimi učnimi težavami ter nudi dragoceno podporo staršem, saj je napredek v branju rezultat sodelovanja otroka, družine, šole in širšega okolja.

Ob 25-letnici delovanja pregled prispevkov Društva Bravo ponuja priložnost za nadaljnjo nadgradnjo inkluzivnih praks in oblikovanje branju prijaznega, dostopnega okolja za vse otroke.

Monday, 06/July/2026 13:20 - 14:00

ID: 212 / Workshop 1 & 2: 1

Workshop (40 min)

Keywords: Research-based, Reading, Motivation, Strategies, Differentiation

Ključne besede: na raziskavi temelječe, branje, motivacija, strategija, diferenciacija

Active Reading Classrooms in Elementary Schools

Aktivno branje v osnovnih šolah

Dr. Jennifer KELLY

Jennifer Kelly Consulting, Canada

This workshop will explore the Active View of Reading (AVR), a reading model developed from research conducted by Nell Duke and Kelly Cartwright (2021). AVR is based on current reading research recognized worldwide as a significant advancement for educators. This model is crucial because it provides teachers with new avenues for exploring reading instruction and offers targeted strategies for students who may have reading difficulties that are not immediately apparent. I will also share key teaching practices from my recent book, *Active Reading Classrooms: Strategies That Build Language Comprehension and Word Recognition Skills* (2023).

I will invite educators to consider the following questions through an inquiry lens, as we examine practices, consider how research affects how we teach, and reflect on new ways to think about reading instruction:

- What is the Active View of Reading?
- How can we increase students' motivation and engagement?
- How can we plan to integrate reading throughout the week to build and develop an Active View of Reading?



Wednesday, 02/July/2026 14:50 - 15:10

ID: 297 / Oral 52: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: accessible literature, inclusive literacy, reading difficulties, adapted reading materials

Ključne besede: dostopna literatura, inkluzivna pismenost, bralne težave, prilagojena bralna gradiva

Opening Doors to Literacy in Slovenia: Books for Diverse Readers

Odpiranje vrat pismenosti v Sloveniji: Knjige za raznolike bralce

Aksinja KERMAUNER

retired, Slovenia

In my contribution, I will present national achievements in the field of adapting literature for readers with reading difficulties, who represent approximately 25% of the population in Slovenia. Ensuring equal access to reading materials is a key element of an inclusive society, as it enables individuals to receive information and enjoy literature in formats that suit their specific sensory, physical, cognitive, or linguistic needs. In recent years, Slovenia has made significant progress in the diversity of formats and approaches. Adapted materials now include large-print books, Braille, tactile picture books, audiobooks, easy-to-read texts, adaptations into Slovenian sign language, and visually adapted illustrations that support readers' comprehension. In addition, digital tools and assistive technologies have expanded access for readers with physical or sensory disabilities. These adaptations reduce environmental and educational barriers and enable readers with different needs to participate more fully in cultural and learning environments. Reading thus becomes not only a source of knowledge and imagination, but also a tool that strengthens self-confidence, motivation, and social participation. The continuous development of adapted literature is therefore an important indicator of social progress and a path to a more inclusive and just world. Let the doors of literature be open to all!

Tuesday, 07/July/2026 12:30 - 12:50

ID: 129 / Oral 26: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: intervention, literary art, dialogic reading, SEL, expressive language

Ključne besede: intervencija, literarna umetnost, dialoško branje, SEL, ekspresiven jezik

Literary art intervention supporting language and social-emotional learning of children with special educational needs in Finland

Literarno-umetniška intervencija kot podpora jeziku in socialno-čustvenemu učenju otrok s posebnimi izobraževalnimi potrebami na Finskem

Veera KIVIJÄRVI-LEHVONEN, Virpi VELLONEN, Jaana VILJARANTA

University of Eastern Finland, Finland

This study investigates the effects of a literary art intervention on the expressive language and social-emotional learning of 8–10-year-old students with special educational needs. The intervention is grounded in the simultaneous development of language and social emotional competencies.

The intervention was executed in three special educational groups. The intervention consisted of 15 picture book-based literary art lessons. Each lesson involved dialogic reading of a book with social emotional themes, followed by related literary art activities such as writing, storytelling, or play.

Students' pragmatic language comprehension, narrative skills and social-emotional competencies were tested before and after the intervention. During the intervention, students wrote four stories that were analyzed for their language characteristics and social-emotional themes. The data was analyzed using both qualitative and quantitative methods.

Based on preliminary results, students' narrative and pragmatic skills improved significantly during the intervention. In addition, the length and depth of the texts written by students increased. Students' abilities to interpret social and emotional contents in their written stories enhanced. The intervention provides new insights into supporting language and social-emotional learning simultaneously and provides research-based tools for literacy education with students with special educational needs.



Tuesday, 07/July/2026 12:10 - 12:30

ID: 368 / Oral SLO 5: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

ključne besede: študenti s SUT; akademsko branje; inkluzivna podpora; visokošolsko izobraževanje; akademska pismenost

Dodatna podpora za študente s specifičnimi učnimi težavami

Milena KOŠAK BABUDER, Ana BEZENŠEK, Mojca POREDOŠ

Pedagoška fakulteta Univerze v Ljubljani, Slovenija

Študenti s specifičnimi učnimi težavami (SUT), zlasti z disleksijo, se v visokošolskem izobraževanju soočajo z izrazitimi ovirami, saj so za uspešno študijsko delo ključne napredne akademske bralne veščine in visoka stopnja samostojnosti. Primanjkljaji v fonološkem procesiranju, dekodiranju, delovnem spominu in izvršilnih funkcijah pomembno vplivajo na njihovo tekoče branje, razumevanje kompleksnih besedil ter obvladovanje obsežnih, pogosto tudi tujejezičnih gradiv. Slovenski študenti s SUT kot dodatne težave navajajo nejasno komunikacijo s strani fakultete, pomanjkanje strukturirane podpore in preobsežne študijske zahteve, kar povečuje stres, anksioznost in znižuje akademsko samoučinkovitost.

Da bi odgovorili na te potrebe, smo na Pedagoški fakulteti Univerze v Ljubljani ustanovili Center za specialno-pedagoško in psihološko pomoč, ki nudi individualno svetovanje, podpirne skupine in delavnice za krepitev bralnih strategij, akademske pismenosti, motivacije in samouravnavanja. Intervencije se osredotočajo na razvoj ključnih akademskih spretnosti, izboljšanje učnih navad ter učinkovite strategije spoprijemanja, kar študentom s SUT omogoča bolj samozavesten in strukturiran pristop k zahtevnim bralnim nalogam.

Sodelovanje v podpornih skupinah dodatno krepi občutek pripadnosti in zmanjšuje izoliranost. Ugotovitve kažejo, da strokovno vodena, individualizirana podpora pomembno izboljšuje bralne zmožnosti, zmanjšuje stres ter krepi načrtovanje študija. Takšna podpora predstavlja ključen sistemski ukrep za zagotavljanje enakih možnosti in uspešnega vključevanja študentov s SUT v visokošolsko izobraževanje.

Tuesday, 07/July/2026 12:50 - 13:10

ID: 530 / Oral 28: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: social inclusion; literacy; vulnerable groups; creative writing; lifelong learning; community engagement

Ključne besede: družbena vključenost, pismenost, občutljive skupine, kreativno pisanje, vseživljenjsko učenje, angažiranje skupnosti

Literacy, Creativity and Social Inclusion: The “We Include and Activate II” Programme in Slovenia Pismenost, kreativnost in družbena vključenost: Program “Vključujemo in aktiviramo II” v Sloveniji

Irena LENGAR

Slovenian Book Agency, Slovenia

Between 2026 and 2029, the Slovenian Book Agency is implementing the project “We Include and Activate II”, based on the highly effective “We Include and Activate” project (2016–2019). The project re-establishes a comprehensive model of social activation in Slovenia, focusing on culture – especially literature, art, creative expression, and digital literacy. It encourages the development and implementation of interdisciplinary social activation dedicated to strengthening social inclusion and creating equal opportunities for all. The work focuses on supporting people from disadvantaged and vulnerable social groups, those who too often face barriers to participation, recognition, and employment. Through literature, creative writing, and illustration, participants are encouraged to express themselves, build confidence, and rediscover their potential. The programme brings together individuals such as those in prisons, persons with disabilities, young people with special needs, and those who have been long-term unemployed or inactive, offering them a safe environment to grow.

The main thread of the programme and its activities is conveyed through stories featured in books by acclaimed Slovenian authors/mentors, as well as by illustration mentors. Working in small groups and guided by experienced mentors, participants develop not only creative abilities but also essential life skills — communication, cooperation, and digital literacy.



Tuesday, 07/July/2026 14:50 - 15:10

ID: 226 / Oral 33: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: multicultural literature, children's literature, culturally responsive teaching

Ključne besede: večkulturna literatura, otroška literatura, kulturno-odzivno poučevanje

Examining Recently Published Children's Picturebooks Portraying Chinese Americans

Pregled nedavno izdanih otroških slikanic, ki upodabljajo Kitajske Američane

Xiaoming LIU

Towson University, USA, United States of America

To prepare culturally responsive teachers, it is important for teacher candidates (as well as school children) to read widely as they explore and expand their knowledge of books that depict stories and characters differing from their own lives and experiences. With increasing interest in integrating children's literature into reading instruction, the criteria for appropriate book selection require careful consideration particularly with respect to portrayal of culturally diverse populations. This study examines picturebooks published in recent years (2010-present) that depict Chinese and Chinese Americans living in the United States. Specifically, this project aims to understand how the Chinese culture and the life of Chinese Americans are portrayed in these books, both by the text and the illustrations. A qualitative content analysis method (Mayring, 2022) is used to explore over 100 books gathered from well-known organizations and databases: Notable Books for a Global Society, Children's Book Council, Asian Pacific American Award for Literature, Notable Social Studies Trade Books for Young People, to name a few. Findings related to the themes, portrayal of main characters both in the text and illustrations, language use, and stereotypes will be shared with the audience at the conference.

Wednesday, 08/July/2026 10:00 - 10:20

ID: 195 / Oral 43: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: #criticaleducation #teachereducation #pedagogiesofdiscomfort #diverseliterature

Ključne besede: kritično izobraževanje, izobraževanje učiteljev, pedagogika nelagodja, raznolika literatura

Reimagining a critical teacher education through counter-stories: from heart to solidarity

Na novo zamišljeno kritično izobraževanje učiteljev skozi proti-zgodbe: od srca do solidarnosti

Eleni LOULOUDI¹, Geraldine BALZER²

¹Universität Bielefeld, Germany; ²University of Saskatchewan, Canada

Language education has recently shifted from decoding texts to constructing and reconstructing meaning, and from simply understanding culture to critically analysing it. This shift is no longer an optional extension of cognition-oriented teaching but a necessity for addressing global conflicts in a (post-)pandemic world and for challenging traditional cultural norms. Consequently, educators must not only build respect across cultural, ethnic, and religious differences but also help students take action against injustice inside and outside the classroom.

Fostering such solidarity requires questioning and expanding the traditional school canon through authentic narratives that show how the storyteller's perspective shapes meaning. Classroom literature can contribute to the erasure of experiences and histories, and its teaching can further perpetuate harmful, unjust narratives. A pedagogy of discomfort, combined with counter-stories, exposes readers to new ways of seeing the world and to the power dynamics within conflict. Breaking open these stories, fixed beliefs are challenged, inviting learners to embrace ambiguity.

Within this framework, our presentation examines how pre-service teachers re-examine their emotional investments in enacting dominant values through including counter-stories in their practices. We highlight steps for critical analysis and consider the methodological implications of engaging emotionality in preparing teachers to become critical language educators.



Tuesday, 07/July/2026 15:40 - 16:00

ID: 235 / Oral 36: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: diversity, children's literature, teacher preparation, critical literacy, culturally responsive

Ključne besede: raznolikost, otroška literatura, usposabljanje učiteljev, kritična pismenost, kulturna-odzivnost

Attitudes Toward Diversity Among Future Educators: Inside a Teacher Preparation Program **Mnenja bodočih učiteljev o raznolikosti: V programu za usposabljanje učiteljev**

Jenn MANAK, Jason SURIAN, Sarah HUNT-BARRON

Rollins College, United States of America

Teacher preparation programs are essential for equipping future educators to meet the needs of increasingly diverse classrooms. As American schools serve students from varied racial, cultural, linguistic, and social backgrounds, addressing the cultural gap between teachers and students is critical. This study explores how teacher preparation courses, particularly those incorporating children's literature, influence pre-service teachers' beliefs about diversity. Guided by frameworks in critical multiculturalism and critical theory, the research examines how undergraduate students' attitudes toward diversity evolve through program participation.

Participants engaged with multicultural texts across genres and responded through reflective activities, while exploring critical, social, and political theories including critical pedagogy and reader response theory to deepen understanding of power dynamics and the role of hegemony in education. A mixed-methods design was implemented, combining qualitative and quantitative approaches. Data collection includes pre- and post-surveys (Personal and Professional Beliefs about Diversity Scale), classroom observations, and written assignments. Analysis is currently underway at a liberal arts college in the southern United States. Findings will inform strategies for integrating multicultural literature and critical theory into teacher education, fostering inclusive practices and culturally responsive pedagogy.

Wednesday, 08/July/2026 10:40 - 11:00

ID: 491 / Oral 43: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Inclusive literacy education, Reading comprehension development, Sociocultural theory of literacy, Educational vulnerability, Public primary schools (Mexico)

Ključne besede: inkluzivno izobraževanje pismenosti, razvoj bralnega razumevanja, sociokulturna teorija pismenosti, izobraževalna ranljivost, javne osnovne šole (Mehika)

Reading Better to Learn Better: Inclusive Literacy Practices in public schools in highly vulnerable communities

Boljše brati za boljše učenje: Inkluzivne prakse pismenosti v javnih šolah v zelo ranljivih skupnostih

Mónica MARQUEZ HERMOSILLO

ITESO, Mexico

The *Reading Better to Learn Better* Program presents a professional practice-based school intervention aimed at strengthening literacy development in primary education in public schools in Mexico, particularly those serving highly vulnerable communities. Grounded in a sociocultural approach, reading is conceptualized as a situated meaning-making practice that integrates cognitive, affective, and social dimensions.

This model centered on teachers' professional practice, combining situated professional development, systematic daily classroom reading activities, family participation and sustained pedagogical coaching. This integrated structure supports an inclusive literacy progression from decoding to critical and divergent reading, addressing diverse learning trajectories and learning paces in under-resourced school contexts.

Findings from 30 public schools in Mexico (330 teachers and over 10,000 students) indicate significant improvements in reading competence and a reduction in reading lag. Key strengths include the centrality of teacher mediation and instructional continuity, while limitations relate to student absenteeism, resistance to pedagogical change, and adverse socioeconomic conditions, underscoring the need for contextual adaptation and long-term sustainability to consolidate inclusive literacy practices.

This program has contributed to the development of reading skills in elementary school children living in poverty, by creating an ecosystem of meaningful reading mediation in everyday school life, with minimal resources and maximum impact.



Monday, 06/July/2026 11:20 - 11:40

ID: 455 / Oral 6: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Digital literacy, College programs for students with disabilities, intellectual disability

Ključne besede: digitalna pismenost, fakultetni programi za invalidne študente, motnje v duševnem razvoju

Digital Literacy Tools for Inclusive Post-Secondary Education

Orodja digitalne pismenosti za inkluzivno post-sekundarno izobraževanje

Don MCMAHON

Washington State University, United States of America

Digital literacy is a foundational competency for students with intellectual and developmental disabilities (IDD) entering inclusive postsecondary education (PSE), yet it remains insufficiently addressed in K–12 transition planning and underdeveloped in many university programs. This presentation describes practical, research-informed approaches to strengthening digital literacy within PSE settings, drawing on more than a decade of implementation in the WSU ROAR program. Digital literacy encompasses the ability to locate, evaluate, create, and communicate information using digital tools—skills that directly influence academic engagement, independent living, and participation in inclusive learning environments.

Examples from program practice include explicit instruction in email and calendar use, learning-management system navigation, mobile device supports, assistive technology tools, and online safety. These routines help students organize tasks, manage schedules, communicate effectively, and problem-solve within the expectations of university life. The session also highlights student-created resources, such as peer-developed technology guides, and summarizes emerging research demonstrating how tools such as virtual reality can support conceptual learning for students with IDD.

The presentation positions digital literacy as a cornerstone of equitable access, academic persistence, and competitive employment preparation. Participants will gain practical strategies for integrating digital literacy instruction into inclusive higher-education contexts.

Monday, 06/July/2026 11:00 - 11:20

ID: 170 / Oral SLO 1: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: Tipne slikanice, slepi otroci, slabovidni otroci, inkluzija, multisenzorno učenje, bralna pismenost

Zgodbe, ki se jih lahko dotaknemo: spodbujanje bralne pismenosti slepih otrok s tipnimi slikanicami

Tjaša MEDVED

Center IRIS, Slovenija

Z vidom prejemamo kar 80 % informacij iz okolja, zato je slepa oseba prikrajšana za številne pomembne informacije. Danes, ko se zavedamo pomena knjige že v zgodnjem otroštvu, lahko rečemo, da ima tako knjiga za slepega otroka še večji pomen v primerjavi z drugimi ljudmi. Tipne slikanice so knjige, v katerih je prilagojeno tako besedilo kot slike, da jih lahko popolnoma doživimo s prsti. Njihova primarna vloga je posredovanje informacij, ponuja pa tudi bogat vir tipnih izkušenj ter spodbuja domišljijo in ustvarjalnost. Pomemben je tudi njen socializacijski učinek, saj slabovidnemu otroku zagotavlja enake možnosti kot njegovim vrstnikom.

Na tržišču je malo tipnih slikanic, vendar tudi slepi otroci radi uživajo ob knjigah. Za njih so na začetku pomembne predvsem pravljičice. Ni pomembno le, da so napisane v brajici ali pa posnete na nosilec zvoka, temveč je potrebno poustvariti tudi vidno ilustracijo. Tipna slika je pravzaprav vsaka slika, ki je dostopna tipni zaznavi. Ne more sicer nadomestiti slikovnega gradiva, vendar je za slepe otroke dostikrat edini vir spoznavanja. Pri ilustracijah za slepe lahko posegamo tudi po tridimenzionalnih osebah, predmetih, idejah, ki nastopajo v knjigi.



Wednesday, 08/July/2026 9:40 - 10:00

ID: 309 / Oral 43: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Literacy teacher education, children's literature

Ključne besede: Izobraževanje učiteljev pismenosti, otroška literatura

Reimagining the Bookshelf: Broadening the Stories Told in Literacy Teacher Education

Ponovno zamišljena knjižna polica: Bogatenje zgodb povedanih v izobraževanju učiteljev pismenosti

Lydia MENNA¹, Carol DOYLE-JONES²

¹University of Alberta; ²Niagara University

As educators navigate tensions created by the movement towards book challenges, literacy teacher educators (LTEs) have an important role to play in utilizing children's literature that renders visible cultural, linguistic, and socioeconomic differences to extend preservice teachers' knowledge of texts that centre the lived experiences of learners in contemporary classrooms. This practitioner research project examines how we as LTEs integrate children's literature into our literacy courses to create space for preservice teachers to inquire into multiple perspectives, relational ways of knowing, critical text selection, and multimodal responses. Practitioner research offers the means to actively examine, reframe, and revise our practice to enhance the learning opportunities offered to preservice teachers. Data sources include: reflective journal entries to document our pedagogical practices; course documents, instruction materials, student work; bi-weekly video call conversations between researchers (transcribed) to examine the pedagogical practices we enact alongside selected children's literature. In relation to the conference theme of literacy the door to a better world; as LTEs we examine how we create spaces of learning that invite preservice teachers to consciously consider how children's literature can be used to broaden the stories told, heard, and honored within the classroom to advance equity seeking pedagogies.

Wednesday, 08/July/2026 15:40 - 16:00

ID: 426 / Oral 55: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: collaboration, teacher agency, professional development, case study

Ključne besede: sodelovanje, agencija učiteljev, profesionalni razvoj, študija primera

Implementing Culturally Responsive, Trauma-Informed Writing Instruction for Multilingual Learners: A School–University Partnership

Vključevanje kulturno-odzivnega in o travmah obveščenega poučevanja pisanja pri večjezičnih učencih: Partnerstvo med šolo in univerzo

Ekaterina MIDGETTE¹, Priti HARIA²

¹St. John's University, United States of America; ²Stockton University, United States of America

General instructional practices in literacy have been shown to be less effective for multilingual student refugees and recent immigrants, who require additional cultural, linguistic, and socio-emotional support to access instruction. While the combined use of culturally responsive and trauma-informed pedagogies is gaining advocacy, less is known about how collaborative school–university partnerships that promote this approach shape teachers' instructional growth, help them draw on their own cultural identities, and strengthen equity-centered writing practices for newcomers. This case study investigates how a school–university collaboration supported a culturally and linguistically diverse elementary teacher in implementing a collaboratively designed CR and trauma-informed writing framework. Grounded in sociocultural theory and CR pedagogies, the study is guided by the following research question: How does a collaboratively contextualized CR and trauma-informed writing framework affect teacher practice and the engagement of multilingual learners? Preliminary findings from interviews, reflections, lesson plans, and observations showed a shift from intuitive CR practices toward intentional CR and trauma-informed integration. The collaboration deepened teacher understanding of students' cultural backgrounds, supported integration of her lived experiences in teaching, and fostered more equitable, engaging writing opportunities for multilingual learners. This positions collaboration as a reciprocal process that elevates teacher agency and disrupts top-down research–practice hierarchies.



Wednesday, 08/July/2026 12:10 - 12:30

ID: 379 / Oral 45: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Bilingual education, biliteracy instruction, Dual language education, Language ideologies, Emergent bilingual students

Ključne besede: dvojezično izobraževanje, dvopismena navodila, izobraževanje v dveh jezikih, ideologije jezikov, pojavljajoči se dvojezični učenci

From Belief to Practice: Examining Language Ideologies Among Bilingual Teachers **Od prepričanja do prakse: Raziskovanje ideologij jezika med dvojezičnimi učitelji**

Zulma Mojica MONROY¹, Juan BORDA²

¹University of Texas at Arlington, United States of America; ²UNT Dallas, United States of America

This qualitative collective case study delved into three bilingual teachers lived experiences and language-embodied histories and ideologies as bilingual persons and teachers. It aimed to explore how these beliefs could impact their approach to biliteracy instruction for emergent bilingual students (EBs) in dual language (DL) classrooms. Using Critical Race Nepantlera Methodology and Testimonios, this study identified sources of knowledge and empowerment within teachers, encouraging the creation of spaces for reflection and transformation of inequitable biliteracy teaching practices. The results are summarized in three themes: (1) embodied, (2) articulated, and (3) practiced language ideologies, each one affected by personal and professional experiences, evidencing that language ideologies are not static. The results highlight the need for pre-service and in-service teacher education programs to include a critical perspective on biliteracy instruction that allows teachers to reflect on their beliefs and instruction as they advocate for practices that genuinely leverage EBs bilingualism.

Wednesday, 08/July/2026 14:50 - 15:10

ID: 172 / Oral 50: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Micro-Writing, Mentorship, Global South, Academic Literacies

Ključne besede: mikro-pisanje, mentorstvo, Globalni Jug, akademske pismenosti

Micro-Writing: A Global-South Experience on Extended Academic Literacies Development and Mentorship

Mikro-pisanje: Izkušnja na globalnem jugu – Mentorstvo in razvoj akademskih pismenosti

Raúl Alberto MORA¹, Tatiana GÓMEZ-RAMÍREZ², Shara Shalome RAMIREZ MEDINA³, Andrés Esteban TOBÓN-GALLEGO⁴

¹Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Colombia/Norway; ²ELT Think Tank, Colombia; ³Literacies in Second Languages Project, Universidad Pontificia Bolivariana, Colombia; ⁴Universidad Nacional de Colombia, Sede Medellín, Colombia

Novice scholars, especially those writing in their second language, must learn to navigate the academic and social aspects of literacy. Without mentorship or networks, some challenges may go unnoticed. This presentation describes a research lab in the Global South using micro-writing to help novice researchers master social conventions in academic literacy. The study asks: what can a micro-writing experience in the Global South reveal about appropriating academic and social writing processes?

Our work, grounded in New Literacy Studies, discourse analysis, and culturally sustaining pedagogies, suggests that micro-writing within research teams prepares researchers for publication challenges through gradual learning. Methodologically, our qualitative study reviews over 100 publications, terminal projects, conference presentations, and journal articles, complemented by autoethnographic and diaethnographic accounts from five authors at different career levels.

Findings show that micro-writing helps researchers conceptualize and apply ideas individually and collectively. Writing these documents enhances understanding and usage in articles, book chapters, and theses. It also aids in building frameworks, negotiating terminology, and reaching consensus. Junior researchers report micro-writing teaches them how to write a manuscript.



Monday, 06/July/2026 14:00 - 14:40

ID: 228 / Workshop 1 & 2: 2

Workshop (40 min)

Keywords: holistic biliteracy, translanguaging pedagogy, multilingual learners, equitable literacy assessment, bilingual education

Ključne besede: celostna dvopismenost, transjezična pedagogika, večjezični učenci, nepristranska ocena pismenosti, dvojezično izobraževanje

Opening Doors Through Biliteracy: Reimagining Inclusive Literacy Assessment for Multilingual Learners

Odpiranje vrat z dvopismenostjo: Znova zamišljena inkluzivno ocenjevanje pismenosti pri večjezičnih učencih

Angeles MUNOZ

University of North Texas / Texas Woman's University, United States of America

This interactive workshop invites educators and literacy practitioners to explore how holistic biliteracy, holistic bilingualism, and translanguaging practices can strengthen literacy assessment for multilingual learners. Traditional assessments often require students to demonstrate their knowledge only in a target language, which can mask the depth of their linguistic and academic strengths (Gándara & Escamilla, 2017). Grounded in holistic bilingualism (Grosjean, 1989), holistic biliteracy (Escamilla et al., 2013), and translanguaging pedagogy (García & Wei, 2014), this workshop positions biliteracy as a doorway to more inclusive and equitable assessment.

Participants will work with rubrics, writing samples, and multimodal artifacts to analyze how multilingual learners demonstrate comprehension, metacognition, metalinguistic awareness, and disciplinary literacy when encouraged to draw on their full linguistic repertoires. Through guided activities, attendees will use rubrics to interpret student samples and practice applying asset-based strategies for evaluating multilingual learners (Butvilofsky et al., 2020).

Designed to be practical, collaborative, and grounded in classroom realities, this workshop equips participants with concrete, ready-to-use rubrics that support equitable literacy and biliteracy assessment across languages. The session highlights how thoughtful assessment design and interpretation can open doors to a better literacy world for diverse learners.

Tuesday, 07/July/2026 10:20 - 11:40

ID: 252 / Workshop 7 & 8: 1

Workshop (40 min)

Keywords: multimodal literacy practices, multilingual learners, newcomer students, language access, identity

Ključne besede: multimodalne prakse pismenosti, večjezični učenci, učenci novinci, dostopnost jezika, identiteta

Multilingual Voices: Using Multimodal Literacy Instruction to Support Language Development for Newcomer Students

Večjezični glasovi: Uporaba multimodalne pismenosti v podpori učencem novincem pri učenju jezika

Angeles MUNOZ¹, Mary Amanda {Mandy} STEWART²

¹University of North Texas / Texas Woman's University, United States of America; ²Texas Woman's University, United States of America

This interactive workshop explores how multimodal practices can expand language access and meaningful participation for newcomer multilingual students. Grounded in research that recognizes students' linguistic and cultural repertoires as powerful resources for learning (García & Li Wei, 2014), this session introduces hands-on tools that help newcomers communicate, build confidence, and engage with classroom literacy practices from day one using all of their languages.

Participants will create four multimodal activities, Language Portraits, Identity Shields, Heart Maps, and Name Pyramids, to examine how each tool supports expression, connection, and language development. These hands-on, language-rich activities invite learners to draw on visuals, symbols, and home languages to make meaning, allowing them to engage in the classroom literacy instruction even when their language proficiency is still developing. Each activity demonstrates how multimodalities can lower linguistic barriers, foster belonging, and create space for students' full identities and voices.

Through guided practice, attendees will create their own multimodal artifacts, discuss adaptations for various classroom contexts and target languages, and consider how these approaches support vocabulary development, comprehension, community building, and identity affirmation. Participants will leave with ready-to-use templates and strategies to support newcomer learners.



Monday, 06/July/2026 15:10 - 15:30

ID: 409 / Oral SLO 3: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Gljučne besede: vključujoče prakse, bralne skupine, berem zlahka, glasno branje, ranljive skupine

Vključujoče prakse na področju pismenosti v Mestni knjižnici Kranj

Damjana MUSTAR

Mestna knjižnica Kranj, Slovenija

V Mestni knjižnici Kranj se zavedamo, da imamo kot splošna knjižnica pomembno vlogo pri soustvarjanju vključujočih praks na področju pismenosti. Vsem omogočamo enak dostop do znanja, informacij in gradiv ter se s programi in prilagojenimi vsebinami odzivamo na različne potrebe uporabnikov.

V predstavitvi želimo izpostaviti tri primere dobrih praks:

BRALNE SKUPINE pod vodstvom prostovoljcev in strokovnih delavcev delujejo v različnih ustanovah (npr. v Centru Korak, VDC Kranj, Domu upokojencev Kranj itd.) ter pomembno prispevajo k socializaciji in ohranjanju življenjskih kompetenc ranljivih skupin. Krepijo bralno kulturo ter spodbujajo medgeneracijsko sodelovanje.

Jeseni 2025 smo otvorili posebno zbirko BEREM ZLAHKA, namenjeno uporabnikom z bralnimi, jezikovnimi ali senzornimi ovirami. Ob zbirki gradiva so uporabnikom na voljo tudi bralni pripomočki.

Projekt glasnega branja DAJMO KNJIGI GLAS je prejemnik nagrade Združenja splošnih knjižnic za inovativno storitev za uporabnike. Učinki glasnega branja segajo preko samega razumevanja besedila, saj vključujejo tudi čustveni, socialni in kognitivni vidik. Eden izmed glavnih motivov za organizacijo glasnega branja je tudi prispevek knjižnice k integraciji priseljencev, ki imajo težave z osvajanjem slovenskega jezika in posledično tudi s socializacijo v našo družbo. Hkrati pa na ta način predstavljamo in promoviramo tudi literarno dediščino in pomembne avtorje v lokalnem okolju ter spodbujamo branje njihovih del.

Wednesday, 08/July/2026 9:40 - 10:00

ID: 137 / Oral 42: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: transposition stress errors, word length, gender, learning disabilities status, free-writing

Gljučne besede: transpozicija napak pri naglaševanju, dolžina besed, spol, prisotnost učnih težav, prosto pisanje

The effects of word length, gender and learning disabilities status on transposition stress errors of 10-years-old Greek students during a free-writing task

Vpliv dolžine besed, spola in prisotnosti učnih težav na transpozicijo napak pri naglaševanju pri desetletnih grških otrocih pri nalogi prostega pisanja

Vassilios PAPADIMITRIOU

Hellenic Open University, Greece

This study examines transposition stress errors in written Greek among 10-year-old students with and without learning disabilities (LD). 38 students without LD (18 females) and 24 with LD (11 females) from Greek public schools completed a short descriptive writing task. A loglinear analysis tested for significant effects in three two-way interactions (gender-word length, gender-wrong syllable, wrong syllable-word length) and one three-way interaction. Among students without LD, the probability of girls making an error when the stress was transposed to the penultimate syllable was approximately 86% lower than that of boys. Similarly, among students with LD, the probability of girls making a stress error in the final syllable was about 90% lower than that of boys. These findings suggest that, regardless of LD status, boys have a higher probability of making transposition stress errors. Specifically, boys without LD made more errors in the penultimate syllable, likely due to its role as the default metrical pattern in Greek, while boys with LD showed more errors in the final syllable, possibly indicating confusion with grammatical suffixes. Results highlight the need for instructional strategies that address gender-specific error patterns, especially in supporting boys—both with and without LD—in mastering stress-placement in Greek.



Tuesday, 07/July/2026 14:30 - 14:50

ID: 236 / Oral 32: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: spelling, text production, Greek students with learning disabilities, types of morphemes, parts of speech
Ključne besede: črkovanje, proizvodjanje besedil, Grški otroci z učnimi težavami, vrste morfemov, besedne vrste

Spelling errors in text production by 4th and 5th grade primary school children with learning disabilities: effects of part of speech and types of morphemes

Napake pri črkovanju v produkciji besedil četrto- in petošolcev z učnimi težavami: vpliv besednih vrst in vrst morfemov

Vassilios PAPADIMITRIOU¹, Athanasios AIDINIS²

¹Hellenic Open University, Greece, School of Humanities; ²Aristotle University of Thessaloniki, School of Primary Education

The spelling development of Greek students with learning disabilities is particularly slow and difficult mainly due to the historical orthography of the Greek language and its complex morphology. This study focused on text production instead of word lists. 55 students with learning disabilities enrolled in the 4th and 5th grades of primary school were asked to write a short descriptive text about their neighbourhood. The spelling errors were initially categorized according to the part of speech and the type of the morpheme. Afterwards, the relationship between the type of morpheme with the most errors and the part of speech was examined. The results showed that most errors were found in nouns, fewer in verbs and even fewer in adjectives and adverbs. Furthermore, most errors were found in the stem morphemes, while several errors were found in grammatical suffixes and fewer in derivational suffixes. Finally, the types of morphemes where most errors were found differed depending on the part of speech. These results are discussed in relation to models that focus on the spelling development of students with learning disabilities specifically.

Monday, 06/July/2026 14:50 - 15:10

ID: 345 / Oral SLO 3: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: prosta igra, dramatizacija, ustvarjalnost, medgeneracijsko sodelovanje

Vključujoče prakse na področju pismenosti: Reformatorji v stripu in njegova dramatizacija

Vesna PERKO

Osnovna šola Tržišče, Slovenija

V predstavitvi želimo pokazati primer obravnave domačega branja pri pouku slovenščine v 7. razredu. Na primeru obravnave literarnega dela Reformatorji v stripu Boštjana Gorenca Pižame želimo predstaviti pristope gledališke pedagogike, s katerimi pripomoremo k uresničevanju standardov in ciljev iz učnega načrta.

Učenci se z obravnavo dramskega besedila srečajo že v 6. razredu, zato je proces gledališkega ustvarjanja lažji, saj so učenci že seznanjeni z značilnostmi dramatike. Kljub temu je pred začetkom praktičnega dela potrebna ponovitev zgradbe dramskega besedila (didaskalije in členitev po vlogah), pri čemer se učenci navezujejo tudi na značilnosti proste igre iz otroštva.

Predpogoj samostojnega dela – pisanje scenarija – je dobro poznavanje vsebine literarnega dela. Na podlagi pogovorov in reševanje različnih nalog se učenci sprva seznanijo z vsebino, nato pa samostojno in z učiteljičinimi usmeritvami zapišejo dramsko besedilo, pri čemer upoštevajo njegove značilnosti. Scenarij in izdelava rekvizitov poteka tako doma kot tudi v šoli. Svojo ustvarjalnost predstavijo svojim sošolcem pri učni uri slovenščine in lokalni skupnosti v okviru bralne čajanke.

Znotraj šolskega dela razvijajo učenci tako bralno pismenost, sposobnost poustvarjanja in ustvarjalnega pisanja ter sodelovalnega učenja, kot tudi krepijo svojo samozavest javnega nastopanja.



Monday, 06/July/2026 11:30 - 12:50

ID: 392 / Poster SLO: 1

Poster Presentation

Ključne besede: Ivan Cankar, matura, učni vir, digitalna dostopnost

Cankar na maturi: Učni vir (primer dobre prakse)

Daša POKORN

Narodna in univerzitetna knjižnica, Slovenija

V Narodni in univerzitetni knjižnici smo spomladi 2025 ustanovili delovno skupino za pripravo učnega vira o Ivanu Cankarju. Skupino so sestavljali sodelavci iz različnih oddelkov z raznolikim naborom znanj. Naše izhodišče je bila Digitalna knjižnica Slovenije (www.dlib.si) in dejstvo, da je Cankarjevo delo Na klancu eno od dveh del, obravnavanih na maturi iz slovenskega jezika leta 2026. Cilji delovne skupine so bili vzpostaviti enotno dostopno točko do izbranega gradiva, ki obravnava Ivana Cankarja, njegovo življenje in delo, ustvariti digitalnega asistenta - orodje umetne inteligence, ki pomaga z odgovori na vprašanja o Cankarju, njegovem življenju in delu, ter roman Na klancu pripraviti v čim bolj dostopni elektronski obliki. V mislih smo imeli maturitetne kandidate, ki izhajajo iz slabših socialnih okoliščin, ter tiste, ki se spopadajo z oviranostmi ali imajo težave z branjem; poleg tega je starejše leposlovno besedilo lahko zahtevno zaradi arhaičnih izrazov.

Pregledali smo vse gradivo na portalu dLib in izbranega metapodatkovno povezali v tri zbirke. Za izdelavo digitalnega asistenta smo uporabili orodje Chatbase. Besedilo romana Na klancu smo pripravili v več formatih v skladu s priporočili digitalne dostopnosti, ter mu dodali slovarček starejših izrazov.

Naš učni vir je prosto dostopen in stremi k skladnosti s priporočili digitalne dostopnosti.

Wednesday, 08/July/2026 15:20 - 15:40

ID: 200 / Oral 55: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: book clubs, social-emotional learning

Ključne besede: bralni klubi, družbeno-čustveno učenje

A Study of Neurodiverse Youth Book Clubs for Transformative and Inclusive Social-Emotional Learning **Raziskava nevro-raznolikih bralnih klubov za mlade in za transformativno in inkluzivno družbeno-čustveno učenje**

Jody POLLECK

Hunter College--CUNY, United States of America

This research report examines how neurodiverse adolescents experience youth-led book clubs intentionally designed to support literacy development and transformative, inclusive social-emotional learning (SEL). Ten students at a specialized secondary school in Amsterdam participated in two book clubs that met weekly for five months. Using pre- and post-interviews and transcripts from 24 sessions, the researcher conducted two cycles of qualitative coding to explore the central question: What are the experiences of neurodiverse adolescents participating in book clubs that center transformative and inclusive SEL? Findings show that youth-led book clubs created meaningful spaces for students to deepen self-awareness, strengthen social awareness, build relationships, and develop agency. Students used storytelling to articulate their neurodiverse identities, connected personally to the novel *Marcelo in the Real World*, and supported one another's emotional literacies. Through discussion, they examined bias, explored multiple perspectives, and engaged in critical dialogue about ableism and equity. Participants also reflected on complex decisions in the text and in their own lives, describing ways the book clubs fostered belonging, confidence, and voice. This study contributes to calls for more inclusive SEL frameworks by demonstrating how book clubs can serve as accessible, culturally affirming spaces that honor neurodiverse students' strengths while nurturing transformative SEL.



Tuesday, 07/July/2026 15:40 - 16:00

ID: 513 / Oral SLO 7: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: medgeneracijsko branje, bralni dogodek, motivacija za branje, mladostniki

Medgeneracijsko branje kot bralni dogodek (bralna spodbuda) za mladostnike

Mojca PUNGARTNIK

Osnovna šola Franja Goloba Prevalje, Slovenija

Številne raziskave so pokazale, da mladostniki dandanes vse manj berejo knjige, zaradi česar imajo slabše razvite bralne veščine in bralno razumevanje. Z namenom, da bi učence motivirali za branje in posledično vplivali na dvig bralne pismenosti, na šolah izvajamo različne bralno-spodbujevalne projekte, kot je npr. nacionalni projekt Medgeneracijsko branje. Slednji poteka že 11. leto na OŠ Franja Goloba Prevalje. Medgeneracijska bralna skupina je po svoji zasnovi zelo raznolika. Sestavljajo jo učenci 3. triletja in odrasli bralci (učitelji, šolski svetovalni delavci, zunanji gostje). Le-ti preberejo enako knjigo in se o njej pogovarjajo v šolski knjižnici. Izbor knjig opravi mentorica branja, in sicer glede na tri kriterije: ustreznost literature, tematiko in razpoložljivost knjig. Potek MG-branja lahko razdelimo v 3 faze: pred branjem, MG-srečanje in po MG-srečanju. MG-pogovor o mladinskih knjigah vodi mentorica projekta (šolska knjižničarka), na katerega se mora dobro pripraviti. V središču pogovora je literarno-estetsko doživetje, pri čemer se člani skupine izprašujejo po svojih občutjih. Struktura MG-pogovora vsebuje 7 iztočnic, ki velja za katero koli mladinsko delo: čustveno-literarni vtis, književne osebe, teme, aktualizacija, kritično vrednotenje, izmenjava mnenj in zaključna misel. Knjiga je odlično didaktično sredstvo, s katerim se bralni mentor lahko približa mladim, se z njimi povezuje in jih navdušuje za branje.

Monday, 06/July/2026 14:50 - 15:30

ID: 247 / Workshop 3 & 4: 1

Workshop (40 min)

Keywords: writing, mentor text, sentence imitation, scaffolding, differentiation

Ključne besede: pisanje, besedila mentorjev, imitacija povedi, izgradnja, diferenciacija

Supporting Young Writers Through Sentence Imitation and Craft Study in the Elementary Classroom **Podpiranje mladih pisateljev skozi imitacijo povedi in delavnice v osnovnošolskem okolju**

Jolene REED, Melinda MILLER

Sam Houston State University, United States of America

This workshop explores the use of mentor texts as a powerful strategy for developing independent writing skills in elementary students. Drawing on classroom experience and inspired by the sentence-composing approach of Don and Jenny Killgallon (2020), the presenters demonstrate how mentor texts can be used to support craft study and sentence imitation across a range of writing skills—from prepositional phrases and parallel structure to adjective and adverbial clauses. The workshop provides practical, developmentally appropriate examples for teaching students how to analyze and mimic the writing moves of professional authors. It also illustrates how mentor texts can be used to teach students to craft engaging leads and build narrative depth. Through a gradual release of responsibility, students gain confidence and independence as they begin to internalize sophisticated writing techniques. The presenters conclude by emphasizing the importance of thoughtful scaffolding, patience, and high expectations in helping students of all levels grow as confident, capable writers.



Tuesday, 07/July/2026 12:50 - 13:10

ID: 305 / Oral 52: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: wellbeing, personal, social, health

Ključne besede: dobro počutje, osebno, družbeno, zdravje

Using stories to improve children's wellbeing and literacy simultaneously

Uporaba zgodb za hkratno izboljšanje pismenosti in dobrega počutja otrok

Olivia RICHARDS

St Mary's University, United Kingdom

This presentation reports on doctoral research examining teachers' perceptions of stories and The Story Project as pedagogical tools for supporting children's wellbeing and literacy within personal and social education in primary schools.

Across Europe, curricula increasingly emphasise holistic development, including emotional literacy, mental health, and relationships, yet teachers often lack practical strategies to engage pupils meaningfully with these sensitive topics.

The study explored how stories can create safe spaces for dialogue and learning, drawing on qualitative interviews with teachers who implemented The Story Project (a framework for using stories to improve wellbeing created by the presenter) over two years. Findings indicate that stories make abstract concepts, such as resilience, relatable, promote discussion essential for social-emotional growth, and sometimes lead to safeguarding disclosures. Teachers valued picture books with diverse characters and highlighted the importance of skilled facilitation. The Story Project's structured framework reduced workload and encouraged reflective practice.

Grounded in vicarious learning theory and communities of practice, the research demonstrates that story-based pedagogies can simultaneously enhance wellbeing and literacy by connecting ideas to lived experiences. The presentation will share practical implications and recommendations for educators seeking inclusive, narrative-driven approaches to personal and social education.

Tuesday, 07/July/2026 14:30 - 14:50

ID: 279 / Oral 33: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: inclusive literacy, multi-modal literacy, drama, dyslexia

Ključne besede: inkluzivna pismenost, multimodalna pismenost, dramatika, disleksija

Fish in Water? Can drama play a role in scaffolding the literacy learning of children with dyslexia?

Ribe v Vodi? Ali lahko dramatika igra vlogo pri postopnem opismenjevanju otrok z disleksijo?

Dr. Patti ROCHE

Dublin City University, Ireland

This oral presentation shares key data and the resulting findings of a multimodal literacy practice using drama, which was conducted during my doctoral research in a school for children with dyslexia.

Language has been identified as a core challenge for individuals with dyslexia, with many also meeting the criteria for a developmental language delay (Snowling, Duff, Nash & Hulme, 2016). The correlation between language acquisition and reading and the pervasive long-term effects of poor language skills on reading ability, long after children have gained facility with decoding text, are recognised and documented (Quelette, 2006; Snowling, Hulme & Nation, 2020).

Classroom drama provides many opportunities for collaborative student-centred inclusive literacy, focusing on child agency and ownership (Lehtonen et al., 2016). It is a highly visual and motivational form, which is capable of creating rich contexts for language learning (Dunn, 2016), allowing for the scaffolding of language through child-adult interaction (Baldwin, 2004; O'Toole & Stinson, 2013; Podlozny, 2000; Wells & Sandretto, 2017).

This research showed that drama, as part of a broader literacy programme, can provide multimodal contexts within which children can engage in meaningful, scaffolded language interactions, motivating them to listen, to question, to share ideas and to solve problems collaboratively.



Tuesday, 07/July/2026 11:50 - 12:10

ID: 453 / Oral 26: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: leveled reading, reading confidence, practical materials, inclusion

Cljučne besede: branje po ravneh, bralna samozavest, praktična gradiva, inkluzija

Everyone is a Reader

Vsi smo bralci

Katerina SPRONGLOVA, Tereza BOOTH, Michaela STRESKOVA

Molekulycteni s.r.o., Czech Republic

Molekulyctení (“Molecules of Reading”) is a program built around the method of levelled reading for beginning readers. In this presentation, we will show the positive impact levelled reading can have in classrooms, reading groups, and individual reading at home.

A central theme of our work is the importance of helping beginning readers feel safe and confident. We do this by accepting different types of emerging readers, differentiating the reading materials offered to each group, and combining activities that allow every child to experience success. These principles are supported by a wide set of activities, materials, and tools that we have developed within the program.

During the past school year, these resources have been used in approximately 300 schools across the Czech Republic, in cooperation with teachers, parents, librarians, speech therapists, and—most importantly—children. In the presentation, we will introduce the method itself, share the materials we have created, present feedback gathered from both institutions and individual users, and place our findings within the context of current trends in education and, in particular, early literacy.

More information and illustrative photos and images are available on www.molekulycteni.cz

Wednesday, 08/July/2026 13:50 - 14:30

ID: 213 / Workshop 19 & 20: 1

Workshop (40 min)

Keywords: Literacy, diverse, language, practical, academic vocabulary

Cljučne besede: pismenost, raznoliko, jezik, praktično, akademsko besedišče

Enhancing Literacy for Diverse Learners Through Intentional Academic Language Instruction

Boljšanje pismenosti pri raznolikih učencih skozi namerno poučevanje akademskega jezika

Liliya STEFOGLO, Pam SCHAFF

Seeing Beyond, United States of America

When teachers intentionally plan for and integrate academic language instruction into language arts, mathematics, science, and social studies, they expand access to rigorous content and accelerate literacy growth for all students. This session positions participants as learners who will experience effective vocabulary and questioning strategies that enhance comprehension of a complex text. Practices that promote productive struggle and cognitive lift will be used to demonstrate how teachers can support deeper processing, foster student agency, and amplify understanding through structured language-literacy interactions.

By the end of the session, participants will walk away with several high-impact strategies to:

1. Integrate academic language into daily instruction across disciplines
2. Embed strategic questioning to elevate comprehension
3. Ensure all learners can access rigorous content and demonstrate understanding

If active participation, opportunities for reflection, and practical tools to immediately apply to enhance literacy outcomes for diverse learners is of interest to you, this is a session you won't want to miss!



Tuesday, 07/July/2026 16:00 - 16:20

ID: 201 / Oral 36: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Newcomers, refugees, immigrants, language education, teacher training

Ključne besede: novinci, begunci, priseljenci, poučevanje jezikov, usposabljanje učiteljev

Supporting a Polish teacher of newcomer students: Innovative and contextual literacy instruction for second language acquisition

Podpora poljskemu učitelju novih učencev: inovativno in kontekstualno poučevanje pismenosti v usvajanju drugega jezika

Mandy STEWART, Barbara MUSZYŃSKA

University of Lower Silesia DSW, United States of America

Educators teach an increasing number of newcomer students who need to acquire a new language as well as content in the disciplines. This study explores professional development for new ideas in teaching literacy and language with teachers of newcomers while respecting education traditions in their unique context. Through a 2-year case study with one Polish as a new language teacher of primarily Ukrainian refugee students, the researchers shared innovative teaching ideas grounded in a constructivist framework. Findings illustrate how the teacher was willing to try out new ideas in her classroom (inclusion of home language/s, teacher mentor texts, cooperative learning); held onto old ideas of how to teach (round robin reading, all text in L2, correction of all L2 production); and then also blended old and new ideas together (viewing students as multilinguals, oral translanguaging, and L1 reading). The authors urge literacy and language scholars to consider the context for implementing new ideas with teachers, particularly in cross-cultural and cross-linguistic professional development environments. Further, this study suggests those who work with teachers should consider critical views, such as language ideologies and language awareness, to effect sustainable change for more equity in newcomer education.

Tuesday, 07/July/2026 10:20 - 11:40

ID: 282 / Poster Presentation 2: 12

Poster Presentation

Keywords: Online learning, In-person learning, special needs children, special education

Ključne besede: spletno učenje, učenje v živo, otroci s posebnimi potrebami, posebno izobraževanje

Online or In-Person? Action Research on How Students with Special Needs Learn Best

Preko spleta ali v živo? Kako se učenci s posebnimi potrebami učijo najboljšje - Rkcijska raziskava

Eric SUN

Gilman School, United States of America

Research on the effects of online versus in-person learning for special needs students is scarce. In fact, Tomaino et al. (2021) found that parents of these students had a neutral attitude towards the shift to online learning during the COVID-19 pandemic, suggesting that further research is needed to determine the exact outcomes of online learning for special education.

This project aims to add to the research by comparing online versus in-person literacy learning through tutoring a fourth-grader on the autism spectrum. It started two years ago and continues to this day. During the first year, I tutored this child in person, implementing hands-on activities such as read-aloud, drawing, and spelling words using pipe cleaners. The following year, we switched to online learning due to the participant's relocation. I adapted my teaching by utilizing websites such as WordWall, Starfall, Canva, and Scratch to design highly interactive lessons that ensure thorough understanding in an online environment. Through them, I see little difference in the participant's learning in their transition. When done correctly, online instruction can be an effective and accessible means of tutoring special needs children. Photos and screenshots of lesson plans and student work will be included in the poster.



Tuesday, 07/July/2026 11:00 - 11:40

ID: 255 / Workshop 7 & 8: 2

Workshop (40 min)

Keywords: Inclusion, Belonging, Literature, Teacher Preparation

Ključne besede: inkluzija, pripadnost, literatura, priprava učiteljev

Teaching in Full Color: Illuminating Identity and Empathy Through Story

Poučevanje v vseh barvah: Osvetljevanje identitete in empatije skozi zgodbe

Jason SURIAN

Rollins College, United States of America

This workshop explores how picture books and young adult literature transform K–12 classrooms and teacher preparation programs into inclusive, identity-affirming learning spaces. Grounded in the framework of literature as mirrors, windows, and sliding glass doors (Bishop, 1990), the session highlights how stories help preservice and in-service teachers recognize whose voices are centered or silenced and how narrative choices shape students' sense of belonging. Participants will examine texts that illuminate the experiences of children often underrepresented in traditional curricula, including those marginalized by race, gender, sexual orientation, disability, immigration status, religion, and socioeconomic class.

Through interactive read-alouds, small-group analysis, and reflection protocols, attendees will experience practical strategies for engaging with literature personally, critically, and creatively in teacher-education settings with preservice teachers and with children. The session will demonstrate how intentional text selection and reader-response practices foster empathy, disrupt deficit narratives, and support conversations about identity and community. By the end, participants will leave with a curated list of impactful picture books and YA titles, adaptable activities, and tools for designing literacy experiences that help all students feel visible and valued. This session positions inclusive storytelling as a powerful catalyst for educational equity and social understanding.

Tuesday, 07/July/2026 15:10 - 15:30

ID: 383 / Oral 33: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Multilingualism, Creative Writing, Translanguaging

Ključne besede: večjezičnost, kreativno pisanje, čezjezičnost

Language Choices in Young Multilingual Writers: Observations from Comic Writing

Jezikovne izbire pri mladih večjezičnih pisateljih: Opazovanje pisanja stripov

Danica ŠTUMERGER NOVOSEL

European School the Hague, The Netherlands

The European School the Hague Primary educates over 800 children from almost 60 nationalities. Most students are bilingual, many are multilingual, navigating different linguistic and cultural contexts. Drawing on the theory of translanguaging (García & Wei), this study explores how young multilingual writers use languages in creative writing.

76 students aged 9–10, were asked to create a four-frame comic within 45 minutes. They were free to choose the topic and use any language(s) they knew. The comics were analysed to identify languages used in dialogue and narration, while students' reflections provided insight into their language choices.

The research examined which languages children use for dialogue and narration, whether language mixing occurs, and whether patterns differ according to mother tongue. It was hypothesised that children would prefer their mother tongue for narration and mix languages mainly in dialogue.

The results partially support the hypothesis. More than half of the students used only one language, either their mother tongue or English. Students using multiple languages mixed them mainly in dialogue, with similar patterns across language groups. Translanguaging in narration was rare (some students used narration boxes for self-translation). Language mixing in dialogue was consistently used as a literary and communicative resource.



Monday, 06/July/2026 11:40 - 12:00

ID: 246 / Oral 6: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: disability, digital storytelling, inclusive practices, counternarrative, teacher expertise

Ključne besede: invalidnost, digitalno pripovedovanje zgodb, inkluzivne prakse, kontranarativa, strokovnost učiteljev

Sustaining Disability Identities: Digital Storytelling with Disabled Educators

Ohranjanje identitete invalidnosti: Digitalno pripovedovanje zgodb z invalidnimi učitelji

Amy TONDREAU¹, Laurie RABINOWITZ², Andrea LIRA³

¹University of Maryland, Baltimore County, United States of America; ²Skidmore College, United States of America;

³Universidad de Magallanes

Counternarratives of disabled individuals that celebrate expertise and pride are vital. This presentation will share short-form documentary films that build on a qualitative interview study exploring the knowledge and strategic manoeuvring of disabled educators. Using digital storytelling, these videos with disabled P-12 and community educators share concrete teaching practices shaped by their own experiences and identities. For example, an educator with ADHD describes how hyperfixation is a feature of her cognition and how she draws on it as an effective educator. We will describe the video creation process with a cross-disciplinary team.

The Disability Justice movement emphasizes the inclusion of disabled individuals in any disability research, yet, too often projects are completed on rather than with disabled individuals. Documentaries offer a rare counterpoint, highlighting first-person narratives and lived realities of disability. Digital scholarship has challenged the separation between researcher, community practitioner, and disabled individuals; this work recognizes that community practitioners and researchers may also be disabled. We will share strategies for utilizing the videos as curricular tools in P-12 and teacher education. These films may empower disabled teachers to share their literacy expertise and inspire non-disabled teachers to learn from disabled colleagues, advancing anti-ableist literacy teaching practices and societal change.

Wednesday, 08/July/2026 14:30 - 15:10

ID: 151 / Workshop 19 & 20: 2

Workshop (40 min)

Keywords: writing, argumentation, dialogue, collaborative argumentation, genre-based strategy instruction

Ključne besede: pisanje, argumentacija, dialog, skupinska argumentacija, navodila s strategijo na podlagi žanra

Genre-Based Strategy Instruction and the Role of Collaborative Reasoning in Opinion Writing

Navodila s strategijo na podlagi žanra in vloga skupne argumentacije v mnenjskem pisanju

Zoi TRAGA PHILIPPAKOS

University of Tennessee, Knoxville, United States of America

This interactive workshop will focus on strengthening students' opinion writing through genre-based strategy instruction and collaborative argumentation. Participants will explore how structured writing strategies (such as planning, drafting, evaluating to revise and editing) can be explicitly taught to support students in understanding the features and purpose of the opinion genre. Central to this approach is the integration of collaborative reasoning, where students engage in guided, structured dialogue to articulate and defend positions, evaluate evidence, and consider multiple perspectives before writing. Attendees will participate in modelling routines that help young writers (K to 5) internalize genre expectations while building content knowledge and critical thinking skills. Special emphasis will be placed on using peer dialogue and reasoning tasks as a bridge between oral and written argumentation.

Participants will leave with practical tools such as planning templates, peer conferencing guides, and genre-specific rubrics that promote self-regulated writing and deeper engagement with opinion tasks. This session is ideal for educators seeking effective strategies to support students in producing well-reasoned, clearly structured opinion writing through collaborative learning and genre awareness.



Wednesday, 08/July/2026 14:30 - 14:50

ID: 131 / Oral 52: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Disadvantage, Literacy, Equity, Relationships, Pedagogy.

Ključne Besede: depriviligiranost, pismenost, pravičnost, odnosi, pedagogika

How schools in areas of high disadvantage in England are getting better than expected reading development

Kako šole v zelo depriviligiranih območjih v Angliji dosegajo višjo bralno razvitost kot je pričakovano

Jo TREGENZA

University of Sussex, United Kingdom

This presentation explores how primary schools in areas of high social disadvantage are achieving better-than-expected outcomes in reading development. Drawing on rich case study data from three English schools, the research uses an ecological metaphor—soil, roots, trunk, and blossom—to frame the complex interplay between disadvantage, pedagogy, and progress. It challenges narrow policy metrics such as Free School Meals and phonics screening, arguing for a more multidimensional understanding of disadvantage and a broader conception of reading success.

The study highlights how relational trust, trauma-informed practices, curriculum flexibility, and consistent routines contribute to literacy progress. It also examines how Pupil Premium funding is used strategically—not just for academic interventions, but to support wellbeing, attendance, and family engagement. Importantly, the research foregrounds the role of professional love and community connection in fostering volitional reading and resilience.

By focusing on what works in schools that defy national trends, this presentation offers practical insights for educators, leaders, and policymakers seeking to close the literacy gap. It invites discussion on how we can reframe disadvantage not as a deficit, but as a context for transformation.

Tuesday, 07/July/2026 14:10 - 14:30

ID: 133 / Oral 32: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Learning Disabilities, Morphology, Primary school, Reading Comprehension, Spelling

Ključne Besede: učne težave, morfologija, osnovna šola, bralno razumevanje, črkovanje

Effects of a morphology intervention on spelling and text reading comprehension of Greek children with learning disabilities

Vpliv morfološke intervencije na črkovanje in bralno razumevanje grških otrok z učnimi težavami

Styliani N. TSESMELI¹, Marianna LAVIDA¹, Michalis AVGOUSTIS²

¹Department of Educational Studies & Social Work, University of Patras, Greece; ²Center for Diagnosis, Counseling & Support for SEN children, Rhodes, Greece

The purpose of the study was to investigate the effects of a morphological intervention on the spelling and reading comprehension of elementary school students with learning disabilities (LS). Participants were 66 students with LS (41 boys, aged 7-12 years) who attended the Learning Support Departments of 12 Primary schools (Grades 1-6) in the Prefecture of Dodecanese, Greece. Reading words/pseudowords, spelling, oral vocabulary and text reading comprehension were assessed for all students. The morphological intervention entailed: (i) Spelling pre-test of inflected, derived, compound words/pseudowords (N= 136 word-pairs: trained and comparable untrained items), (ii) Pre-test of Reading Comprehension (N= 3 untrained texts entailing trained words) (iii) Digital Educational program (N=272 inflected, derived, compound words), (iv,v) Post-tests of Spelling and Reading Comprehension (similar to i & ii). Results indicated that students presented a statistically significant spelling improvement of inflected, derived and compound words (trained/untrained) after intervention, especially on derivations and compounds who had their lowest pre-test performance. Importantly, they presented a statistically significant improvement in reading comprehension of untrained texts due to trained words entailed in texts. These results are compatible with scientific literature (Mendes & Kirby, 2024) and promising for developing targeted educational programs for the particular needs of children with LS.



Wednesday, 08/July/2026 11:30 - 11:50

ID: 490 / Oral 45: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Bilingual dyslexia, Orthographic depth, Neurodiversity, Culturally responsive assessment, Language differentiation

Ključne besede: dvojezična disleksija, ortografska globina, nevrodiverziteta, kulturno-odzivno ocenjevanje, diferenciacija med jeziki

Beyond the Mirage: Evidence-Based Identification of Dyslexia in Spanish-English Bilingual Learners
Onkraj iluzije: Identifikacija disleksije pri Špansko-Angleških dvojezičnih učencih na podlagi dokazov

Francisco USERO GONZALEZ

Sam Houston State University, United States of America

This session presents a research-informed framework for distinguishing true dyslexia from typical bilingual reading challenges in Spanish-English learners. Drawing on 15+ years of cross-cultural classroom experience across Europe and the USA, I address the critical distinction between "struggling with reading" and dyslexia as defined by the International Dyslexia Association (2025). Using the Simple View of Reading framework within the Bilingual Reading Brain Map model, I demonstrate how orthographic depth differences between transparent Spanish and opaque English create unique identification challenges. The session examines how bilingual learners with dyslexia exhibit persistent phonological difficulties in both languages, a red flag pattern distinguishing dyslexia from language transfer or normal bilingual development. Participants will learn to differentiate temporary patterns (mixed language dominance, code-switching) from diagnostic indicators (working memory deficits across languages, sequencing problems regardless of language). The session includes practical tools for culturally responsive assessment that avoid the "bilingual pause" misdiagnosis trap. Strengths include alignment with DSM-V criteria and Texas Dyslexia Academy (2024) protocols; limitations involve implementation in monolingual assessment contexts. This work reframes bilingual dyslexia not as a deficit but as a neurodivergent learning profile requiring targeted intervention that honors linguistic identity.

Monday, 06/July/2026 12:00 - 12:20

ID: 479 / Oral 6: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: multiliteracies, Universal Access for Learning, Universal Design for Learning, scaffolds, digital literacies

Ključne besede: multipismenosti, univerzalni dostop do učenja, univerzalni plan za učenje, postopnost, digitalne pismenosti

Universal Access for Learning: Repositioning Digital from Scaffolds to Legitimate Literacies
Univerzalni dostop do učenja: Repozicioniranje digitalne postopnosti v legitimne pismenosti

Sheri VASINDA

Oklahoma State University, United States of America

We live in a multimodal world in which there are multiple ways to communicate and demonstrate ideas and understandings and many with technology (Cope & Kalantzis, 2000, 2015, 2023; NLG, 1996). Rather than scaffolds to traditional literacies, technology offers contemporary options that are literacies in their own right and provide inclusive learning and participation options as a form of education justice (Cope & Kalantzis, 2023). Currently, the Universal Design for Learning (UDL) framework often positions digital tools as scaffolds to be removed once traditional school literacies are developed. We consider current digital tools "permanent" multiliteracies options, making UDL's positioning of technology as a scaffold problematic and contradictory. While digital tools change with every software update and newly created capabilities, they are "permanent", and therefore legitimate because they are part of our everyday lives. Therefore, we propose the concept of Universal Access to Learning (Authors, 2023, 2026) in which Universal Design for Learning (UDL) realigns with its architectural inspiration and foundation, Universal Design, whose accessibly designed constructions are permanent. We introduce case studies to illustrate how common digital tools readily available inside and outside of school offer learners the opportunity to participate as fully literate learners when they are consistently available.



Monday, 06/July/2026 16:20 - 17:00

ID: 395 / Workshop SLO 1: 1

Workshop (40 min)

Ključne besede: šolske knjižnice, bralne strategije, gledališka pedagogika, ustvarjalnost

Obravnavanje leposlovja na zabaven način

Breda VILICER

Osnovna šola Ob Rinži Kočevje, Slovenija

Na delavnici bom predstavila kombinacijo bralnih strategij in metod gledališke pedagogike, ki jih uporabljam pri delu z učenci v šolski knjižnici. Te metode in tehnike mi pomagajo, da pritegnem učence k pozornemu poslušanju, bogatitvi besedišča, primerjanju podatkov iz besedila ter sklepanju in razbiranju bistva podatkov iz različnih vrst besedil. Učenci pa si oblikujejo lastno mnenje o prebranem/slišnem in uporabijo prebrano/slišano v novih situacijah. Poleg razvijanja bralne pismenosti pa pri teh urah učenci razvijajo tudi zelo pomembne socialne veščine kot so - empatija, sodelovanje in komunikacija. Pomembno je, da izberemo primerna besedila za različne metode in strategije, ki jih želimo uporabiti.

Za uvod bom predstavila nekaj primerov metod (ice breaker), ki učencem pomagajo, da se sprostijo, da se počutijo varne, da se med seboj malo bolj spoznajo in povežejo in jih tako pripravim na uro, ki zahteva poslušanje, branje, sodelovanje, komuniciranje s sošolci. V nadaljevanju bomo skupaj izvedli nekaj bralnih strategij za pozorno poslušanje, iz besedila bomo poskušali izluščiti dialog s ključnimi besedami. Predstavila bom gledališko metodo Žive slike v več variantah.

Za zaključek pa se bomo posvetili strategijam, ki učencem lahko približajo poezijo.

Wednesday, 08/July/2026 10:40 - 11:00

ID: 470 / Oral 42: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: migrant students, intensive language course, intercultural competence, secondary schools, migrants' perspectives

Ključne besede: učenci migranti, intenzivni jezikovni tečaji, medkulturne kompetence, srednje šole, perspektive migrantov

Intensive Slovenian language course and development of intercultural competence for all residents

Intenzivni tečaji slovenskega jezika in razvoj medkulturnih kompetenc za vse prebivalce

Marijanca Ajša VIŽINTIN

ZRC SAZU, Slovenia

In addition to growing up, migrant students face the loss of friends and relatives, learning a new language, preserving their mother tongue, learning about cultural differences, making new friends, and other challenges of inclusion.

The basis for inclusion is professionally organized intensive language learning. In Slovenia, for most migrants this means learning Slovenian, but in areas with recognized minorities it also means learning Italian or Hungarian. The key findings of the study "Inclusion of migrant students in kindergartens and schools in Slovenia: analysis of the situation" (2024–2025), conducted by ZRC SAZU, and funded by the Ministry of Education will be presented: how intensive Slovenian language courses are conducted in secondary schools, and what recommendations are there for improvement.

The second part will highlight selected works of fiction that address the challenges of learning the new language and integration, e.g., literary works by Selma Skenderović, Dijana Matković, Ivana Djilas, Natalija Milovanović, Lidija Dimkovska. Integration is a two-way process. It is the responsibility of the majority population to enable integration, inclusion: through intensive Slovenian language learning, development of intercultural competence among all, including the majority population, and through reading literary texts written by immigrants themselves.



Tuesday, 07/July/2026 10:20 - 10:40

ID: 403 / Oral SLO 4: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: branje, spodbude, bralna pustolovščina, bralna pismenost

Bralnospodbujevalne dejavnosti na OŠ Videm

Vesna VOGLAR PULKO

Osnovna šola Videm, Slovenia

Na OŠ Videm v zadnjih letih opažamo velik upad veselja do branja, kar je v našem okolju, kjer ni veliko bralnih spodbud, še posebej težavno. Zato skušamo trend zmanjševanja zanimanja za branje obrniti z različnimi bralnospodbujevalnimi dejavnostmi.

Poleg ustaljenih oblik, kot so bralna značka, bralni nahrbtniki, razredne knjižnice ter številni bralni projekti, uvajamo še dodatne spodbude: (vsaj) 10 minut vsakodnevnega branja, k čemur spodbujamo tudi starše – družinsko branje; tedenske bralne odmore v okviru aktivnih odmorov ter med drugim redne mesečne obiske šolske knjižnice za vse učence.

Zadnjih nekaj let izvajamo kulturni dan dejavnosti (5 šolskih ur za vse učence), posvečen knjigam in branju. Ta vključuje skupno branje prvo- in devetošolcev, predstavitev najljubše knjige, »zmenek na slepo« s knjigo, pravljico uro z jogo, ustvarjanje senzoričnih knjig, knjižni poligon, orientacijo v naravi s pomočjo namigov iz knjig ipd. Spodbujamo individualno in skupno branje v šolah v naravi in na taborih, medgeneracijsko branje sedmošolcev in njihovih staršev (bralna čajanka v okviru projekta Rastem s knjigo) ter srečanje ob knjigi za vse generacije.

Letošnja novost je interni projekt Bralna pustolovščina, ki učence motivira h kontinuiranemu letošnjemu branju, bogati besedišče in domišljijo, krepi kritično mišljenje, vztrajnost ter organiziranost, ki so ključni za razvoj bralne pismenosti.

Tuesday, 07/July/2026 14:10 - 14:30

ID: 127 / Oral 33: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: identity; adolescent multilingual learners; literacy; multimodality

Ključne besede: identiteta, večjezični mladostni učenci, pismenost, multimodalnost

Negotiating Identity and Belonging: Journaling and Arts Integration with Adolescent Multilingual Learners

Iskanje ravnotežja med identiteto in pripadnostjo: Pisanje dnevnika in integracija umetnosti pri večjezičnih mladostnih učencih

Natalia WARD¹, Betty THOMASON², Amber WARREN³

¹East Tennessee State University, United States of America; ²University of Tennessee, United States of America;

³Vanderbilt University, United States of America

Supporting early adolescents' identity development is critical as they grow as readers and writers. For immigrant multilingual students, schools must offer opportunities to express and negotiate their identities to foster belonging and legitimacy (Compton-Lilly et al., 2017; Rogers & Elias, 2012). Arts-integration and multimodal approaches can transform literacy instruction by supporting students' evolving identity expressions (Kennedy et al., 2019).

This session shares a two-part (12-week) multimodal identity project taught in four pull-out ESL classes for students ages 9–13. Students' time in U.S. schools ranged from 3 months to 8 years, with English proficiency levels from emerging to expanding. Students read novels and engaged in daily reflexive journaling that combined writing and drawing to allow for identity and belonging negotiations. They then created 3D figurines and murals as cumulative multimodal expressions of self.

Presenters will (a) briefly lay out the pedagogical and theoretical foundations of the project, (b) describe detailed steps for project completion, sharing examples of prompts, journal entries, and final products; and (c) facilitate discussion, inviting participants to brainstorm ways to incorporate the project as a whole or in part in their own teaching.



Wednesday, 08/July/2026 16:20 - 16:40

ID: 248 / Oral 55: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: freedom dreaming, literacy, inclusive practices, identity

Ključne besede: svobodne sanje, pismenost, inkluzivne prakse, identiteta

Freedom Dreaming to Realize Literacies of Liberation

Svobodne sanje za realizacijo osvoboditvene pismenosti

Michael YOUNG

Illinois State University, United States of America

In the context of global standardization efforts that work to limit languages and literacies in the name of efficiency and market-driven approaches to teaching and learning, this session invites educators to engage in freedom dreaming to consider what our literacies and literacy teaching can make possible. Freedom dreaming involves the practice of using our imaginations to envision more just and equitable futures and then taking action to make those visions our reality. By recognizing the challenges we face while also imagining what we can build together, freedom dreamers use critical analysis, visionary imagination, collective action, activism, and healing to realize literacies of liberation that affirm the diversity of language, literacies, and people that define our global community. The presentation will offer participants strategies for using freedom dreaming to realize what literacy can offer for the diverse communities we each serve, individually and collectively. With an action-oriented and humanizing approach to literacy and community, the presentation invites participants to come together in dialogue not just around the problems that define our struggles, but toward the solutions that can unite us.

Tuesday, 07/July/2026 12:50 - 13:10

ID: 217 / Oral 26: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: arts integration, adolescents, inclusion, teacher flourishing, place based

Ključne besede: integracija umetnosti, mladostniki, inkluzija, razcvet učiteljev, temelji na prostoru

Two bream and a crankie: arts integration, inclusion, and teacher flourishing in an adolescent literacy classroom

Dve oradi in gibljiva panorama: Integracija umetnosti, inkluzija in razcvet učiteljev pri opismenjevanju mladostnikov

Teresa YOUNGBLOOD

University of Arkansas, United States of America

This practitioner presentation examines how an arts-integrated literacy project in an inclusive adolescent classroom supported both student engagement and teacher flourishing. Drawing on multiliteracies, embodied literacies, and Universal Design for Learning (UDL), the project invited students to read informational texts about freshwater fish, observe and interact with locally caught fish (*Lepomis* spp., locally known as bream) in a classroom tank, play an outdoor fishing game, and collaboratively write a shared informational text. Students then transformed this text into the narrative for a handmade crankie, a 19th century moving panorama, creating a multimodal space for storytelling and knowledge-building.

By offering multiple pathways for participation—sensory observation, movement, visual storytelling, and collaborative authorship—the project increased accessibility and agency for neurodiverse learners. Arts-based practices functioned as inclusive literacy tools, enabling students to construct meaning through experiential and creative modes.

The project also contributed to teacher flourishing, as the integration of nature, play, and aesthetic making reconnected professional practice with curiosity, joy, and pedagogical imagination. The session will share classroom artifacts, a sample crankie, and practical strategies for teachers seeking arts-based, place-based, and multimodal approaches to inclusive literacy instruction.



Monday, 06/July/2026 11:00 - 12:20

ID: 372 / Poster Presentation 1: 7

Poster Presentation

Keywords: Library, blind, visual impaired, reading, magazines, media, literacy

Ključne besede: knjižnica, slepi, slabovidni, branje, revije, mediji, pismenost

The production of magazines for blind and visually impaired library users

Produkcija revij za slepe in slabovidne uporabnike knjižnic

Karolina Zlatar Radigović¹, Roberta Jakša Bonačić²

¹Croatian Library for the Blind, Croatia; ²Croatian Reading Association, Croatia

The Croatian Library for the Blind provides services to all persons with print disabilities. In offering its services, the library aims to meet the needs of users of all ages, types of impairments, and levels of digital literacy. The Croatian Library for the Blind is a public institution whose activities ensure access to knowledge, information and cultural contents in order to educate, inform and ensure quality use of free time to all persons with print disabilities. In a variety of magazines, it strives to inform and provide quality selected topics to its users. The magazines that the library produces in various formats are: Braille and audio periodicals: *Izbor* (since 1960): articles on political, social, domestic and foreign subjects, *Znanost i umjetnost* (since 1979): culture, literature, history, popular science, travel records, *Sveta Lucija* (since 2001): spiritual and religious issues, *Mladost* (since 1981): sports, music, cultural events, *Šah* (since 1972): chess games, *Žena* (since 1975): fashion, cosmetics, health, culinary subjects, gardening, home. In order to increase the number of users, the library plans to produce magazines in a new digital format in 2026.





CONFERENCE ON LITERACY
KONFERENCA O PISMENOSTI
LJUBLJANA 2026

Lifelong Development of Literacy Skills / Vseživljenjski razvoj zmožnosti na področju pismenosti

Tuesday, 07/July/2026 10:40 - 11:00

ID: 153 / Oral 23: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: game-based learning, vocabulary acquisition, lexical awareness, digital word games, CJVT igre

Ključne besede: učenje na osnovi igre, usvajanje besedišča, zavedanje leksike, digitalne besedne igre, CJVT igre

Playing with Slovene: Word Games from CJVT Igre

Igranje s slovenščino: Besedne Igre v CJVT igre

Špela ARHAR HOLDT, Iztok KOSEM

University of Ljubljana, Faculty of Arts & Faculty of Computer and Information Science, Slovenia

Language games enhance vocabulary growth, orthographic awareness, and inferencing skills across first and foreign language learning; for instance, studies on Hangman, Wordle, and Semantic Boggle report measurable vocabulary gains and positive learner attitudes. The motivational factor is especially important, as it encourages sustained engagement and supports vocabulary acquisition beyond formal instruction. This presentation focuses on a new initiative for the Slovenian language: CJVT igre (<https://igre.cjvt.si/>). The portal, developed at the Centre for Language Resources and Technologies, University of Ljubljana, currently features three digital language games, with two more to be launched in December. Each game builds on distinct linguistic principles, from orthographic inference to morphological productivity. The games are grounded in the Digital Dictionary Database of Slovene (DDDS) and implement interdisciplinary data-preparation procedures, including semantic-type grouping of lexical items, exclusion of sensitive or overly technical vocabulary, and the modelling of game difficulty using features such as word frequency, length, and vowel diversity. The portal integrates pedagogical considerations such as daily games and limited screen time to promote regular but short, meaningful engagement. CJVT igre demonstrates how lexicographic data, computational approaches, educational insight, and design expertise can combine to produce research-based, pedagogically balanced resources that strengthen reading literacy and lexical awareness.

Tuesday, 07/July/2026 10:20 - 11:40

ID: 378 / Poster Presentation 2: 2

Poster Presentation

Keywords: Professional Literacy, Nursing Literacy, Disciplinary Literacy

Ključne besede: Profesionalna pismenost, pismenost zdravstvene nege, disciplinska pismenost

Reading Like a Nurse: A Synthesis of Disciplinary and Professional Literacy Investigations

Brati kot medicinska sestra: Sinteza raziskovanja disciplinske in profesionalne pismenosti

Sonya ARMSTRONG

Texas State University, United States of America

Across a series of studies in and around postsecondary nursing education, several key insights have emerged related to what it means to read like a nursing professional/educator, and, more importantly, how to appropriately scaffold beginning undergraduates into the literacy practices, habits, and expectations of the profession. Such explorations are essential, especially given the demands for complex and intense reading loads and the expectations for comprehension of text material for application purposes. Thus, identifying exactly how one learns to read like a nursing professional/educator is of critical importance as a core aspect of the nursing curriculum.

Two key studies will be highlighted in this synthesis. First, a multi-staged curriculum audit of the literacy demands and practices within nursing education courses set within U.S. community colleges identified the unique demands for learning to read like a nurse. Second, an expert-reader think-aloud study examined how nursing educators and professional nurses approach literacy events. This combination of a forward-looking approach to literacy development (the first study) and a backward-looking approach



to expert reading (the second study) provide a fuller picture of what it means to learn to read like a nursing professional. Importantly, this also provides informed implications for practice.

Wednesday, 08/July/2026 11:50 - 12:10

ID: 158 / Oral 47: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: visual-literacy, children, drawing, writing, picturebooks

Ključne besede: vizualna pismenost, otroci, risanje, pisanje, slikanice

Writing the picture, painting the word: empowering children as writers through crafting visual texts

Pisanje slike, slikanje besede: opogumljanje otrok kot pisateljev skozi izdelovanje vizualnih besedil

Kerry ASSEMAKIS

St Mary's University, United Kingdom

This presentation shares the initial findings of a doctoral study that seeks to further understand children's experiences of crafting visual texts. There is a call for educationalists globally to recognise the importance of children learning to be visually literate, and to move beyond children learning to read and write through text alone (Vermeersch and Vandenbroucke, 2015). Visuals constantly assert themselves in children's worlds (Stafford, 2011) and it is therefore no longer assumed that children become literate through the written word alone (CLPE, 2019). The central research question in this study asks: How do children feel empowered as writers when crafting visual texts? A participatory, arts-based case study was conducted with twelve KS2 children and three teachers in an English primary school. Data collection included visual literacy journals, collage, and draw-write-talk methods. Early findings reveal that children's deliberate use of colour, character expression, and visual symbolism demonstrates sophisticated meaning-making and connection to their sociocultural worlds, including of film and picturebooks. The study highlights the value of integrating visual and written modes to empower children as lifelong learners, authors, and interpreters in a visually saturated global society.

Monday, 06/July/2026 11:40 - 12:00

ID: 350 / Oral 5: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: lesson plan, learning artefact, critical reading, teacher education, English language teaching

Ključne besede: učna priprava, artefakt učenja, kritično branje, izobraževanje učiteljev, poučevanje angleškega jezika

From Planning to Reading: Lesson Plans as Learning Artefacts of Prospective English Teachers

Od načrtovanja do branja: Učne priprave kot artefakti učenja pri učiteljih pripravnikih

Anita AUZIŅA

University of Latvia, Latvia

This study explores how lesson plans, when treated as learning artefacts, contribute to the development of prospective English teachers' planning literacy and critical reading skills.

The research was conducted with 36 student-teachers enrolled in the professional bachelor study programme "Teacher" within the course "Teaching and Learning Methodology of the English Language Skills." As part of the course, participants designed detailed, English language-skill-focused lesson plans and produced supporting materials, including presentation slides, model texts, handouts, and rubrics. To strengthen their skills to evaluate the readability and instruction clarity, students engaged in structured process of self-review and peer review. A rubric guided them to read plans from the perspective of a substitute teacher and assess whether another teacher could follow the plan with minimal questions, require some consultation, or struggle to implement it without extensive clarification. Additionally, questionnaire data captured student-teachers' reflections on the process, particularly their confidence in designing lessons that another teacher could deliver accurately and independently.

Findings indicate that viewing lesson plans as learning artefacts enhances prospective English teachers' skills to read critically, revise purposefully, and justify instructional decisions. The study demonstrates how learning artefact-based approach can foster more intentional, coherent and effective English lesson design in teacher education.



Monday, 06/July/2026 11:00 - 11:20

ID: 415 / Oral 5: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Reading literacy, Reading strategies, Intervention study, Heterogeneous groups, Pre-test/Post-test assessment

Ključne besede: bralna pismenost, bralne strategije, intervencijska študija, heterogene skupine, pred- in po-testno ocenjevanje

Improving Reading Literacy through Short, Systematic Strategy Training **Izboljševanje bralne pismenosti skozi kratek sistematičen in strateški trening**

Andreja BABIČ PIRKER

Primary School Polje, Slovenia

Reading literacy is a fundamental competence enabling students to learn independently, think critically and participate effectively in everyday life. While numerous studies emphasise the benefits of explicit reading strategy instructions, less is known about the impact of short, systematic exercises using diverse reading materials. This study examines whether a six-week programme of brief weekly activities focused on prediction, summarisation, questioning techniques and recognising text types can improve students' reading literacy. The research question asks whether students who participate in the intervention will demonstrate greater progress than those in a control group receiving no additional instruction. The hypothesis predicts stronger post-test improvement for the experimental group. The intervention will be carried out in small heterogeneous groups and is designed to be time-efficient and feasible for regular classroom use. Reading literacy will be assessed with pre- and post-tests containing various text formats, with open-ended and multiple-choice questions of different difficulty levels. If the hypothesis is confirmed, the approach will be proposed to teachers across the school as a practical model for integrating short strategy-based exercises into everyday instruction.

Wednesday, 08/July/2026 14:50 - 15:10

ID: 442 / Oral 51: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: literacy, primary school, storytelling, creativity

Ključne besede: pismenost, osnovna šola, pripovedovanje zgodb, kreativnost

From Story to Knowledge: Strengths and Challenges of Thematic Literacy Activities **Od zgodbe do znanja: Prednosti in ovire tematskih aktivnosti, ki spodbujajo pismenost**

Mateja BERIBAK

Kindergarten Brezovica pri Ljubljani, Slovenia

The extracurricular activity Na vrtiljaku zgodb for children aged 7-8 aims to foster reading engagement and literacy development among primary school students by combining storytelling with interactive learning. Each session revolves around a selected theme — such as seasons, holidays, animals, or notable figures — providing a multidimensional approach to literacy. The process begins with reading a fictional story, followed by exploring a nonfiction book that expands students' knowledge and connects the theme to real-world contexts. To deepen understanding and encourage creativity, the session concludes with an activity such as crafting, dramatization, or collaborative story-making. This structure enables students to experience topics from different perspectives, enrich their vocabulary, and develop critical thinking skills. Through play and exploration, they not only strengthen reading habits but also broaden their horizons and learn more about the world in an engaging, meaningful way.



Monday, 06/July/2026 16:40 - 17:00

ID: 499 / Oral 18: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: academic literacy, English for Specific Purposes (ESP), information and media literacy, digital competence, lifelong learning

Ključne besede: akademska pismenost, angleščina za specifične namene (ESP), informacijska in medijska pismenost, digitalne kompetence, vseživljenjsko učenje

Evolving Academic Literacy: Integrating ESP with Information, Digital, and Media Literacy in Higher Education
Razvijanje akademske pismenosti: Integracija ESP z informacijsko, digitalno in medijsko pismenostjo v visoki izobrazbi

Goran BRKIĆ

Faculty of Teacher Education, University of Zagreb, Croatia

Continuous professional development of teachers and preschool teachers has long depended on the ability to access, interpret, and apply new scientific knowledge. Historically, this has required a solid command of academic literacy, including familiarity with academic discourse and English for Specific Purposes (ESP), given the predominance of English in global academic communication, as well as the ability to evaluate scholarly sources critically.

In the contemporary context, academic literacy has become increasingly complex as readers engage with diverse text types, including multimodal texts, requiring its evolution through the integration of ESP with information, media, and digital literacies. This presentation explores these shifting requirements, with particular emphasis on the critical role of source evaluation. It presents empirical findings from a study conducted among Early and Preschool Education students at the Faculty of Teacher Education, University of Zagreb, examining their comprehension of academic texts within the ESP framework and their readiness to navigate the contemporary information landscape. The findings highlight an urgent need to foster multidimensional forms of academic literacy that can better prepare future educators for lifelong learning.

Wednesday, 08/July/2026 11:30 - 11:50

ID: 286 / Oral 47: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: handwriting development, literacy progression, motor skills, curriculum design, Aotearoa New Zealand

Ključne besede: razvoj rokopisa, napredovanje pismenosti, motorične sposobnosti, načrtovanje kurikuluma, Aotearoa Nova Zelandija

Letters in Motion: From Grip to Fluency—Handwriting as a Foundation for Literacy

Črke v gibanju: Od prijema do spretnosti – rokopis kot osnova za pismenost

Jane CARROLL¹, Andrew TAGG², Jane WHITE², Jenny WARD²

¹College of Education, University of Otago, New Zealand; ²Educational Assessment Research Unit (EARU), University of Otago, New Zealand

Insights from a National Study of Writing Development in Aotearoa New Zealand

Abstract: What are the implications of observed handwriting fluency and motor skill patterns for the design and implementation of literacy curricula in Aotearoa New Zealand?

The 2025 Curriculum Insights and Progress Study examined literacy development among students in Years 3, 6, and 8 across Aotearoa New Zealand. Using stratified random sampling, the study included 74 schools for Years 3 and 6 and a separate sample of 74 schools for Year 8, ensuring representation of state and state-integrated English-medium schools.

Data collection combined Group Assessment Tasks (GAT) with one-to-one interviews. A key component was the Writing the Alphabet task, where students wrote the alphabet repeatedly for one minute. Video recordings of four students per year level in each school enabled detailed analysis of handwriting fluency and motor skills, including pencil grip, letter formation, posture, and the number of letters produced.

Handwriting remains a critical yet often overlooked foundation for literacy. This presentation will share emerging patterns in handwriting development across year levels, explore the relationship between motor skills and writing fluency, and discuss implications for literacy pedagogy and curriculum design.



Wednesday, 08/July/2026 15:20 - 15:40

ID: 381 / Oral 53: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: disciplinary literacy, metaphor, timescales, qualitative scholarship, teacher educator

Ključne besede: disciplinska pismenost, metafora, časovni okvirji, kvalitativna izobrazba, izobraževalec učiteljev

Mayflies, Tortoises, and Bees: Metaphors for Literacy Research

Muhe enodnevnice, želve in čebele: Metafore za raziskovanje pismenosti

Cathy COMPTON-LILLY¹, Jennifer D. MORRISON²

¹University of South Carolina, United States of America; ²Sam Houston State University, United States of America

In this presentation, two established literacy scholars explore the affordances of metaphor for making sense of scholarly lives. Each metaphor highlights dimensions of qualitative scholarship related to time, inquiry, and becoming.

Author 1 explores becoming across multiple timescales (Lemke, 2000). Specifically, as literacy educators and researchers we constantly make meaning about who we are, what we know, and what we aspire to understand. Through the analogy of short and long lifespans – mayflies and tortoises – we consider the short and long timescales of becoming a scholar and how understandings of time contribute to how we make sense of literacy learning. While short timescales highlight routine daily practices, longer timescales attend to career goals, long-term commitments, and identities.

Author 2 considers how her experiences as an amateur beekeeper and her “embodiment” (Chandler-Olcott, 2017) of beekeeping disciplinary literacy enlighten the sometimes nebulous process of gaining competency and automaticity as an educator and scholar. Additionally, this exploration of beekeeping as literacy metaphor will look at how worldviews that grow from one discipline intersect and interact with other disciplines, often organically and in unexpected ways.

Together these presentations highlight the challenges and celebrations in being and becoming active in the field of literacy.

Wednesday, 08/July/2026 14:30 - 14:50

ID: 516 / Oral 51: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: reading, lifelong learning, reading culture, reading projects

Ključne besede: branje, vseživljenjsko učenje, bralna kultura, bralni projekti

No reading, no future!

Brez branja ni prihodnosti!

Rok DEŽMAN

Slovenian Reading Association, Slovenia

The Reading Association of Slovenia (Bralno društvo Slovenije – BDS) is a central professional and networking organization in the field of reading literacy, quality education, and sustainable social development. Through its programmes and initiatives, BDS systematically strengthens access to knowledge, promotes social inclusion, and develops key competences essential for individuals and communities. With the professional conference Reading for Knowledge, the Association highlights reading as a fundamental tool for learning, critical thinking, and reducing social inequalities, thereby contributing to the achievement of the Sustainable Development Goals related to education.

The Association’s flagship national programme is the National Month of Shared Reading, in which BDS acts as initiator, content developer, and coordinator. Implemented under the honorary patronage of the Slovenian National Commission for UNESCO, the initiative connects a broad range of institutions, organizations, and individuals across the country. A special focus is placed on the initiative Reading in Public Spaces, which extends reading culture beyond formal educational settings and addresses the accessibility of reading in everyday life.

BDS actively cooperates with national and local partners and engages in international professional networks through its membership in the Federation of European Literacy Associations (FELA).



Tuesday, 07/July/2026 15:40 - 17:00

ID: 138 / Symposium/Round Table 8 (French): 1
Symposium or Round Table (80 min)

Keywords: enseignement, apprentissage, littératie, accompagnement, formation
Ključne besede: poučevanje, učenje, pismenost, podpora, usposabljanje

Soutenir l'apprentissage de la littératie : un défi tout au long de la vie **Podpora učenju pismenosti: vseživljenjski izziv**

France DUBÉ¹, France DUFOUR¹, Myriam FONTAINE¹, Rebeca ALDAMA², Audrey DAHL¹
¹UQAM, Canada; ²HEP Vaud, Suisse

Ce symposium abordera l'apprentissage de la littératie et le soutien à offrir aux apprenants tout au long de la vie. Dufour, Dubé et al. aborderont la maîtrise de la langue d'enseignement de futurs enseignants en situation de handicap lors de leurs stages et les mesures de soutien possibles. Fontaine, Loignon et Desmeules présenteront des pratiques inclusives en littératie mises en œuvre auprès d'élèves dyslexiques de 12-14 ans au moyen d'une évaluation de l'intervention orthopédagogique innovante. Aldama et Dubé traiteront des défis liés à l'enseignement de la lecture auprès d'élèves autistes qui présentent des besoins complexes de communication et des stratégies d'accompagnement pour soutenir des enseignantes dans la transformation de leurs pratiques pédagogiques. Dahl, Brayner Souto Maior Lima et Gomez aborderont la littératie des adultes immigrants en contexte communautaire et dresseront un portrait de pratiques de littératie mises en œuvre dans des contextes d'alphabétisation communautaire à travers le monde afin de faire ressortir les éléments pouvant soutenir à la fois l'apprentissage et l'empowerment des personnes immigrantes. Ce symposium réunira des chercheurs dont les travaux visent à mettre en lumière les défis à relever collectivement, à proposer des pistes de recherche et présenter des avenues prometteuses pour mieux accompagner ces apprenants.

Monday, 06/July/2026 16:20 - 16:40

ID: 527 / Oral 18: 1
Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: dyslexia, assessment, adults, Ireland
Ključne besede: disleksija, ocenjevanje, odrasli, Irska

Streamlining Adult Dyslexia Assessment **Racionalizacija ocenjevanja disleksije pri odraslih**

Donald EWING
Dyslexia Ireland, Ireland

This presentation will describe an innovative project carried out in Ireland in 2025 designed to address barriers to timely, affordable dyslexia assessments for adults accessing learning in the Vocational Education and Training (VET) sector. Traditional dyslexia assessment models are often very expensive with long waiting lists. This streamlined model introduced a "lean" methodology to increase efficiency and accessibility.

The model restricted an educational psychologist's role to direct face-to-face testing with a client (approximately 30 minutes), while VET staff managed administrative, pre-, and post-assessment tasks including debriefing clients and producing diagnostic reports. Notably, the process excluded IQ testing, focusing instead on literacy subtests more reliably linked to an up-to-date evidence-based understanding on how best to assess for dyslexia.

The project assessed 40 adults over six days, and participant feedback was overwhelmingly positive, citing the supportive environment and "life-changing" impact of receiving a formal diagnosis of dyslexia. Successes included improved social inclusion, specifically engaging members of the Travelling Community, and reduced learner anxiety by utilising familiar VET settings rather than psychological clinics.



Monday, 06/July/2026 15:50 - 16:10

ID: 188 / Oral 13: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: literacy, older adults

Ključne besede: pismenost, starejši odrasli

Light on Our Feet – With a Book in Hand: Promoting Literacy among Older Adults through Movement and Cultural Engagement

Knjigo v roke – pot pod noge: Promocija pismenosti med starejšimi odraslimi skozi gibanje in kulturno udejstvovanje

Tilka JAMNIK

Slovenian Reading Badge Society, Slovenia

This paper presents a community-based practice that fosters reading and functional literacy among older adults in the Medvode School of Health. The group meets every weekday for outdoor exercise and once a month organises an excursion to a Slovenian cultural heritage site, travelling by public transport. Each trip includes a guided tour, a walk from the station, and shared social time, creating an accessible and low-cost activity that combines physical movement with cultural learning.

The preparation of these excursions—selecting destinations, checking opening hours and admission fees, arranging guided tours, navigating timetables—naturally develops practical literacy skills. When possible, participants also read literature related to the destinations, such as poetry by Tone Pavček on the way to his museum.

Additional literacy activities include occasional reading after exercise sessions, twice-yearly used-book exchanges, a September forest walk with shared aloud reading, and encouragement of library use and intergenerational reading. The programme demonstrates how combining movement, culture, and community supports sustained reading engagement in later life.

Tuesday, 07/July/2026 15:40 - 16:00

ID: 494 / Oral 38: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Health literacy, Lifelong literacy development, Older adults, Chronic disease self-management, Health information barriers

Ključne besede: zdravstvena pismenost, vseživljenjski razvoj pismenosti, starejši odrasli, samonadzorovanje kroničnih bolezni, ovire pri zdravstvenih informacijah

Health literacy, health information barriers, and chronic disease management among older adults attending community centres and NGOs in Prishtina, Kosovo

zdravstvena pismenost, ovire pri zdravstvenih informacijah in nadzorovanje kroničnih bolezni pri starejših odraslih, ki obiskujejo centre skupnosti in NGO-je v Prištini, Kosovo

Naim JERLIU¹, Naud VOLDERS³, Pranvera KRASNIQI², Arlinda JETISHI²

¹Faculty of Medicine, University of Prishtina, Prishtina, Kosovo; National Institute of Public Health of Kosovo, Prishtina, Kosovo; ²National Institute of Public Health of Kosovo, Prishtina, Kosovo; ³Faculty of Health, Medicine & Life Sciences, Maastricht University, Maastricht, The Netherlands

Background: The relationship between health literacy, health information barriers, and chronic disease management was examined among older adults attending community centres and NGOs. Older adults face considerable challenges in accessing and understanding health information. Evidence on health literacy and communication barriers in Kosovo remains limited.

Methods: A mixed-methods cross-sectional study was conducted among 89 older adults. Health literacy was assessed using the HLS-EU-Q16, and chronic disease self-management using the SC-CII. Open-ended questions explored perceived information barriers, needs, and the role of community organisations.

Results: The mean health literacy score was 3.12 (SD = 0.45), and mean self-management was 66.6% (SD = 13.9). Health literacy was moderately and significantly associated with self-management ($r = 0.32$, $p = 0.002$) and remained an independent predictor in the adjusted model ($B = 8.37$, $p = 0.018$). Participants relied heavily on healthcare professionals for information, citing limited consultation time, unclear explanations, and access difficulties. Digital exclusion was common, with low internet use and limited digital skills. NGOs were perceived as supportive.

Conclusion: Health literacy is a key determinant of chronic disease self-management, yet structural and communication barriers persist. Interventions should strengthen provider communication, promote digital inclusion, and expand accessible, community-based health education to enhance health literacy, and support healthy ageing.



Wednesday, 08/July/2026 13:50 - 14:10

ID: 163 / Oral 51: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: literacy skills, IB Primary years programme, visible thinking routines

Ključne besede: spretnosti pismenosti, Mednarodni IB program za učence od 3 do 12 leta starosti, vidne rutine razmišljanja

“An Example of an Approach to Reading in the International Baccalaureate (IB) Primary Years Programme”

“Primer pristopa k branju v mednarodnem IB programu za učence od 3 do 12 leta starosti”

Danijela KAJZER

Leon Štukelj International School Maribor, Slovenia

The article focuses on developing reading literacy within the IB Primary Years Programme (PYP) and introduces Visible Thinking Routines (VTR) as an effective tool for promoting deep thinking. Reading literacy in the IB is not only the ability to decode words but encompasses comprehensive understanding, critical thinking, and reflection on texts, integrated across all Units of Inquiry. The article presents several VTRs as structured thinking routines that help students engage with texts, express their viewpoints, and recognize multiple perspectives. It explores possibilities for integrating reading strategies and VTRs in classroom instruction, where reading is not an isolated activity, but part of an inquiry process connected to understanding the world, developing empathy, and fostering critical thinking. Combining these approaches enables students to simultaneously develop technical reading skills and deeper reflection on content and meaning. To illustrate, the article provides an example of a lesson plan that includes activating prior knowledge using VTRs, reading a story while applying reading strategies, discussing character perspectives, and reflecting using the routine I used to think... Now I think.... Through this approach, students acquire lifelong skills while learning to connect content with their own experiences.

Monday, 06/July/2026 13:20 - 14:40

ID: 184 / Symposium/Round Table 2: 1

Symposium or Round Table (80 min)

Keywords: The Science of Reading, Japan Reading Association, Literacy Policy, International Comparative Study, History of Reading Research

Ključne besede: znanost branja, Japonsko Bralno Društvo, politika pismenosti, mednarodna komparativna raziskava, zgodovina raziskovanja branja

What is the Science of Reading? The Japan Reading Association's 70th anniversary project

Kaj je znanost branja? Projekt ob sedemdeseti obletnici Japonskega bralnega društva

Hikaru KATSUTA¹, Junsaburo KAMITANI², Sachiko ADACHI³, Yuji FUJIMORI⁴, Rosalyn MIRASOL⁵

¹The University of Tsukuba, Japan; ²Kagoshima University, Japan; ³Niigata University, Japan; ⁴Bunkyo University, Japan; ⁵The University of Santo Tomas, Philippines

This symposium highlights the initiatives of the Japan Reading Association (JRA) in celebration of its 70th anniversary in 2026. Building upon the commemorative publication *The Future of Reading Education*, released for JRA's 60th anniversary in 2019, the Association is now undertaking a new project titled *Handbook of the Science of Reading*. This forthcoming volume reviews and synthesizes reading research conducted in Japan over the past decade: (1) relationship between politics and scientific research, drawing on the “Science of Reading” movement in the United States by Hikaru Katsuta; (2) trends in scientific reading research examining the published articles from JRA Journal's “The Science of Reading” in the last ten years by Junsaburo Kamitani; (3) the history of reading education policy in Japan by Sachiko Adachi; and (4) comparison of reading education in Japan and the United Kingdom by Yuji Fujimori. In the concluding discussion, Rosalyn Mirasol will present a synthesis of insights and propose future directions for reading education research. Together, the editors of the *Handbook of the Science of Reading* will share diverse perspectives on literacy studies and lay the groundwork for advancing reading research in Japan through international collaboration.



Tuesday, 07/July/2026 11:50 - 12:50

ID: 529 / Oral 28: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Deep Reading, Higher-Level Reading, Reading Literacy, Digital Culture, Reading Promotion

Ključne besede: globoko branje, branje na višjem nivoju, bralna pismenost, digitalna kultura, promocija branja

Ljubljana Reading Manifesto - Three years after Frankfurt bookfair

Ljubljanski Bralni manifest - Tri leta po Frankfurtskem knjižnem sejmu

Miha KOVAČ¹, Anne MANGEN², Andre SCHUELLER-ZWIERLEIN³, Adriaan VAN DER WEEL⁴

¹University of Ljubljana, Slovenia; ²University of Stavanger The Norwegian Reading Centre; ³Regensburg University Library, ⁴University of Leiden, The Netherlands

In 2023, Slovenia was Guest of Honor at Frankfurt Book fair. As part of the program, organizers presented Ljubljana Manifesto on Higher Level Reading, which was signed by authors such as Margaret Atwood, Olga Tokarczuk, Georgi Gospodinov, Slavoj Žižek and many others. The Manifesto was also supported by IPA, IFLA, FEP, EuREad, Deutsche Akademie für Sprache und Dichtung, and PEN international. Among others, the Manifesto called on educators, libraries, policymakers, and publishers to actively support environments that foster deep reading in an increasingly digital, distraction-driven world.

The co-authors of Manifesto will discuss what happened to this initiative three years after, and what would they change in the Manifesto if they would be aware of fast development of AI just after the publication of the Manifesto.

Wednesday, 08/July/2026 11:30 - 12:50

ID: 227 / Symposium/Round Table 10: 1

Symposium or Round Table (80 min)

Keywords: Adult Education, Lifelong Learning, Immigrant and Refugee Learners, Educator Perspectives, Digital Literacy

Ključne besede: izobraževanje odraslih, vseživljenjsko učenje, migrantski in begunski učenci, perspektive izobraževalcev, digitalna pismenost

ELINET Symposium: International Perspectives on Adult Education

ELINET simpozij: Mednarodni pogledi na izobraževanje odraslih

Sandra LANGER¹, Aydin Y. DURGUNOGLU², Daphne GREENBERG³, Elisabeth L. TIGHE³, Gal KALDES³, Cynthia PURANIK³

¹University of Education Weingarten, Germany, ELINET; ²University of Minnesota Duluth, USA, ELINET; ³Georgia State University, USA

Lifelong learning—developing adults' life and work skills—is a global concern. This symposium begins with an overview of general patterns among adult learners based on results from PIAAC. Three papers then present approaches to building adult skills in different domains, followed by a final paper on how adult educators' views and practices shape their classrooms.

Gal Kaldes & Elisabeth Tighe

The first paper uses PIAAC process data (actions, timing) to examine how adults with different literacy levels navigate a digital problem-solving task using authentic contexts (e-mail, spreadsheet) and discusses implications for instruction.

Daphne Greenberg

The second paper describes a project on digital writing skills of adults reading below the high-school level, outlining their assessment performance, attitudes, practices, and motivations, and explaining why improving digital writing is essential.

Aydin Durgunoglu

The third paper highlights a flexible U.S. program for immigrants and refugees that develops language, digital skills, and knowledge of local systems, rules, and history. It presents the program's principles, key components, classroom implementation, and early evaluation results.

Sandra Langer

The final paper, drawing on the GediG project, examines how teachers' dispositions, experiences, and beliefs shape their use of digital tools to support adults' language, literacy, and digital-skill development with technology-enhanced opportunities.



Tuesday, 07/July/2026 16:00 - 16:20

ID: 437 / Oral 38: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Health Literacy, Digital Health Literacy, Loneliness, Older Adults, communications tools

Ključne besede: zdravstvena pismenost, digitalna zdravstvena pismenost, osamljenost, starejši odrasli, komunikacijska orodja

Health literacy, digital health literacy and loneliness in older adults

Zdravstvena pismenost, digitalna zdravstvena pismenost in osamljenost pri starejših odraslih

Sara LIMA, Maria MOREIRA, Sónia MOREIRA, Manuela LEITE, Sónia MARTINS, Francisca PINTO

iHealth4Well-being Research Unit, IPSN-CESPU; Portugal

Loneliness among older people is prevalent, with a negative effect on physical and mental health. Health Literacy (HL) and Digital Health Literacy (DHL) may contribute to loneliness, by limiting access to information, services, and communication tools, reducing social connection. The current study has as main objective to examine the association between loneliness and HL and DHL levels among older adults. This is a cross-sectional study, with a sample of older adults' residents in Tâmega & Sousa Region in North of Portugal. HLS-EU-Q16 scale (HL) eHEALS Scale (DHL) and UCLA Loneliness were administered to all participants. The final sample had 139 older adults (mean age 76.1±7.2 years; 75% female) and 43.2% had inadequate HL levels and low DHL (eHEALS mean total score=16.96). A moderate to high perception of loneliness was also identified (31.9%). A significant positive correlation between HL and DHL ($rs=.367$, $p<.001$) was observed. Also, negative correlations between loneliness and HL ($rs=-.345$, $p<.001$) and DHL ($rs=-.292$, $p<.001$) were verified. Older people showed inadequate levels of HL and DHL and significant loneliness. Lower HL and DHL are associated with loneliness, which reinforces the need for intervention approaches focused on improving HL and DHL in this age group.

Wednesday, 08/July/2026 12:30 - 12:50

ID: 461 / Oral 47: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: transdisciplinary, literacy, collaborative, dialogue, problem-solvers

Ključne besede: transdisciplinski, pismenost, sodelovalno, dialog, reševalci problemov

Blurring Boundaries: The Power of Transdisciplinary Literacy Learning

Zamegljene meje: Moč transdisciplinarnega učenja pismenosti

Jenn MANAK¹, Enrique PUIG²

¹Rollins College, United States of America; ²University of Central Florida, United States of America

As global challenges grow increasingly complex, education must prepare learners to think and act across disciplinary boundaries. Transdisciplinary literacy learning integrates knowledge and skills from multiple disciplines, enabling students to address real-world issues collaboratively and critically. This study examines how transdisciplinary approaches are implemented in higher education and Pre-K–12 classrooms, drawing on observations, interviews, and artifacts. Grounded in constructivist theories (Freire, Vygotsky), findings highlight how inquiry-based instruction and collaborative dialogue foster critical thinking, problem-solving, and engagement. Presenters will demonstrate ways transdisciplinary instruction has been implemented in Pre-K–12 classrooms and strategically across higher education in literacy and content-area teacher preparation courses. Intentional collaboration among educators and community partners creates learning environments where disciplinary boundaries blur, promoting “reading the world” through multiple lenses. These practices cultivate literate, engaged citizens capable of navigating interconnected social and environmental issues. Transdisciplinary literacy learning offers a transformative approach to education, one that equips students to synthesize diverse perspectives and become lifelong problem-solvers in an increasingly interconnected world.



Monday, 06/July/2026 11:20 - 11:40

ID: 206 / Oral 5: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: pedagogical content knowledge, literacy practices, foundations of literacy instruction, reading profile, assessment practices

Ključne besede: pedagoško vsebinsko znanje, prakse pismenosti, osnove poučevanja pismenosti, bralni profil, ocenjevalne prakse

Re-thinking Pedagogical Content Knowledge for Reading Teachers – Correlations and Implications for Reading Teacher Education

Ponovno zamišljanje pedagoškega vsebinskega znanja pri učiteljih branja – povezave in implikacije za izobraževanje učiteljev branja

Rosalyn MIRASOL¹, Meriam RAHIM², Maria Rosario ARANDA¹, Rodrigo LITAO¹

¹University of Santo Tomas, Philippines; ²Cotabato Foundation College of Science and Technology, Philippines

This paper examined the pedagogical content knowledge (PCK) and literacy practices (LP) of 316 teachers across various grade levels and explored their relationship with teachers' knowledge of the foundations of literacy instruction, understanding of diverse reading profiles including dyslexia, and knowledge of assessment, as well as with demographic and professional variables such as gender, age, educational attainment, years of teaching experience, subjects taught, and key stages. Spearman rank-order correlation was employed to determine whether teachers' knowledge of literacy foundations, diverse reading profiles (including dyslexia), and assessment were significantly associated with their gender, age, teaching experience, educational attainment, and key stages. Given the increasing demands placed on teachers, this study provides valuable insights into teachers' current understanding of literacy foundations, diverse reading profiles, and assessment practices, highlighting implications for reading teacher education and ultimately supporting learners in reaching their full potential.

Monday, 06/July/2026 12:00 - 12:20

ID: 457 / Oral 5: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: disciplinary literacy, problem-based learning, inquiry, autoethnography

Ključne besede: disciplinska pismenost, problemsko učenje, preiskava, avtoetnografija

Understanding Disciplinary Literacy through Becoming the “Complex Embodiment” of Beekeeping

Razumevanje disciplinske pismenosti skozi proces postajanja “kompleksnega utelešenja” čebelarstva

Jennifer MORRISON

Sam Houston State University, United States of America

In this presentation, I will share the preliminary results of a multi-year autoethnographic journey of becoming a beekeeper. Often when teachers and teacher educators discuss disciplinary literacy, they are beginning with extensive knowledge in the field and have “expert blind spots” (Wiggins & McTighe, 2014) that they do not see and fail to uncover as they seek to have their novice students “think like [experts]” (e.g. Lent & Voigt, 2019). In this presentation, I will share how I entered the field of beekeeping with little knowledge and no skills related to beekeeping, and how, over time, I have progressed in learning to care for and provide for my hives, approaching problems in authentic ways at point of need. I will then show how this gaining of discipline-specific knowledge and skills parallels ways in which our students experience in-school disciplines of science, social studies, art, ELA, etc. as they – like I did – move toward inhabiting the habits of mind, perspectives, and worldviews that align with specific disciplines. Finally, I will focus on how my experience with beekeeping has modelled for me the ways in which epistemologies within one discipline can impact and inform worldviews across multiple disciplines.



Wednesday, 08/July/2026 15:20 - 16:00

ID: 240 / Workshop 21 & 22: 1

Workshop (40 min)

Keywords: intrapersonal, authenticity, resiliency, literacy

Ključne besede: intrapersonalno, avtentičnost, odpornost, pismenost

Intrapersonal Literacy: Bridging the Inner and Outer Selves

Intrapersonalna pismenost: Povezovanje notranjega in zunanjega jaza

April NIEMELA

Lewis-Clark State College, United States of America

Intrapersonal literacy can be understood as the intersection of literacy theory, metacognition, self-regulated learning, and social cognitive perspectives. When students learn strategies to access and reflect on their knowledge, beliefs, emotions, and assumptions, they develop metacognitive tools that strengthen literacy skills, deepen comprehension, and foster creativity, communication, and personal connection. Intrapersonal literacy bridges inner reflection and outward literacy practices, helping learners engage more meaningfully with texts, others, and themselves.

This interactive workshop introduces a practical activity that can be adapted for learners of different ages. Through metacognitive reflection, artistic response, and intentional dialogue, participants will experience strategies that support the development of intrapersonal literacy and can be applied to a range of literacy goals.

The workshop is intended for educators, teacher educators, and professionals in related fields such as social work and psychology who seek practical approaches to meaning-making and literacy development.

By the end of the workshop, participants will be able to:

- Use metacognitive tools to identify and reflect on prior knowledge, beliefs, and emotions.
- Explain how reflection and inner dialogue enhance comprehension, interpretation, creativity, and communication.
- Apply intrapersonal literacy strategies to support literacy goals such as comprehension, analysis, and narrative construction.

Wednesday, 08/July/2026 16:20 - 16:40

ID: 398 / Oral 53: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Topics: Lifelong Development of Literacy Skills

Keywords: leisure reading, questionnaire analysis, reading literacy, Slovenian primary school pupils, Slovenian Reading Badge Society

Ključne besede: branje v prostem času, analiza vprašalnika, bralna pismenost, Slovenski učenci v osnovnih šolah, Društvo Bralna značka Slovenije - ZPMS

Readers in Slovenian primary schools

Bralci v slovenskih osnovnih šolah

Jaš ONIČ

Slovenian Reading Badge Society, Slovenia

Since 2004/05, the Slovenian Reading Badge Society has been sending a questionnaire to all primary schools in Slovenia at the end of the school year, asking coordinators for information about the implementation of the Reading Badge programme at their school. The programme encourages leisure reading by rewarding pupils who finish reading the required number of books during the school year with motivational material (e.g., certificates, pins). The Slovenian Reading Badge Society adapts its work in accordance with the results it receives from the questionnaires. Initially, the questionnaire was sent in physical form, but from 2020/21 onwards, it was moved online. We will present the results of the questionnaire analysis which reflect trends in reading engagement among Slovenian primary school pupils. Generally, the results show a decline in the proportion of readers (pupils who complete the Reading Badge programme), especially since 2017/18. We will also highlight the overall decline across all nine grades of primary school, gender differences, and the drop at the 5th–6th grade transition (10, 11 years old). Our results point to a decline in young people's interest in reading for leisure, which may have a long-term impact on reading literacy.



Tuesday, 07/July/2026 16:20 - 16:40

ID: 165 / Oral 38: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: School Library. Animal-assisted reading. Inclusive education. Reading aloud.

Ključne besede: šolska knjižnica, branje s pomočjo živali, inkluzivno izobraževanje, branje na glas

The Reading with Paws in the School Library

Tačke pomagačke v šolski knjižnici

Petra OVČAR

Primary School Prežihovega Voranca, Slovenia

The Reading with Paws project connects reading promotion with animal-assisted therapy. It is based on the collaboration between the school library and the Slovenian Association for Dog-Assisted Therapy Tačke pomagačke. The project aims to foster reading motivation, improve reading literacy, and strengthen the library's role as an active part of the educational process.

At our school, second-grade students participate in the program. Each child reads aloud to a therapy dog for about 10–15 minutes in the school library. The sessions are individualized, supportive, and carefully coordinated with the dog's handler and school librarian. After reading, children interact with the dog, strengthening empathy and responsibility.

The project was expanded with the reading rackpack, which circulates among students in the class. The backpack contains books about reading and dogs, a reading mascot, and a notebook where students record and illustrate what they have read.

The project has shown many positive effects: students become more confident readers, participate more actively in classroom activities, and develop a stronger connection to the library as a safe, motivating learning space.

Reading with Paws demonstrates how the school library can creatively support literacy, well-being, and inclusion through interdisciplinary collaboration and innovative approaches to reading motivation.

Wednesday, 08/July/2026 16:00 - 16:40

ID: 140 / Workshop 21 & 22: 2

Workshop (40 min)

Keywords: Creative Writing Pedagogy, Teacher as Writer, Playful Literacy Practices, Writing Identity and Agency

Ključne besede: pedagogika kreativnega pisanja, učitelj kot pisatelj, igrive prakse opismenjevanja, pisateljska identiteta in agencija

Permission to Play: Reclaiming Joy in the Lifelong Practice of Writing

Dovoljenje za igro: Povrnitev veselja v vseživljenjsko prakso pisanja

Shakira PEREZ

Hartford Public Schools, United States of America

Much of today's writing instruction emphasizes creating work that is clear, organized, persuasive, and evidence-based—skills aimed at performing well on rubrics and standardized tests. However, we often miss the joy of playing with language—writing that is not only rubric-worthy but also engaging for readers and enjoyable to create.

This joy starts with the teacher. When educators rediscover the creative energy and playfulness of writing, that enthusiasm transfers to their students. The Permission to Play with Language Model helps teachers become both writers and teachers of writing, framing writing as a lifelong literacy practice rather than a skill limited to school. This model encourages experimentation with narrative techniques, literary devices, phrasing, and style, helping educators create original work and go beyond predictable, formulaic expressions.

This interactive workshop will demonstrate the model through hands-on writing activities that promote idea generation, linguistic invention, and creative risk-taking. Participants will leave equipped with strategies to sustain their own writing lives and revitalize classroom practices, cultivating both professional growth and joyful engagement with language.



Wednesday, 08/July/2026 9:40 - 11:00

ID: 510 / Symposium/Round Table 9: 1

Symposium or Round Table (80 min)

Keywords: Lifelong reading, Intergenerational reading, Book gifting, Reading in communities beyond the country of origin

Ključne besede: vseživljenjsko branje, medgeneracijsko branje, obdarovanje s knjigami, branje v skupnostih izven države izvora

65 Years of the Reading Badge: Shaping a Culture of Lifelong Reading **65 let gibanja Bralna značka: Oblikovanje kulture za vseživljenjsko branje**

Manca PERKO, Petra POTOČNIK, Tilka JAMNIK, Tatjana VUČAJNK

Slovenian Reading Badge Society, Slovenia

The Slovenian Reading Badge Society is the central NGO providing professional guidance and organisation for the Reading Badge movement. Through a variety of programmes, it encourages children, young people, and adults to read in their free time. Supported by schools, libraries, and other institutions, its mission is to foster a lifelong reading culture and develop reading literacy. Today, the movement brings together around 140,000 readers annually, supported by a wide network of mentors, including librarians, teachers, authors, publishers, and families.

Recognised for its major cultural impact, the Reading Badge is listed in the National Register of Intangible Cultural Heritage. The Society has also received numerous national awards, and in 2022 it earned the Federation of European Literacy Associations (FELA) Award for innovative practice in promoting reading culture.

At the symposium, we will highlight the Society's professional development activities, including training programmes, exchanges, and the coordination of authors' school visits, as well as supporting young readers with motivational materials and book gifting projects (project Golden Reader). Special attention will also be given to its development of innovative programmes, such as Intergenerational reading project and programmes that reach Slovene communities abroad.

Tuesday, 07/July/2026 16:40 - 17:00

ID: 112 / Oral 38: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: reading culture, lifelong learning, functional literacy

Ključne besede: bralna kultura, vseživljenjsko učenje, funkcionalna pismenost

EFbere reading club in theory and practice **Bralni klub EFbere v teoriji in praksi**

Judita PETERLIN

School of economics and business University of Ljubljana, Slovenia

In this contribution, we will discuss the importance of reading and, above all, discussing what we read about together and how it impacts our actions in the business community. In the theoretical overview, the reading culture in Slovenia will be presented, along with global trends. In the empirical section, the case of the EFbere reading club, established at the School of Economics and Business at the University of Ljubljana, will be presented. Its main advantages and challenges will be highlighted. Nowadays, reading culture is in decline globally, which brings with it challenges concerning functional literacy. This represents challenges in providing quality services and products. Research evidence suggests that reading promotes the development of critical thinking, empathy, compassion, and cognitive ability, and also serves as a tool that helps combat digital addiction. Recommendations will be provided for colleagues who would like to establish a reading club in their (educational) organization.



Tuesday, 07/July/2026 11:50 - 12:30

ID: 152 / Workshop 9 & 10: 1

Workshop (40 min)

Keywords: Multisyllabic words, decoding, encoding, instructional practices, morphology

Ključne besede: večzlogovne besede, dekodiranje, kodiranje, praksa navodil, morfologija

Breaking Down and Understanding Big Words: Morphological Instruction to Boost Literacy in the Upper Elementary Grades

Razčlenjevanje and razumevanje velikih besed: Morfološka navodila za pospeševanje pismenosti v višjih razredih osnovne šole

Margaret QUINN¹, Zoi Traga PHILIPPAKOS², Katherine WILBURN², Kate BENTLEY²

¹Texas A&M University, United States of America; ²University of Tennessee, Knoxville, United States of America

This interactive workshop introduces participants to the BIG WORDS instructional approach for teaching morphology in grades 3–5. As students transition from learning to read to reading to learn, many still struggle with decoding and spelling multisyllabic words. The BIG WORDS framework addresses this gap by providing explicit strategies for breaking down complex words into meaningful parts (prefixes, roots, and suffixes) supporting both decoding and encoding. During the session, attendees will learn and practice step-by-step routines for teaching morphological word analysis and spelling. The workshop will model how to introduce six syllable types, guide students in identifying affixes and word roots, and apply flexible strategies for both reading and writing “big words.” Participants will explore classroom-ready routines and materials that support word learning, spelling, writing, and vocabulary growth across content areas. Designed for educators, coaches, and literacy leaders, this session emphasizes practical takeaways that can be implemented immediately. Whether participants are new to morphology instruction or looking to strengthen their current practice, they will leave with tools and insights to help students become more confident, strategic readers and writers.

Monday, 06/July/2026 15:30 - 15:50

ID: 340 / Oral 13: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: adult literacy learning, alternative learning system, adult education

Ključne besede: opismenjevanje odraslih, alternativni učni sistemi, izobraževanje odraslih

Alternative Learning System Literacy Programs: What Goals Do Low-Literate Adult Learners Bring?

Alternativni učni sistemi in programi pismenosti: Katere cilje prinašajo slabo pismeni odrasli?

Marie Grace REOPEREZ

University of the Philippines Diliman, Philippines

It is often perceived that low-literate adults take a second chance at literacy learning mainly to improve their economic conditions. However, since adults are self-directed learners with a wide range of goals (Belzer & Kim, 2018), this paper posits that they also bring with them varied objectives when joining literacy education programs. Subscribing to the view of literacy as a tool of empowerment and transformation, this paper describes the goals that low-literate Filipino adult learners intend to realize through participation in the government's Alternative Learning System (ALS). A qualitative descriptive method using semi-structured interviews was employed to gather data from six adult informants who had completed an ALS literacy program. While results showed that economic benefits are one of the foremost concerns of the informants in joining the ALS program, they also aimed to fulfill personal (e.g., improved interpersonal relationships) and social goals (e.g., civic engagement) that will have lifelong effects on their lives. This implies that literacy programs catering to low-literate adults should a) be cognizant of their contexts and literacy characteristics; b) acknowledge and consider their non-economic objectives; and c) promote commitment to lifelong learning.



Tuesday, 07/July/2026 12:30 - 13:10

ID: 187 / Workshop 9 & 10: 2

Workshop (40 min)

Keywords: Practice-based teacher education, Mursion, High leverage practices, teacher education

Ključne besede: na praksi temelječe izobraževanje učiteljev, Mursion, prakse velikega pomena, izobraževanje učiteljev

Using Practice-Based Teacher Education (PBTE) to Strengthen Literacy Skills in Preservice Teachers

Uporaba na praksi temelječega izobraževanja učiteljev (PBTE) za krepitev veščin opismenjevanja pri učiteljih pripravnikih

Bethany RICE, Vicki MCQUITTY, Pamela HICKEY, Julia BRANDEBERRY

Towson University, United States of America

Practice-based teacher education (PBTE) outlines a set of high leverage practices that shift how preservice teachers are prepared for their work in the classroom. The tenets of PBTE re-envision the learning process from being one that is passive in nature (i.e. lectures) to active (i.e. practice based) learning opportunities. This is particularly true with literacy education, as teaching reading and writing, as well as the assessment of these skills, requires extensive practice and scaffolding. Internationally, PBTE continues to expand and gain popularity as the demands of classroom teachers evolve and continue to increase.

This workshop will bring together researchers engaged in or interested in using PBTE in their coursework and scholarship. The facilitators will begin by leading participants in a discussion about current PBTE practices, identifying themes from the group. Then, participants will learn how the session facilitators use PBTE to address literacy instruction, including the use of Mursion technology to enhance core practices with preservice teachers. Facilitators will also outline the "Faculty Fellows" model to share how one university promotes opportunities to engage with PBTE across coursework. The session will conclude with a robust discussion of international uses of PBTE, as well as opportunities for collaborative research and teaching.

Wednesday, 08/July/2026 12:10 - 12:30

ID: 234 / Oral 47: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: multiliteracies, transitions, elementary to primary education, primary to secondary education, secondary education to post-school pathways

Ključne besede: multipismenosti, tranzicije, od izobraževanja v vrtcu do osnovne šole, od osnovnega do srednjega izobraževanja, od srednje izobraževanja do post-izobraževalnih poti

Promoting Multiliteracies During Transitions in the Educational Systems – Results from a Scoping Review

Promocija multipismenosti v tranzicijah med izobraževalnimi stopnjami – Rezultati celostnega pregleda

Lea SCHRÖDER, Anna-Lena MÜLLER, Nils PRIOR, Ira DIETHELM, Tanja JUNGSMANN

Carl von Ossietzky University of Oldenburg, Germany

Academic language functions simultaneously as a tool, medium, and subject of learning. To ensure equitable participation in education, integrating disciplinary and (written) language skills is essential. The process of digital transformation in education is connected with high demands on learners to develop competencies to access, understand, and shape complex content. The concept of Multiliteracies includes visual, auditory, gestural, spatial, and digital forms of expression beyond written language that are often interconnected (New London Group, 1996).

Research on the importance of multiliteracy practices in phases of transition in German educational system is limited with existing approaches often confined to specific disciplines or levels (e.g., Betker et al., 2024). By systematically mapping national and international literature from databases such as ERIC, PsycINFO, and the pedagogical database FIS Bildung, we structure the emergent interdisciplinary research field in spanning educational science, special education, as well as subject and language didactics.

Of a total of 1,630 studies, 17 papers address the issue of transition during multiliteracy promotion in the extraction phase.

We will present the results of our scoping review on approaches to foster multiliteracies during the transitions from a) elementary to primary education, b) primary to secondary education, and c) secondary to vocational training.



Tuesday, 07/July/2026 10:20 - 10:40

ID: 249 / Oral 23: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Notetaking, digital technologies, secondary level

Cljučne besede: izdelava zapiskov, digitalne tehnologije, sekundarna stopnja

Rethinking Notetaking: Literacy, Learning, and Digital Technologies

Ponovno zamišljena izdelava zapiskov: Pismenost, učenje in digitalne tehnologije

Linda SMETANA¹, Thomas DeVere WOLSEY², Dana L. GRISHAM¹

¹California State University, East Bay, Hayward California; ²The National Coalition of Independent Scholars

Lifelong literacy skills and practices are essential to productive societies and take many forms. However, new technologies have changed the way students process information. Students with digital tools may easily access facts and/or written sources. Research on notetaking in traditional literacy learning has been positive regarding students' comprehension and ability to process new knowledge. Various methods using graphic organizers, PowerPoint outlines, or Cornell-style notes have been common. Recent research on notetaking in the era of advanced technology is mixed, in part due to new digital technologies that affect learning through notetaking for adolescents and throughout life. These include artificial intelligence and second brain tools. Secondary schools and post-secondary institutions have identified notetaking as an essential skill to be developed and mastered, often beginning in early secondary schools in the US and Europe. However, students may not find notetaking as useful as teachers believe. This study investigates the use of notetaking processes and strategies from two perspectives: the teacher and the student. Qualitative and quantitative data were gathered from surveys and interviews of teachers and students at the secondary level. Based on the findings, implications for continued development of students' literacy in acquiring and processing information will be presented.

Monday, 06/July/2026 15:10 - 15:30

ID: 485 / Oral 13: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Lifelong learning, older adults, Colombia, Latin America

Cljučne besede: vseživljenjsko učenje, starejši odrasli, Kolumbija, Latinska Amerika

The potential of absence: ideas for a lifelong learning policy for older people in Colombia

Potencial odsotnosti: Ideje za politiko vseživljenjskega učenja pri starejših ljudeh v Kolumbiji

Maria Natalia Marin SUAREZ

Universidad de los Andes, Colombia

The absence of a comprehensive public policy on lifelong learning for older adults in Colombia creates a window of opportunity for policy development and stakeholder engagement. This is particularly relevant for literacy, understood as both the acquisition of basic skills and a lifelong social practice supporting participation, rights, and inclusion in later life. By introducing the concept of the "potential of absence," this paper explores how policy gaps can generate new literacy-oriented educational opportunities for older adults.

Drawing on Ashford et al. (2006), who describe policy windows as emerging through the interaction of identified problems and viable solutions, the study uses qualitative policy analysis and document review to examine international agreements, national policies, and sectoral strategies related to ageing, education, and social protection in Colombia. Particular attention is given to how older adults are positioned within education and literacy policies.

Situated within Colombia's demographic transition and population ageing, the paper argues that the lack of a specific lifelong learning policy for older adults represents both a policy gap and an opportunity to rethink literacy in later life. The study contributes to literacy research by highlighting older adults as legitimate subjects of literacy policy and practice.



Monday, 06/July/2026 11:40 - 12:00

ID: 519 / Oral SLO 1: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: raziskovanje, UDK, osnovnošolska knjižnica, motivacija za branje, vseživljenjsko učenje

Samostojno orientiranje v šolski knjižnici kot pomemben dejavnik za uspešen razvoj pismenosti

Sandra SVETINA

Osnovna šola Dragomirja Benčiča - Brkina Hrpelje, Slovenija

Orientacija v knjižničnem prostoru močno vpliva na željo in potrebo po samostojnem raziskovanju, na poseganje po različnih vrstah gradiva ter na večjo motivacijo za branje in poglobljanje znanja. Pomembno prispeva tudi k občutku varnosti, saj učenci vedo, da znajo gradivo poiskati sami. Knjižničar v šolski knjižnici lahko v veliki meri doprinese k stiku učencev s knjižnico in njenim gradivom. Radovednost najmlajših, ki je izrazita ob vstopu v šolo, lahko vzdržujemo z različnimi raziskovalnimi uricami, ki pomembno vplivajo na razvoj pismenosti. Z doslednim načrtovanjem teh dejavnosti skozi celotno osnovnošolsko obdobje učencem omogočamo večjo domačnost v knjižničnem prostoru, s tem pa spodbudimo interes za poseganje po različnih gradivih.

Predstavljeni primeri iz prakse prikazujejo pristope k doseganju cilja, da se učenci v knjižnici uspešno orientirajo ter samostojno iščejo gradivo za izobraževalne in raziskovalne namene, pa tudi za prosti čas in sprostitve. Z rednim obiskovanjem knjižnice in vključevanjem v dejavnosti, namenjene boljši orientaciji med knjižnimi policami učenci ob koncu osnovne šole poznajo, razumejo in uporabljajo črkovni in UDK sistem za samostojno iskanje gradiva v šolski knjižnici. Svoje znanje lahko uporabijo pri iskanju gradiva v vseh knjižnicah, v katere vstopajo ali bodo vstopali po končani osnovni šoli.

Tuesday, 07/July/2026 11:20 - 11:40

ID: 149 / Oral 23: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: online professional development, asynchronous professional development, decoding, advanced decoding, morphology

Ključne besede: spletni profesionalni razvoj, asinhroni profesionalni razvoj, dekodiranje, napredno dekodiranje, morfologija

Empowering Teachers with Flexible PD: A Design-Based Study in Grades 3–5 Literacy with an emphasis on Morphology

Opogumljanje učiteljev s prilagodljivim profesionalnim razvojem: Na zasnovo oprta raziskava pismenosti 3.–5. razreda s poudarkom na morfologiji

Zoi Traga PHILIPPAKOS¹, Margaret QUINN², Louis ROCCONI¹, Katherine BLAKE¹, Kate BENTLEY¹, Adalea DAVIS¹

¹University of Tennessee, Knoxville, United States of America; ²Texas A&M, Texas, United States of America

The study reports on two cycles of design-based research in which we developed and evaluated 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. This study builds on prior research by transitioning from a face-to-face professional development (PD) model to a flexible, online format. Conducted over two cycles with educators and students in grades 3 to 5, the study found that participating instructors demonstrated increased self-efficacy. Additionally, most educators showed improved fidelity of implementation following their engagement in the online PD. 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. Implications for research are discussed.



Monday, 06/July/2026 14:50 - 15:10

ID: 405 / Oral 13: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: administrative literacy, packaging portions of knowledge and skills, teaching practices, a complex of highly dynamic knowledge and skills

Ključne besede: administrativna pismenost, združevanje delov znanja in spretnosti, učiteljske prakse, splet visoko dinamičnega znanja in sposobnosti

Administrative literacy as knowledge and skills bringing adding value to a better world

Administrativna pismenost kot znanje in sposobnosti, ki prispevajo k boljšemu svetu

Marieta TZVETKOVA

BulRA, Bulgaria

Administrative literacy remains neglected for different reasons. It encompasses various skills, including functional literacy, structural knowledge, and digital literacy. It also includes an individual ability to negotiate and communicate effectively and understanding of the civic context. This presentation offers some good practices for building the basics of administrative literacy based on two examples proved motivating and successful for provoking interest towards this issue.

The first practice encompasses elaborating of concrete case studies aimed at lobbying for certain cause/right/change. The very content always assumes certain structural knowledge and understanding of the civic context. Working on the case study in small groups and roleplaying adds the possibility to develop basic skills of effective communication and negotiation.

The second practice is rather a sort of a project-based one. The final "product" (an information campaign prepared by young people and aimed at influencing their peers while meeting the conditions of an initial set of tasks) stimulates extremely active communication and creativity. It implicitly contains structural and civic components. An important prerequisite for this practice is generation of high motivation (based on incorporating competition among the groups).

Wednesday, 08/July/2026 11:30 - 12:50

ID: 512 / Poster Presentation 3: 3

Poster Presentation

Keywords: Croatian Reading Association, literacy, reading

Ključne besede: Bralno društvo Hrvaške, pismenost, branje

30 Years of CroRA and its Annual Literacy Conference

30 let Bralnega društva Hrvaške in njena vsakoletna konferenca o pismenosti

Borna UDATNY

Croatian Reading Association, Croatia

The Croatian Reading Association (CroRA) is a non-governmental, non-profit voluntary organization dedicated to the encouragement, research, and promotion of reading and literacy. In 2025, CroRA marked 30 years of continuous work and commitment in this field. Each year, around International Literacy Day, the Association organizes a conference focused on literacy-related issues, bringing together professionals and practitioners from diverse educational and cultural contexts. Until two years ago, participation in the conference was entirely free of charge, reflecting the Association's strong commitment to accessibility and inclusiveness.

The conference addresses a wide range of topics, including language, identity, (digital) literacy, critical thinking, and the importance of reading. Speakers include acclaimed authors, university professors, as well as schoolteachers and librarians, fostering meaningful dialogue between theory and practice. Through this poster presentation, we aim to present our long-standing and dedicated work, share examples of effective practices, and highlight the impact of sustained collaboration in the field of literacy. We also seek to inspire other reading associations to develop similar initiatives and to strengthen international cooperation in promoting reading and literacy.



Tuesday, 07/July/2026 11:00 - 11:20

ID: 435 / Oral 23: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: academic libraries, user education, gamification, online escape rooms, lifelong learning

Ključne besede: akademske knjižnice, izobraževanje uporabnikov, igrifikacija, spletne sobe pobega, vseživljenjsko učenje

Gamification in academic libraries **Igrifikacija v akademskih knjižnicah**

Mojca ŽABERL

Faculty of Arts, University of Ljubljana

Gamification in academic libraries represents a modern and effective approach to user education. The online escape room, as an innovative guide, incorporates various game elements – challenges, puzzles, time limits, and a narrative thread – to encourage active exploration of library services. Users develop reading, digital, and information literacy skills while strengthening their critical thinking, independent problem-solving, and collaboration skills. This form of gamification combines formal and informal learning, reduces barriers to library use, and increases student confidence. Special emphasis is placed on the continuous development of reading, writing, and information skills throughout life.

The online escape room, as an example of good practice, demonstrates that academic libraries can use creative and interactive approaches to improve the user experience, encourage engagement and active learning, and contribute to the development of competencies essential for the digital society. Gamification is becoming an effective tool for supporting academic success, lifelong literacy, and the modernization of library services.

Tuesday, 07/July/2026 16:20 - 16:40

ID: 328 / Oral SLO 7: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: Spodbujanje branja, medpredmetno povezovanje, bralna pismenost, 5. razred, vključenost učencev

Spodbujanje branja v 5. razredu osnovne šole

Tamara ŽNIDARIČ

I. osnovna šola Celje, Slovenija

Spodbujanje branja je temelj osnovnošolskega izobraževanja, saj razvoj bralnih spretnosti pomembno vpliva na besedni zaklad, kritično mišljenje in učni uspeh. Hkrati pozitiven odnos do knjig prispeva k celostnemu razvoju otroka, saj branje predstavlja vir znanja in užitka.

V 5. razredu smo zato oblikovali interdisciplinarni bralni program, ki je z motivacijskimi dejavnostmi povezal različna predmetna področja. Pri likovni umetnosti so učenci ustvarjali plakate z izvirnimi bralnimi slogani, pri dramatizaciji pa so skozi uprizorjanje besedil in »oživljanje likov« poglobljali razumevanje prebranega.

Pomemben del programa je bilo tudi ustvarjalno pisanje v okviru interesne dejavnosti »Knjiga mene briga«, kjer so učenci razvijali domišljijo z ustvarjanjem alternativnih nadaljevanj zgodb in skupinskim pisanjem. Bralno motivacijo smo spodbujali tudi z vrstniškimi priporočili na posebni oglasni deski, kjer so učenci predstavljali knjige, ki so jih navdušile.

Po prebranih knjigah so učenci izpolnjevali digitalni bralni potni list, pripravljen v Canvi, in tako kritično ovrednotili svoje branje. Prispevek bo predstavil še druge uspešne pristope za razvijanje bralnih navad ter pokazal, kako lahko branje postane prijetna, dragocena in osrednja izkušnja učnega procesa.



Literacy Environments / Bralna okolja - prostori branja

Tuesday, 07/July/2026 16:40 - 17:00

ID: 404 / Oral 37: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: textbook, readability, primary

Ključne besede: učbenik, berljivost, osnovno

Complexity of learning texts in grades 1–3

Kompleksnost besedil za učenje v razredih 1–3

Janne AAS, Helin PUKSAND

Tallinn University, Estonia

The reading skills of students in grades 1–3 vary greatly – some already read fluently, while others are still just putting words together. Therefore, the textbooks' complexity in grades 1-3 plays a critical role in reading development—the learning text must be suitable for all learners. Previous studies (Puksand et al., 2023; Puksand & Kerge, 2012) show that learning texts can be difficult for young learners, which is why teachers often need to adapt these materials.

Our research study aimed to find out the complexity of Estonian language learning texts in grades 1–3. This study examines textbook complexity across multiple dimensions. We analyzed these texts using various readability indices, looking at sentence length in words and word length in syllables. We also looked at the proportions of long words, rare and abstract words.

Using automated computational tools (ELLE, Sõnaveeb Teacher's tools), we analyzed reading texts from 1st to 3rd grade textbooks of Estonian language to create comprehensive complexity profiles. We analyzed approximately 800 texts from 19 textbooks. The analysis also examines how the difficulty level of texts changes within and between grades. Our analysis showed that the learning texts for grades 1–3 are relatively complex and their difficulty does not change gradually.

Monday, 06/July/2026 11:00 - 12:20

ID: 157 / Poster Presentation 1: 4

Poster Presentation

Keywords: Literacy as social practice, Lusophone collaboration, Community literacy, Local Reading Plans, Educational equity

Ključne besede: pismenost kot družbena praksa, sodelovanje v luzofonskem svetu, skupnostna pismenost, lokalni načrti za branje, izobraževalna pravičnost

Celebrating 30 Years of Littera: Promoting Literacy as a Transformative Social Practice in the Portuguese-Speaking World

Praznovanje tridesete obletnice Littere: Spodbujanje pismenosti kot transformativne družbene prakse v portugalsko govorečem svetu

Fernando AZEVEDO^{1,2}, Lourdes DIONÍSIO²

¹CIEC, Institute of Education, University of Minho, Portugal; ²Associação Portuguesa de Literacia, Portugal

In 2026, Littera, Portuguese Association for Literacy, celebrates three decades of dedicated work in promoting literacy. Littera has been a vital agent in advancing literacy across Portugal and in fostering cooperation throughout the wider Lusophone community. This poster presents an overview of Littera's 30-year journey, highlighting its numerous educational initiatives. Central among these are the 16th European Conference on Reading, with FELA, and the seven Latin-American Forums on Literacy; more recently the cooperation with the International Conference on Literary Education, an online event that facilitates knowledge exchange among literacy advocates across the Portuguese-speaking world. These gatherings promote culturally responsive approaches to literacy, strengthening cross-continental collaboration.

The poster also features Littera's role in supporting diverse literacy actions, from local reading initiatives to teacher education and literacy awareness campaigns. Particular emphasis is given to the development of Local Reading Plans, a strategic and participatory model for promoting reading in municipalities.

Furthermore, Littera actively disseminates knowledge through its digital Newsletter, fostering access to research-based practices and reflections on literacy as a means of social transformation.



Celebrating 30 years means reaffirming a shared commitment: to ensure that literacy remains a right for all and a pathway to a more just, participatory, and literate world.

Monday, 06/July/2026 13:40 - 14:00

ID: 156 / Oral 10: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Non-formal education, Literacy practices, Reading promotion, Urban literacy ecosystems, Local Reading Plans

Ključne besede: neformalno izobraževanje, praksa opismenjevanja, promocija branja, urbani ekosistemi pismenosti, lokalni načrti za branje

Reading in the City: Non-formal Literacy Practices in Braga's Local Reading Plan

Branje v mestu: Neformalne prakse opismenjevanja v lokalnem načrtu za branje v Bragi

Fernando AZEVEDO¹, Ângela BALÇA², Luciane RODRIGUES¹

¹CIEC, Institute of Education, University of Minho, Portugal; ²CIEC, University of Évora, Portugal

This presentation explores non-formal literacy practices developed within the Braga's Local Reading Plan – Braga, Reading City, part of Portugal's national reading strategy. The initiative brings together libraries, schools, cultural associations, and local authorities to foster lifelong reading habits and build inclusive, community-based literacy ecosystems.

Between 2019 and 2025, Braga implemented a range of public, participatory practices such as literary walks, community reading clubs, book-crossing stations, and intergenerational storytelling events. These activities aim to integrate reading into the city's cultural life, beyond school walls, making it visible, accessible, and socially meaningful.

This session reflects critically on the strengths of this approach — its adaptability, cultural relevance, and community engagement — while also addressing limitations related to sustainability, unequal participation, and coordination across institutions. The analysis is grounded in field observations, stakeholder interviews, and official reports from both the local and national reading plans.

By highlighting how literacy can function as a cultural and civic resource, this presentation contributes to ongoing international discussions on literacy as a driver of democratic and inclusive urban development. It offers practical insights for educators, librarians, and policy makers seeking to implement similar place-based literacy interventions.

Monday, 06/July/2026 16:40 - 17:00

ID: 265 / Oral 17: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Reading motivation, Writing motivation, Self-concept, Literacy development, Elementary student

Ključne besede: bralna motivacija, motivacija za pisanje, koncept sebe, razvoj pismenosti, osnovnošolski učenec

Reading and Writing Motivation in Elementary Students: A Multidimensional Analysis Across Grades 2 to 6

Motivacija za branje in pisanje pri osnovnošolskih učencih: Večdimenzionalna analiza od drugega do šestega razreda

Zeynep AYDEMİR¹, Ergün ÖZTÜRK²

¹Marmara University, Türkiye; ²Erciyes University, Türkiye

Reading and writing motivation represent two intertwined components of literacy development, involving both the learner's self-concept and the value attributed to literacy activities. This study examines a large dataset consisting of 621 students from Grades 2 to 6, focusing on the multidimensional structure of reading and writing motivation. The adapted Turkish versions of the Reading Motivation Profile and the Writing Motivation Profile were employed, both consisting of self-concept and value subdimensions. Initial analyses indicate that girls show slightly higher motivation levels across both literacy domains, while motivation gradually decreases with grade level. Confirmatory factor analysis supports the two-factor structure of the reading and writing motivation scale and preliminary correlations reveal moderate to strong associations between the reading and writing motivation subdimensions. Further analyses including regression modelling, and detailed subdimension interactions are currently in progress and will be presented in the final conference version. These ongoing analyses aim to provide a more comprehensive understanding of how reading and writing motivation jointly shape students' literacy profiles. The study ultimately highlights the importance of



CONFERENCE ON LITERACY
KONFERENCA O PISMENOSTI
LJUBLJANA 2026

addressing both components simultaneously in pedagogical planning, suggesting that integrated literacy practices may better support students' motivation and developmental needs.

Wednesday, 08/July/2026 11:30 - 12:50

ID: 386 / Poster Presentation 3: 11

Poster Presentation

Keywords: Children's literature, Dialogue, Multilingualism, Reading promotion, Schools

Ključne besede: otroška literatura, dialog, večjezičnost, promocija branja, šole

Listening to each other's voices: building up good practices across borders

Poslušanje drug drugega: Grajenje dobrih čezmejnih praks

Tina BILBAN¹, Elisabetta LIPPOLIS², Isabella MAURO³

¹The Slovenian Section of IBBY; ²The Italian Section of IBBY; ³The Croatian Section of IBBY

It is the core mission of IBBY (International Board on Books for Young People) to bring books and children together. Biennial members from sections around the world meet at a congress. The choice of Trieste as seat of the 2024 IBBY Congress was emblematic of the wider Adriatic region extending beyond current political borders, home to people, languages, and stories that flow across Italy, Slovenia, and Croatia, like the waters of the Adriatic Sea. IBBY members from the respective sections, who were already pursuing initiatives to foster collaboration in the region, joined together to conceive common actions before and after the Congress. Several actions took place, focusing on the specific territory where Italian, Slovenian and Croatian are national or officially recognised minority languages, and where a dialect often acts as a lingua franca across communities and generations. The authors intend to present some of these cases. Listening to each other's voices allowed children and adults to experience the richness of diversity resonating in stories. Sharing books fostered curiosity and eagerness to meet and get to know each other: initiatives carried out so far are being developed into good practices to be consolidated in the area and disseminated across borders.

Tuesday, 07/July/2026 16:20 - 16:40

ID: 285 / Oral 37: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: material engagement, reading engagement, reading environments, school libraries, reading at school

Ključne besede: interakcija z gradivom, bralna interakcija, bralna okolja, šolske knjižnice, branje v šoli

Apples and Books and Desks and Floors: Material Reading Engagement Across Home, School and Community

Jabolka in knjige in mize in tla: Interakcija z bralnim gradivom doma, v šoli in v skupnosti

Ruth BOYASK

Auckland University of Technology, New Zealand

Reading engagement is often portrayed as passive, solitary and reserved for quiet places; yet research shows it to be mobile, relational and shaped by situation. While socio-cultural models emphasise social relationships and culture, reading engagement is also dependent upon the material settings in which it occurs - the spaces, objects and arrangements that invite or inhibit reading. This presentation draws on research with nine 8-year-old children and two teachers to illustrate how reading engagement is shaped by locality and material conditions. Part of a wider Aotearoa New Zealand project on reading engagement across educational phases, the case study observed reading in two teaching spaces, a school library, the playground, and through interviews and focus groups explored environments beyond school.

The study asks: How do children enact and display reading engagement through encounters with texts, tools, people, and spaces? Why do practices differ or converge across home, school, and community settings? Explanations include who and what children encounter, what they carry from other spaces, and how they resist cues that discourage engagement. The presentation argues that multidimensional models of reading engagement should explicitly include material engagement with objects carried between spaces, like apples and books, and spatial features, like desks and floors.



Wednesday, 08/July/2026 9:40 - 10:20

ID: 472 / Workshop 15 & 16: 1

Workshop (40 min)

Keywords: literacy coaching, instructional coaching, reflective practice, teacher agency, professional development

Ključne besede: usposabljanje za pismenost, inštruktorski coaching, reflektivne prakse, agencija učiteljev, profesionalni razvoj

Coaching with Trust and Intention: Literacy Moves That Empower Teachers

Coaching z zaupanjem in namenom: Pismenost, ki navdihuje učitelje

Krishna CART

The Masterpiece Academy, United States of America

How can instructional coaches and literacy leaders design coaching interactions that elevate professional agency and relational trust in inclusive literacy environments? This study introduces the D.E.S.I.G.N. Coaching Model™, a research-informed framework grounded in adult learning theory, social cognitive theory, and cognitive-affective neuroscience. The model identifies six phases of professional inquiry that support teachers' instructional decision-making and growth.

Positioning teachers as designers of their own practice, the framework emphasizes coaching as a collaborative process that makes instructional thinking visible, interprets evidence of student learning, and supports professional judgment in authentic literacy contexts. Particular attention is given to coaching dialogue, including trust-building conversations, goal co-construction, and facilitation of evidence-informed reflection. The model outlines how coaches can move from descriptive observation to analytic and critical reflection, fostering deeper professional learning and informed action.

The D.E.S.I.G.N. Coaching Model also highlights transferable coaching strategies that help teachers select, test, and refine instructional responses to diverse learner needs. By framing coaching as intentional design, the model offers literacy leaders a practical, adaptable approach to cultivating responsive, agentic, and sustainable professional learning cultures.

Wednesday, 08/July/2026 15:20 - 15:40

ID: 382 / Oral 56: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: principal leadership, student success, literacy environments, narrative inquiry, storytelling

Ključne besede: ravnateljsko vodstvo, uspeh učencev, okolje pismenosti, narativna poizvedba, pripovedovanje zgodb

Exploring the Influence of Principals in Creating a Literacy-Rich Environment

Raziskovanje vpliva ravnateljev na nastajanje okolja bogatega s pismenostjo

Yvonne CHAN

Tyndale University, Ontario, CA

Studies show that strong principal leadership is critical to student achievement. Research by Grissom, Egalite, and Lindsay (2021) on the effect of principals on student achievement concluded that principals are critical in driving student success. Principals' influence on student success may be indirect, but their leadership is essential in cultivating environments that support high-impact, culturally responsive, literacy-rich environments. Strong school leadership can promote collaborative inquiry, build knowledge amongst staff, support sustained professional learning, and provide resources through prioritizing budgets. This presentation explores the influence of principals in creating awareness, developing expertise, and using data to nurture literacy environments (Kierstead, Georgiou, Mack & Poth, 2023) in elementary schools. It also examines how principals can foster a creative and inclusive literacy environment through critical reflection (Thompson & Brezicha, 2022). Narrative inquiry and storytelling are used in this Practice Session that draws on the experience of the presenter's past role as an elementary school principal focused on instructional leadership and her current role as a professor in the teacher education program at Niagara



University in Ontario, Canada. Attendees will have the opportunity to reflect on how school leaders can foster a learning environment where all students can thrive.

Tuesday, 07/July/2026 11:50 - 12:10

ID: 289 / Oral 27: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: children's and YA literature, the Manual for Reading Quality Youth Books, Golden Pears, quality books

Ključne besede: otroška in mladinska literatura, Priročnik za branje kakovostnih mladinskih knjig, Zlata hruška, kakovostne Knjige

Golden Pears and the Manual for Reading Quality Youth Books: Shortcuts to Quality Children's and Young Adult Literature

Zlate hruške in Priročnik za branje kakovostnih mladinskih knjig: Bližnjice do kakovostne otroške in mladinske literature

Jerneja ČERNILOGAR

Mestna knjižnica Ljubljana, Slovenia

Pionirska – Centre for Youth Literature and Librarianship, part of the Ljubljana City Library (LCL), is the national competence centre for youth librarianship in Slovenia. The presentation will introduce the Golden Pear Quality Badge, a mark of excellence for children's and young adult (YA) books, as well as the Golden Pear Award, the only literary award in Slovenia for children's and YA literature that considers the entire annual literary production.

In addition, the presentation will introduce the Manual for Reading Quality Youth Books (the Manual), a publication of the LCL that has, since 1998, provided a unique and critical evaluation of the annual production of youth literature in Slovenia. An editorial board of 13 professionals in the field of youth literature reads and evaluates the books based on content, illustration, and overall quality, assigning grades from 1 to 5. The annual production is then presented in a statistical overview, accompanied by bibliographic records, while the highest-rated books receive annotated descriptions.

The Manual thus serves as a valuable resource for librarians, educators, reading mentors, parents and other professionals, and can also function as a guideline for publishers, offering insight into quality standards and current trends in children's and YA publishing in Slovenia.

Monday, 06/July/2026 12:00 - 12:20

ID: 310 / Oral 4: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: social location, narratives, teacher candidates, literacy pedagogy, professional communities

Ključne besede: družbena lokacija, učitelji pripravniki, pedagogika pismenosti, profesionalne skupnosti

Navigating social location narratives as spaces of reflection in literacy teacher education

Obvladovanje družbene lokacije kot prostora refleksije v izobraževanju učiteljev pismenosti

Carol DOYLE-JONES¹, Menna LYDIA²

¹Niagara University; ²University of Alberta

When educators are reflective practitioners, their work guides their pedagogical practices and provides space to build relationships. The social location narratives explored in this session were designed and shared to encourage and nurture relationality among teacher candidates. The term social location is associated with intersectionality and overlapping identities (Crenshaw, 1989). Through sharing these narratives, teacher candidates navigate through their own stories and what they convey in their literacy journey and teaching practice. Considering the theme of literacy as the door to a better world, we enter into our teacher candidates' narratives as professional practice. This social location narrative in a literacy foundation course was intended for teacher candidates to reflect and investigate how they acquired their own literacies, and how those literacies intertwine into their developing pedagogy. This inquiry practice also served as an introduction to critical literacies and multimodal storytelling. Exemplars from teacher candidates' narratives and an analysis of how their stories were designed and how particular stories were



shared with peers will be featured. This research is guided by the question: How do social location narratives provide opportunities for teacher candidates to reflect upon their literacy journeys and foster classroom communities.

Tuesday, 07/July/2026 16:00 - 16:20

ID: 509 / Oral 37: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: school library, library clubs and circles, developing critical thinking, intergenerational reading, safe atmosphere

Ključne besede: šolska knjižnica, klubi in krogi v knjižnici, razvoj kritičnega mišljenja, medgeneracijsko branje, varna atmosfera

School Library: a safe environment for expressing opinions and critical thinking

Šolska Knjižnica: varno okolje za izražanje mnenj in kritično mišljenje

Mateja DRNOVŠEK ZVONAR

Primary School Polje, Slovenia

Our school library is a modern educational space that, besides offering access to materials, provides a safe environment for expressing opinions and developing critical thinking. Through various forms of workshops and thoughtfully designed activities, it encourages students' active engagement, their personal and social growth, and a feeling of joy and delight in learning.

Among the key activities that will be presented, intergenerational reading and inquiry-based reading stand out. Intergenerational reading connects different generations (students, parents, seniors) for the exchange of experiences and the enrichment of comprehension. Inquiry-based reading guides students to reflect on current issues and ethical dilemmas, thereby developing the ability to argue and make critical judgments.

In addition to individual work and workshops, library clubs and circles enable in-depth collaboration and a sense of belonging. This form of work will also be presented in more detail at the conference. The librarian plays a key role as a moderator, mentor, and reading promoter, whose impartial and inclusive approach creates a safe atmosphere and equips students with media literacy tools. The library thus functions as a center for democratic dialogue and positive experiences.

Monday, 06/July/2026 13:20 - 13:40

ID: 134 / Oral 10: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Literacy development, Library environment, Professional learning, Reading culture, Inclusive society

Ključne besede: razvoj pismenosti, knjižnično okolje, profesionalno učenje, bralna kultura, inkluzivna družba

Literacy Today: Theory, Practice, and Social Context in the Library Environment

Pismenost danes: Teorija, praksa, in socialni kontekst v knjižničnem okolju

Andreja ERDLEN

Maribor Public Library, Slovenia

The aim of this paper is to present the activities of the Center for Reading Literacy Promotion and their contribution to literacy development. In a rapidly changing context, literacy is becoming increasingly complex, shaped by technological and social transformations that redefine reading, thinking, and access to information. Supporting literacy therefore represents an important challenge for libraries.

The Center for Reading Literacy Promotion operates within the Maribor Public Library and focuses on literacy-related professional development. The Center's work is informed by contemporary understandings of literacy and the National Strategy for the Development of Reading Literacy 2019–2030. Activities are developed through observation of social change, professional needs, and reflection on practice.

Through professional events such as Pismenost na prepihu (Literacy in Transition), the lecture series Brati svet (Reading the World), and professional author talks Prepišno branje (Reflective Reading), the Center connects theoretical foundations with practical approaches and creates space for professional exchange and critical reflection on contemporary literacy challenges.



The Center primarily addresses the professional community and contributes to the understanding of literacy through dialogue, knowledge exchange, and cooperation among stakeholders.

Tuesday, 07/July/2026 10:40 - 11:00

ID: 493 / Oral 22: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Canadian classrooms, Indigenous worldviews, oral traditions, language development, place-basedness

Ključne besede: Kanadski pouk, svetovni nazori domorodcev, ustna tradicija, razvoj jezika, temelječ na prostoru

Valuing Indigenous Pedagogies in the Canadian Literacy Classroom

Uporaba staroselske pedagogike v Kanadskem pouku pismenosti

Christie FRASER

Thompson Rivers University, Canada

Indigenous worldviews and ways of knowing are a central component of literacy environments in Canadian classrooms. In British Columbia (BC), educators honour, respect and value the history and cultures of First Nations, Inuit, and Métis in their teaching practice to foster a deeper understanding of ways of knowing and being (Professional Standards for BC Educators, #9). Indigenous pedagogies strengthen literacy teaching because they align with how children naturally learn language: through story, relationship, oral practice, identity formation, and deep meaning-making. The BC English Language Arts curriculum emphasizes that Indigenous traditions centre on oral literacy (listening, speaking, and sharing) in relational ways. The curriculum recognizes that through an Indigenous lens, story is both knowledge and pedagogy. Students learn that stories carry history, teachings, relationships, identity, and community knowledge. The curriculum also frames literacy as more than print literacy. Students engage with oral, visual, embodied, digital, and land-based literacies. During this practice-inspired presentation, attendees will learn about how Indigenous pedagogies in the classroom can enhance oral language development (Simple View of Reading, Gough & Tunmer, 1986); support reading comprehension through cultural and content knowledge (Active View of Reading, Duke & Cartright, 2021); and encourage motivation, engagement, and identity development in all learners.

Tuesday, 07/July/2026 12:30 - 12:50

ID: 498 / Oral 27: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: cultural, critical and creative dimension of required reading; reading culture; reading literacy; required reading

Ključne besede: kulturno, kritična in kreativna dimenzija obveznega branja, bralna kultura, bralna pismenost, obvezno branje

Cultural, critical, and creative approaches to (required) reading

Kulturni, kritični in kreativni pristopi k (obveznemu) branju

Marina GABELICA

Faculty of Teacher Education, University of Zagreb, Croatia

Reading culture implies a set of reading-related practices that develop in a complex interplay of educational, social, and cultural factors. In this context, required reading (a list of mandatory literary works) is recognised as one of the crucial institutional forms of systematic encouragement of reading in the educational system.

In this presentation, some of the dominant paradigms of the traditional approach to required reading will be critically reviewed. A conceptual framework will be presented that integrates the cultural, critical, and creative dimensions of the approach to required reading.

The cultural dimension points to the importance of broadening children's reading experience and their awareness of their personal relationship to the book and to reading in general. The critical dimension emphasises the importance of empowering young readers through the development of critical thinking, reflection, and self-reflection about their own reading habits, as well as learning reading strategies. The creative dimension highlights the importance of continuous testing and experimentation with ideas and concepts across a wide range of reading activities.



Such a conceptual model can serve as a starting point for thinking about required reading and its main goals – the development of love for reading, reading literacy, and a well-developed reading culture.

Tuesday, 07/July/2026 12:50 - 13:10

ID: 444 / Oral SLO 5: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: osebe z gluhoslepoto, jezik gluhoslepih, dostopnost, Združenje DLAN

Osebe z gluhoslepoto so ranljiva skupina bralcev

Simona GERENČER, Petra REZAR

Združenje gluhoslepih Slovenije DLAN, Slovenija

OSEBE Z GLUHOSLEPOTO SO RANLJIVA SKUPINA BRALCEV

V Združenju gluhoslepih Slovenije DLAN se že od leta 2005 srečujemo z izzivi pri branju oseb z gluhoslepoto. Helen Keller je bila znana ameriška gluhoslepa pisateljica in aktivistka, ki je imela vso podporo pri razvoju jezikovnih in bralnih kompetenc. Pri tem je bila ključna finančna podpora staršev, ki so ji omogočili pridobitev izobrazbe v času, ko so osebe z gluhoslepoto ostajale v temi in tišini.

Gluhoslepota je samostojna in individualna hkratna okvara sluha in vida, ki prizadene vse starostne skupine. Predvsem za najmlajše je nujno, da čimprej pridobijo jezikovne kompetence preko jezika gluhoslepih. Slovenija je prva država na svetu, ki je leta 2021 v Ustavo RS vpisala jezik gluhoslepih. Priznavanje in razumevanje jezika gluhoslepih je ključnega pomena za osebe z gluhoslepoto in z njim tudi dostop do informacij in izobraževanja. Vsled tega je zato pomembno zagotoviti vse oblike dostopnosti, ki bodo osebam z gluhoslepoto zagotovile enakovreden dostop do literature, informacij in znanja. Združenje DLAN tako opravlja pionirsko delo na področju razvoja jezika gluhoslepih in branja pri osebah z gluhoslepoto ter je izdalo že več literature na to temo.

Wednesday, 08/July/2026 16:00 - 16:20

ID: 271 / Oral 56: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: higher-level reading, reading habits, higher education

Ključne besede: branje na višjem nivoju, bralne navade, visoka izobrazba

Reading at a Higher Level: A Study of (Extra)curricular Reading Habits among University Students

Branje na višjem nivoju: Študija (ob)študijskih bralnih navad med univerzitetnimi študenti

Ines GRUJ^{1,2}, Domen ŽALAC^{1,3}, Mirt KOMEL^{1,4}

¹The Faculty of Social Sciences; ²Central Social Sciences Library Jože Goričar; ³Academic Unit of Theoretical Sociology, Centre for Spatial Sociology; ⁴Department of Cultural Studies, Centre for Cultural and Religious Studies

This contribution is the result of research work carried out within the educational process, specifically: the interpretation of the results of interviews conducted with participants in the Reading Seminar, which is an extracurricular activity at the FSS, UL. The Seminar, takes place in the Academic Reading Room, is part of a series of activities implementing the so-called "Ljubljana Manifesto" in the higher education environment, i.e., the promotion of reading at a higher level, through where is the emphasis on importance of non-instrumental reading, the purpose is not to earn credit points or 104ulfil exam requirements, but rather the pleasure of reading as such, which stimulates the imagination and gives meaning to an otherwise meaningless reality. The results of interviews point to two fundamental dimensions that enable higher-level reading and which need to be addressed: time and space. To encourage reading habits, extrapolating, we need both time, which students chronically lack due to their studies and other obligations, and a suitable space dedicated exclusively to this purpose. Both, time and space and the promotion of reading at a higher level among students can be understood in terms of providing the material conditions within such reading is possible in the first place.



Monday, 06/July/2026 14:20 - 14:40

ID: 223 / Oral 10: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: cinema, discussions, educational materials, critical thinking, reading motivation

Ključne besede: kino, diskusije, izobraževalno gradivo, kritično mišljenje, bralna motivacija

Watching a film as an encouragement to read books

Gledanje filmov kot spodbuda za branje knjig

Barbara HANUŠ

University Ljubljana, Slovenia

Film art plays an exceptionally important role in the development of literacy and in fostering creativity and critical thinking. It has a strong influence on all age groups — children, adolescents, and adults — as it serves not only as a source of entertainment.

What do watching films and reading books have in common? Both tell stories and explore human experiences. They help children understand others' emotions and encourage social and moral development. Films and books allow us to experience life through the eyes of the characters. Watching films in a group and talking about them afterward helps us hear and understand different emotions and opinions.

In Slovenia, there are several programs that encourage discussions after watching a film. In Radovljica, I lead a program for adults called Cinema & Coffee. For the city cinema Kindvor, which runs the film education program Cinemabaloon, I write educational materials that help teachers prepare for discussions following a film screening.

Some films are based on literary works; the book can be read either before or after watching the film. This allows us to compare the film and the book and to reflect more deeply.

Monday, 06/July/2026 14:00 - 14:20

ID: 307 / Oral 10: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: writing instruction, teacher preparation, humanizing pedagogy, multilingual

Ključne besede: poučevanje pisanja, priprave učitelja, humanizirajoča pedagogika, večjezičen

Teacher Candidates Learning to Invite Student Thinking Through Humanizing Writing Pedagogy

Učitelji pripravniki se učijo povabiti učence k razmišljanju s pomočjo humanizirajoče pedagogike in pisanja

Pamela HICKEY, Vicki MCQUITTY

Towson University, United States of America

This study investigates the ways that teacher candidates (TCs) invited and supported student thinking in an after-school writing club for students aged 7 to 12 years. Using the framework of humanizing writing pedagogy, researchers analyzed transcripts of TCs giving oral feedback to multilingual students' compositions. Although humanizing pedagogy includes supporting student thinking, research has not deeply examined this element of implementing humanizing pedagogy. Findings suggest that when TCs record, transcribe, and reflect on their interactions with students, they learn to forefront student thinking and are effective at inviting students' decision-making about their writing. However, even with transcript-based reflection, TCs find it difficult to scaffold students' reasoning and metacognition about their writing choices. These findings provide insight into how to support TCs as they learn to implement humanizing writing pedagogies as well as aspects of writing instruction that teacher educators should consider. Implications of the effect of Freire's (1970/2014) banking model on TCs' learning and teaching will be discussed. Complementary to the workshop "Independent Writers, Independent Thinkers: Developing Teachers' Practices for Supporting Students Through Oral Feedback," this session provides a research context for the workshop activities.



Tuesday, 07/July/2026 14:50 - 15:30

ID: 308 / Workshop 11 & 12: 2

Workshop (40 min)

Keywords: writing instruction, teacher preparation, teacher professional development, practice-based teacher education, oral feedback

Ključne besede: poučevanje pisanja, priprave učitelja, učiteljevo profesionalno izpopolnjevanje, praktično izobraževanje učiteljev, ustni povratne informacije

Independent Writers, Independent Thinkers: Developing Teachers' Practices for Supporting Students Through Oral Feedback

Neodvisni pisatelji, neodvisni misleci: Razvijanje učiteljeve podpore učencem skozi ustne povratne informacije

Pamela HICKEY, Vicki MCQUITTY

Towson University, United States of America

One goal of writing instruction is to teach students to write independently. In order to do this, students need to be able to think like writers. However, teacher preparation programs often do not effectively prepare teachers to support authorial thinking (Brenner & McQuirk, 2019). The presenters will share their approaches for preparing teachers to support students' independent writing and thinking through oral feedback to students. In this session, attendees will participate in two Practice-Based Teacher Education (PBTE) pedagogies: using transcripts of teacher-student interactions and rehearsals of giving feedback to students. Then, attendees will identify ways of applying these teacher education and professional development pedagogies to their contexts and share their approaches for preparing teachers to support student thinking during writing.

This workshop is for anyone who teaches writing or anyone who supports writing teachers. The presenters hope to create a space for presenters and session attendees to learn together about how to support students' thinking so students can grow as writers. Complementary to the oral presentation "Teacher Candidates Learning to Invite Student Thinking Through Humanizing Writing Pedagogy," this workshop offers the chance to participate in the types of activities the presenters use to help teachers give more effective oral feedback.

Tuesday, 07/July/2026 11:00 - 11:20

ID: 481 / Oral SLO 4: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: bralna okolja na prostem, bralna pismenost, čutno učenje, multimodalna pismenost, medpredmetno poučevanje

Branje v naravi: razvoj zunanjih bralnih okolij skozi zgodbo, raziskovanje in čutno učenje

Andreja JELINČIČ

Osnovna šola heroja Janeza Hribarja Stari trg pri Ložu, Slovenija

Prispevek predstavlja celostni pristop k oblikovanju motivacijskih bralnih okolij na prostem pri učencih od 2. do 4. razreda osnovne šole. Predstavitev temelji na treh učnih sklopih, zasidranih v literarnih besedilih (Ronja, razbojniška hči, Drevo ima srce, Rumeno čudo), ki naravno okolje – gozd, šolski park in travnik – preoblikujejo v dinamične prostore branja. Literarna besedila služijo kot okvir za branje, poslušanje, dramatizacijo in ustvarjalni odziv, hkrati pa so prepletene z raziskovalnimi in čutnimi dejavnostmi: opazovanjem dreves in naravnih materialov, raziskovanjem lastnosti snovi, ustvarjanjem slanega testa in mavčnih odtisov, prepoznavanjem rastlin z digitalnimi orodji, pripravo zeliščnih napitkov, reševanjem ugank in ustvarjanjem land-art prizorov iz narave.

Pristop spodbuja multimodalno pismenost: učenci glasno berejo v skupinah, izbirajo lastne bralne koticke v naravi, obnavljajo in interpretirajo zgodbe, pišejo pesmi ter v skupinah oblikujejo likovno in besedilno pripoved. Kritična refleksija izpostavlja visoko notranjo motivacijo, ki jo povzroča element skrivnostnosti in gibanje, večjo zbranost pri učencih s težavami koncentracije, bogato čutno izkušnjo ter močno medsebojno sodelovanje. Med omejitvami se kažejo vremenska odvisnost, organizacijska zahtevnost in potreba po prilagajanju tempa.

Predstavitev pokaže, kako lahko zunanje okolje postane vključujoč, navdihujoč in medpredmetno zasnovan bralni prostor, ki povezuje branje z igro, raziskovanjem, ustvarjalnostjo in pristnim stikom z naravo.



Tuesday, 07/July/2026 14:10 - 15:00

ID: 451 / Workshop 11 & 12: 1

Workshop (40 min)

Keywords: creative literacy, good practice, creative literacy methods, cross-country comparison, teacher experience

Ključne besede: kreativna pismenost, dobra praksa, metode kreativne pismenosti, mednarodna primerjava, izkušnje učiteljev

Workshop on the best practices of Creative Literacy in three countries

Delavnica o najboljših praksah kreativne pismenosti v treh državah

Maria JÜRIMÄE¹, Sandra KALNINA³, Ieva MARGEVIČA-GRINBERGA³, Merja KAUPPINEN², Juli-Anna AERILA², Mari SIIPOLA², Meeli PANDIS¹

¹Estonian Reading Association, Estonia; ²Finnish Reading Association, Finland; ³Latvian Reading Association, Latvia

FELA (Federation of European Literacy Associations) has supported an international research project in three countries – Latvia, Estonia, and Finland – about creative literacy practices.

This workshop introduces the results of this 2-year project. From each country the best practices were gathered via quantitative questionnaire and qualitative (focus group) interviews.

The workshop focuses on bringing out the patterns of these good practices, similarities and differences between countries. We will also discuss how much the use of creative literacy practices is country-specific, and how much it is connected to other factors like the age of children, the experience of teacher, etc.

In the workshop, we (peek) will have a look into the classrooms of Estonia, Latvia, and Finland, and shortly introduce some of the Creative Literacy practices to all participants.

Monday, 06/July/2026 14:50 - 15:10

ID: 421 / Oral 14: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: creative literacy, creative literacy methods, cross-country comparison, teacher experience

Ključne besede: kreativna pismenost, metode kreativne pismenosti, meddržavna primerjava, izkušnje učiteljev

Comparative research on Creative Literacy-What have we learnt?

Primerjalna raziskava kreativne pismenosti - Kaj smo se naučili?

Sandra KALNINA¹, Ieva MARGEVICA-GRINBERGA¹, Maria JURIMAE², Kadi LUKANENOK³, Meeli PANDIS³, Juli-Anna AERILA⁴, Merja KAUPPINEN⁵, Mari SIIPOLA⁴

¹University of Latvia, Latvia; ²University of Tartu; ³Tallinn University; ⁴University of Turku; ⁵University of Jyväskylä

The presentation looks upon the results of the project “Creative Literacy – Integrative Methods for Lifelong Vitality from Literacy” financially supported by FELA. It focuses on teachers’ perceptions of creativity in literacy education. It also analyses how creative literacy stimulates students’ interest in literacy, enhances meaningful engagement and increases the pleasure of reading. The research data were collected by FinRA, EstRA and LatRA during spring 2025 via an online questionnaire and interviews. Data were drawn from almost 300 answers, individual and focus group interviews (45 teachers). The research sample includes teachers from all levels of education.

Results confirm that teachers in three countries regardless of the level and subject they teach value and apply creative methods in their practice. Teachers from pre-school to upper secondary consistently observed that creative literacy methods make reading enjoyable and help students develop a positive emotional connection to texts. They also support the idea that creative literacy invites students to link literature with their own lives. Main challenges of using creative literacy methods are too tight curricula, the problem with fair assessment criteria as well as the lack of time and resources.

The presentation will offer comparative insights into national differences and common European trends.



Monday, 06/July/2026 15:30 - 15:50

ID: 295 / Oral SLO 3: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Cljučne besede: branje, spodbujanje branja, šolska knjižnica, narava, medpredmetno povezovanje

Berem jaz, bereš ti, zunaj pa beremo prav vsi

Barbara KAVČIČ

Osnovna šola Pirniče, Slovenija

V prispevku je predstavljen primer dobre prakse bralno spodbujevalne dejavnosti, ki sledi komunikacijskemu modelu branja, s poudarkom na pobralnih dejavnostih. Le-te se v opisanem primeru izražajo skozi različne gibalne dejavnosti, se pravi gre za povezovanje branja ter gibanja oz. telesne aktivnosti v naravi. Branje kakovostnega leposlovja v otrokovem prvem letu šolanja spremlja vrsta dejavnosti, ki prispevajo k dovtetnosti za književnost, spodbujajo jezikovni in intelektualni razvoj, razvijajo zanimanje za različna področja in prispevajo k razvoju bralnih navad. Tudi opisani primer dobre prakse predstavlja eno izmed teh, in sicer pobralno dejavnost v obliki različnih socialnih in gibalnih iger v naravi, s katerimi učenci utrjujejo in poglobljajo razumevanje in doživetje književnih besedil, pridobivajo senzorične izkušnje, si ustvarjajo nova spoznanja o sebi in drugih ter ob tem krepijo socialne spretnosti in pozitiven odnos do narave. Aktivnosti v naravi so namreč tesno povezane z otrokovim intelektualnim razvojem, posledično tudi z njegovo jezikovno in govorno kompetenco. Primer dobre prakse torej prikazuje bralno spodbujevalne dejavnosti na drugačen način – zunaj, v naravi, se pravi znotraj okolja, ki ga navadno z branjem ne povezujemo.

Monday, 06/July/2026 15:50 - 16:10

ID: 425 / Oral 14: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: reading self-concept, encouraging learning environment, classroom dialogue, reading literacy, motivational reading, Slovenian language

Cljučne besede: bralna samopodoba, spodbujevalno učno okolje, dialog v razredu, bralna pismenost, motivacijsko branje, slovenski jezik

Encouraging Learning Environment as a Factor in Shaping Students' Reading Self-Concept: Examples from Teaching Practice

Spodbujevalno učno okolje kot dejavnik v oblikovanju bralne samopodobe učencev: Primeri iz učiteljavanja

Vanja KAVČNIK KOLAR

National Education Institute Slovenia, Slovenia

Developing a reading self-concept is a key factor in shaping reading literacy, which contemporary theory defines as a dynamic interplay of knowledge, skills, and strategies necessary for successful learning, acquiring qualifications, and active participation in society. Reading self-concept, understood as an individual's perception of their own reading competence, significantly influences motivation, persistence in reading tasks, and achievement across various learning domains.

Empirical research confirms that a positive reading self-concept fosters intrinsic motivation for reading, strengthens confidence when dealing with more demanding texts, and contributes to academic success and personal development. Reading literacy and reading self-concept are therefore interdependent and mutually reinforcing.

This paper examines the importance of creating an encouraging learning environment for developing a positive reading self-concept among students in schools. This is reflected at several levels: the selection of texts for motivational reading, the choice of teaching methods, and the teacher's classroom management, with the aim of making reading in school an opportunity for personal engagement with the text, connecting it to one's own experiences and goals, and sharing reading experiences with others. To this end, we present three stories from teaching practice that illustrate the role of classroom dialogue in motivational reading.



Wednesday, 08/July/2026 11:30 - 12:50

ID: 456 / Poster Presentation 3: 2

Poster Presentation

Keywords: film education, literacy, literature, primary education

Ključne besede: filmsko izobraževanje, pismenost, literatura, osnovnošolsko izobraževanje

Intertextuality, literacy and primary education

Intertekstualnost, pismenost in osnovnošolsko izobraževanje

Ioanna KITSOU

6th Primary Intercultural School, Greece

Intertextuality is a concept associated with texts of all kinds, literature, but also film production, if we consider films as 'texts'. The project that will be presented is being applied in a Greek primary school, where literature reading programs (this year literature reading is part of the official curriculum for the first time) and film education in a more informal form of education will be implemented simultaneously. What we will try for the first time is to see if, for children of this age (11 years old), the concept of intertextuality can be recognized. Finally, we will aim to show how it can be connected to literacy of primary education, whether literature literacy or cinematic.

Wednesday, 08/July/2026 15:40 - 16:00

ID: 417 / Oral 56: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: literacy teaching, policy, instructional materials, classroom practice, teachers' stories

Ključne besede: poučevanje pismenosti, učno gradivo, prakse v razredu, zgodbe učiteljev

Literacy Environments as Emergent and Hybridized: Insights from Primary Teachers' Life Hi/stories over Time (mid-1950s-2010s)

Okolja pismenosti se pojavljajo in se mešajo: Zgodbe osnovnošolskih učiteljev skozi čas (sredina 1950ih-2010eta)

Stavroula KONTOVOURKI, Rafaella MAROULLETI

University of Cyprus, Cyprus

This presentation aims to present a bottom-up exploration of meaningful literacy environments by attending to primary teachers' narrated hi/stories of literacy teaching. Drawing on biographical research, it examines stories told by 30 teachers of six cohorts that correspond to six decades of the recent institutional history in the Republic of Cyprus (mid-1950s to mid-2010s) and offers a reading of literacy as remaining constant and yet changing over time. Stories about literacy teaching were collected through life-history interviews and analyzed in relation to policy documents (rendered relevant in teachers' stories), other humans' action (including children's and school inspectors') and material objects that teachers brought (physically or through storying) in the interview assemblage. Bennett's (2010) notion of vibrant matter is utilized to identify how meaningful literacy environments are assembled as material objects, human and non-organic bodies (including bodies of knowledge and policy demands) come together to shape one another and form literacy in practice. Through such reading, researchers and practitioners are invited to consider the multiple possibilities that emerge as meanings of literacy are re-produced and hybridized in classroom practice. Tracking "meaningfulness" from the past to present, it further invites to imagine literacy pedagogies that might work in the future.



Tuesday, 07/July/2026 10:20 - 11:40

ID: 508 / Poster Presentation 2: 5

Poster Presentation

Keywords: teacher reflexivity, literacy practices, reading for pleasure, early childhood education, observation diaries
Ključne besede: reflektivnost učiteljev, prakse pismenosti, branje za užitek, izobraževanje v zgodnjem otroštvu, opazovalni dnevniki

Teacher Reflexivity as a Cultural Space Supporting School Literacy Practices Refleksivnost učiteljev kot kulturni prostor, ki podpira šolske prakse pismenosti

Monika KUPIEC

the Maria Grzegorzewska University, Poland

The 'Flying School of Practice' project at the Maria Grzegorzewska University in Poland (2024-2026) investigates school literacy practices as socially and culturally embedded activities involving both students and teachers. The study addresses the question of whether and how everyday school literacy practices support children's reading-for-pleasure habits, understood as a fundamental human right.

The project foregrounds teacher reflexivity as a cultural space that enables pre-service teachers to critically examine and reinterpret school literacy practices. Drawing on Schön's concept of reflection-in-action, Bruner's narrative understanding of experience, Giddens' theory of structuration, and interdisciplinary literacy research conceptualizing reading as a situated cultural practice, the study adopts a participatory action research design. Academic tutors accompanied students throughout their professional practice, facilitating structured reflection.

The research material consists of 130 reflective observation diaries produced by pre-service early childhood and primary education teachers during placements in 12 Polish schools. A thematic analysis conducted with MAXQDA identified contrasting cases across four key dimensions of school literacy practices: motivating children to read, access to books, development of reading skills, and meaning-making and text interpretation. The significance of the identified themes for shaping literacy-supportive environments will be illustrated through word clouds, representative quotations, and original photographs documenting classroom observations.

Tuesday, 07/July/2026 10:20 - 11:40

ID: 433 / Poster Presentation 2: 10

Poster Presentation

Keywords: Health Literacy, Older Adults, Well-being, community interventions, Ageing

Ključne besede: zdravstvena pismenost, starejši odrasli, dobro počutje, intervencije v skupnosti, staranje

Health Literacy and psychological wellbeing in older people: are they linked? Zdravstvena pismenost in dobro psihološko počutje pri starejših: Je to dvoje povezano?

Sara LIMA, Diogo BASTOS, Francisca PINTO, Sónia MARTINS, Manuela LEITE

iHealth4Well-being Research Unit, IPSN-CESPU, Portugal

Health literacy (HL) is characterised as the ability to understand health and involves people's knowledge, motivation and skills to access, recognise, evaluate and apply health-related information. It is an important topic in the context of healthcare, with studies suggesting that low levels of HL are predictors of adverse health outcomes. This cross-sectional study aims to assess HL levels in older adults and analyse their relationship with psychological well-being (PWB) and sociodemographic variables. A research protocol with the European Health Literacy Questionnaire and PWB Scale was applied. The final sample included 121 participants ($M=75.7\pm 7.04$; 79% female) and 62.8% had problematic (26.4%) or inadequate (36.4%) HL, with the overall mean considered problematic ($M=9.69\pm 5.39$). HL was significantly associated with the PWB dimensions: Autonomy ($r=.285$, $p=.002$), Positive Relationships ($r=.276$, $p=.002$), Life Goals ($r=.250$, $p=.006$) with the total score ($r=.307$, $p<.001$). Lower levels of HL were found in older adults with lower levels of education ($p=.004$) and those living in rural areas ($p<.001$). Low HL, especially among rural elderly people with low educational attainment, compromises self-management of health and PWB. In this way, community psychoeducational programmes targeting older people are essential to promote HL, reduce inequalities and promote healthy ageing.



Tuesday, 07/July/2026 10:20 - 11:40

ID: 438 / Poster Presentation 2: 11

Poster Presentation

Keywords: geospatial analysis, neighborhood opportunity, simple view of reading, reading comprehension, environmental influence on reading

Ključne besede: geoprostorska analiza, medsosedske priložnosti, preprost pogled na branje, bralno razumevanje, vpliv okolja na branje

Mapping the Simple View of Reading

Predstavitev preprostega pogleda na branje

Callie LITTLE¹, Carlin CONNER², LJ DARCY², Jessica LOGAN², Colby HALL², Emily SOLARI²

¹Florida State University, United States of America; ²University of Virginia, USA

According to the simple view of reading, reading comprehension arises from the interaction of decoding and language skills. Prior work has emphasized family, classroom, and school factors as key environmental influences on these skills. Yet they account for only a portion of the observed variance in reading outcomes, underscoring the need to identify additional environmental processes. One avenue involves examining broader contextual influences, such as school neighborhood opportunity. Participants were first- and second-graders from the US. We geolocated 1155 public schools in Virginia and connected data on neighborhood opportunity through the Child Opportunity Index (COI). These COI data were merged with decoding and language data from the Virginia Language and Literacy Screening System. We created school-level composite measures for each grade level of students' decoding and language ability. Multiple regression using 14 COI subdomains indicated that, after controlling for school-level SES and applying the Benjamini–Hochberg correction, higher neighborhood educational and health conditions were positively associated with decoding and language scores. These results suggest that school neighborhood conditions may play an important role in how individual differences in children's reading ability arise, and provide new evidence about which neighborhood-level opportunity structures contribute to reading ability.

Wednesday, 08/July/2026 11:30 - 12:50

ID: 348 / Poster Presentation 3: 9

Poster Presentation

Keywords: design for literacy

Ključne besede: plan za pismenost

Collaborative design of literacy education in comprehensive school

Sodelovalni načrt za poučevanje pismenosti v splošnih šolah

Minna LUMME¹, Johannes RUOHO²

¹Aalto university, Finland; ²City of Espoo, Finland

The poster presents ongoing development for enhancing evidence based literacy practices in comprehensive school in Finland. The development program is based on assesment of literacy practices of the school. The assesment tool is developed by Niilo Mäki research institute.

A design probe is developed by PhD researcher Minna Lumme for collaborative design activities in school. The probe is piloted with MEd Johannes Ruoho in City of Espoo.

The probe includes six elements, which include

a design canva (based on the literature practices)

an infograph (holistic and detailed presentation of literacy practices)

3 cards for teachers for planning (based on key literacy practices, classteacher and mother tongue teacher, reading teacher and Finnish as second language learners)

1 microproject plan for implementation

All elements are presented in the poster and as printed material.

The poster presents a case study implemented during study year 2025 - 2026. The design probe is tested in comprehensive education context. The results will describe the concrete improvements in school as literacy environment. The concrete results of development of reading practices will be presented from the perspectives of teachers /teacher teams, learners, parents and school management. Results are presented as text, pictures and other visualisations.



CONFERENCE ON LITERACY
KONFERENCA O PISMENOSTI
LJUBLJANA 2026

Monday, 06/July/2026 11:00 - 12:20

ID: 352 / Poster Presentation 1: 2

Poster Presentation

Keywords: Dobreknjige.si, online portals, reading recommendations, Slovenian public libraries

Cljučne besede: Dobreknjige.si, spletni portali, priporočila za branje, slovenske javne knjižnice

Revamped Dobreknjige.si – a digital platform for discovering quality literature and fostering reading culture

Prenovljene Dobreknjige.si – digitalna platforma za odkrivanje kakovostne literature in negovanje bralne kulture

Luana MALEC

Knjižnica Koper Biblioteca Capodistria, Slovenia

Dobreknjige.si is an online platform designed for readers seeking high-quality fiction and non-fiction recommendations. Developed as a national project of Slovenian public libraries, it helps users organise their reading, connect with fellow readers, and contributes to a vibrant reading culture.

After more than a decade of operation, the platform underwent a comprehensive redesign in November 2024 to meet modern technological standards and evolving user needs. The main upgrades include enhanced search functions — the “four-entry” concept, a literary GPS (barcode-based search), cover-colour filtering, and thematic book shelves — alongside new features that support personalisation and interaction: reading logs, quizzes, curated quotes, and options to follow books, authors, and genres. The redesign also improved accessibility, created a more intuitive user experience, and introduced opportunities for user-generated content.

The poster will present a timeline of the platform’s development, highlight key newly implemented functionalities, illustrate user pathways, and provide visual examples of the redesign. In doing so, it aims to contribute to a broader discussion on the role of digital library tools in promoting reading literacy and engagement across Europe, particularly within emerging digital reading environments.

Proposed visuals: development timeline; before/after interface comparison; screenshots of new features (filters, search modes, personalisation tools); iconography; brief usage statistics.

Wednesday, 08/July/2026 11:30 - 12:50

ID: 301 / Poster Presentation 3: 5

Poster Presentation

Keywords: reading, literasy, readingpromotion, publicinvolvement

Cljučne besede: branje, pismenost, promocija branja, vključevanje javnostmi

Restart for Reading

Ponovni zagon Branja

Ilze MARGA

National library of Latvia, Latvia

In 2024, the National Library of Latvia, with the support of the Ministry of Culture and the Ministry of Education and Science of the Republic of Latvia, launched a broad public engagement movement called Restart for Reading.

Its promoters are state institutions – the National Library of Latvia, ministries and local governments, as well as other libraries and schools that actively implement both internal and national reading promotion programmes - "Book starts", "The Children, Youth, and Parents Jury", "The National Reading Aloud Competition". The movement is also promoted by individual ambassadors of reading – simply active or well-known people who share a love of books and a desire to preserve them as a valuable resource for future generations.

The poster will creatively present national reading promotion programs, using diagrams and photos to reflect the results and public involvement.



Monday, 06/July/2026 11:00 - 11:20

ID: 146 / Oral 4: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: risk-taking; self-efficacy

Ključne besede: tveganje, samoučinkovitost

The Courage to Learning: Academic Risk-Taking in Literacy

Pogum za učenje: Akademsko tveganje pri pismenosti

James MARSHALL, Douglas FISHER, Nancy FREY

San Diego State University, United States of America

Learning should feel a little risky—because that’s where authentic literacy growth begins. This session invites middle and high school educators to explore academic risk-taking as a powerful driver of reading, writing, speaking, and listening development. Participants will examine how risk-taking intersects with literacy behaviors such as sharing ideas, interpreting complex texts, experimenting with language, and expressing original thinking. Through engaging discussions and evidence-based strategies, educators will learn how to cultivate classrooms where students feel safe to take intellectual chances, make mistakes, and learn from them. The session will analyze the behavioral, emotional, and environmental conditions that promote literacy risk-taking, helping teachers design lessons that encourage curiosity, critical thinking, and authentic voice. Participants will reflect on their own beliefs about failure and feedback, and discover how modeling vulnerability can inspire students to approach reading and writing with confidence and courage. By the end, educators will leave with practical tools to nurture literacy resilience, deepen comprehension, and create classrooms where every student dares to grow through words.

Wednesday, 08/July/2026 13:50 - 15:10

ID: 269 / Symposium/Round Table 11: 1

Symposium or Round Table (80 min)

Keywords: virtual classrooms, collaborative spaces, caring communities, relationality, inclusive pedagogy

Ključne besede: virtualne učilnice, prostori sodelovanja, skrbne skupnosti, relationalnost, inkluzivna pedagogika

Reading the Room: Building Engaged Learning Communities Online

Opazuj okoli sebe: Gradnja aktivnih učnih skupnosti na spletu

Debbie MCCLEARY, Kimberly TODD, Carol DOYLE-JONES, Natalie DAVEY

Niagara University Ontario, Canada

Although market demand is strong, misconceptions persist that virtual classrooms cannot foster the communicative, relational, and caring learning communities of face-to-face settings. In this collaborative presentation, we challenge that notion. Drawing on combined research in Indigenous and inclusive pedagogy, we demonstrate how intentional "pedagogy of care" strategies create dynamic, respectful, welcoming online learning communities.

We ground our approach in Nel Noddings' ethic of care, emphasizing relational caring as foundational to educational practice (Noddings, 2002; 2003). Caring education depends not on good intentions but on educators' capacity for relational responsiveness, engrossment, and reciprocity with learners (Noddings, 2003; 2016). We adapt these principles into online contexts through structured student voice opportunities, scaffolded peer dialogues, responsive check-ins, and flexible assessment, ensuring student engagement.

Layering this care-based architecture, we weave Indigenous pedagogical principles—relational accountability, reciprocity, storytelling, and learner-centered engagement—as further dimensions of belonging and respect. Drawing on Jan Hare's work emphasizing relational ways of knowing and community's role in learner identity (Hare, 2020), these practices honour student stories, acknowledge relational responsibilities, and create space for intercultural exchange. Through our conceptual framework we share concrete strategies with participants who can adapt these practices, demonstrating that intentionally cultivated online classrooms can be deeply communicative and caring.



Tuesday, 07/July/2026 15:40 - 16:00

ID: 224 / Oral 37: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: A night in the library, workshops, interdisciplinary integration, multilingualism

Ključne besede: noč v knjižnici, delavnice, interdisciplinarna integracija, večjezičnost

A night in the library as motivation to improve reading literacy

Noč v knjižnici kot motivacija za izboljšanje bralne pismenosti

Dejana OMERZA

Primary School Vojke Šmuc Izola, Slovenia

At Vojka Šmuc Primary School in Izola, we are striving to improve reading literacy by organizing various events for pupils of all ages. The main goal is to encourage reading habits and maintain them. The emphasis is on interdisciplinary integration, reading comprehension, multilingualism and development of social skills.

Every year in April, we organize a Night in the Library event for around 80 students from first to fifth grade. Good organization and cooperation is required between teachers and volunteer students from higher grades. Event lasts for two days.

Event program consists of workshops, which cover a wide range of academic fields. Amongst many activities, students write stories in Slovenian and translate them into Italian or English language, participate in sports, develop social skills, and learn about children's rights. In addition, they strengthen their attention span, practice using a dictionary, and read stories, which they later retell.

We would like to organize more events in the future, as they add value to regular lessons and allow children to learn more sufficiently in informal situations such as aforementioned event. The disadvantage of the event is the limited number of participants due to time, space and staffing constraints.

Monday, 06/July/2026 11:40 - 12:00

ID: 497 / Oral 4: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: disciplinary literacies, pre-service teachers, theory/practice, elementary literacies, science/engineering discourse

Ključne besede: disciplinarne pismenosti, učitelji pripravniki, teorija/praksa, osnovne pismenosti, znanstveni/inženirski diskurz

Documents as “living artifacts” mediating sensemaking in an integrated science/literacy preservice methods course

Dokumenti kot “živi artefakti”, ki posredujejo v integriranih - znanost/pismenost - programih za učitelje pripravnike

Patricia PAUGH, Tejaswini DALVI

University of Massachusetts Boston, United States of America

The purpose of this session is to share how multiple modes of documentation mediated productive struggle and sensemaking for pre-service elementary teaching candidates (PSTs) across an integrated science/literacy unit. Two professors (one science and one literacy) combined six weeks of their two graduate level literacy and science methods courses and studied their practice during the fall semester over four years. Using self-study (Pithouse-Morgan, 2022) and critical discourse methodologies (Tang et al., 2014) they iteratively analyzed how documents (in the form of readings, notes, posters, and writing) supported PSTs engagement in complex reasoning during an investigation of force and motion. The use, creation, and revision of documents during the investigation offered multiple semiotic affordances (Gibbons, 2015) and were transformed (re-represented) as mediators for PSTs as they engaged in ongoing reasoning to address an inquiry question and create a scientific explanation. These can be designated as “living artifacts” (Hubber et al., 2010) which also served as sites of communicating and rethinking pedagogies for disciplinary literacy for the two instructors. Findings provide insights into theory/practice connections around disciplinary literacies instruction in science education.



Wednesday, 08/July/2026 10:20 - 11:00

ID: 199 / Workshop 15 & 16: 2

Workshop (40 min)

Keywords: Book clubs, culturally responsive literacy

Ključne besede: bralni klubi, kulturno-odzivna pismenost

Social Justice Book Clubs: A Hands-On Workshop for Advancing Literacy for a Better World
Bralni klubi za socialno pravičnost: Praktična delavnica o boljšanju pismenosti za boljši svet

Jody POLLECK

Hunter College--CUNY, United States of America

The purpose of this workshop is to offer strategies to create and sustain youth-led book clubs for social justice, using these spaces to center social-emotional learning, including social awareness, interpersonal relationships, and students' sense of agency and advocacy. We will begin with an overview of book clubs which are small groups of readers who regularly engage with texts and discussions. The presenter will highlight how these reading and conversation routines can support and inspire students to take social justice action, both individually and collectively. The workshop will then show how book clubs can be grounded in culturally sustaining pedagogies (CSP), which help students confront and analyze systemic oppressions through intentional text selection and facilitation. The presenter will also address how social-emotional learning (SEL) intersects with CSP, as teachers center students' identities and relationships while examining broader sociopolitical contexts and inequities. Finally, the presenter will offer practical strategies for planning and facilitating book clubs with diverse, justice-oriented young adult literature. Participants will receive sample questions, activities, and assessments grounded in critical literacies that can be applied to texts so book clubs become spaces for liberation, social justice, and meaningful transformation.

Monday, 06/July/2026 11:00 - 11:20

ID: 388 / Poster Presentation 1: 3

Poster Presentation

Keywords: oral storytelling, good practices, Hungary, Hungarian Reading Association

Ključne besede: ustno pripovedovanje zgodb, dobre prakse, Madžarska, Madžarsko bralno društvo

Every child deserves 15 minutes of story time - the past and present activities of the Hungarian Reading Association (HUNRA)

Vsak otrok si zasluži 15 minut časa za zgodbe - pretekle in sedanje aktivnosti Madžarskega bralnega društva (HUNRA)

Zoltán POMPOR

Hungarian Reading Association, Hungary

The Hungarian Reading Association (HUNRA) has been committed to the cause of literacy since its founding in 1991. HUNRA's membership consists of librarians, teachers, university lecturers, and students—people who are passionate about reading and who want to do everything possible to make reading a part of the daily lives of Hungarian-speaking people.

As a professional community, we consider it important to report on the latest results of literacy research at conferences and in conference proceedings. Topics of conferences in previous years included the effect of the digital world on literacy, literature therapy, and reading as a subject that spans all curricula.

It was at HUNRA's initiative 20 years ago that the Hungarian Folk Tale Day was created, focusing on oral storytelling. Through book donations, we also reach families who cannot put books into their children's hands. We cooperate with libraries and public education institutions to implement as many pilot programs (e.g., Book Playground, Pocket Story/Zsebmese) as possible.

In the poster session at the conference, we would like to showcase the diverse work that the Hungarian Reading Association is doing for the cause of literacy in Hungary and across borders, highlighting good practices.



Wednesday, 08/July/2026 12:10 - 12:30

ID: 142 / Oral 46: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: reading communities, public library, reading ecosystem and critical literacy, digital literacy and artificial intelligence, reading community

Ključne besede: bralne skupnosti, javna knjižnica, ekosistem branja in kritična pismenost, digitalna pismenost in umetna inteligenca, bralna skupnost

The Reading Ecosystem as a Space of Connection: Intergenerational Practices, Digital Presence, and New Literacy in the Public Library

Ekosistem branja kot prostor povezovanja: Medgeneracijske prakse, prisotnost digitalnosti in nova pismenost v javni knjižnici

Tatjana PRISTOLIČ

Mestna knjižnica Ljubljana/Ljubljana City Library, Slovenia

We will present an example of how a public library can develop a reading ecosystem that transcends the traditional understanding of literacy as a functional skill, becoming instead a space of connection, reflection, and community orientation. The presentation will introduce Mesto bere (The City Reads), a long-term reading project implemented within the Centre for the Promotion of Adult Reading at the Ljubljana City Library, highlighting its thematic and expansions as an example of a contemporary reading environment. The project features annually themed book selections, reader responses, public discussions, and conversations, enabling a deep and intergenerational reading experience across diverse forms and platforms, with the potential for expansion into various reading environments in cooperation with regional libraries. In dialogue with technology, the reading community, and the library as an institution, the project co-creates new forms of literacy—reflective, inclusive, and critical.

Key points of the presentation: The library as an active reading environment, The project Mesto bere as an example of a reading ecosystem, new literacy and artificial intelligence, Reading as a space of connection.

Tuesday, 07/July/2026 12:10 - 12:30

ID: 515 / Oral 27: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: literary reading, reading literacy, deep attention, reading groups

Ključne besede: literarno branje, bralna pismenost, globoka pozornost, bralne skupine

Literary Reading in the Filobralnica Dvojina Reading Group

Literarno branje v bralni skupini Filobralnica dvojina

Ana RAKOVEC, Monika PODLOGAR, Alojzija ZUPAN SOSIČ

Univerza v Ljubljani Filozofska fakulteta, Slovenia

Increased insensitivity of information affects the ways in which literary works are read. The most recent findings from studies on reading literacy (PISA 2022, PIRLS 2021) point to its gradual decline, while researcher Katherine Hayles (2012: 69) observes a generational shift from deep to hyper attention. However, precisely deep attention is essential for engaging with complex phenomena, including the reading of high-quality literary texts, and can, therefore, be fostered through literary reading that directs readers' focus toward the flow of associations, emotions, relationships, and ideas, while also reflecting on the experience, style, form, and genre of the text, and transferring non-literary knowledge to the literary work (Zupan Sosič 2017: 342). A suitable environment for strengthening literary reading is the reading group, where a trained reading and interpretation facilitator can help readers practice deep attention, deepen their understanding of the text through dialogue, and thus contribute to the development of reading literacy. In the Filobralnica Dvojina reading group, we pay attention to several phenomena: How do readers experience, interpret, and evaluate different literary works and which strategies do they employ in the process? To what extent do the selected works encourage empathy and in what ways do readers express it?



Tuesday, 07/July/2026 11:00 - 11:20

ID: 241 / Oral 22: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: leisure reading, mixed-gender school, single-gender school, social agents, social environment

Ključne besede: branje v prostem času, mešane šole, enospolne šole, družbeni vplivi, družbeno okolje

Reading for leisure: Young males' views from Singapore

Branje v prostem času: Mnenja fantov v Singapurju

Shamala RAMAKRESININ

National University of Singapore, Singapore

The National Reading Movement, mooted in 2016 and which is ongoing, aims to create a vibrant reading culture in Singapore. The movement encourages Singaporeans to "Read More, Read Widely and Read Together".

Against this backdrop, this research, which was part of a larger study, examined male participants' perceptions regarding their leisure reading practices and their perceived views on social agents' leisure reading practices. The study also investigated whether social agents supported participants' leisure reading practices. Participants were in the age range of 10 to 11 and came either from mixed-gender and single-gender schools. The study used mixed-method research design to determine the objectives of the research.

Key findings revealed that more participants from single-gender school were leisure readers than participants from mixed-gender school. Interestingly, more participants from mixed-gender school had egalitarian views towards reading and reading materials based on social agents' influence unlike those from single-gender school. The study claims that quantity and quality of materials read by male participants is strongly influenced by people in their social environment.

Tuesday, 07/July/2026 14:50 - 15:10

ID: 244 / Oral SLO 6: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: bralne skupine, specialne knjižnice, branje, leposlovje, raziskovalci, matične institucije

Bralna skupina Reaktor v specialni knjižnici Instituta "Jožef Stefan", delovanje

Irena REBOV

Institut Jožef Stefan, Slovenija

Bralna skupina Reaktor v specialni knjižnici Instituta "Jožef Stefan" (IJS) je inovativna pobuda, ki sistematično povezuje bralno kulturo, osebni razvoj in dobrobit zaposlenih. Redna mesečna srečanja članov bralne skupine nudijo varen prostor za izmenjavo mnenj, razvijanje empatije ter krepitev komunikacijskih in timskih veščin. Branje leposlovja spodbuja čustveno pismenost, razumevanje drugačnosti in sposobnost sočutenja z drugimi — lastnosti, ki povečujejo delovno zadovoljstvo, zmanjšujejo stres in izboljšujejo kolektivno produktivnost. V prispevku so podani praktični nasveti, kako ustanoviti bralno skupino leposlovja v specialni knjižnici, način, kako izbrati primerna literarna dela za branje, ter izzivi s katerimi se vodja bralne skupine srečuje. Delovanje bralne skupine potrjuje, da med zaposlenimi v specializiranem znanstvenem okolju obstajata interes in potreba po organiziranih dejavnostih za spodbujanje bralne kulture.



Wednesday, 08/July/2026 15:20 - 16:40

ID: 143 / Symposium/Round Table 12: 1

Symposium or Round Table (80 min)

Keywords: Writing instruction, school partnerships, advocacy

Ključne besede: navodila za pisanje, šolska partnerstva, zagovor

Emerging Writers, Emerging Leaders: Cultivating Connections Between Community Schools and Teacher Preparation Programs

Nastajajoči pisatelji, nastajajoče vodje: Vzpostavljanje povezav med šolo skupnosti in Programi, ki usposabljaljo učitelje

Bethany RICE¹, Pamela HICKEY¹, Vicki MCQUITTY¹, Stephanie MOODY¹, Robin PALOMARES²

¹Towson University, United States of America; ²Baltimore City Schools, United States of America

Writing is a necessary skill for employment worldwide and a foundational skill for an engaged society. Yet, challenges in school contexts, teacher preparation programs, and curricula continue to serve as obstacles to effective writing instruction. Literacy educators must ask difficult questions, identify solutions, and be agents of change. In short, we must use our voices to ensure that students and practicing teachers can develop theirs.

This symposium interrogates the systems inhibiting writing instruction in schools and teacher preparation. The papers examine ways to revise the narrative of writing instruction in K-12 schools and teacher preparation programs, articulating current challenges, and considering solutions. Paper one analyzes a writing curriculum and its implications for teachers and children. Paper two highlights "Peer Writing Mentors," a research-based program providing preservice teachers opportunities to teach writing in a community-based school with multilingual learners. Paper three features a professional development program that empowers current educators to be writing advocates and leaders. Paper four outlines efforts to shift the narrative of writing instruction in higher education. Collectively, the papers offer points of discussion to move the field forward.

Monday, 06/July/2026 11:20 - 11:40

ID: 363 / Oral 4: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: models, reading, techniques

Ključne besede: modeli, branje, tehnike

Dynamism of Reading from Theoretical, Research and Practical Viewpoints

Dinamičnost branja iz perspektive teorije, raziskav in prakse

Davorka RUJEVČAN

Karlovac University of Applied Sciences, Croatia

Reading is neither linear nor static but represents a very dynamic and interactive process. There are many mechanisms behind reading during which the reader's topic background knowledge, linguistic knowledge, and efforts at decoding symbols themselves are intertwined, all of which, if successfully implemented, would lead to text comprehension.

Therefore, the study of reading is often approached from a multidisciplinary aspect, so various models of reading were created to clarify the relationships and interactions between the text and the reader in detail. According to Davies (1995), the term "model" is most often used when it represents a formal theory that usually includes a visual representation of the processes that occur during text comprehension. Many models have been created, and most of them focus on merely one aspect of reading. Here, bottom-up, top-down and interactive models will be presented in parallel with some reading techniques, in addition considering the main differences between reading in a native and a foreign language.

The main aim is to show how much teaching practices are necessarily rooted in dominant theoretical paradigms which are based on using different research methodologies. All this together introduces real changes in the ways in which we teach and learn to read.



Tuesday, 07/July/2026 10:20 - 10:40

ID: 317 / Oral 22: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: reading motivation, Filipino intermediate graders, reader factors, text factors, context factors

Ključne besede: bralna motivacija, Filipinski nadaljevalni učenci, bralski faktorji, besedilni faktorji, kontekstualni faktorji

Cultivating the Will to Read: What We Can Learn from Filipino Children

Kultiviranje volje do branja: Kaj se lahko naučimo od filipinskih otrok

Ana Maria Margarita SALVADOR, Dina Joana OCAMPO

University of the Philippines

Reading motivation necessitates an investigation of both personal attributes and contexts that either facilitate or hamper its development. This study was guided by the question: What are the factors in an emerging model of reading motivation among Filipino intermediate grade students? Reader- and context-related factors seen in previous models (Wigfield and Guthrie, 1995 and Gambrell, Palmer, Coddling, and Mazzoni, 1996) were hypothesized to surface. A sequential exploratory mixed-methods design (Hesse-Biber, 2010) was employed, utilizing qualitative data from students, parents, and teachers to generate a theory that was subsequently tested using a large quantitative dataset from students (N=898).

The research concluded with an emerging model demonstrating that motivation to read among Filipino intermediate graders is an interplay among reader-related, text-related, and context-related factors. In contrast to former models, this study foregrounded these text characteristics: Language of Reading Materials, Readability, Relevance, Characteristics of Reading Materials, and Reading Platform. The reader-related elements of Aesthetic Enjoyment of Reading and Reader Autonomy, as well as the contextual influences of Exposure to Books and Reading, Reading Importance Imparted by Others, and Instruction emerged from the study. This research informs stakeholders of the kinds of environments and texts that foster reading motivation among Filipino intermediate grade students.

Monday, 06/July/2026 15:30 - 15:50

ID: 446 / Oral 14: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: literacy, teachers, constraints, adaptive pedagogy, South Africa

Ključne besede: pismenost, učitelji, omejitve, adaptivna pedagogika, Južna Afrika

Teachers' literacy experiences: shaping classroom practices and adapting to constraints

Učiteljske izkušnje s pismenostjo: Oblikovanje razrednih praks in prilagajanje omejitvam

Eileen SCHECKLE, Lilymore MUDZIWAPASI, Eileen SCHECKLE

Nelson Mandela University, South Africa

South Africa's unequal education system persists more than 30 years after the start of the democratic era. This inequality is particularly evident in the (un)availability of teaching and learning materials specifically to support literacy. Learners need opportunities to read many texts and to have choice in what they read if they are to become competent and motivated to engage critically with literature but only about 7% of schools have functioning libraries. To address this gap, books were donated to local high schools. Teachers' use of books is often informed by their own experiences with literature and exposure to books when they were at school (Nkomo, 2024). This paper attempts to unpack how teachers' own experiences of literacy at school inform their approach to incorporating donated novels in their classes. This small-scale study involved extended teacher interviews and classroom observations of how the books were used with grades 8 and 9 learners. The findings indicate that teachers valued book resources and adapted their use in different ways according to their contexts. Book use was constrained by assessment demands as well as contextual factors, which limited their uptake in the schools.



Monday, 06/July/2026 11:00 - 12:20

ID: 215 / Poster Presentation 1: 9

Poster Presentation

Keywords: handwriting, pencil grip, fluency, legibility

Ključne besede: rokopis, prijem pisala, spretnost, razločnost

Perspectives on Handwriting

Pogledi na pisanje z roko

Ann-Sofie SELIN

SelinsPedagogik, Finland

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. Keyboards and pencil grip get the blame, and teachers wonder what to do.

Extensive research on pencil grips in 971 pupils aged approximately 7 to 12,5 years shows that we should avoid referring to right or wrong pencil grips, instead we need to be aware that there are grips that affect writing fluency, and thus the pleasure of writing by hand.

The Poster will show a model for categorising grips as a basis for alleviating the mechanics, and the effects of pencil grip on legibility and fluency. And if, when and how to intervene for the benefit of the writer.

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 are available on ResearchGate.

Tuesday, 07/July/2026 12:50 - 13:10

ID: 251 / Oral 27: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: children's literature

Ključne besede: otroška literatura

Where have All of Book Gone: High Quality Children's Literature in Preservice Teacher Preparation

Kam neki so šle vse knjige: Kakovostna otroška literatura v pripravi učiteljev pripravnikov

Linda SMETANA¹, Ann VAN WIG², Catherine M. KELLY³, Sarah D. REID⁴, Chelsea M. BAHLMANN-BOLLINGER⁵, Stephanie LEMLEY⁶, Wendy GARDINER⁷, Marjorie M. ROWE⁸, W. David SCALES⁹, Roya SCALES⁹, Shuling YANG¹⁰

¹California State University, East Bay, Hayward, California; ²Eastern Washington University, Cheney, Washington;

³Concordia University, St. Paul Minnesota; ⁴Illinois State University, Normal, Illinois; ⁵James Madison University,

Harrisonburg, Virginia; ⁶Mississippi State University, Mississippi State, Mississippi; ⁷Pacific Lutheran University,

Tacoma Washington; ⁸East Carolina University, Greenville, North Carolina; ⁹Western Carolina University, Cullowhee,

North Carolina; ¹⁰University of Maryland, Baltimore County, Baltimore, Maryland

The United States is experiencing an unprecedented time when scripted literacy curriculum and use of decodable texts may be at an all time high in elementary classroom. With this emphasis on the use on scripted curriculum a multi-institutional research group sought to discover teacher educators' perceptions of the future for high quality children's literature (HQCL) in preservice elementary teacher education. These books reflect children's identities, expand knowledge, spark imagination, and foster empathy. HQCL can include beginner texts that support comprehension, enjoyment, and foundational reading skills.

This presentation reports the qualitative findings from a larger study gathered through a survey with open-ended ended responses. Through an iterative process initial themes emerged of negotiating state mandates to move beyond Science of Reading legislation, fostering reader identities and love for reading, and developing preservice teachers as HQCL advocates. Teacher educators remain committed to a hope for the future in recognition of the value of high-quality children's literature in elementary education. These texts serving as mirrors, windows, and doors enable exploration of diverse perspectives and empathy development. This presentation highlights how prioritizing high quality children's literature in teacher education equips educators to open doors to a better future for our students.



Tuesday, 07/July/2026 12:30 - 12:50

ID: 298 / Oral SLO 5: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besedes: stripi, motivacija, branje, stripovska bralna značka

Strip: most do zahtevnejše literature

Urška SOTLER

Osnovna šola Šalek Velenje, Slovenia

Na šoli dajemo velik pomen bralni pismenosti. Iščemo načine, kako knjige in branje v večji meri približati otrokom že od najzgodnejših let dalje. Zavedamo se izjemnega pomena stripov pri razvoju bralnih navad, saj ti združujejo privlačno vizualno pripoved z jedrnatim besedilom, kar učencem omogoča, da vstopijo v svet branja na dostopen, sproščen, motivacijski način. Zato smo v preteklem letu posebno pozornost namenili promociji stripa, tudi zaradi 100. obletnice rojstva Mikija Mustra. Celo leto so na šoli potekale dejavnosti z željo promovirati branje stripov kot enakovredne oblike literature, ki spodbuja bralno kulturo, vizualno pismenost in ustvarjalno mišljenje. Med drugim lahko izpostavimo stripovske delavnice, celostni kulturni dan na temo Mikija Mustra, dramatizacijo Hribcev Marjana Mančka, projekt Šola bere, razstavo stripov v Knjižnici Velenje. Kot novost na slovenskih šolah je v želji po poseganju po zahtevnejšem branju nastala tudi stripovska bralna značka, ki so jo opravljali učenci od 4. razreda dalje. Ta je spodbujala učence k branju kakovostnih stripov ter poročanja o njih. Zaključek stripovske bralne značke, stripovska bralna noč, je nagradila učence, ki so z veseljem vstopali v stripovski svet - svet, kjer se beseda in slika pogovarjata – in prav v tem dialogu se rodi bralsko navdušenje, tudi nad branjem zahtevnejših knjig.

Monday, 06/July/2026 15:50 - 16:10

ID: 369 / Oral SLO 3: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: branje; bralna značka; bralna pismenost; motivacija za branje; osnovna šola

Vzdolžen in prečen pogled na sodelovanje učencev v bralni znački na primeru ljubljanske osnovne šole

Jerneja STOVIČEK¹, Milena KOŠAK BABUDER², Mojca POREDOŠ²

¹Primary School Zalog, Slovenia; ²Faculty of education, University of Ljubljana, Slovenia

Branje je temeljni način usvajanja znanja in pomembno vpliva na učenčevo šolsko uspešnost ter kasnejšo vključenost v družbo, zato številne šole uvrščajo bralno pismenost med prednostne naloge. V prispevku predstavljamo vzdolžne in prečne podatke o sodelovanju učencev v bralni znački (BZ) ter dodatnih bralnih dejavnostih na razredni stopnji v obdobju osmih let (2017/2018–2024/2025). Opravljanje BZ in vključevanje v bralne aktivnosti posredno kaže na motivacijo za branje kot pristočasno dejavnost. Prečni podatki kažejo stalen upad deleža učencev z opravljeno BZ, in sicer za 3–8 % na razred, pri čemer izstopata upada ob prehodu iz 3. v 4. in iz 4. v 5. razred. Do 9. razreda se delež opravljenih BZ v povprečju zmanjša za več kot 70 %. Vzdolžni podatki razkrivajo razlike med generacijami; med njimi izstopata generacija 2019/2020, pri kateri se je večji upad pojavil ob prehodu na predmetno stopnjo, ter generacija 2020/2021, pri kateri je delež v 5. razredu nenavadno narasel. V prvem triletju narašča vključevanje v dodatne bralne aktivnosti, medtem ko je v 4. in 5. razredu vztrajno nizko. Rezultati kažejo, da na upad branja vplivajo zahtevnejša besedila, večja samostojnost pri branju ter prenos odgovornosti na učence, kar odpira pomembna izhodišča za učinkovitejše spodbujanje bralne kulture.



Tuesday, 07/July/2026 11:20 - 11:40

ID: 159 / Oral 22: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Russophobia, culturally relevant teaching, language

Ključne besede: Rusofonija, kulturno relevantno poučevanje, jezik

When Literacy Went to War: Teaching Russian and Russophobia after the Invasion of Ukraine

Ko je šla pismenost v vojno: Poučevanje ruščine in rusofonije po invaziji v Ukrajini

Benjamin SUTCLIFFE

Miami University, United States of America

Since the 2022 invasion of Ukraine teachers and scholars of Russian literature have become more interested in Russophobia, which Naomi Caffee defines as Russian spoken outside the Russian Federation or by those who are not ethnic Russians. As Mark Lipovetsky and Kevin Platt note, Russophone communities are diverse and often oppose Russia's aggression in Ukraine and elsewhere. My presentation draws on culturally relevant teaching practices (Gloria Ladson-Billings) to answer several questions. First, how can instructors of Russian at the university level distinguish teaching Russian language and culture from endorsing Putin's politics? What is the role of heritage learners (those who have grown up speaking the language, whether in Russia, Ukraine, or elsewhere)? How can in-class exercises reflect the geographical, historical, and religious diversity of Russophobia versus focusing only on the Russian Federation? Given the growing Russophone communities in Europe, the US, and former USSR, these questions are becoming more relevant.

Wednesday, 08/July/2026 16:20 - 16:40

ID: 258 / Oral 56: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Nonfiction, young readers, literacy environments, child-centred research, interviews, animals

Ključne besede: neleposlovje, mladi bralci, okolje pismenosti, raziskava osredotočena na otroke, intervjuji, živali

Nonfiction as a source of empathy and wonder

Neleposlovje kot vir empatije in zanimanja

Karolína ŠIMKOVÁ, Anežka KUZMIČOVÁ

Charles University, Czech Republic

Traditionally, nonfiction has been connected to formal learning and thus considered an obligation more than a source of pleasure. Our study challenges this view by providing insights into children's lived literacy experiences within the relatively neglected realm of nonfiction which is currently gaining unprecedented momentum in publishing. Operating in a child-centred manner by proxy, we analyse two contemporary animal picturebooks through the lens of our qualitative data from creative interviews (N=20, ages 9-11, Czechia) on children's authentic real-world interests and related literacy practices (Kuzmičová & Supa, 2024). Our findings suggest that for young readers, nonfiction engagement is often driven not just by information seeking, but by specific affective stances: empathy toward wellbeing and a desire for wonder at surprising facts. We contrast a biocentric nonfiction text, which aligned with our research participants' empathy for animals, against an anthropocentric text that prioritised fascination and wonder at the otherness of animals. We argue that recognising nonfiction as a source of complex emotional experience is essential for building literacy environments that support all readers.

References:

Kuzmičová, A., & Supa, M. (2024). Interesting facts: holistic interviews on children's nonfiction engagement. *Language and education*, 38(4), 560-577.



Wednesday, 08/July/2026 11:30 - 11:50

ID: 488 / Oral 46: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: forest libraries, reading culture, building communities, World Tourism Day, storytelling

Ključne besede: gozdne knjižnice, bralna kultura, gradnja skupnosti, Svetovni Dan Turizma, pripovedovanje zgodb

Forest libraries - Where nature meets knowledge

Gozdne knjižnice - Kjer se narava sreča z znanjem

Alenka ŠTRUKELJ

Slovenian Institute for Adult Education, Slovenia

The oral presentation will highlight the impact of Reading in Forest Libraries, an innovative project led by the Slovenian Forest Service in cooperation with the Tourist Association of Slovenia, the Slovenian Institute for Adult Education, and the Slovenian Forestry Institute.

The project was launched in 2024 to raise awareness of the benefits of reading and to promote reading as a social activity in public spaces. It also educates participants about respectful forest-use etiquette and highlights the forest as an important source of renewable energy and wellbeing for individuals and society.

More than 60 organizers and over 2.000 participants from diverse backgrounds responded to the invitation to read in the forest together simultaneously. For one day, forests were transformed into communal reading spaces where participants shared stories and memories, met authors, and opened small free forest libraries created from salvaged materials.

The success of the initiative highlights the enduring appeal of collective reading in natural settings and has established the project as an annual World Tourism Day event that contributes to the National Month of Reading Together.

Wednesday, 08/July/2026 11:50 - 12:10

ID: 292 / Oral 46: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: place-based, community, creativity

Ključne besede: vezan na lokalni prostor, skupnost, kreativnost

Connecting Stories: Lessons from a National Place-Based Literacy Programme

Povezovanje zgodb: Ugotovitve iz nacionalnega na-lokalni-prostor-vezanega programa pismenosti

Anne TERAVAINEN-GOFF

National Literacy Trust, United Kingdom

Connecting Stories is a place-based model, levelling up access to high-quality literary activities in diverse and disadvantaged communities with the lowest levels of reading engagement. Delivered against the backdrop of stark decline in reading for pleasure among children and young people across 14 areas, co-creating literary activities with local people and mobilising volunteers. By embedding creativity and literacy at the heart of communities and strengthening cross-sector partnerships, Connecting Stories ensures that activities ranging from storytelling festivals in parks to author events in food banks feel relevant, inclusive, and rooted in local identity. This approach helps ensure that resources and opportunities reach those least likely to access them.

This presentation discusses the lessons learned and benefits of the programme between 2023 and 2026. The findings show that such approaches can be transformative for children's reading attitudes and attainment and community engagement and awareness of local literary events and visits for libraries. These changes are underpinned by growing local leadership around literacy, strong partnerships, and increased volunteer support that embed literacy into everyday community life through trusted spaces and build sustainable changes.

Overall, Connecting Stories demonstrates that when communities lead, literacy becomes more than an educational goal, it becomes a shared cultural asset.



Tuesday, 07/July/2026 10:20 - 11:40

ID: 399 / Poster Presentation 2: 9

Poster Presentation

Keywords: writing skills, handwriting, students of primary schools

Cljučne besede: sposobnosti pisanja, rokopis, učenci v osnovnih šolah

What is good handwriting?

Kakšen je dober rokopis?

Ene VARIK-MAASIK, Kadi LUKANENOK, Liisa HALLIK, Sandra KARAJEV, Grete Liis KIVIRAND, Ketlin LADERLICH

Tallinn University, Estonia

In primary school, students write manually. Various written tasks require the use of fine motor skills. Difficulties with handwriting can make writing an unpleasant experience, which in turn affects students' performance in school subjects and can cause low self-esteem (Barnett et al., 2018). The national curriculum in force in Estonian schools (National Curriculum for Basic Schools, 2025) stipulates that third-grade students should know upper- and lower-case letters, use the correct letter shapes, and write with readable handwriting. In recent decades, schools have not paid much attention to developing students' handwriting skills. It has been considered sufficient for handwriting to be legible (Arand, et al., 2018). Teachers have less time to practice writing techniques with students or refine existing writing skills because technological tools are increasingly being used (Marquardt et al., 2016). This presentation seeks answers to the following questions: What do teachers consider important when teaching handwriting? What are the most common handwriting mistakes made by third-grade students? To find answers to these questions, the results of interviews conducted among teachers are analyzed, and third-grade students' handwritten texts are analyzed. The results present the main trends and various illustrative examples.

Monday, 06/July/2026 15:10 - 15:30

ID: 331 / Oral 14: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: reading motivator, reading for pleasure pedagogy, reading profiles, reading activities handbook, primary schools and libraries

Cljučne besede: bralni motivator, branje za užitek, pedagogika, bralni profili, priročnik bralnih aktivnosti, osnovne šole in knjižnice

Reading Motivators in Primary School: Presentation of an E-booklet

Bralni motivatorji v osnovni šoli: Predstavitev e-knjižice

Ana VOGRINČIČ ČEPIČ¹, Juli-Anna AERILA², Tiziana MASCIA³, Veronika ROT GABROVEC¹, Sonja PEČJAK¹, Tina PIRC¹

¹University of Ljubljana, Slovenia; ²University of Turku, Finland; ³Italian Literacy Association

The paper will present one of the outcomes of the international Erasmus+ project "Setting-Up a Reading Motivator in the Digital Age: Introducing New Approaches of Reading for Pleasure Pedagogy in Primary Schools" (MORE), namely the e-booklet entitled Pathways to Pleasure Reading. The booklet provides an overview of the project and its main outputs, and focuses particularly on the ready-to-use tools developed by the team throughout their collaboration. Apart from summarizing the structure of the project and outlining the basic Reading for Pleasure Pedagogy guidelines, the manual offers a model for organizing a training course for reading motivators, examples of workshop activities, and a short questionnaire designed to identify students' reading profiles, accompanied by tips for further personalisation of individual reading pathways. The handbook concludes with guidelines for future work, based on feedback from students, teachers, and reading motivators. We hope that this open-access booklet will serve as a guide and encourage the implementation of the Reading for Pleasure Pedagogy agenda in school and library environments.



Wednesday, 08/July/2026 12:30 - 12:50

ID: 144 / Oral 46: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Curriculum Integration, Disciplinary Literacy, Core Curriculum, Elementary Schools, Teacher Leadership, Instructional Design

Ključne besede: integracija kurikula, disciplinarna pismenost, jedrni kurikulum, osnovne šole, vodstvo učiteljev, učna zasnova

Orchestrating the Core: Teacher-Led Designs for Whole-Curriculum Literacy Integration

Orkestriranje osnove: Načrti, ki so jih ustvarili učitelji, za vključevanje pismenosti v celoten kurikulum

Chyrese WOLF

C2 Pedagogy, LLC, United States of America

C2 Pedagogy positions teachers as architects of integrated learning-where literacy, arts, and the core academic subjects converge to form coherent, meaningful school days. This presentation explores a grassroots model for whole-curriculum redesign developed through C2 Pedagogy Summer Institutes, a network of teacher-led instructional design laboratories in Illinois (USA).

Rejecting top-down mandates, C2 Pedagogy serves as a neutral convener of educators across public, charter, and private schools, united by a shared commitment to restoring daily access to all core subjects through arts-infused literacy. Grounded in culturally responsive and equity-driven frameworks, participating teachers document how interdisciplinary instruction strengthens comprehension, critical thinking, and engagement across diverse learning environments.

This session shares data and reflections from pilot sites, illustrating how integration fosters equity of access and instructional coherence. Participants will examine models that connect language arts, mathematics, science, and social studies through shared literacy outcomes-demonstrating that integration is not an innovation but a norm of effective teaching.

Monday, 06/July/2026 16:20 - 16:40

ID: 492 / Oral 17: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: reading literacy, libraries, library services, literacy promotion, library system

Ključne besede: bralna pismenost, knjižnice, knjižnične storitve, promocija pismenosti, knjižnični sistem

Supporting Reading Literacy through Libraries: The Slovenian Approach

Podpiranje bralne pismenosti s pomočjo knjižnic: Slovenski pristop

Damjana VOVK

Slovenian Library Association, Slovenia

Libraries in Slovenia play a central role in promoting reading literacy across all age groups through a coordinated national library system. This presentation outlines how Slovenian libraries support reading literacy by combining diverse collections, professional services, and targeted promotional activities. Particular attention is given to inclusive access to print and digital materials, early literacy support, lifelong learning initiatives, and programmes for underserved groups.

The contribution draws on professional library practice and selected national projects, highlighting collaboration between public libraries, schools, kindergartens, and cultural institutions. Key promotional initiatives, such as nationwide reading campaigns, reading challenges, literary events, and family literacy programmes, are presented as examples of good practice. The strengths of the Slovenian library model lie in its strong public funding, professional staffing, and its ability to reach local communities through both physical and digital environments.

The presentation also critically reflects on current challenges, including changing reading habits, digital transformation, and the need to engage non-readers. By sharing the Slovenian experience, the presentation aims to contribute to international discussion on the role of library systems in fostering reading literacy as a foundation for social inclusion, cultural participation, active citizenship and lifelong learning.



Monday, 06/July/2026 14:50 - 16:10

ID: 436 / Symposium/Round Table 4: 1

Symposium or Round Table (80 min)

Keywords: promoting reading, Reading badge, border region, emigration, infrastructure, challenges

Cljučne besede: promocija branja, bralna značka, obmejno območje, emigracija, infrastruktura, izzivi

With a book into the world among Slovenes in the border region and around the world

S knjigo med Slovence v zamejstvu in po svetu

Tatjana VUČAJNK¹, Rajko TEKALEC², Mateja KREGAR³, Lidija VUČAJNK⁴, Judita BABNIK⁵

¹University of Klagenfurt, Austria; ²Supplementary Slovenian language courses in Switzerland, Liechtenstein and Vorarlberg; ³Supplementary Slovenian language courses in Bosnia and Herzegovina and Graz; ⁴Osnovna škola Milana Langa Bregana, Croatia; ⁵Teacher of Slovenian language in Vienna

Promoting reading among the Slovenian diaspora relies on motivated teachers who inspire students through their enthusiasm for books. This presentation highlights work of five educators who promote reading and the Slovenian Reading Badge abroad. Together, they demonstrate innovative ways of fostering reading, language learning and cultural connections beyond Slovenia's borders.

Rajko Tekalec supports reading in Switzerland, Liechtenstein and Austrian region of Vorarlberg through travelling library, lending contemporary Slovenian children's books across three countries.

In Austrian Styria, Tatjana Vučajnk teaches Slovenian and encourages reading through cooperation with the local municipal library, enriched with materials donated by the Reading Badge Society.

Near the Slovenian-Croatian border in Bregana, Lidija Vučajnk promotes reading in Slovenian through the Posavska travelling library, which provides access to Slovenian books for language learners.

Mateja Kregar teaches Slovenian online in Bosnia and Herzegovina and to adults in Graz, encouraging learners to read fiction from the earliest stages and involving them in intergenerational reading activities.

Judita Babnik teaches Slovenian in Vienna and online internationally. She motivates students through shared reading aloud and by borrowing Slovenian books from the Slovenian Studies Library in Klagenfurt.

Together, these educators demonstrate innovative ways of fostering reading, language learning and cultural connections beyond Slovenia's borders.

Wednesday, 08/July/2026 14:30 - 14:50

ID: 429 / Oral SLO 9: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Cljučne besede: school library, school librarian, reading, motivation for reading, creative activities

Vpliv bralnega prostora na branje

Tatjana VUČKO

Osnovna sola II Murska Sobota, Slovenija

Otroci več časa preživijo na telefonih in drugih elektronskih napravah, zato imajo manj časa za branje in posledično tudi berejo manj. Poleg knjig, z elektronskimi napravami vsak dan tekmujejo tudi šolski knjižničarji, ki imamo še posebej zahtevno nalogo, kako narediti knjigo, v kateri so le črne črke na papirju in ilustracije, zanimivo in privlačno za otroke. Zato si šolski knjižničarji izmišljamo vsak dan nove pristope. Preberemo knjigo in si pri uri ogledamo del nadaljevanke, ter jo primerjamo s prebranim; priredimo rojstnodnevno zabavo, povezano z zgodbo; ustvarimo kamišibaj in z njegovo pomočjo pripovedujemo pravljice; poleg rdeče še poiščemo ostale kapice in jih z otroci prebiramo ter primerjamo ali pa pravljичni junak prebira pravljico. Spet drugič preuredimo prostor, da je bolj privlačen za otroke, jih npr. povabimo v medvedjo šolo, pripravimo kuliso, da so kot v pravljici, ali pa priredimo bralno čajanko. Branje spodbujamo tudi na interesnih dejavnostih, kjer skupaj z učenci beremo, se pogovarjamo o prebranem ali pa ustvarjamo na podlagi zgodbe. Tako nastanejo kamišibaji, lutke ali druge ustvarjalne predstavitve, ki jih učenci nato pokažejo sošolcem. Prav zaradi vsega tega truda smo pogosto veliko uspešnejši in otroci pogosteje posežejo po knjigah, ki jim jih predstavimo ali jih skupaj prebiramo.



CONFERENCE ON LITERACY
KONFERENCA O PISMENOSTI
LJUBLJANA 2026

Wednesday, 08/July/2026 11:30 - 12:50

ID: 315 / Poster Presentation 3: 7

Poster Presentation

Keywords: shared reading sessions, diverse environments

Ključne besede: skupne bralne ure, raznolika okolja

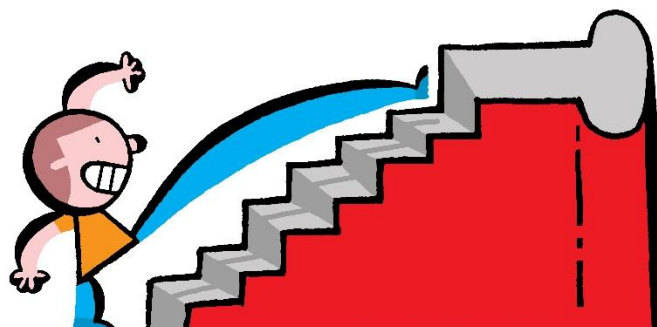
United by Reading

Združeni v branju

Blažka ZUPAN KALEM

Primary School Sava Kladnika Sevnica, Slovenia

In the 2024/25 school year, Savo Kladnik Primary School launched a school-wide reading literacy project, initiated by teacher Erika Anzelc Intihar, who formed a project team in collaboration with the school leadership. Teachers from the main school and branch schools have actively participated in its implementation. The initiative continues this year. Activities have promoted reading in diverse environments: hallways, classrooms, the school library and Sevnica Public Library, the lobby, under the trees in our outdoor classroom (Reading Under the Trees event), festive corner near the staff room, reading corners in branch schools, park, gym, and virtual spaces. Shared reading sessions included teachers, librarians, the principal, assistant principals, older students reading to younger ones, members of third age university association, retirees, a high school student, two cooks, parents, researcher Robert Kužnik, writer Irena Ameršek, and local community members. Our poster will feature eight photos of reading in different settings, with one highlighted (Reading Under the Trees), each accompanied by a short caption. Two graphs from a student reading survey will be included, along with an emphasized chart summarizing the final report: numbers of participants (in reading sessions), students, reading environments, activities carried out, and a comparison between the two school years.





Literacy in the Early Years & Family Literacy / Pismenost v zgodnjem otroštvu in družinska pismenost

Wednesday, 08/July/2026 10:20 - 10:40

ID: 253 / Oral 40: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: L2 reading, early literacy, teacher beliefs, methodological support, Estonia

Ključne besede: branje v drugem jeziku, zgodnja pismenost, prepričanja učiteljev, metodološka podpora, Estonija

Teaching L2 Reading in the Early Years: Teachers' Perspectives from Narva, Estonia

Poučevanje branja v drugem jeziku v zgodnjih letih: Mnenja učiteljev iz Narve, Estonija

Urve AJA

Narva College of University of Tartu, Estonia

The ongoing transition to Estonian as a language of instruction in education has created new demands for teaching early literacy for children whose home language is not Estonian. This qualitative study examines how primary school and kindergarten teachers conceptualize and enact reading instruction for emergent L2 readers in Estonia.

Semi-structured interviews with primary school teachers working in linguistically diverse classes explore their perceptions of pupils' linguistic and literacy readiness, the methods they use to support L2 reading, and perceived challenges and support needs. Thematic analysis highlights tensions between available materials and pupils' language proficiency, wide variation in learners' skills within the same class, heavy reliance on visual and game-based scaffolding, and a strong demand for simpler, levelled texts, specialist support and practical, method-focused professional development.

By the time of the conference, the dataset will also include interviews with kindergarten teachers working on pre-reading and early reading skills with L2 learners. Combining school and kindergarten perspectives will allow us to identify continuities and gaps across the early years and to outline implications for teacher education, material development and teachers' need for ongoing methodological support.

Monday, 06/July/2026 15:10 - 15:30

ID: 343 / Oral 11: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: computational thinking, early childhood, language

Ključne besede: računsko razmišljanje, zgodnje otroštvo, jezik

Developing and Examining the Effectiveness of a Language Development Program Integrated with Computational Thinking Skills in Early Childhood

Razvijanje in opazovanje učinkovitosti programa za razvoj jezika, ki vključuje računsko razmišljanje v zgodnjem otroštvu

Dilek ALTUN

Boğaziçi University, Turkiye

The rapid advancement and widespread use of technology have significantly transformed the concepts of literacy, digital literacy, and modes of information sharing. Computational thinking, coding, and digital competencies are now regarded as essential components of 21st-century literacy. In early childhood education, integrating developmentally appropriate technological applications into learning environments—particularly through active, play-based approaches that allow children to explore and construct knowledge—is increasingly emphasized. The present study aimed to develop a language development program integrated with computational thinking skills for preschool children and to examine its effectiveness.

A design-based research methodology was employed. Play-based activities integrating computational thinking with language development were designed for preschool children and implemented using a quasi-experimental pre-test/post-test design with an experimental group (n = 28) and a control group (n = 24). Children's language development was assessed using the Test of Early Language Development (TELD-3), and their computational thinking skills were measured using the Turkish adaptation (Yilmaz, 2022) of the instrument originally developed by Relkin and Bers (2021). Independent samples t-tests indicated statistically significant differences in favor of the experimental group for receptive language, $t(50) = -2.65$, $p < .05$; expressive language, $t(50) = -2.11$, $p < .05$; and computational thinking skills, $t(50) = -7.54$, $p < .05$.



Tuesday, 07/July/2026 10:20 - 11:40

ID: 113 / Poster Presentation 2: 6

Poster Presentation

Keywords: picturebook, early literacy, early years educator, visual literacy, dialogic teaching

Ključne besede: slikanica, zgodnja pismenost, vzgojitelj, vizualna pismenost, dialoško učenje

Sharing Stories and Listening to Children's Voices Enhancing Relational Pedagogy through Picturebook Sharing in Early Years Settings

Pripovedovanje zgodb in poslušanje otroških glasov Krepitev relacijske pedagogike skozi branje slikanic v zgodnjem otroštvu

Lynda Mary Elizabeth ANDERSON

University of Hertfordshire, United Kingdom

This study foregrounds children's voices and agency in picturebook sharing practices within Early Childhood Education settings in the UK context. Guided by sociocultural theory (Vygotsky; 1978; Bruner, 1990), dialogic education (Bakhtin; 1981; Wegerif, 2011; Alexander, 2008), and rights-based perspectives (Edwards et al., 2008; Johnson et al., 1998; UNCRC 1989; Qvortup, 1994), the research positions young children as competent meaning makers whose perspectives should shape pedagogical decisions. The study explores how children perceive shared book reading experiences and how these encounters support their emerging identities as readers, storytellers, and active participants in learning.

A Mosaic approach (Clark & Moss, 2001; Clark, 2003) is employed to capture children's perspectives through observations, child led tours, photography, drawings, and conversations. Data will be collected across nursery and reception settings, enabling comparison of pedagogical approaches. The analysis will focus on children's perceptions of book sharing, their sense of agency, and on the relational and intentional pedagogical strategies educators use to create spaces that either enable or constrain children's participation.

The study aims to contribute new insights into how picturebook sharing can create dialogic spaces that foster high quality interactions and enrich early literacy experiences. Findings will inform pedagogical practice by focusing on children's voices and highlighting the affordances of dialogic, relational approaches to shared reading in the early years.

Wednesday, 08/July/2026 10:20 - 10:40

ID: 349 / Oral 39: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: shared reading, independent reading, reading transition, lifelong readers, reading motivation

Ključne besede: skupno branje, samostojno branje, branje na prehodu, vseživljenjski bralci, bralna motivacija

Transition from Shared Reading to Independent Reading: Sustaining Children's Love of Books

Prehod od skupnega do samostojnega branja: Ohranjanje otrokove ljubezni do knjig

Iva BABIĆ, Edita MEDIĆ

University of Zadar, Croatia

In early childhood, most children delight in listening to stories and participating in shared reading rituals with caregivers, which foster pre-reading skills and intrinsic motivation for reading. However, the transitional phase from shared to independent reading often presents challenges, particularly when abrupt—insufficient adaptation time, inappropriate materials, and lack of guidance lead to diminished interest, poor comprehension, and resistance to reading. Research indicates that most children who enjoy stories in preschool cease reading later due to excessive emphasis on analytical reading in school, overscheduling, unappealing books, and declining reading stamina. Development of reading proficiency during this period is hindered by stress, anxiety, and unsupportive environments, resulting in significant declines in daily reading habits since the 1980s. Abrupt transitions can engender frustration as children lose the sense of progress and pleasure derived from shared reading experiences. This presentation offers practical strategies to sustain a love of reading: gradual transitions using familiar books, daily reading routines, child-interest-aligned selections, reading clubs, and parental modelling. These approaches, incorporating multisensory methods and effort-based praise, enable children to become lifelong readers.



Monday, 06/July/2026 15:50 - 16:10

ID: 231 / Oral 11: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: School Readiness, Early Literacy, Subjective Theories, Narrative Interviews, Educators

Ključne besede: pripravljenost šole, zgodnja pismenost, subjektivne teorije, pripovedni intervju, učitelji

Reconstructing Subjective Theories on the Role of (Early) Literacy in School Readiness from Educators' Narratives

Rekonstrukcija subjektivnih teorij v vlogi (zgodnje) pismenosti pri pripravljenosti šole skozi pripovedi učiteljev

Daniela BALK

University of Regensburg, Germany

This pilot study is part of the Litready project, which examines the role of (early) literacy in predicting school readiness. The project emphasises the language domain, one of the five competence areas of 'school readiness' (Dubowy and Hasselhorn 2024). Educators see it as their responsibility to advise parents and guardians on their children's readiness for school, making an individual decision for each child (Pohlmann-Rother et al. 2011). However, the decisions and educational actions concerning linguistic school readiness are predominantly informed by the dynamic, subjective theories of educational professionals rather than by scientific findings (Dubowy und Hasselhorn 2024, Jahreie 2023, Brandl-Götz 2022, Rank 2020). This raises the question of how well these subjective theories regarding school readiness correspond with current research findings, and how much importance professionals attach to language. To answer this question, narrative interviews were conducted with educational professionals (N = 10). Educators were invited to articulate a particular child from their institution whom they consider ready for school, as well as instances of children they consider not ready. These narrative cases were analysed to reconstruct educators' subjective theories regarding school readiness and the importance they attribute to (early) literacy.

Preliminary findings are expected in spring 2026.

Wednesday, 08/July/2026 15:40 - 16:00

ID: 408 / Oral 53: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Early Literacy, Baby Books, Neuroparenting, Childhood Studies

Ključne besede: zgodnja pismenost, knjige za dojenčke, nevrostarševstvo, študije otroštva

Black-and-White Beginnings: High-Contrast Books and the Construction of Early Literacy in the First Months of Life

Črno-beli začetki: Visoko-kontrastne knjige in konstrukcija zgodnje pismenosti v prvih mesecih življenja

Rebekka BISCHOF

University of Zurich, Switzerland

Black-and-white high-contrast books for infants under six months have grown rapidly in the German-speaking book market. Often promoted as "scientifically grounded" tools for visual and neural stimulation, they reflect contemporary neuroparenting cultures in which simplified neuroscientific claims guide everyday caregiving (Chen 2019). Their paratexts increasingly frame even the earliest months as a phase for structured stimulation and early literacy practices.

This presentation examines how these books reshape understandings of early literacy. Through paratext analysis and interviews with publishers, booksellers, parents, and early-childhood educators, the study explores how marketing, scientific rhetoric, and developmental expectations influence the aesthetics and materiality of books for the very young. It also highlights how infants' central modes of engagement—haptic exploration, mouthing, and embodied interaction—are often marginalised (Beveridge 2017).

In dialogue with the conference theme "Literacy: The Door to a Better World", the paper argues that the push toward ever-earlier literacy risks reinforcing social pressure and inequality by framing literacy as an area requiring optimisation from birth. The study calls for a more nuanced understanding of literacy in the first months of life and for book designs that better support infants' actual practices.



Wednesday, 08/July/2026 11:30 - 12:50

ID: 410 / Poster SLO: 2

Poster Presentation

Ključne besede: družinska pismenost, bralna kultura, družine, medgeneracijsko učenje

Uspešni programi družinske pismenosti v Mestni knjižnici Kranj

Jure BOHINEC, Lara GUJTMAN, Nina RUSTJA

Mestna knjižnica Kranj, Slovenija

Na plakatu bomo predstavili dve dejavnosti, ki ju v Mestni knjižnici Kranj izvajamo na področju družinske pismenosti:

Družinsko branje

Projekt je namenjen spodbujanju skupnega branja v (razširjenih) družinah z otroki do 12. leta. Z njim razvijamo bralno kulturo v družinah, ozaveščamo o pomenu branja za razvoj otrok, izobražujemo in vzgajamo družinske člane s pomočjo kakovostnega gradiva in spodbujamo obiskovanje knjižnice. Sodelujoče družine si po naprej pripravljenih seznamih izposodijo gradivo, ga doma preberejo in odgovorijo na kratka vprašanja. Za ustrezno število prebranih knjig prejmejo nagrado in se enkrat letno udeležijo praznovanja Družinskega branja. Sodelujejo lahko tudi na spletu. Družinsko branje je uspešna blagovna znamka, ki že dvanajsto leto poteka po gorenjskih knjižnicah.

Modra popotnica

Tematske sklope delavnic družinske pismenosti združujemo pod imenom Modra popotnica. Namenjene so družinam z otroki od 5. leta. Delavnice se osredotočajo na skupne aktivnosti staršev in otrok, povezane s pismenostjo. Z njimi spodbujamo družinsko učenje oz. medgeneracijsko učenje, dvigujemo raven pismenosti vseh družinskih članov, razvijamo bralno kulturo in skozi igro raziskovanje različnih tem (npr. aerodinamika, mehanika, domači kraj, rokodelstvo ipd.).

Predstavitvi obeh dejavnosti bosta vsebovali slikovno gradivo, grafično podobo in statistične oz. evalvacijske podatke v obliki infografik.

Monday, 06/July/2026 11:00 - 12:20

ID: 362 / Poster Presentation 1: 12

Poster Presentation

Keywords: Translanguaging, multimodalities, digital literacies, early literacy

Ključne besede: čezjezičnost, multimodalnosti, digitalne pismenosti, zgodnja pismenost

Multimodal Research Practices to Support Biliteracy Development

Multimodalne raziskave kot podpora razvoju dvopismenosti

Juan C BORDA-GUERRA¹, Zulma E MOJICA-MONROY²

¹University of North Texas at Dallas, United States of America; ²University of Texas at Arlington, United States of America

Translanguaging and multimodality pedagogies are key instructional approaches to support and encourage the development of biliteracy skills. Translanguaging supports language development, validating emergent bilingual students (EBs) unique language qualities. Multimodality supports text representation and meaning-making, especially in the early stages of biliteracy development. This study investigated the association between the two pedagogies to understand and explain how emergent EBs use their full linguistic repertoire to communicate, and how multimodal texts support the collection and representation of new information while promoting inquiry and research. The participants in the study consisted of 8 EBs, ages 7 to 8. Results revealed that (1) contextual factors highly impact how EBs leverage their language skills in responding to a specific academic task. (2) Each EBs' linguistic skill is unique, and exposure to two languages simultaneously facilitates their integration of the two languages to process and produce learning. (3) multimodalities actively support biliteracy development by allowing EBs to gather information and communicate, shifting from written text to pictorial and audio representations, impacting the new text significantly. Implications for classroom practice that embrace EB's linguistic repertoire and modalities, and integrate traditional and digital resources for research, are provided.



Monday, 06/July/2026 13:40 - 14:00

ID: 318 / Oral 7: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: science education, poetry, accessibility, vocabulary, literacy

Ključne besede: poučevanje naravoslovja, poezija, besedišče, pismenost

Discovering Hidden Gems: Using Poetry in Science Instruction

Odkrivanje skritih draguljev: Uporaba poezije v poučevanju naravoslovja

Amy BROEMMEL¹, Jennifer JORDAN²

¹University of Rhode Island, United States of America; ²University of Tennessee

Elementary teachers face a daunting challenge: planning standards-based instruction in multiple subject areas for a wide range of students. Not surprisingly, with the strong emphasis on math and language skills, science is often left to periodic instruction, detached from other content areas. To encourage a more consistent, cohesive inclusion of science, the integration of subject areas is imperative. The unique pairing of science content with the genre of poetry can provide opportunities for students of all backgrounds and achievement levels to bridge these false disconnects between subject areas. Poetry is one of the five primary genres of science picture books (Broemmel & Rearden, 2006), and serves as a format through which students can both express science content knowledge and uncover scientific information. Poetry has the potential to provide a less intimidating access point for receptive language, thereby introducing science content to readers who are not as confident or strategic in reading. In addition, from an expressive language standpoint, poetry can allow students opportunities to use the specialized vocabulary of science within both structured and unstructured forms. This presentation will provide resources that help teachers uncover the hidden gems in science-based poetry and explore the natural links between science and literacy.

Wednesday, 08/July/2026 12:30 - 12:50

ID: 373 / Oral 44: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Reading circles, picture books, second grade

Ključne besede: bralni krogi, slikanice, drugi razred

Picture Book–Based Reading Circles

Bralni krogi z slikanicami

Zeynep CAN¹, Derya Arslan ÖZER²

¹Anadolu University, Eskişehir; ²Mehmet Akif Ersoy University, Türkiye

Second grade is considered a critical stage for developing reading comprehension, yet studies employing reading circles with this age group remain limited. Picture books are regarded as effective tools for fostering reading interest and cultivating positive attitudes toward reading, since children are naturally engaged by illustrations. This study aims to examine the effects of picture book–based reading circles on the reading attitudes of second-grade primary school students. The research will be conducted during the spring semester of the 2025–2026 academic year in a classroom selected from schools affiliated with the Burdur Provincial Directorate of National Education. A single-subject pretest–posttest control group design will be employed. Reading attitudes will be measured using the Garfield Visual Reading Attitude Scale for Grades 1–6 (McKenna & Kear, 1990; adapted into Turkish by Kocaarslan, 2016).

The intervention will last five weeks, with picture books distributed and reading circles implemented in each session. It is anticipated that the program will enhance students' reading attitudes, supporting the early development of positive reading dispositions. This study is supported by the Scientific and Technological Research Council of Turkey (TÜBİTAK).



Monday, 06/July/2026 15:30 - 15:50

ID: 332 / Oral 11: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: CLIL material development, multilingual TESOL, translanguaging, young learners

Ključne besede: razvoj CLIL materiala, večjezični TESOL, čezjezičnost, mladi učenci

Developing EFL Young Learners' English Literacy in CLIL Lessons

Razvoj angleške pismenosti v ciljanih urah pri mladih učencih angleščine kot tujega jezika

Chiou-hui CHOU¹, Hung-Hsuan KAO²

¹National Tsing Hua University, Taiwan; ²Jinwen University of Science and Technology

Multilingual TESOL has advanced to be a pedagogy for supporting the development of students' full linguistic repertoire, following pedagogical translanguaging. This study set out to apply an integrated linguistic repertoire of first and second languages to broaden young learners' mind for understanding and to engage them in meaningful communication. This study, situated in Taiwan, developed CLIL lessons to engage fourth graders in developing English literacy alongside in learning social studies. It lasted for 20 weeks. Each week the learners received a CLIL lesson for 40 minutes. Sample lesson topics included cultural relics, hometown specialties, attractions and historical sites, traditional and international festivals, population, transportation, and leisure activities. A mixed-method approach was employed. Ninety-six students' data were used for analysis via a pre-test and a post-test, including vocabulary and content knowledge. The overall mean scores showed highly significant improvement in the post-test scores of all the students. Observation data and students' classroom performance were analyzed to showcase how pedagogical translanguaging deepened multilingual learners' minds. The framework of pedagogical translanguaging included facilitating young learners in mediating understanding English and co-constructing meaning. Recommendations and implications for developing young learners' second language literacy were then discussed and put forward.

Tuesday, 07/July/2026 12:50 - 13:10

ID: 333 / Oral 24: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: critical literacy, EFL, multiliteracies, pre-service teachers, young learners

Ključne besede: kritična pismenost, EFL (angleščina kot tuji jezik), multipismenosti, učitelji pripravniki, mladi učenci

Deepening Children's Critical Thinking in English Literacy Development

Poglabljanje kritičnega mišljenja otrok v razvoju angleške pismenosti

Chiou-hui CHOU

National Tsing Hua University, Taiwan

Literacy development includes multifaceted skills that can help set the foundation for a child's overall academic and personal development. When children are introduced to critical literacy concepts, they practice critical thinking and gain knowledge beyond knowing words in texts. Incorporating critical literacy activities in English lessons, teachers provide children with multitude of cognitive, social, and emotional benefits. This research question guided this study is, how to scaffold young learners in critical literacy development. Three EFL pre-service teachers practiced teaching with picture storybooks. The researcher implemented the Pedagogy of Multiliteracies as a framework for them to practice teaching grade 4 children. This study investigated how pre-service teachers developed their pedagogy of teaching reading with multiliteracies. A mixed-method approach was applied for investigation. Data included lesson plans, teaching materials, teaching journal writing, interview data as well as the students' classroom artifacts. Constant comparative analysis was used for qualitative data analysis. The results of this study showed participants gained competence in designing reading lessons and teaching with critical framing. During the field teaching, they had gained valuable experience interacting with young learners in developing children's critical thinking. Suggestions and implications in the field of multiliteracies for teacher preparation programs are then offered.



Wednesday, 08/July/2026 11:30 - 12:50

ID: 380 / Poster Presentation 3: 6

Poster Presentation

Keywords: Oral Language Skills, Written Language Skills, Kindergarten, Francophone Students

Ključne besede: govorne sposobnosti, pisne sposobnosti, vrtec, frankofonski učenci

Profile of Oral and Written Language Skills of Francophone Students at the End of 4-Year-Old Kindergarten

Pregled ustnih in pisnih sposobnosti pri frankofonskih učencih na koncu vrtca za štiriletnike

Agnès COSTERG, Mélissa GAGNÉ, Léandre ROY

Université de Sherbrooke, Canada

Learning to read and write depends on knowledge and skills that begin to develop even before entering elementary school (Daigle & Berthiaume, 2021), some of which have been identified as essential because they help explain reading and writing performance in the first years of primary school (Ouellette & Sénéchal, 2017; Treiman et al., 2019; 2022). Letter knowledge and phonological awareness are thus recognized as predictors of later reading and writing achievement (Prévost & Morin, 2015). More recently, several studies have highlighted the role of early spelling skills developed in kindergarten and lexical awareness in learning to read and write (Costerg et al., 2019; Pulido & Morin, 2018). However, most of the reported studies focus primarily on 5-year-old children. The aim of this study is therefore to present a profile of the language skills of 105 children enrolled at the end of 4-year-old kindergarten. Results from tasks assessing phonological and lexical awareness, letter knowledge, and spelling skills will contribute to researchers' and practitioners' reflections on teaching practices to be implemented in preschool in order to foster the development of these skills.

Tuesday, 07/July/2026 15:10 - 15:30

ID: 460 / Oral 29: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: genrefication, public libraries, fiction, library collection, Slovenia, Croatia

Ključne besede: žanrifikacija, javne knjižnice, leposlovje, knjižnične zbirke, Slovenija, Hrvaška

Croatian and Slovenian Children's Librarians' Experiences with Genrefication

Izkušnje z žanrifikacijom pri hrvaških in slovenskih knjižničarjih za otroke

Drahomira CUPAR¹, Katarina ŠVAB², Alica KOLARIĆ¹, Martina Dragija IVANOVIĆ¹, Tanja MERČUN², Tjaša JUG²

¹University of Zadar, Croatia; ²University of Ljubljana, Slovenia

Librarians aim to help children easily find fiction books that interest them. Genrefication refers to a less traditional approach to library collection organization, which is steadily gaining popularity. While this may seem straightforward, genrefication presents several challenges. In 2010, the Ljubljana City Library introduced a new arrangement for its fiction collection for children and young people. Instead of reading levels, the new system focuses on reading perspectives based on literary genres. Despite positive feedback from both users and librarians, the Ljubljana City Library remains the only library in Slovenia with this type of collection organization. In 2020, the City Library in Rijeka (Croatia) decided to implement a similar approach. The aim of the present study is to explore librarians' experiences with genrefication of library collections in two libraries: the Ljubljana City Library (Slovenia) and the City Library in Rijeka (Croatia). The research will employ semi-structured interviews with 8–10 Slovenian and Croatian librarians. We will present the librarians' perspectives and their observations on users' experiences with the new collection organization. The results will provide deeper insight into the process of reorganizing collections, as well as librarians' views on the advantages and disadvantages of this new organizational approach.



Tuesday, 07/July/2026 14:10 - 14:30

ID: 359 / Oral 51: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: shared reading, fathers, multilingual, families

Ključne besede: skupno branje, očetje, večjezično, družine

Stories told and stories read: father-child interactive shared book reading

Pripovedovane in prebrane zgodbe: Skupno interaktivno branje otrok in očetov

Anna Marie DILLON¹, Kay GALLAGHER²

¹University of Ljubljana, Slovenia; ²Emirates College for Advanced Education, UAE

This paper reports on a research project which had two aims: to promote fathers' involvement in their children's literacy development through interactive shared reading at home, and by so doing, to promote father-child wellbeing. Bilingual fathers of kindergarten children in public schools in Abu Dhabi were shown ways to read together with their children and were provided with a selection of contemporary children's picture books, some in Arabic and some in English, to share at home. To find out how fathers experienced sharing the provided books with their children, they were invited to send voice messages to the research team's phone as the main form of data collection, a valuable method given the very high mobile phone usage by fathers in the setting. Fathers reported different ways of sharing the books, whether orally, textually, or pictorially, and reported experiencing a sense of joy and feelings of closeness with their child as a result. Fathers were found to value books that were culturally relevant and that focused on the natural environment. However, time constraints and access to children's books were reported as barriers to shared father-child reading at home.

Tuesday, 07/July/2026 12:50 - 13:10

ID: 121 / Oral 24: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: littérature jeunesse, émergence de l'écrit, éducation préscolaire

Ključne besede: otroška književnost, pojav zgodnje / porajajoče pismenosti, predšolsko izobraževanje

Utilisation de la littérature jeunesse ou enseignement structurée des lettres : description de l'émergence de l'écrit sur une année scolaire

Uporaba otroške književnosti ali sistematično poučevanje črk: opis razvoja zgodnje / porajajoče pismenosti v enem šolskem letu

Mélanie DUTEMPLE¹, Judith BEAULIEU²

¹Université du Québec en Outaouais, Canada; ²Université du Québec en Outaouais, Canada

L'émergence de l'écrit est un pilier de la réussite à l'éducation préscolaire (EP) (RLA, 2009). Il importe que les enseignants de l'ÉP mettent en œuvre des pratiques qui soutiennent son développement pour tous (Desrosiers et Ducharme, 2006). Dans cette visée, des enseignants.es de l'ÉP utilisent la littérature jeunesse, puisqu'il s'agit d'un moyen ludique et que des recherches montrent ses effets sur l'émergence de l'écrit (Ancil et al., 2024). D'autres enseignants.es utilisent une approche plus structurée d'enseignement des lettres, afin de mieux préparer à la 1ère année (Morin et al., 2006). Au Québec, le programme préconise l'approche ludique, pourtant, il arrive fréquemment que des enseignants.es de 1ère année fassent pression sur les enseignants.es de l'ÉP pour qu'elles adoptent une approche plus structurée. Nous proposons, dans un devis qualitatif, de décrire l'émergence de l'écrit de 36 enfants de deux classes de l'ÉP (classe 1. approche littérature et classe. approche structurée) sur une année. La trousse d'évaluation standardisée de Bonneau et al. (2015) a permis d'évaluer trois fois durant l'année l'émergence de l'écrit. Nous avons procédé à trois entrevues avec les enfants pour décrire leur sentiment de compétences. La comparaison des données des deux classes montre des différences.



Wednesday, 08/July/2026 11:30 - 12:50

ID: 222 / Poster Presentation 3: 8

Poster Presentation

Keywords: meta-analysis, long-term effects, reading interventions

Ključne besede: metaanaliza, dolgotrajni učinki, pomoč pri branju

Persistence and Fadeout of Reading Intervention Gains Over Time **Bralna intervencija: Trajnost in zaton učinkov skozi daljše obdobje**

Florina ERBELI, Ying XU

Texas A&M University, United States of America

Reading interventions improve short-term reading outcomes (i.e., post-test effects). However, positive impacts of these interventions fade out over time (i.e., follow-up effects). The purpose was to examine whether intervention gains persist or fade out over time.

We systematically collected experimental studies of reading interventions reporting reading outcomes at post-test and follow-up. We grouped follow-up assessments into four bins (1 week–4 months, 5–8 months, 9–12 months, 12–24 months). We computed average weighted effects (Hedges' g) at each bin. We then estimated metaregression models linking post-test to follow-up effects. The slope captured the proportion of post-test gains carrying into follow-up. The intercept represented additional follow-up effects not explained by post-test effects.

Thirty-five studies were included. The average post-test effect was 0.34, then 0.29 at 1 week–4 months and 0.28 at 5–8 months. At 1 week–4 months, the slope was nonsignificant. At 5–8 months, the slope (significant) indicated that 52% of post-test gains persisted. Nonsignificant intercepts indicated no benefits beyond those tied to post-test gains. Results for estimates greater than 8 months are not reported here.

Reading intervention effects declined over time. Findings highlight that sustained benefits depend strongly on the magnitude of post-test effects.

Tuesday, 07/July/2026 11:50 - 12:10

ID: 210 / Oral 24: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Early childhood literacy Culturally responsive literature Socio-emotional learning Multicultural education Identity

Ključne besede: pismenost v zgodnje otroštvu, kulturno-odzivna literatura, družbeno-čustveno učenje, večkulturno izobraževanje, identiteta

Culturally Responsive Literature in the Early Years: An Integrative Review of Socio-Emotional Learning and Identity Development

Kulturno-odzivna literatura v zgodnjem otroštvu: Integrativni pregled družbeno-čustvenega učenja in razvoja identitete

Alba FRANCO

Boston University, Italy

Culturally responsive literature plays a critical role in supporting socio-emotional development in the early years, when children's identities, emotional awareness, and social understanding begin to take shape. Reading is both an intellectual and emotional act, and stories that reflect diverse cultural identities help young learners develop empathy, self-awareness, and meaningful connections with others (Rosenblatt, 1978). This review examines how culturally responsive books used in early childhood settings contribute to socio-emotional learning (SEL) by fostering emotional engagement, identity affirmation, and cross-cultural understanding. Grounded in Culturally Responsive Pedagogy (Gay, 2010; Ladson-Billings, 1995), the CASEL SEL framework (CASEL, 2020), and Reader-Response Theory (Rosenblatt, 1978), the study synthesizes research on multicultural literature and emotional development in young children. Using an integrative literature review approach (Whittemore & Knafel, 2005) the analysis identifies themes such as emotional resonance, early empathy development, and culturally informed meaning-making. Key findings include evidence that culturally responsive texts in the early years strengthen emotional literacy, support identity validation, enhance perspective-taking, and promote inclusive peer relationships (Bishop, 1990). By highlighting the interconnectedness of early socio-emotional development and cultural understanding, this review underscores the importance of selecting and teaching literature that nurtures the whole child in multicultural early childhood classrooms.



Wednesday, 08/July/2026 11:50 - 12:10

ID: 306 / Oral 44: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: storytelling, playing with words, community making

Ključne besede: pripovedovanje zgodb, igranje z besedami, ustvarjanje skupnosti

Storytelling Studio: Children telling stories

Pravljični studio: Otroci pripovedujejo zgodbe

Špela FRLIC

Divja misel Institute, Slovenia

The Storytelling Studio, produced by the non-governmental organization Divja misel Institute, is an award-winning, long-term project designed to foster storytelling skills in children and promote storytelling as a pedagogical method. The project introduces a methodological shift from the mentor as storyteller to the mentor as active listener, creating space and time for children's own verbal creativity.

The project brings together storytellers, educators, illustrators, and designers who collaboratively develop storytelling tools and objects, workshops, cultural activities, and a storytelling methodology for everyday use in kindergartens and schools.

In 2024/2025, we carried out regular storytelling activities in nine groups of children aged 5 to 9 and documented their verbal creative expression.

In this presentation, the project's conceptual and content manager, Špela Frljic, will present the project's methodology and share key outcomes.

Monday, 06/July/2026 16:40 - 17:00

ID: 262 / Oral 15: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Children, Reading for Pleasure, Reading Challenges, Child-friendly Website, Research Findings

Ključne besede: otroci, branje za užitek, bralni izzivi, spletna stran prijazna otrokom, rezultati raziskave

How Public Libraries Support Reading for Pleasure in Family: Outcomes of the Croatian "Summer Reading Olympics" library program

Kako javne knjižnice podpirajo družinsko branje za užitek: Rezultati hrvaškega knjižničnega projekta "Poletne bralne olimpijske igre"

Ida GAŠPAR, Danijela PETRIĆ

Fran Galović Public Library Koprivnica, Croatia

Librarians try to motivate children to read and are particularly dedicated to encouraging reading for pleasure. One of the programs implemented in public libraries around the world is reading challenges. In order to encourage children to read for pleasure, strengthen reading habits in the family and support children with weaker reading comprehension skills, Fran Galovic Koprivnica Public Library launched the Summer Reading Olympics in 2016. Today, program is widely recognized, and it is already used by twelve libraries in the country. Through the years, it has expanded into a digital environment as a website with lists of quality literature selected by librarians and a customized book search engine (www.olimpijadacitanja.org). Recently, the program was also analyzed by research conducted in the participating communities and 103 parents were examined using an online questionnaire. The aim was to determine the impact of the program on the attitudes, motivation and reading habits of children aged seven to eleven. We will present the program, the experiences and challenges of implementation, and the key research findings that support the basic hypothesis that the program has a positive impact. Program could be valuable starting point for librarians and professionals dedicated to the development of reading for pleasure.



Monday, 06/July/2026 11:00 - 12:20

ID: 320 / Poster Presentation 1: 10

Poster Presentation

Keywords: Morpho-orthographic processing, spelling, Greek orthography, primary school

Ključne besede: morfo-ortografsko procesiranje, črkovanje, grška ortografija, osnovna šola

Morpho-orthographic processing and spelling skills in Greek-speaking children

Morfo-ortografsko procesiranje in sposobnosti črkovanja pri grško-govorečih otrocih

Ioannis GRIGORAKIS

University of Crete, Greece

Morpho-orthographic processing—sensitivity to orthographic letter patterns that signal morphemes—reinforces orthographic representations that support accurate spelling. The purpose of this cross-sectional study was to examine the contribution of morpho-orthographic processing across distinct morphemic components to spelling skills in primary-school Greek-speaking children. Morphology has extensive orthographic implications in Greek spelling.

Fifty-four children in grades 2–4 completed a morpho-orthographic processing task based on the orthographic-choice procedure, with four conditions targeting prefixes, stems, derivational suffixes, and inflectional suffixes. They also completed six spelling tasks—three at the word-spelling level and three at the morpheme-spelling level—along with measures of orthographic processing and morphological awareness. Hierarchical regression analyses tested the contribution of morpho-orthographic processing to spelling outcomes, controlling for age, orthographic processing, and morphological awareness.

The results showed that overall performance on the morpho-orthographic task uniquely contributed to word spelling and to stem spelling. Condition-level analyses further indicated that only the derivational-suffix condition predicted all word-spelling outcomes, while the stem condition was the only significant predictor of children's performance in both stem spelling and inflectional-suffix spelling.

Despite certain limitations, the study suggests that morpho-orthographic processing may play an important role in the development of spelling skills among Greek-speaking children.

Tuesday, 07/July/2026 14:10 - 14:30

ID: 416 / Oral 29: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: innovative approaches, contemporary visual storytelling, experiential museum, reading as sustainable value, reading=experience

Ključne besede: inovativni pristopi, sodobno vizualno pripovedovanje zgodb, izkustveni muzej, branje kot trajnostna vrednota, branje=izkušnja

Reading Culture and Literacy for Children, Young People, and Families – Innovative Approaches

Bralna kultura in pismenost za otroke, mlade in družine – inovativni pristopi

Tim GRILC, Uroš GRILC

Škratelj Institute, Slovenia

Despite Slovenia's rich literary tradition, the country is experiencing a significant decline in reading culture, as confirmed by the weak PISA 2022 results. This is why Škratelj Institute develops innovative approaches where reading is an experiential, multisensory and social act. Programs connect books with nature, art, heritage, making reading appealing, lively and accessible.

We present three areas of work where we operate in an innovative, collaborative way:

The Fairy-Tale Experience Trail connects reading with outdoor experience, using picture-books as a foundation for a broader vision: shifting reading from static activity into a field of discovery, movement, creativity.

Comic-book production brings classic Slovenian literary works closer to young readers through contemporary visual storytelling. Publications are accompanied by exhibitions, workshops and theatre adaptations, increasing accessibility and motivation to explore the originals.

Slovenian Language and Book Museum - with 7 immersive experiences and 28 interactive tools, it presents the story of the Slovenian language in a playful, visually rich and exploratory way, encouraging visitors to see language as a space for invention, play and identity. Through these approaches, Škratelj shows that reading can be a sustainable value for the future—an experience that fosters a creative, critical and literate generation



Wednesday, 08/July/2026 11:30 - 11:50

ID: 233 / Oral 44: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Play, reading, pedagogies, responsive adults

Ključne besede: igra, branje, pedagogike, odzivni odrasli

Attuning to young children's play-based exploration of texts: the role of the teacher in implementing and supporting play-based reading approaches

Prilagoditev na raziskovanje besedil, ki temelji na igri, pri majhnih otrocih: vloga učitelja pri implementaciji in podpori na igri temelječih pristopov k branju

Samantha HULSTON

The Open University, United Kingdom

This paper reports on an ongoing qualitative study that explores teachers' implementation of play-based practices to support young children's (aged 4 – 7) exploration of texts. Early Childhood research indicates the value of play-based approaches (BERA Early Childhood & TACTYC, 2017). Additionally, early childhood literacy research illustrates that young children use play to explore and enjoy stories on their own terms (Rowe, 1998, Flint, 2024, Hulston, 2024). Yet, within the English educational context, play-based reading practices are marginalised, favouring instead more formal, adult-led strategies (Department for Education, 2023a, 2023b). Notwithstanding these contextual constraints, this study asks: what pedagogical approaches support play-based reading approaches in the classroom? Drawing upon play pedagogies (Fleer, 2015) and reading for pleasure pedagogies (Cremin et al., 2024), the study proposes that play-based reading approaches orientate around nuanced and responsive adult roles. Informed by practitioner research (Cochran-Smith & Lytle, 2009), the study uses teacher-researcher workshops to co-design, implement and reflect upon play-based activities. Using thematic analysis of teachers' discussions and reflective journaling, emergent findings indicate that play-based reading approaches hinge off teachers attuning to and gently mirroring children's loci of interest while also leaving sufficient room for children to manoeuvre and change their loci of interest.

Wednesday, 08/July/2026 13:50 - 14:10

ID: 423 / Oral SLO 9: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: predšolsko obdobje, vloga vzgojitelja, sodelovanje s starši, bralna pismenost

Ko knjiga poveže: Sodelovanje vrtca, otrok in staršev

Emilija JAREB

Vrtec Črnuče, Slovenija

V prispevku je predstavljen sistematičen pristop k spodbujanju bralne pismenosti v predšolskem obdobju, od najmlajših do najstarejših otrok. Izpostavljen je pomen zgodnjega stika s knjigo, bralne rutine ter vlogo odraslega kot modela branja. Predstavljen je nabor dejavnosti, ki jih kot vzgojiteljica v vrtcu izvajam z namenom, da otroci razvijejo pozitiven odnos do knjig, literarno radovednost ter temeljne predbralne spretnosti.

Poseben poudarek bo namenjen sodelovanju s starši. Skupni projekti, kot so bralni nahrbtnik, predšolska bralna značka in vključevanje staršev v dejavnosti v skupini pomembno krepijo otrokovo motivacijo ter ustvarjajo most med vrtcem in domom, kar je ključnega pomena za uspešen razvoj bralne pismenosti v predšolskem obdobju.

Cilj prispevka je pokazati, kako lahko načrtne, razvojno primerne in otrokom privlačne dejavnosti oblikujejo bralno kulturo v skupini, ter kako lahko vrtec s preišljenimi pristopi ustvari bogato učno okolje, ki spodbuja radovednost, povezanost in prve korake v svet pismenosti.



Wednesday, 08/July/2026 13:50 - 14:10

ID: 230 / Oral 48: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: children's perspectives, children's books, illustrations, preschool children, reader development

Ključne besede: otroška perspektiva, otroške knjige, ilustracije, predšolski otroci, razvoj bralce

When Pictures Lead the "Reading": Illustration-Based Book Engagement in Early Childhood **Ko slike vodijo "branje": Interakcija z ilustriranimi knjigami v zgodnjem otroštvu**

Zuzana JANČÍK PETROVÁ

Institute for Research in Social Communication, Slovak Academy of Sciences; Trnava University, Faculty of Education, Slovak Republic

This study investigates how preschool-aged children in the pre-reader stage use illustrations to engage with picture books and construct meaning. Building on research that recognizes illustrations as essential to picturebooks and as sources of meaning beyond text (Kiefer, 2015; Sipe, 2015), the study adopts a children's perspective approach that views children as active meaning-makers with their own experiences and competencies (Sommer et al., 2013; Kumpulainen et al., 2013). Grounded in a qualitative research design (Shank, 2006), data were collected through semi-structured interviews with 141 children aged 5–6 years. The interviews explored how children use illustrations in their favorite books and how visual elements support engagement and meaning-making. Thematic analysis (Braun & Clarke, 2022) guided the analysis. Ethical procedures included informed parental consent, children's verbal assent, and the option to withdraw. Findings show that illustrations are central to how pre-reading children navigate books, understand stories, and sustain engagement. By attending to images, children demonstrate autonomous meaning-making and actively participate in book-related interactions before they can decode text. The study highlights the importance of supporting early reading motivation and designing learning environments that build on children's interests and capacities during the pre-reader period.

Tuesday, 07/July/2026 14:20 - 14:40

ID: 278 / Oral 7: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: eye-tracking screening, L1 & L2 children, Early reading assessment

Ključne besede: projekcija sledenja pogleda, otroci in prvi ter drugi jezik, zgodnje ocenjevanje branja

From Gaze to Guidance: How Teachers Interpret Early Eye-Tracking Screeners in Diverse Classrooms **Od pogleda k vodenju: Kako učitelji interpretirajo zgodnje projekcije sledenja pogleda v raznolikih razredih**

Baran JOHANSSON¹, Sylvana SOFKOVA HASHEMI²

¹University of Gothenburg & Lund University; ²University of Gothenburg

Early identification of pupils at risk for reading difficulties enables timely interventions (Snow & Matthews, 2016). Swedish schools increasingly use eye-tracking to assess early reading development, yet how these data are interpreted and enacted remains unclear. This study examined how screening outputs are used at micro (classroom), meso (school), and macro (municipal) levels to inform instruction. Guided by Simple View of Reading (Hoover & Gough, 1990), we asked: (1) how teachers integrate screener outputs with their own assessments; (2) what instructional adjustments and communication practices follow for L1 and L2 readers. Across three schools, we conducted workshops and semi-structured interviews (n=40) with principals, special educators, and teachers (Years 1–3). Given that the tasks also included comprehension questions, we hypothesised that the screener captured overall reading comprehension, but analyses showed that the outcome was driven by fluency. Some teachers combined gaze data with oral reading recordings to resolve ambiguous patterns. The comprehension tasks relied on recall and prior knowledge affecting L1 and L2 pupils, identical scores could mask different profiles (e.g., fast but inaccurate vs. slower and accurate). Intervention routines prioritized struggling readers, risking reduced motivation among advanced readers and short "intensive" blocks rarely sustained progress for inadequate responders.



Monday, 06/July/2026 13:20 - 13:40

ID: 454 / Oral 7: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Science literacy, Reading motivation, Picturebooks and activities, Hands-on learning, School and library practice

Ključne besede: znanstvena pismenost, bralna motivacija, slikanice in aktivnosti, praktično učenje, šola in knjižnica

Hart Publishing Children's Reading & Science Literacy Publishing Programme Program otroške bralne in znanstvene pismenosti pri Založbi Hart

Maja JUG HARTMAN

Hart Publishing, Slovenia

This Practice Session presents a 20-minute oral introduction to the Hart Publishing Children's Reading & Science Literacy Programme—a versatile book collection that nurtures both reading motivation and curiosity about the world for children from preschool to secondary school.

Tuesday, 07/July/2026 16:20 - 17:00

ID: 211 / Workshop 13 & 14: 2

Workshop (40 min)

Keywords: Reggio-Inspired, Democracy, Identity, Inquiry, Collaboration

Ključne besede: navdihnjeno po mestu Reggio-Emilia, demokracija, identiteta, analiza, sodelovanje

Reggio-Inspired Literacy in Primary Classrooms

Pismenost navdihnjena po mestu Reggio-Emilia v prvih razredih osnovne šole

Dr. Jennifer KELLY

Jennifer Kelly Consulting, Canada

A Reggio Emilia approach to early years education attracts educators from around the world due to its unique philosophy and strong theoretical underpinnings. I will share significant teaching practices described in my recent book, *Reggio-Inspired Literacy in Primary Classrooms: Nurturing children to listen, prompt, guide, and research as they work together for more meaningful learning*. This workshop will explore practical examples to help children become effective problem solvers and deepen their learning in reading, writing, oral language, and listening. The hands-on activities discussed will revolve around topics that children care about and are designed to foster skills in communication, collaboration, and meaning-making.

I will invite educators to consider the following questions through an inquiry lens, while exploring new practices, reflecting deeply on their philosophy, and considering innovative ways of interacting with children.

- What does democracy in the classroom look like?
- How can we infuse the pedagogy of listening and caring in the early years?
- How can we support the development of strong reader and writer identities in our classrooms?



Wednesday, 08/July/2026 14:10 - 14:30

ID: 276 / Oral SLO 9: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: družinska pismenost, družinsko branje, družine, delavnice, knjižnice

Družine, pismenost in knjižnice

Maja KENDA

Mestna knjižnica Kranj, Slovenija

V Mestni knjižnici Kranj aktivno delujemo na področjih družinske pismenosti in družinskega branja. V prispevku bom na kratko predstavila vse vidike našega dela na teh področjih in se posebej osredotočila na izvajanje v praksi: družinsko branje in delavnice za družine (načine izvajanja, učne pristope, rezultate in evalvacijo).

Razvijamo in izvajamo dva projekta, in sicer Družinsko branje ter delavnice družinske pismenosti, zbrane pod imenom Modra popotnica. Oba projekta sta pripravljena celostno, tako da ju tudi druge knjižnice lahko implementirajo v svoje programe in prilagodijo okolju, v katerem delujejo.

Poleg izvajanja v praksi se na podlagi vseh izkušenj pri svojem delu na področju družinske pismenosti osredotočamo še na raziskovanje, izobraževanje in usposabljanje kadra ter gradnjo referenčne zbirke strokovne literature.

Kompleksno in večplastno področje družinske pismenosti raziskujemo tako v teoriji kot praksi. S teoretičnim delom dobivamo vpogled v prakse po svetu, v praktičnem delu pa izvajamo raziskave, usmerjene predvsem na splošne knjižnice.

V sklopu izobraževanj Družinska pismenost = modra popotnica za življenje vsako leto organiziramo enodnevni posvet, namenjen knjižničarjem in drugim strokovnim delavcem. Na posvetih obravnavamo različne teme, povezane z družinsko pismenostjo.

Z referenčno zbirko strokovne literature s področij, ki jih pokriva družinska pismenost, nudimo oporo pri raziskovanju in učenju tako strokovni kot splošni javnosti.

Wednesday, 08/July/2026 14:30 - 14:50

ID: 406 / Oral 48: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: pre-service teachers, literacy narratives, L2 literacy acquisition, differentiation, teaching methods

Ključne besede: učitelji pripravniki, narative v pismenosti, usvajanje pismenosti v drugem jeziku, diferenciacija, metode poučevanja

Literacy practices in primary school - pre-service teachers write about their internship

Pismenost v osnovni šoli - učitelji pripravniki pišejo o svojih pripravništvih

Nadja KERSCHHOFER-PUHALO, Katja ROMEYKE, Feline KLEIMANN

University of Hamburg, Germany

This contribution is based on a corpus of over 200 literacy narratives authored by pre-service teacher students to seek answers for two major research questions: How are difficult literacy events described by teacher students during their internship? What are the most crucial topics that have to be strengthened in teacher education programs?

Literacy narratives are first-hand narratives about reading, writing and learning. Teacher students were encouraged to describe and reflect on a critical literacy situation during their internship. Most of these texts follow a typical narrative structure: presenting the settings, describing crucial events, identifying the 'problem', describing solutions and results, giving comments and reflections (Rose 2005, 2012).

The texts were first segmented into narrative phases and further analyzed to identify (1) what students perceived as 'problem' and (2) how they described 'solutions' (observed or imagined), (3) hypotheses and open questions. In a second qualitative analysis we identified major topics and challenges that teacher students do not feel well prepared for: Among the most prominent issues were (a) class heterogeneity and (lack of) differentiation and (b) L2 literacy acquisition. Based on these data we will derive a catalogue of "hot topics" that have to be included in literacy teachers' training.



Tuesday, 07/July/2026 11:20 - 11:40

ID: 407 / Oral 20: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Children's culture on war and peace, cultural literacy and peace education, critique of canonisation, multilingual and multicultural children's literature

Ključne besede: kultura otrok o vojni in miru, kulturna pismenost in izobraževanje o miru, kritika kanonizacije, večjezična in multikulturna otroška literatura

How can we address children with memory on war to promote peace? Cultural literacy and peace education

Kako obravnavati otroke z vojnimi spomini in se hkrati zavzemati za mir? Kulturna pismenost in izobraževanje o miru

Katja KOBOLT

The Research Centre of the Slovenian Academy of Sciences and Arts, Slovenia

In addition to the nearly half a billion children whose lives are directly affected by war today (UNICEF), children are also confronted with the mediatization of war within the so-called "military-entertainment complex" ("Militainment," Mirrlees 2020): global media systems including social networks, video games, the film industry, and more. While wars are depicted everywhere, children's culture, particularly literature, is absent from Slovenian curricula. In the past, however, in post-war Europe and also in Slovenia, education and multilingual cultural education were central pillars of peace education (UNESCO 2002, 8).

Drawing on the Marie Skłodowska-Curie research project on children's literature of the socialist past, this paper will revisit past children's memory culture on war to develop proposals for how to discuss war with children in order to promote peace. In addition, based on empirical data, the paper will also address the question: Does the current canon of children's literature in Slovenia and the selections in school libraries sufficiently reflect the multicultural reality of children?

Monday, 06/July/2026 11:00 - 12:20

ID: 338 / Poster Presentation 1: 11

Poster Presentation

Keywords: event party author

Ključne besede: dogodek, zabava, avtor

Villa, mouse and tea

Vila, miš in čaj

Majda KOREN

Slovene Writers' Association, Slovenia

It is no longer taken for granted that books are objects of respect, just as it is no longer taken for granted that writers and poets are respected. We at the Slovenian Writers' Association want to change this. We try with small steps, first with the youngest and oldest members of the community. We organize visits to our villa. The villa was built in 1879, surrounded by a luxurious garden. The visit is carried out in three parts: a guided tour of the villa, a literary performance, and socializing with the author. During the tour through the villa, fairy-tale and real facts intertwine; the younger the children, the more fairy-tale elements there are. The visit has several variants: it can be turned into a birthday celebration for the youngest or a meeting of seniors who want to meet and spice up the meeting with a literary event and socializing with the author. Will it turn out that authors don't bite? Will it turn out that these visits will increase interest in books and reading? We hope so. We will not give up. Encouraging reading is a long-distance race and the results will not appear overnight.



Wednesday, 08/July/2026 9:40 - 10:00

ID: 518 / Oral 39: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: literary meetings, promoting books and reading, writers' association, authors

Ključne besede: literarna srečanja, promocija knjig in branja, društvo pisateljev, avtorji

The Youth Literature Section of the Slovenian Writers' Association

Sekcija za mladinsko književnost pri Društvu slovenskih Pisateljev

Majda KOREN

Slovene Writers' Association, Slovenia

Founded in 2003, the Section for Children's and Young Adult Literature operates within the Slovenian Writers' Association as a professional body representing authors who write for children and young people. It was established to strengthen the visibility and recognition of youth literature, which has traditionally been overshadowed by adult literature.

The Section promotes reading culture, literary excellence, and the importance of high-quality books for young readers. We believe that children's literature plays a fundamental role in shaping lifelong readers and therefore deserves the highest artistic and professional standards.

Our key projects include Let's Invite a Word!, through which we visit around 50 schools and libraries annually, particularly in remote areas, bringing authors into direct contact with young audiences. We publish anthologies in foreign languages to present Slovenian authors at international book fairs. Each year, we present the Desetnica Award, a nationally recognized prize that highlights excellence in children's and young adult literature.

In 2025, we launched Villa, Mouse and Tea, an intergenerational literary initiative offering intimate encounters with authors for children, families, and seniors.

We actively cooperate with national reading and literary organizations to strengthen Slovenia's reading culture.

Monday, 06/July/2026 14:50 - 15:10

ID: 335 / Oral 11: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: comprehension, implicit meaning, school, research design

Ključne besede: razumevanje, implicitni pomen, šola, konstrukcija raziskave

Comprehension of implicit meaning in school reading at school: the design of a collaborative research project

Razumevanje implicitnih pomenov v branju v šoli: konstrukcija sodelovalnega raziskovalnega projekta

Maria KREZA¹, Zuzana JANČÍK PETROVÁ²

¹University of Crete, Greece; ²Trnavská Univerzita v Trnave, Slovakia

Listening and reading comprehension are essential for learning and for active participation in contemporary society. However, recent PISA and PIRLS results show that students in many countries struggle with text comprehension. While comprehension encompasses understanding both explicit and implicit meanings, the latter remains under-researched, and teaching practices often insufficiently target this skill.

This presentation introduces the design of the Erasmus+ project CASIMIR, a collaboration among researchers from Belgium, France, Greece, Poland, Slovakia, and Switzerland. The project aims to: (a) examine associations between students' comprehension performance and teaching practices, as well as student profiles derived from PISA and PIRLS data; (b) identify similarities and differences in teachers' approaches across educational levels, with particular attention to implicit meaning comprehension promotion; and (c) analyse the representation of implicit meaning comprehension in national curricula and textbooks. A key objective is to develop an innovative teaching tool to support children's listening and reading comprehension and to investigate its classroom implementation.

In each participating country, the research includes secondary analyses of PISA and PIRLS data; teacher questionnaires; qualitative and quantitative analyses of curricula and textbooks; classroom observations; the development of a teaching tool; and semi-structured interviews with teachers. A cross-country comparative analysis will integrate these findings.



Monday, 06/July/2026 11:00 - 11:20

ID: 339 / Oral 1: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: learning goals, literacy, daycare, early childhood education

Ključne besede: učni cilji, pismenost, dnevno varstvo, izobraževanje v zgodnjem izobraževanju

Educators' learning goals for literacy and for related practices in daycare centers

Učni cilji učiteljev v povezavi s pismenostjo in povezanimi praksami v dnevnem varstvu

Maria KREZA

University of Crete, Greece

In recent decades, the majority of children in most European countries attend daycare centers before entering kindergarten. Although literacy development is emphasized as essential from the earliest stages of childhood education, Greece—like many other countries—has no official curriculum focusing on literacy in daycare centers, and relevant research remains limited.

This study investigates educators' learning goals related to literacy in daycare centers, focusing on listening comprehension, narration, vocabulary, reading, writing, phonological awareness, and concepts about print. It also examines educators' goals for literacy practices commonly implemented in classrooms, such as reading storybooks, reading informational picture books, and creating and using a class library. A further objective is to explore similarities and differences in the goals of educators between the learning goals of educators teaching children aged 2–3 and those teaching children aged 3–4.

Data were collected through an online questionnaire, and both quantitative and qualitative analyses were conducted. The sample consisted of 62 educators teaching 2–3-year-olds and 79 teaching 3–4-year-olds in Greek daycare centers. Findings indicate that, despite developmental differences between the two age groups, educators tend to set largely similar literacy-related goals, with distinctions emerging mainly in early reading and writing skills. Data analysis is ongoing.

Tuesday, 07/July/2026 16:40 - 17:00

ID: 280 / Oral 34: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Early reading, Reading assessment, Play-based learning, Reading intervention

Ključne besede: zgodnje branje, ocenjevanje branja, učenje na osnovi igre, bralna intervencija

Assessing and Supporting Early Reading Development Through Play-Based Interventions

Ocenjevanje in podpora zgodnjega razvoja branja skozi pomoč in intervencija na osnovi igre

Manca KROPIVŠEK

Primary School Polje, Slovenia

This presentation will offer an example of good practice from Polje Primary School in Ljubljana, where a decline in students' reading fluency and comprehension has been observed, particularly in the upper grades. In response, targeted support was introduced at an earlier stage of schooling, focusing on students in the second and third grades (aged 7–8), when foundational reading skills are still being developed.

First, a diagnostic tool for identifying individual strengths and weaknesses in reading technique and comprehension will be briefly described. This tool is introduced in the second grade, where all students are assessed at the beginning and at the end of the school year. Based on the assessment results, special needs teachers prepare targeted recommendations and exercises, which are then implemented by class teachers in regular classroom practice.

The focus of the presentation will be the description of these weekly intervention sessions introduced in the third grade to help the weakest readers. The sessions include structured, play-based activities aimed at developing specific reading skills. These activities help reduce resistance to reading and increase engagement, contributing to improved motivation, reading fluency, and comprehension. The presentation will provide concrete and transferable examples of play-based strategies for early reading support.



Wednesday, 08/July/2026 10:20 - 10:40

ID: 357 / Oral SLO 8, Workshop SLO 2: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: medgeneracijsko branje, krepitev bralne in čustvene pismenosti, krepitev odnosov med generacijami

Branje povezuje

Jernejka KURAJ

OŠ Cirkovce, Slovenia

Projekt Medgeneracijsko branje, ki smo ga na naši šoli poimenovali Branje povezuje, je projekt Društva Bralna značka Slovenije – ZPMS in Javne agencije za knjigo RS (JAK), v katerem sodelujemo že od leta 2018. V projektu povežemo skupine mladih bralcev 3. triletja OŠ in iz srednjih šol ter odrasle bralce- sorojence, starše, stare starše na šoli ali v okviru splošne knjižnice.

Osrednji cilji projekta so: spodbujati medgeneracijsko branje oz. branje različno starih skupin bralcev, promovirati kakovostno slovensko mladinsko literaturo, predvsem iz zbirke »Zlata bralka, zlati bralec« in »Rastem s knjigo«, tudi otroških in mladinskih knjig, ki jih darujejo za projekt slovenske založba, spodbujati komunikacijo mladih in starejših o literaturi, branju, tako v živo kot preko digitalnih medijev. JAK vsako leto podari knjige, ki delujejo kot povezovalno sredstvo, ki mora biti zanimivo za različne generacije in hkrati odpirati teme, ki so za bralce različnih generacij aktualne. V zadnjih letih posegamo predvsem po knjigah slovenskih avtorjev, ki jih ob zaključku povabimo na literarni večer. V zadnjih letih smo gostili Igorja Karlovška, Janjo Vidmar, Ireno Androjna. Dodano vrednost dogodku dodamo z izvedbo literarno-pogovornega večera z avtorjem/avtorico brane knjige, ki ga vodijo učenci. V času, ko se generacije pogosto srečujejo manj, kot bi si želeli, medgeneracijsko branje postaja izjemno pomembno. Ne gre zgolj za knjige – gre za pogovor, povezanost, prenos izkušenj in ustvarjanje skupnih spominov. Knjiga tako postane most, po katerem se srečata modrost preteklosti in energija prihodnosti.

Wednesday, 08/July/2026 11:30 - 12:50

ID: 401 / Poster SLO: 3

Poster Presentation

Ključne besede: ECEC, digital competences, pre-primary, Eurydice network, key data

Informacijska pismenost v poročilu Eurydice: Pomembni podatki o vzgoji in varstvu predšolskih otrok v Evropi – 2025

Katja KUŠČER

Ministratvo za izobraževanje, znanost in mladino, Slovenija

Evropsko informacijsko omrežje Eurydice zagotavlja točne in ažurne podatke o sistemih izobraževanja in želi podpreti s podatki informirano odločanje in medsebojno razumevanje v evropskem izobraževalnem prostoru.

Tretja izdaja poročila Pomembni podatki o vzgoji in varstvu predšolskih otrok v Evropi (ECEC) prikazuje celovito analizo stanja predšolske vzgoje in varstva za 37 evropskih držav.

Poročilo obravnava kazalnike o dostopu, upravljanju, financiranju, osebju, programih in spremljanju ter pri tem izpostavlja medsebojno povezanost teh področij. Vključuje vpogled v procese inkluzije, načine financiranja, delovne pogoje strokovnih delavcev ter njihove plače. Razdelek o programskih smernicah vključuje teme, kot so vzgoja in izobraževanje za trajnostni razvoj, digitalna ozaveščenost in varnost ter zgodnje učenje tujih jezikov, s čimer se naslavlja spreminjajoče se potrebe otrok v sodobni družbi.

Poudarki:

- 'Informacijska in podatkovna pismenost' je ena izmed dveh najpogosteje omenjenih digitalnih kompetenc v predšolskih smernicah.

- Krajši program (zadnje 1-2 leti pred vstopom v šolo) si prizadeva olajšati prehod iz celostnih in na igri temelječih predšolskih programov v osnovnošolsko izobraževanje, ki uči temeljne spretnosti branja, pisanja in matematike (tj. pismenosti in računanja).

Grafi:

- Digitalne kompetence v izobraževalnih smernicah za predšolsko vzgojo in varstvo, 2023/24.

- Področja učenja in razvoja v predšolskih vzgoji in varstvu, 2018/19.



Monday, 06/July/2026 11:20 - 11:40

ID: 342 / Oral 1: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Emergent writing, multimodality, early literacy, toddlers

Ključne besede: prvo pisanje, multimodalnost, zgodnja pismenost, malčki

Emerging Writing as a Multimodal Process: How Preschoolers Aged 2–3 Learn to Communicate on Paper **Prvo pisanje kot multimodalni proces: Kako se predšolski otroci, stari 2–3 leta, naučijo komunikacije na papirju**

Egija LAGANOVSKA, Ieva MARGEVIČA-GRINBERGA

University of Latvia, Latvia

Recent research in early literacy conceptualizes emergent writing not as a linear acquisition of skills, but as a multimodal meaning-making process in which children coordinate gesture, mark-making, and material manipulation to communicate ideas (Kress, 2010; Escobar-Alméciga & Brutt-Griffler, 2022). However, limited empirical attention has been devoted to how the youngest preschoolers aged 2–3 understand writing tools and paper as communicative media. This study examines toddlers' multimodal writing practices prior to conventional text, with a focus on how these early actions demonstrate emerging symbolic and semiotic awareness. A qualitative design-based approach was employed in preschool classrooms. Field notes and samples of children's writing artifacts were collected and analyzed using multimodal discourse and interaction analysis to trace the meaning-making processes evident in children's actions, gestures, and verbal commentary when using paper, crayons, markers, and stickers. Findings indicate that toddlers approached writing as a multimodal ensemble, combining drawing, mark-making, pointing, embodied gestures, and storytelling. The results underscore the importance of preschool environments that value multimodal materials, responsive scaffolding, and opportunities for expressive mark-making. Supporting toddlers' multimodal writing can strengthen early literacy development and lay the foundations for later reading and writing success.

Tuesday, 07/July/2026 10:20 - 11:40

ID: 344 / Poster Presentation 2: 8

Poster Presentation

Keywords: Disciplinary literacy, Early school years, Literacy development, Romanian education, Empirical research

Ključne besede: disciplinska pismenost, zgodnja leta šolanja, razvoj pismenosti, Romunsko izobraževanje, empirična raziskava

Strategies for Developing Literacy among Primary School Students in History and Geography. Theoretical Foundations and Empirical Contributions from the Romanian Context

Strategije za razvoj pismenosti pri zgodovini in geografiji med osnovnošolci. Teoretična podlaga in empirični prispevki iz Romunije

Cosmina Simona LUNGOCI, Camelia-Andreea GHEJU, Diana-Maria NISTORESCU

West University of Timisoara, Romania

Developing literacy in primary school is an essential objective, with direct implications for understanding and expression in various disciplinary contexts. In history and geography, these skills become even more important as students need to familiarize themselves with concepts specific to these fields, use specialized vocabulary, and formulate ideas in a coherent and logical manner. The scientific literature offers a series of teaching strategies designed to support the development of literacy, which have been validated as effective in the educational process. The purpose of this study was to investigate the effects of applying specific teaching strategies focused on developing comprehension among fourth-grade students in history and geography classes. The research employed a quasi-experimental design with 91 primary students, divided into an experimental group (n = 47) and a control group (n = 44). Lessons in the experimental group integrated eight literacy strategies: activating prior knowledge, previewing the text, paraphrasing, identifying main ideas, making comparisons, the "think-aloud" method, comprehension monitoring, and making predictions. Pre- and post-tests, modeled on PIRLS and PISA items, assessed comprehension, use of subject-specific vocabulary, and written expression. Results revealed significant improvements in the experimental group across all dimensions, demonstrating that structured literacy strategies enhance comprehension, vocabulary, and writing.



Tuesday, 07/July/2026 12:30 - 12:50

ID: 375 / Oral 24: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Podcasts, Sociocognitive Theories, Multimodal Literacy

Ključne besede: podkasti, sociokognitivne teorije, multimodalna pismenost

Podcasting as Multimodal Literacy Practice: A Sociocognitive and Scaffolded Approach in Primary Education
Podkasti kot multimodalna praksa pismenosti: Sociokognitivni in postopni pristop k osnovnošolski izobrazbi

Evangelia MANOUSELI

Univerity of Crete, Greece

This Practice Session presents a podcast-based literacy project implemented in an Experimental Primary School in Crete, Greece, grounded in sociocognitive perspectives on literacy development. Students work in stable teams with assigned roles and draw topics from the school's Skills Development Workshops or seasonal themes. They then connect these topics with their own interests to produce meaningful, personally relevant texts. Advanced students conduct research, collaboratively review sources, and use graphic organizers and cognitive tools to organise information and structure their texts. Emerging writers receive differentiated scaffolding during idea generation and drafting, ensuring support with genre conventions, coherence, and clarity. All students engage in iterative revision and participate in recording, editing, and publishing each podcast episode. Strengths of this approach include increased motivation, authentic communication, agency, and heightened awareness of audience, tone, and multimodal composition. Limitations involve time demands, and the cognitive load of integrating research, writing, and technical production. Challenges relate to supporting diverse learners, classroom size, the lack of sufficient technological resources (e.g., tablets, audio equipment, reliable internet) and ensuring accuracy when addressing sensitive topics. The presentation illustrates how podcasting can function as an authentic, socially situated literacy practice that fosters participation, strategic communication, and multimodal literacy development in primary education.

Tuesday, 07/July/2026 14:50 - 15:10

ID: 337 / Oral 29: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: school libraries, School Library Manifesto, school librarians, reading literacy, family literacy

Ključne besede: šolske knjižnice, Manifest o šolskih knjižnicah, šolski knjižničarji, bralna pismenost, družinska pismenost

The School Library through the Lens of the School Library Manifesto 2025: Promoting Reading Literacy in the First Educational Period (Ages 6–8)

Šolska Knjižnica s perspektive Manifesta o šolskih Knjižnicah 2025: Promocija bralne pismenosti v prvem triletju (6–8 let)

Damijana MEDVED

Primary School narodnega heroja Maksa Pečarja, Slovenia

This paper outlines key activities inspired by the School Library Manifesto that support reading literacy among young learners. These include fostering independent reading for knowledge, understanding, imagination, and enjoyment (e.g., reading badges), as well as stimulating and enhancing reading literacy and reading enjoyment through a wide range of resources and strategies (e.g., "Library Happenings," school library under the treetops, voting for favourite comics).

Further attention is given to encouraging regular library visits (library and information skills lessons) and organizing learning activities that promote cultural and social awareness and sensitivity (e.g., national and international bookmark exchanges, intergenerational projects).

The paper also highlights the ways in which the school library promotes and involves the whole school community—and beyond—in its reading literacy initiatives through the school website, exhibitions, posters, and teachers' meetings. Examples include peer reading, cross-curricular collaboration, family reading workshops, workshops for teachers, and events such as the Storytelling Marathon.

A final section addresses the role of the school library in supporting family literacy through lectures for parents, family reading workshops, and insights from related research.



Tuesday, 07/July/2026 15:00 - 15:40

ID: 250 / Workshop 13 & 14: 1

Workshop (40 min)

Keywords: writing, class-made books, reading, motivation, publishing

Ključne besede: pisanje, knjige narejene v razredu, branje, motivacija, objavljanje

Growing Readers Through a Library of Student Authored Texts

Rast bralcev skozi zbirko besedil, ki so jih ustvarili učenci

Melinda MILLER, JOLENE REED

Sam Houston State University, United States of America

This workshop explores how student-made books can transform the classroom library into a vibrant, motivating space for young readers. Participants will learn practical strategies for guiding students through the process of planning, drafting, revising, editing, illustrating, and publishing their own texts. Drawing on principles of authentic literacy, the session demonstrates how prioritizing student voice and agency increases reading engagement and strengthens comprehension. Attendees will examine examples of student-created books, talk about management routines, and discuss quick, classroom-ready publishing techniques. By the end of the workshop, teachers will leave with concrete ideas for integrating student-authored books into the building of a classroom library that celebrates creativity, ownership, and the joy of reading and writing.

Tuesday, 07/July/2026 10:40 – 11:00

ID: 396 / Oral SLO 4: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: otroci, družine, narava, literature

Medgeneracijsko branje – družinska bralna srečanja

Tjaša MLADOVAN

Knjižnica Laško, enota Radeče, Slovenija

V šolskem letu 2022/23 sem pristopila k projektu MG branje. V osnovi sem si zamislila, da bi branje povezala z dejavnostjo, ki bi branju pridala pozitiven, sproščujoč, navdihujoč pridih/ občutek. Ker so otroci in mladi poleg tega, da ne berejo preveč radi, tudi premalo zunaj, sem povezala knjige in naravo. Naša srečanja zato potekajo zunaj, ko se na sprehodih pogovarjamo o prebranem oz. udeležencem pripravim spremljevalno dejavnost. Vsako od štirih srečanj v sezoni, se začne v knjižnici, kamor družine pridejo po knjige, ki jih prijazno podarijo pri Društvu Bralna značka Slovenije - ZPMS, nato gremo na sprehod/ na hrib/ kolesarimo, kjer udeležencem pripravim dejavnosti ali povabim zanimive ljudi, ki so povezani z zgodbo. V našem okolju je narava skoraj na domačem pragu, veliko organizacij in zanimivih posameznikov, ki z veseljem delijo z nami svoje znanje, izkušnje, posebne hobije ali nas vodijo po poteh, ki jih že dobro poznamo. Po štirih sezonah že lahko poročam o pozitivnih rezultatih projekta - naši razširjeni družini so se pridružili tudi mlajši sorojenci in kar nekaj staršev je začelo brati. V predstavitvi bom predstavila praktične primere naših srečanj.



Monday, 06/July/2026 11:00 - 12:20

ID: 347 / Poster Presentation 1: 1

Poster Presentation

Keywords: Early years, family, picture books, reading aloud

Cljučne besede: zgodnja leta, družina, slikanice, branje na glas

Reading aloud in families with 4-year-old children

Branje na glas v družinah z štiriletnimi otroci

Marlene OBERMAYR

RPTU Kaiserslautern-Landau, Germany

Reading picture books aloud in early childhood provides an initial introduction to literacy (cf. Stiftung Lesen 2018) and ‘an unbeatable starting point for learning to read’ (ibid., 35). According to the reading aloud study by Stiftung Lesen (2019), approximately 32% of parents read aloud too rarely to children aged two to eight. Activities that stimulate language and reading (cf. Stiftung Lesen 2019) during reading aloud can support the promotion of a culture of books and storytelling within the family. The dissertation project focuses on a multi-phase development process for a literacy programme for families with 4-year-old children. The qualitative study examines how a literacy programme for families should be designed to enable a culture of books. Methodologically, the research project is based on the design-based research approach. Guided interviews will be conducted with parents after the programme has been tested to discuss aspects of modification; audio recordings of literacy practices in the individual families will be made to supplement the interviews. The data will be evaluated using qualitative content analysis according to Kuckartz (2014). The poster presentation will provide an initial theoretical insight into the reading aloud project for families.

Wednesday, 08/July/2026 10:00 - 10:20

ID: 283 / Oral 39: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: intergenerational reading, reading project, reading community

Cljučne besede: medgeneracijsko branje, bralni projekt, bralna skupnost

Intergenerational Reading – Reader at the Center

Medgeneracijsko branje – z bralcem v središču

Tina PAJNIK

Osnovna šola Vide Pregarc, Slovenia

The article presents the Intergenerational Reading project, which has been implemented at the Vide Pregarc Elementary School since 2017. Because we wanted to find out what motivates modern readers and what are their reading habits, we conducted a situation analysis. Each year, we collected data based on reader feedback after the workshop and joint evaluations at the end of the year. We have found that reading activities will only be successful if they place the reader at the center. Young readers like to talk about the text they have read, compare experiences, and they are critical of literary figures. They take positions, establish a dialogue with the text, and enjoy interacting with adult readers. The project has improved every year, while reading enabled the formation of a reading community and the spread of reading culture. As the youngest readers learned about the relationship between illustration and text, older readers addressed taboo topics. Since we also educate adult readers, teachers were included in the project. In addition to the texts themselves, they learned about the theory of archetypes, mythology, historical development, and the importance of the fairy tale period in the development of the reader.



CONFERENCE ON LITERACY
KONFERENCA O PISMENOSTI
LJUBLJANA 2026

Wednesday, 08/July/2026 14:50 - 15:10

ID: 259 / Oral 48: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: young children, literacy practices, early years, digital literacy

Ključne besede: majhni otroci, prakse pismenosti, zgodnja leta, digitalna pismenost

Tablet or paper? Young children make posters in digital and traditional contexts

Tablični računalnik ali papir? Majhni otroci izdelujejo plakate digitalno in tradicionalno

Maria PAPADOPOULOU, Konstantinos BEKOS

Aristotle University of Thessaloniki, Greece

Recent research highlights that young children engage more actively with literacy in digital environments (Quinn, Rohloff & Mathis, 2022). Arnold et al. (2021) also argue that effective use of technology can strengthen children's connection with written language. Building on this idea, the present study explores how preschoolers develop literacy in both traditional and digital contexts, examining whether their writing skills and interest vary depending on the medium used. The sample included sixteen preschool children aged 4 to 6. They collaboratively created posters about children's rights using both conventional materials (paper and markers) and tablets. The topic was already familiar, as it had recently been covered in class. Data were collected through interviews with the children after completing their posters. Additional insights were gathered through systematic observation of literacy practices over the two weeks prior to the poster activity, supported by an interview with the kindergarten teacher regarding the children's conventional and digital writing abilities. Findings indicate that most children preferred writing on tablets, reporting that the keyboard was easier to use. No notable differences were found between the 4–5 and 5–6 age groups regarding their preference for digital tools or the challenges they encountered while writing.

Tuesday, 07/July/2026 14:30 - 14:50

ID: 260 / Oral 29: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Bookstart, Library, Family Literacy

Ključne besede: Bookstart, knjižnica, družinska pismenost

Bookstart and the Involvement of Austrian Libraries in Early Literacy and Family Literacy

Bookstart in vključevanje avstrijskih knjižnic v zgodnjo in družinsko pismenost

Laura PELLIZZARI

Österreichisches Bibliothekswerk/Austrian Library Services, Austria

Bookstart Austria was founded by Austrian Library Services in 2011. Together with public libraries, we are working to encourage families to participate in literacy activities, such as sharing books and reading together. Over the past 15 years, we have distributed countless Bookstart Bags and provided Thousands of families and their babies with their first book and with valuable information about the importance of reading together.

This presentation aims not only to introduce the project but also to highlight international scientific findings on the effects of Bookstart and similar projects on children's early literacy development. It also wants to answer the question of why libraries have proven to be ideal partners for an Early Literacy and Family Literacy project like Bookstart.



Tuesday, 07/July/2026 10:20 - 10:40

ID: 179 / Oral 20: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Early Childhood, Multilingual, Multicultural, Narrative Skills, Book-Reading

Ključne besede: zgodnje otroštvo, večjezičnost, multikulturen, spretnosti pripovedovanja, branje knjig

Exploring Latine Children's Integration of Multiple Value Systems in their Multilingual Book Reading Narratives

Raziskovanje integracije vrednostnih sistemov v večjezične pripovedi pri latino otrocih

Raquel PLOTKA

Pace University, United States of America

Multilingualism and multiculturalism are international facts of life, with 20% of the United States population being multilingual (Grosjean, 2010). The ability to speak more than one language often reflects familiarity with multiple cultural value systems. White middle-class North American culture tends to emphasize independence and self-expression whereas Latine culture prioritizes social interdependence and harmonious relationships. Bilingual Latine children growing up in the United States navigate both frameworks when constructing narratives.

This study examined whether bilingual Latine children express different cultural orientations in their Spanish versus English narratives. Fourteen multilingual Latine children (M = 6.7 years) were video-recorded narrating the wordless book *Frog, Where Are You?* in both languages. Narratives were transcribed verbatim and coded for narrative complexity and social orientation.

Results from General Linear Models showed that narratives were equally complex across languages [Wilks' $\lambda = .78$, $F(2,12) = 1.69$, $p = .22$], but social orientation differed [Wilks' $\lambda = .43$, $F(4,10) = 3.30$, $p = .05$]. Children showed higher social engagement in Spanish ($F = 7.16$, $p = .01$) and greater emotional expression in English ($F = 5.56$, $p = .03$), with more negative emotions in English ($F = 8.22$, $p = .01$).

Findings highlight how bilingual children's narratives reflect distinct cultural orientations across languages and have implications for research and practice.

Wednesday, 08/July/2026 9:40 - 10:00

ID: 504 / Oral 40: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: pre-reading skills, early literacy, letter recognition, multisensory learning, neuroscience of reading

Ključne besede: predbralne spretnosti, zgodnja pismenost, prepoznavanje črk, veččutno učenje, nevroznanost branja

Development of Reading Literacy: Neuroscientific Perspectives and the Importance of Letter Recognition

Razvoj bralne pismenosti: nevroznanstvena perspektiva in pomembnost prepoznavanja črk

Narayani PREMAL

Primary School, Slovenia

This contribution explores reading literacy development from a neuroscientific perspective, highlighting the importance of automated letter recognition as a foundation for successful reading. Research shows that reading relies on the integration of visual, phonological, and semantic processes, with efficient letter recognition reducing cognitive load and supporting reading comprehension.

It describes a pedagogical approach implemented in first-grade classrooms, initially in linguistically heterogeneous setting and later with students from migrant backgrounds learning a second language. Rather than introducing reading simultaneously with letter instruction, the approach follows a structured sequence of learning phases aligned with principles of emergent literacy.

The first phase focuses on reliable letter recognition through multisensory activities, including modelling letters, movement-based representations, sound associations, and storytelling. These experiences strengthen connections across visual, tactile, motor, and auditory modalities. The second phase introduces pre-reading motor and oculomotor activities that develop visual tracking and prepare students for fluent reading. The final phase progresses from syllables to words, allowing students to develop reading skills without additional cognitive demands of learning new letters.

The approach offers a structured, adaptable framework for diverse learners, particularly multilingual students. By integrating neuroscientific insights into practice, it supports literacy development while creating a safe, motivating, and inclusive learning environment.



Tuesday, 07/July/2026 15:40 - 16:00

ID: 323 / Oral 34: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Reading Difficulties, Reading and Writing, Phonics, Intervention, Professional judgement

Ključne besede: bralne težave, branje in pisanje, fonika, intervencija, profesionalna ocena

Effective Teaching of Reading for Children with Reading Difficulties

Učinkovito poučevanje branja pri učencih z bralnimi težavami

Homayra RAHIMI

University College London, United Kingdom

This presentation examines reading provision for pupils with reading difficulties (RDs) in primary schools in England. Although literacy outcomes have improved in recent years, around one-third of pupils still do not achieve expected reading standards, with attainment remaining below pre-pandemic levels. Research indicates that effective reading development requires a balance of code-focused and meaning-focused instruction.

The study is based on data from a national questionnaire survey completed by 223 educators. Using quantitative and qualitative analyses, it explores whole-class reading practices, targeted interventions for pupils with RDs, methods of identifying reading difficulties, and the factors influencing instructional decisions.

Findings show substantial variation in reading provision across schools. Phonics-based interventions were the most commonly reported support for pupils with RDs, while teacher observation was the primary means of identification. Participants also indicated that instructional decisions were often guided by professional judgment rather than formal evidence.

The presentation argues that a strong reliance on phonics-only interventions may not fully support broader reading development or reflect current research evidence. It concludes by considering implications for literacy policy, assessment practices, and the design of evidence-informed reading interventions in primary education.

Wednesday, 08/July/2026 14:10 - 14:30

ID: 263 / Oral 48: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: handwriting, automatisisation, one-phase instruction, primary school

Ključne besede: rokopis, avtomatizacija, enofazna navodila, osnovna šola

FlowBY: Evaluating a One-Phase Approach to Handwriting Acquisition in Primary Schools

FlowBY: Evalvacija enofaznega pristopa k usvajanju rokopisa v osnovni šoli

Astrid RANK¹, Francesca FALTER¹, Tamara CHRISTOF¹, Eva ODERSKY²

¹Universität Regensburg, Germany; ²Katholische Universität Eichstätt-Ingolstadt

FlowBY is a project currently being implemented in 43 Bavarian primary schools. It aims to investigate the effectiveness of a one-phase handwriting acquisition approach in which children transition directly from printing to a fluent, personal handwriting style. The project draws on models of writing development and automatization which posit that early movement-economical letter formation and reduced instructional "breaks" support the emergence of fluent, legible handwriting (e.g. Graham & Weintraub 1996, Berninger & Winn 2006, Wicki & Hurschler Lichtsteiner 2014, Odersky 2018).

The study addresses four central areas of interest: (1) differences in handwriting development between one-phase and two-phase instruction; (2) automatization and writing fluency from Grades 2 to 4; (3) development of legibility; and (4) links between handwriting and spelling performance.

FlowBY uses a multi-method, multi-instrument design including student and teacher questionnaires, standardized concentration tests (KoKi), spelling tests (DERET 1-2+, 3-4+), WISC-V subtests, writing-speed measures (words/min), and detailed digital handwriting analyses (CSWin). Preliminary findings indicate that children in one-phase instruction show higher writing speed and stronger automatization tendencies by the end of Grade 2. Early evidence of developing a personal, partially connected handwriting style is promising, and participating schools report high motivation and appreciation for the accompanying seminars and materials.



Monday, 06/July/2026 14:00 - 14:20

ID: 393 / Oral SLO 2: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Gljučne besede: Gluhi, znakovni jezik, branje, predsodki

Gluih in branje »ne čisto tiho«

Petra REZAR¹, Katja Lenič JANEVSKI²

¹Društvo učiteljev gluhih Slovenije, Slovenia; ²InterAktion - Verein für ein interkulturelles Zusammenleben

Tema izhaja iz izkušnje z gluhoto od rojstva in se povezuje z mojim pedagoškim delom. V tem prispevku se dotikam izzivov, s katerimi se srečujejo Gluihi. Gluihi so navedeni z veliko začetnico kot jezikovna manjšina z lastnim jezikom in z lastno kulturo. Kljub zakonskim pravicam in uporabi slovenskega znakovnega jezika se ponavljajo izzivi, ki so posledica dolgoletne diskriminacije znakovnega jezika v izobraževalnem sistemu, paternalizma do Gluihih in razvoja medicine.

Pri Gluihih se pogosto pojavlja šibkejša bralna kompetenca, kar vodi v nerazumevanje besedil. Zaradi nerazumevanja in stigme do znakovnega jezika, so Gluihi primorani se prilagajati sliščemu okolju, ki ne uporablja vizualnega kanala. Sliščči starši si želijo, da bi oralno komunicirali s svojim Gluim otrokom in ne razmišljajo o drugih možnostih, ki bi bile koristne za otroka. V knjigah ni junakov, s katerimi bi se lahko poistovetili tudi najmlajši Gluihi bralci. Preko projekta »No silent« je nastala čudovita slikanica »Ne čisto tiho« z zgodbami za najmlajše otroke. V njej nastopajo pozitivni junaki, ki uporabljajo znakovni jezik kot naravni jezik in ozaveščajo bralce o pomenu le tega. Knjiga je prevedena v 6 evropskih jezikov in v 6 nacionalnih znakovnih jezikov. To je primer dobre prakse in razumevanja potreb Gluihih bralcev.

Monday, 06/July/2026 12:00 - 12:20

ID: 136 / Oral 1: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: children's literature, literacy, kindergarten teachers

Gljučne Besede: otroška literatura, pismenost, vzgojitelji

"I tell at least two stories a day": Kindergarten teachers talk about children's literature and literacy in kindergarten

"Povem vsaj dve zgodbi na dan": Vzgojitelji o otroški literaturi in pismenosti v vrtcu

Shai RUDIN, Fani ALEZRA

Gordon College of Education, Israel

Children's literature is a key socialization tool which enables, inter alia, the instilling of social and educational norms. At the same time, it is children's first encounter with art, which constitutes a significant part of instilling the seeds of literacy. As a result, kindergarten teachers tend to incorporate children's literature into their work. The present qualitative-phenomenological study traces the perception of 20 kindergarten teachers of children's literature and its place in their educational work. The findings of the study reveal that for most kindergarten teachers, children's literature is a tool for conveying messages and a means through which they conduct emotional discourse and enrich the children's language and knowledge of the subject they have chosen to teach. Hence, in their opinion, children's books should be clear, short, and instill the values that are close to the kindergarten teacher's heart. The kindergarten teachers' favorite topics, which dictate the book choices, are friendship, self-image, and a sense of competence, as well as a discussion of various emotions such as fear, in the spirit of the bibliotherapy approach.

The kindergarten teachers' work with the books includes repeated readings, a discussion, plays, and creation. Hence, children's literature has an important place in the kindergarten.



Tuesday, 07/July/2026 11:00 - 11:20

ID: 197 / Oral 20: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Early Literacy; Vocabulary; Multilingual Learners; School Entry; Longitudinal Study

Ključne besede: zgodnja pismenost, besedišče, večjezični učenci, začetek šolanja, longitudinalna raziskava

Early Literacy and Multilingualism in Socially Disadvantaged Contexts: A Longitudinal Study at School Entry **Zgodnja pismenost in večjezičnost v kontekstu socialne depriviligiranosti: Longitudinalna raziskava ob začetku šolanja**

Hanna SAUERBORN

University of Education, Germany

This presentation introduces a longitudinal study that examines early literacy and vocabulary skills among first-grade children in socially disadvantaged school contexts, with a particular focus on multilingual learners. The study aims to describe children's initial literacy-related competencies at school entry and to explore how early literacy and vocabulary can be reliably assessed in heterogeneous classrooms.

Over a period of two school years, the project collected data on early reading and writing behaviours, alphabet knowledge, and receptive and productive vocabulary, complemented by background information on the children's language use. The presentation outlines the study design, the instruments used, and the structure of the dataset, highlighting how linguistic diversity and social disadvantage shape the range of competencies observed at school entry. The talk offers an overview of the research framework and measurement approach, providing the basis for understanding how early competencies can be captured and compared in linguistically diverse groups.

Tuesday, 07/July/2026 10:40 - 11:00

ID: 466 / Oral 20: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: bilingual literature, translingual literature, literacy development, storytelling, early childhood education, cultural awareness, children's literature

Ključne besede: dvojezična literatura, transjezična literatura, razvoj pismenosti, pripovedovanje zgodb, izobraževanje v zgodnjem otroštvu, kulturna zavest, otroška literatura

Bilingual/Translingual Picture Book Creation as a Pathway to Holistic Literacy Development Across Educational Levels

Ustvarjanje dvojezičnih/transjezičnih slikanic kot pot do celostnega razvoja pismenosti na različnih stopnjah izobrazbe

Filiz SHINE EDIZER, Jessenia HERNANDEZ, Ayse Melodi EDIZER

Texas A&M International University, United States of America

Children's literature plays a vital role in literacy development by supporting language acquisition, strengthening comprehension, and cultivating a love of reading. Picture books provide powerful multimodal entry points for learners, combining visual narratives with accessible text to spark imagination and deepen engagement (Norton, 2005). When students interact with bilingual or translingual picture books, they encounter multiple languages in meaningful contexts, expanding vocabulary and developing awareness of linguistic structures (Cummins, 2000). These experiences promote cross-linguistic transfer, cognitive flexibility, and long-term academic success (Thomas & Collier, 2002). Teachers must navigate curriculum requirements, testing pressures, and limited instructional time, which can make it difficult to incorporate creative and culturally sustaining literacy practices. A classroom teacher, with her previous professor, attempted this project. Students had the option to create a bilingual or translingual picture book, or, if they preferred, to complete their book entirely in English. They analyzed mentor texts, applied vocabulary and grammar learned throughout the year, and created original picture books combining text and illustrations. Findings indicate that picture book creation fosters language proficiency, cultural identity, and metacognitive growth. By creating their own books, students begin to see themselves as authors and illustrators, building confidence, joy, and a meaningful connection to literacy.



Wednesday, 08/July/2026 10:40 - 11:00

ID: 387 / Oral 39: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: reading, reading literacy, family reading, reading project

Ključne besede: branje, bralna pismenost, družinsko branje, bralni project

Family Literacy Project in Kindergarten – Connected Through Reading

Projekt družinske pismenosti v vrtcu – povezani skozi branje

Barbara STUHNE VUK

Primary School Vinica, Slovenia

Slovenian kindergartens lack both a dedicated library space for frequent visits or borrowing library materials, as also a designated librarian position. Furthermore, children living in rural areas, with the nearest public library 20 kilometres or more away, often miss out on library access, as most parents are unwilling to travel to the city only for a visit to the library.

Vinica Primary School, which includes a physically separate kindergarten unit, enables its pre-schoolers occasional visits to the school library. Through various activities and meetings, it has become clear that most of these children do not visit the public library at all. To address this issue, the school librarian developed the Cicibani Beremo! (Little Ones Read!) project, aimed at kindergarten children and their entire families (parents, siblings, grandparents, and extended family). The librarian organizes monthly reading sessions, each accompanied by a variety of activities. At the end of each session, children borrow a book. The family reads it to the child aloud at home; preferably for several times during the loan period. Together, they create and record the child's impressions in the Ciciban Folder – a notebook filled with artistic assignments.

Monday, 06/July/2026 12:00 - 12:20

ID: 293 / Oral SLO 1: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: Bralna pismenost, osnovna šola, branje v parih in manjših skupinah

Razvijanje bralne pismenosti na Podružnični osnovni šoli Razbor

Lucija ŠTAMULAK

Osnovna šola Podgorje pri Slovenj Gradcu, Slovenija

V prispevku bom predstavila, kako razvijamo bralno pismenost na Podružnični osnovni šoli Razbor. Na šoli od šolskega leta 2024/2025 izvajamo branje v jutranjem varstvu, ki poteka cel teden enkrat mesečno. Učenci berejo v parih ali manjših skupinah. Pare sestavljajo boljši in slabši bralec, mlajši in starejši bralec. V starostnih skupinah beremo knjige po metodi dolgega branja. Izbiramo knjige, ki so namenjene tekmovanju za Cankarjevo priznanje, knjige, ki so jih učenci prejeli v okviru projekta Rastem s knjigo, knjige ki jih je podarila Bralna značka ... Izberemo sodobne knjige, ki so učencem privlačne za branje. Vsakemu učencu ali vsaj vsakemu paru želimo zagotoviti svojo knjigo. Učenci si v parih postavljajo tudi vprašanja, ki se nanašajo na razumevanje prebranega. Po branju opravimo evalvacijo, kjer si učenci v parih podajo povratno informacijo. Opažamo, da se zaradi te dejavnosti povečuje bralna pismenost na naši šoli.



CONFERENCE ON LITERACY
KONFERENCA O PISMENOSTI
LJUBLJANA 2026

Monday, 06/July/2026 11:20 - 11:40

ID: 334 / Oral SLO 1: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Ključne besede: bralna pismenost, knjižnični programi, posebne uporabniške skupine, integracija romskih otrok

Pravljični ABC za boljši jutri romskih otrok

Zala ŠTAMCAR

Knjižnica Mirana Jarca Novo mesto, Slovenija

Knjižničarji se zavedamo, da je bralna pismenost izjemnega pomena za razvoj družbe na vseh nivojih. V splošnih knjižnicah z različnimi bralno-spodbujevalnimi akcijami vabimo k branju vse, ne glede na spol, raso, vero ali etnično pripadnost.

Žal težje dosežemo pripadnike različnih etničnih skupnosti, ki jim je vključevanje v družbo izziv in ne obiskujejo knjižnic. Knjižnica Mirana Jarca Novo mesto deluje kot Kompetenčni center za posebne uporabniške skupine, kamor spadajo tudi Romi, zato se trudimo stopiti izven okvirjev. Krajevna knjižnica Škocjan, enota Knjižnice Mirana Jarca Novo mesto, deluje v občini, kjer je skoraj 10 odstotkov prebivalstva Romov. Dvig njihove bralne pismenosti bi pomembno vplival na boljšo integracijo v družbo. V sodelovanju z Večnamenskim romskim centrom (VNRC) Dobruška vas izvajamo program Pravljični ABC: osnove opismenjevanja za predšolske romske otroke. Knjižničarka na obisku v romskem naselju z otroki prebira pravljice, ustvarja in jih uči slovenskih izrazov. Sodelujemo tudi tako, da del odpisanih knjig iz knjižnice podarimo VNRC. Te knjige so na voljo romskim otrokom, da si jih lahko izposodijo in vrnejo, s čimer jih navajamo na nujno vedenje, da je izposojeno treba vrniti.

Zavedamo se, da je to dolgotrajen proces, a z vztrajnim delom želimo prispevati k izboljšanju kakovosti življenja in integraciji romskih otrok.

Tuesday, 07/July/2026 10:20 - 11:40

ID: 487 / Poster Presentation 2: 12

Poster Presentation

Keywords: family literacy, website, education of parents, reading, family based learning

Ključne besede: družinska pismenost, spletna stran, izobraževanje staršev, branje, družinsko učenje

National family literacy web site <https://druzina.pismen.si>

nacionalna spletna stran za družinsko pismenost <https://druzina.pismen.si>

Alenka ŠTRUKELJ

Slovenian Institute for Adult Education, Slovenia

The website serves parents and professionals seeking expert guidance on developing reading, literacy, and language skills at home. It highlights how family-based learning benefits children, parents, and grandparents. Content spans multiple areas of literacy and reading culture, showing how reading skills support everyday life.

Visitors find age-specific advice, strategies for motivating young readers, easy-to-read resources, recommended reading lists, and a mix of video, audio, and interactive materials from partner institutions. The platform also explores multicultural topics, digital and media literacy, and ways to strengthen reading habits through cultural events, outdoor activities, and other experiences.

A strong focus lies on empowering parents and teachers through practical tips, invitations to activities, opportunities for involvement in educational programmes, and ideas for meaningful family-based learning.

The site was created by a small team of experts in reading, psychology, and pedagogy, with support from the Slovenian Ministry of Education and the Ministry of Culture.



Tuesday, 07/July/2026 16:20 - 16:40

ID: 110 / Oral 34: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: Implicit Learning, Orthographic Learning, Poor Readers, Letters shapes

Ključne besede: implicitno učenje, ortografsko učenje, Slabi bralci, oblike črk

Differences between typical and poor readers in implicit graphemes' learning

Razlike med tipičnimi in slabimi bralci v implicitnem učenju grafemov

Haitham TAHA, Vered VAKNIN-NUSBAUM, Einat NEVO

Western Galilee College, Israel

Recent research has highlighted the role of implicit learning in the development of written language skills. Accordingly, poor implicit learning abilities have been suggested to be associated with difficulties in orthographic learning. The present study investigated differences in implicit learning of novel graphemes between twenty typical readers (mean age = 8.68 ± 0.15 years) and twenty poor readers (mean age = 8.45 ± 0.22 years).

In the first stage, each participant was passively presented with 80 slides containing parallel pairs of real words and artificially constructed words composed of novel symbols. Following this passive learning phase, participants completed a grapheme matching decision task.

The results revealed that typical readers achieved significantly higher accuracy levels compared to poor readers. The poor readers' accuracy levels approximated chance performance, suggesting a lack of implicit learning consolidation. However, no significant differences in response times were observed between the two groups. Furthermore, significantly larger individual standard deviations were recorded among poor readers for both accuracy and response times, indicating an unstable pattern of implicit learning consolidation in this group.

The findings are discussed in relation to the proposed link between poor implicit learning abilities and difficulties in orthographic learning.

Wednesday, 08/July/2026 16:00 - 16:20

ID: 413 / Oral 53: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: early literacy, primary school, reading promotion, values, reading together, project

Ključne besede: zgodnja pismenost, osnovna šola, promocija branja, vrednote, skupno branje, project

Project "Let's Read Together!" ("Beriva skupaj!")

Projekt "Beriva skupaj!"

Fleur TKALČEC

Primary School Miklavž pri Ormožu, Slovenia

"Let's Read Together!", a Miklavž pri Ormožu Primary School reading promotion project, was first introduced in 2018 in the context of the National Month of Reading Together, as a school library's effort to promote reading in an open, creative and inspiring way. The project arose from many years of dedication to reading motivation, the insight that reading should be combined with delight, if children are to love it, and the realization of the unique opportunities shared reading brings. It aims to cultivate reading as a precious activity, restoring to it, in an inherently rewarding way, the special status it deserves. To that end, over sixty high-quality events are organized annually, where children aged one to fourteen enthusiastically read aloud, interpret or listen to texts in Slovene, English or German during class hours, library visits, breaks, after-school activities and in kindergarten. They hold mini reading events at home and even joyfully prepare for their reading performances with the help of the school librarian. In reading to whomever they choose, they connect with their friends and loved ones, playfully learning and growing together. Annually including most of our pupils many times over, the project gives reading relevance it has not had for years.



Monday, 06/July/2026 16:20 - 17:00

ID: 284 / Workshop 6: 1

Workshop (40 min)

Keywords: yoga, fairy-tales, movement

Ključne besede: joga, pravljice, gibanje

Fairy-tale yoga

Pravljična Joga

Sara TOMAŽIN

Primary School Antona Martina Slomška Vrhnika, Slovenia

In this workshop, I will connect the exploration of a story with movement-based activities. Participants will experience a special storytelling-inspired lesson as they discover “fairy-tale yoga” – a playful form of movement that combines elements of yoga, stories, and the world of imagination. Through the narrative, they will transform into various fairy-tale heroes, animals, and magical creatures, while developing flexibility, balance, and focus through yoga poses. They will imitate movements and follow the flow of the story, which will guide them from one pose to the next.

In addition to movement, participants will also learn basic breathing techniques. Through activities such as feather blowing and calm nasal breathing, they will practice breath awareness, relaxation of the body, and the importance of proper posture.

At the end of the workshop participants will experience a guided visualization, leading them into a pleasant, imaginative world. The aim of the workshop is to demonstrate how movement can support understanding and experiencing literary content in a holistic and enjoyable way.

Monday, 06/July/2026 11:40 - 12:00

ID: 246 / Oral 6: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: disability, digital storytelling, inclusive practices, counternarrative, teacher expertise

Ključne besede: invalidnost, digitalno pripovedovanje zgodb, inkluzivne prakse, kontranarativa, strokovnost učiteljev

Sustaining Disability Identities: Digital Storytelling with Disabled Educators

Ohranjanje identitete invalidnosti: Digitalno pripovedovanje zgodb z invalidnimi učitelji

Amy TONDREAU¹, Laurie RABINOWITZ², Andrea LIRA³

¹University of Maryland, Baltimore County, United States of America; ²Skidmore College, United States of America;

³Universidad de Magallanes

Counternarratives of disabled individuals that celebrate expertise and pride are vital. This presentation will share short-form documentary films that build on a qualitative interview study exploring the knowledge and strategic manoeuvring of disabled educators. Using digital storytelling, these videos with disabled P-12 and community educators share concrete teaching practices shaped by their own experiences and identities. For example, an educator with ADHD describes how hyperfixation is a feature of her cognition and how she draws on it as an effective educator. We will describe the video creation process with a cross-disciplinary team.

The Disability Justice movement emphasizes the inclusion of disabled individuals in any disability research, yet, too often projects are completed on rather than with disabled individuals. Documentaries offer a rare counterpoint, highlighting first-person narratives and lived realities of disability. Digital scholarship has challenged the separation between researcher, community practitioner, and disabled individuals; this work recognizes that community practitioners and researchers may also be disabled. We will share strategies for utilizing the videos as curricular tools in P-12 and teacher education. These films may empower disabled teachers to share their literacy expertise and inspire non-disabled teachers to learn from disabled colleagues, advancing anti-ableist literacy teaching practices and societal change.



Tuesday, 07/July/2026 16:00 - 16:20

ID: 366 / Oral 34: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: visual functions, reading fluency, special education, early intervention, parent-teacher collaboration

Ključne besede: vidne funkcije, bralne spretnosti, posebno izobraževanje, zgodnja intervencija, sodelovanje staršev in učiteljev

From Eyes to Words: The Impact of Visual Function Training on Reading Fluency in Students with Learning Difficulties

Od oči k besedam: Pomen urjenja vidnih funkcij za bralne spretnosti pri učencih z učnimi težavami

Ana TURŠIČ

Primary School Venclja Perka Domžale, Slovenia

Reading fluency relies heavily on foundational visual-motor skills. This paper presents an action research project monitoring the link between specific visual functions and reading fluency in primary school students (Grades 1–4) receiving specialized learning support.

Using a custom-designed assessment tool to evaluate baseline functioning, targeted short-term interventions were integrated into support sessions. These included exercises for crossing the vertical midline, accommodation, tracking, saccades, and convergence. A crucial component was parental involvement; parents conducted short, daily exercises with their children at home, focusing on tracking and convergence.

Preliminary observations indicate that systematic training yields rapid improvements. Within two to three weeks, students demonstrated smoother eye movements, improved visual discrimination, and more effective decoding skills. These findings suggest that addressing oculomotor deficits through brief, consistent exercises—both at school and home—significantly enhances reading prerequisites. The paper advocates for the inclusion of visual function screening and training as a standard practice in special education strategies for literacy.

Wednesday, 08/July/2026 10:40 - 11:00

ID: 245 / Oral 40: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: reading comprehension, strategy instruction, teacher beliefs, primary teachers, motivation

Ključne besede: bralno razumevanje, strateško poučevanje, prepričanja učiteljev, osnovnošolski učitelji, motivacija

Primary Teachers' Views on Effective Reading Instruction: Motivation, Decoding, and Post-Reading Activities

Mnenja osnovnošolskih učiteljev o učinkovitem poučevanju branja: Motivacija, dekodiranje in aktivnosti po branju

Kamila URBAN¹, Jaroslava MAGULOVÁ², Zuzana JANČÍK PETROVÁ¹

¹Institute for Research in Social Communication, Slovak Academy of Sciences, Slovak Republic; ²Faculty of Education, Trnava University, Slovak Republic

Research strongly supports explicit comprehension strategy instruction, yet it remains unclear how primary teachers themselves understand what counts as effective teaching for reading. This study examined Slovak grade 1–4 teachers' perspectives on reading strategies and effective reading lessons. Semi-structured interviews were conducted with 23 teachers and analysed using a theory-driven codebook capturing teachers' conceptions and before/during/after-reading practices. Teachers most often described effective teaching through motivation and engagement: texts and activities were chosen because they and their students would like them. Comprehension was frequently treated as a direct consequence of decoding and reading volume; once students read fluently, teachers assumed that understanding would follow. Strategies were typically conceptualised as any activity that keeps students active, rather than as explicit, consciously chosen, goal-directed activity. Descriptions of classroom practice focused on after-reading activities, such as retellings and whole-class talk about literal content and personal liking, while systematic before- and during-reading strategies, including metacognitive reflection on how students read, were rare. Together, the interviews portray a pattern in which motivation, decoding, and post-reading tasks dominate teachers' understandings of effective reading instruction.



Monday, 06/July/2026 14:20 - 14:40

ID: 400 / Oral 7: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: reading, civic literacy, education, active democratic citizenship

Ključne besede: branje, državljanska pismenost, izobraževanje, aktivno demokratično državljanstvo

Reading literacy as a challenge for civic education

Bralna pismenost kot izziv za državljansko vzgojo

Kamila URBAN¹, Marek URBAN², Olga ZAPOTOCNA³

¹Institute for Research in Social Communication, Slovak Academy of Sciences, Slovakia; ²Institute for Research in Social Communication, Slovak Academy of Sciences, Slovakia; ³Institute for Research in Social Communication, Slovak Academy of Sciences, Slovakia

The main objective of this paper is to support conviction expressed in the headlines of this conference that high level of literacy in population is indeed the path to a better world. Specifically, its aim is to show and by means of research findings argue the close relationship between the level of reading literacy produced by education and an overall level of civic awareness of citizens. It should be also noted, that both, reading and civic literacy are essential prerequisites for the successful development of democratic society. This opinion is based and will be supported by research outcomes coming from the larger project on "Citizenship and Participation in Slovakia", which point to the minimal role of schools in shaping active democratic attitudes of Slovak citizens. Analyses of relevant educational conceptions and school documents (e.g. social studies, moral education) show that their implementation in practice reveals severe shortcomings caused by neglecting the developmental influence of reading authentic texts in building active prodemocratic civic attitudes. Solutions proposed by new curricular concepts of early literacy education at the preschool and primary school levels face a number of obstacles. Positive signals and perspectives for improvement are provided by several case studies of exemplary practice.

Monday, 06/July/2026 16:20 - 16:40

ID: 275 / Oral 15: 1

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: reading promotion project, preschool, primary school

Ključne besede: projekt promocije branja, vrtec, osnovna šola

Our Little Library - comprehensive reading promotion program

Naša mala knjižnica - celovit program promocije branja

Alenka URH

Self-employed literary critic, KUD Sodobnost International, Slovenia

This presentation explores the impact of Our Little Library as an innovative model for promoting reading among young children. The programme was widely embraced by Slovenian schools and preschools, engaging teachers, children, and, in some activities, parents. Running throughout the school year, the project motivates readers through playful, creative tasks built around quality books. In selecting titles, special emphasis is placed on introducing contemporary European authors and illustrators, including those from less represented linguistic areas.

Each September, children receive Creative Activity Books tailored to their age group. One version is designed for older preschoolers and the first two grades of primary school, while another supports readers from the 3rd to 5th grades. Beginning in the 2025/26 school year, a new activity book has been introduced for older students aged 10 to 14.

Organised by KUD Sodobnost International, the programme began in 2008 and has since grown into a international initiative supported by Creative Europe. In September 2024, Our Little Library expanded to seven European countries; in that edition of the project, 48 co-editions have been published in seven EU countries, 22 authors and illustrators have visited schools across Europe, and partner publishers has distributed more than 70,000 Creative Activity Books.



Tuesday, 07/July/2026 12:10 - 12:30

ID: 414 / Oral 24: 2

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: multimodal language, meaning making, social studies textbooks, early literacy, homeland

Cljučne besede: multimodalni jezik, ustvarjanje pomena, družboslovni učbeniki, zgodnja pismenost, domovina

The Multimodal Nature of Language in Contemporary Social Studies Textbooks and Its Influence on Meaning Making in Early Literacy

Multimodalna narava jezika v sodobnih družboslovnih učbenikih in njen vpliv na ustvarjanje pomenov v zgodnji pismenosti

Jana VAŠÍKOVÁ¹, Marcela JANÍKOVÁ²

¹Tomas Bata University in Zlín, Czech Republic; ²Tomas Bata University in Zlín, Czech Republic

The educational content in contemporary social studies textbooks is presented both visually (through images) and verbally (through text). The language has a multimodal character, allowing pupils to perceive information through multiple sensory channels, supporting meaning making. The aim of this paper is to identify how knowledge about the homeland is presented through visual elements and accompanying text. Methodologically, the study is based on an inductive thematic analysis of visual and textual elements in nine selected 4th-grade social studies textbooks.

Three thematic units were analyzed. Knowledge about the homeland is represented through visual symbols at the national, regional, and spatial levels, relating to the national historical narrative, cultural heritage, and geographical characteristics. The visual representation of content is shaped by discursive strategies, determining how it is presented, interpreted, and what meanings are conveyed to pupils through images and text. Another theme is cultural and social diversity, reflecting various forms of social plurality. Partial findings indicate that images, although often overlooked, constitute a powerful communication tool, which in combination with text significantly contributes to meaning making.

Wednesday, 08/July/2026 12:10 - 12:30

ID: 389 / Oral 44: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: reading to students, listening attention, richer vocabulary

ključne besede: branje učencem, slušna pozornost, bogatejše besedišče

Report on the Reading Project within the Erasmus+ Project I Accept Myself, I Accept You (2022/23–2024/25)

Poročilo o bralnem Projektu v okviru Erasmus+ projekta Sprejemam sebe, sprejemam tebe (2022/23–2024/25)

Patricia VERBIČ

Primary School narodnega heroja Maksa Pečarja, Slovenia

The project was intended for pupils in the first three grades of primary school and was based on one systematic activity: each day, at the same time, the teacher read stories, picture books, or fairy tales to the pupils, establishing a consistent routine. The project was carried out longitudinally over three years.

The expected outcomes were improved listening attention, expanded vocabulary, better understanding and use of correct sentence structures, increased motivation for reading, strengthened empathy and identification with literary characters, resolving interpersonal conflicts through literary examples.

The effectiveness of the project was evaluated by comparing the reading test results of third graders with results from previous years, analysing errors in the diagnostic dictation Matevž, and conducting short interviews with teachers regarding pupils' behaviour, emotional responses, empathy, and literacy performance.

The librarian prepared a list of books focusing on emotions and friendship.

The results showed progress in listening attention and richer vocabulary, as reflected in the Matevž dictation outcomes. Reading test results improved slightly. Teachers observed greater concentration, longer periods of attentive listening, and better connections between pupils' own experiences and those of literary characters.



Tuesday, 07/July/2026 10:20 - 11:40

ID: 365 / Poster Presentation 2: 4

Poster Presentation

Keywords: early Childhood education, process quality, professionalisation, Early Literacy

Ključne besede: izobraževanje v zgodnjem otroštvu, kvaliteta procesa, profesionalizacija, zgodnja pismenost

Process quality of literacy-related activities in early childhood education – results of a survey and focus group interviews with pedagogical professionals

Kvaliteta procesa v aktivnostih povezanih s pismenostjo v izobraževanju v zgodnjem otroštvu – rezultati raziskave in fokus na skupinskih intervjujih z pedagoškimi delavci

Sarah-Theres WANDEL, Melike YUMUs, Tanja JUNGSMANN

Carl von Ossietzky Universität Oldenburg, Germany

The foundations for literacy are established long before formal schooling begins (Catts, 2017; McArthur et al., 2020). Children with weaker early language and literacy skills face greater difficulties in learning to read and write (e.g. Ecalle et al., 2023). In Germany, about 25% of fourth-graders fail to meet the minimum standards in reading and writing (IGLU, 2021; OECD, 2023).

We report the results of a formative evaluation during the development of an adaptive digital tool designed to assess early literacy competencies and a concept to support early literacy practices in daycare centres. We conducted focus group interviews with n = 87 pedagogical professionals in northern Germany on assessing and fostering early literacy skills and surveyed the process quality of literacy-related activities.

The majority of pedagogical professionals is not familiar with the concept of Early Literacy and the potential of daily literacy-related activities is not exploited. Children's individual progression of literacy skills is rarely explicitly observed nor formally or informally assessed. Literacy practices mostly comprise activities fostering phonological awareness and narrative skills.

Strengthening literacy as a core element of early childhood education seems to be of utmost importance. Implications for professionalisation will be derived.

Wednesday, 08/July/2026 10:40 - 11:00

ID: 528 / Oral 40: 4

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: comics, graphic novels, reading literacy, multimodal literacy, reading aversion, a bridge to reading

Ključne besede: stripi, grafični romani, bralna pismenost, multimodalna pismenost, odpor do branja, most do branja

Comics as a Bridge to Multimodal Literacy

Stripi kot most do multimodalne pismenosti

Anja ZAG GOLOB

VigeVageKnjige - publishing house, Slovenia

I'm the editor-in-chief of a small independent publishing house called VigeVageKnjige, established 2013 in Ljubljana. We specialise in comics and graphic novels. While working in various roles at VigeVageKnjige and meeting our readers, I realised we actually hold a crucial key to learning multimodal reading - I'd like to talk about how comics and graphic novels can actually be a bridge between reading and not reading, namely for all: kids, youth and adults.



CONFERENCE ON LITERACY
KONFERENCA O PISMENOSTI
LJUBLJANA 2026

Monday, 06/July/2026 11:40 - 12:00

ID: 462 / Oral 1: 3

Oral presentation (20 min = 15-minute presentation and 5-minute Q&A)

Keywords: picture books, early literacy, kindergarten

Cljučne besede: slikanice, zgodnja pismenost, vrtec

Eric Carle's Picture Books as a Tool for Promoting Early Literacy in Kindergarten

Slikanice Erica Carla kot orodje za promocijo zgodnje pismenosti v vrtcu

Maruša ZALAZNIK

Kindergartens Brezovica, Slovenia

The article discusses selected picture books by Eric Carle and their potential use in kindergartens to promote early literacy. Carle is known for his combination of simple texts, repetition, rhythm, and vivid illustrations, which significantly influence the development of children's understanding of texts and visual perception. Picture books such as *The Very Hungry Caterpillar*, *The Very Quiet Cricket*, and *The Very Lonely Firefly* provide opportunities to encourage key language skills, such as phonological awareness and vocabulary development. The importance of repetition, simple language, and visual support is emphasized, allowing children to recognize words, sounds, and rhythms and connect them with everyday experiences.

Through the analysis of these picture books and their use in kindergartens, I aim to demonstrate how stories with simple words and images can support the early stages of literacy, while also fostering creativity and critical thinking. Eric Carle's picture books are valuable didactic tools for encouraging early literacy and creative expression in preschool years.



CONFERENCE ON LITERACY
KONFERENCA O PISMENOSTI
LJUBLJANA 2026



Index of Authors / Abecedni seznam avtorjev

Author(s)	Contribution Title	Page
@LSLP, #TEAMLAV	<u>Language-as-Victory: A Closer Look at the Literacy Lives and Practices of Gamers in their Second Language</u>	34
AAS, JANNE	<u>Complexity of learning texts in grades 1–3</u>	98
ADACHI, SACHIKO	<u>What is the Science of Reading? The Japan Reading Association's 70th anniversary project Presenter</u>	85
AERILA, JULI-ANNA	<u>Comparative research on Creative Literacy-What have we learnt?</u>	108
	<u>Reading Motivators in Primary School: Presentation of an E-booklet</u>	125
	<u>Workshop on the best practices of Creative Literacy in three countries</u>	108
AHERN, AOIFE	<u>Critical literacy development: metalinguistic strategies for dual language classrooms</u>	4
	<u>ELINET Symposium: Rethinking Digital Literacies for the AI Era Presenter</u>	32
AIDINIS, ATHANASIOS	<u>Inference generation and metacognitive awareness: Evidence from Greek Primary and Secondary Schools</u>	9
	<u>Spelling errors in text production by 4th and 5th grade primary school children with learning disabilities: effects of part of speech and types of morphemes</u>	64
AJA, URVE	<u>Teaching L2 Reading in the Early Years: Teachers' Perspectives from Narva, Estonia</u>	129
AKYILDIZ KÜÇÜK, SEDA	<u>Reading Motivation in Beginning Readers: Interactions of Family Reading Culture and Screen Addiction</u>	40
ALDAMA, REBECA	<u>Soutenir l'apprentissage de la littératie : un défi tout au long de la vie Presenter</u>	83
ALEZRA, FANI	<u>"I tell at least two stories a day": Kindergarten teachers talk about children's literature and literacy in kindergarten</u>	155
ALTUN, DILEK	<u>Developing and Examining the Effectiveness of a Language Development Program Integrated with Computational Thinking Skills in Early Childhood</u>	129
	<u>From Passive Consumers to Active Producers: Developing Critical Digital Literacy through Climate Change Education</u>	31
ANDERSON, LYNDA MARY ELIZABETH	<u>Sharing Stories and Listening to Children's Voices Enhancing Relational Pedagogy through Picturebook Sharing in Early Years Settings Presenter</u>	130
ANDRIN, DAMJANA	<u>Branje pri srednješolcih</u>	4
ARHAR HOLDT, ŠPELA	<u>Playing with Slovene: Word Games from CJVT Igre</u>	78
ARMSTRONG, SONYA	<u>Reading Like a Nurse: A Synthesis of Disciplinary and Professional Literacy Investigations Presenter</u>	78
ARSLAN ÖZER, DERYA	<u>Improving reading comprehension skills through philosophy for Children: By Poems of Neşet Ertaş</u>	5
	<u>Picture Book–Based Reading Circles</u>	133
ASSEMAKIS, KERRY	<u>Writing the picture, painting the word: empowering children as writers through crafting visual texts</u>	79
AUZIŃA, ANITA	<u>From Planning to Reading: Lesson Plans as Learning Artefacts of Prospective English Teachers</u>	79
AVGOUSTIS, MICHALIS	<u>Effects of a morphology intervention on spelling and text reading comprehension of Greek children with learning disabilities</u>	72
AYDEMIR, ZEYNEP	<u>Reading and Writing Motivation in Elementary Students: A Multidimensional Analysis Across Grades 2 to 6</u>	99
	<u>Reading Motivation in Beginning Readers: Interactions of Family Reading Culture and Screen Addiction</u>	40
AZEVEDO, FERNANDO	<u>Celebrating 30 Years of Littera: Promoting Literacy as a Transformative Social Practice in the Portuguese-Speaking World</u>	98



	<u>Reading in the City: Non-formal Literacy Practices in Braga's Local Reading Plan</u>	99
BABIĆ, IVA	<u>Transition from Shared Reading to Independent Reading: Sustaining Children's Love of Books</u>	130
BABIČ PIRKER, ANDREJA	<u>Improving Reading Literacy through Short, Systematic Strategy Training</u>	80
BABNIK, JUDITA	<u>With a book into the world among Slovenes in the border region and around the world Presenter</u>	127
BAHLMANN-BOLLINGER, CHELSEA M.	<u>Where have All of Book Gone: High Quality Children's Literature in Preservice Teacher Preparation</u>	121
BAI, BARRY	<u>The formation of L1 and L2 motivational beliefs among Chinese-English bilingual students in mainland China: Social and dimensional comparisons</u>	5
BALÇA, ÂNGELA	<u>Reading in the City: Non-formal Literacy Practices in Braga's Local Reading Plan</u>	99
BALK, DANIELA	<u>Reconstructing Subjective Theories on the Role of (Early) Literacy in School Readiness from Educators' Narratives</u>	131
BALZER, GERALDINE	<u>Reimagining a critical teacher education through counter-stories: from heart to solidarity</u>	57
BANJANIN, GORDANA	<u>Druga bere</u>	6
	<u>Reading - with pleasure</u>	6
BANOVIĆ, KSENIJA	<u>Croatia from the Outside: The World from the Inside</u>	40
BARAN, GENEVIÈVE	<u>Pratiques inclusives et leviers innovants pour soutenir le développement de la littératie Presenter</u>	41
BARBER, KELLY	<u>Planned Supports for Pre-Service Teachers' Disciplinary Literacy</u>	26
BARON, MARIE-PIERRE	<u>Collaborer pour codévelopper des pratiques d'enseignement de la littératie pour répondre aux besoins d'une diversité d'élèves au primaire Presenter</u>	49
	<u>Pratiques inclusives et leviers innovants pour soutenir le développement de la littératie Presenter</u>	41
BASTOS, DIOGO	<u>Health Literacy and psychological wellbeing in older people: are they linked? Presenter</u>	111
BATCHELOR, KATHERINE	<u>Breaking/Shattering Glass: Interrogating Textual Representation Using a Self-Psychoanalytic Critical Representation Lens</u>	21
	<u>Immersive Worlds: Building Curriculum using AI with AYA ELA Preservice Teachers</u>	28
BAUER, LAURIE	<u>Utilizing AI designed digital music to personalize reading and learning experiences and strategies.</u>	28
BEAULIEU, JUDITH	<u>Utilisation de la littérature jeunesse ou enseignement structurée des lettres : description de l'émergence de l'écrit sur une année scolaire</u>	136
BEAUPRÉ-BOIVIN, KATHY	<u>Intervenir autrement: approches différenciées en lecture et en écriture pour favoriser la réussite de tous les apprenants Presenter</u>	44
BEERWINKLE, ANDREA	<u>A Mixed Methods Analysis of Secondary Pre-Service Teacher Candidates Beliefs About Disciplinary Literacy</u>	7
BEKOS, KONSTANTINOS	<u>Tablet or paper? Young children make posters in digital and traditional contexts</u>	152
BENTLEY, KATE	<u>Breaking Down and Understanding Big Words: Morphological Instruction to Boost Literacy in the Upper Elementary Grades</u>	92
	<u>Empowering Teachers with Flexible PD: A Design-Based Study in Grades 3–5 Literacy with an emphasis on Morphology</u>	95
BERIBAK, MATEJA	<u>From Story to Knowledge: Strengths and Challenges of Thematic Literacy Activities</u>	80
BEZENŠEK, ANA	<u>Dodatna podpora za študente s specifičnimi učnimi težavami</u>	56
BILBAN, TINA	<u>Listening to each other's voices: building up good practices across borders Presenter</u>	100
BISCHOF, REBEKKA	<u>Black-and-White Beginnings: High-Contrast Books and the Construction of Early Literacy in the First Months of Life</u>	131



BJÖRGVINSDÓTTIR, AUÐUR SOFFÍU	<u>Effects of Continuing Use of Explicit Peer-Assisted Reading Instruction for Students At-Risk in 2nd Grade</u>	41
BLAKE, KATHERINE	<u>Empowering Teachers with Flexible PD: A Design-Based Study in Grades 3–5 Literacy with an emphasis on Morphology</u>	95
BOESE, ALEXANDRA	<u>A Longitudinal Study of the Impact of Experiential Tutoring on Preservice Teachers' Literacy Knowledge, Confidence, and Practice</u>	43
	<u>Bridging the Literacy Gap With Morphology Presenter</u>	42
	<u>Do gains in morphological awareness drive spelling growth? Evidence from a five-month classroom intervention</u>	42
BOESE, KAREN	<u>A Longitudinal Study of the Impact of Experiential Tutoring on Preservice Teachers' Literacy Knowledge, Confidence, and Practice</u>	43
BOHINEC, JURE	<u>Uspešni programi družinske pismenosti v Mestni knjižnici Kranj Presenter</u>	132
BOILY, ÉLISABETH	<u>Collaborer pour codévelopper des pratiques d'enseignement de la littératie pour répondre aux besoins d'une diversité d'élèves au primaire Presenter</u>	49
	<u>Pratiques inclusives et leviers innovants pour soutenir le développement de la littératie Presenter</u>	41
BOOTH, TEREZA	<u>Everyone is a Reader</u>	68
BORDA, JUAN	<u>From Belief to Practice: Examining Language Ideologies Among Bilingual Teachers</u>	61
BORDA-GUERRA, JUAN C	<u>MULTIMODAL RESEARCH PRACTICES TO SUPPORT BILITERACY DEVELOPMENT Presenter</u>	132
BORGES, ANA RENATA	<u>Fostering Environmental Literacy in the English Classroom. The implementation of a pedagogical sequence</u>	13
BOYASK, RUTH	<u>Apples and Books and Desks and Floors: Material Reading Engagement Across Home, School and Community</u>	100
BRANDEBERRY, JULIA	<u>Using Practice-Based Teacher Education (PBTE) to Strengthen Literacy Skills in Preservice Teachers Presenter</u>	93
BREMHOLM, JESPER	<u>Reading Science - Learning with Texts in Science Education</u>	7
BREWER, AMANDA	<u>Critical digital practices for preservice educators and their students Presenter</u>	35
BRKIĆ, GORAN	<u>Evolving Academic Literacy: Integrating ESP with Information, Digital, and Media Literacy in Higher Education</u>	81
BROEMMEL, AMY	<u>Discovering Hidden Gems: Using Poetry in Science Instruction</u>	133
BUCH, BETTINA	<u>Reading Science - Learning with Texts in Science Education</u>	7
CAN, ZEYNEP	<u>Picture Book–Based Reading Circles</u>	133
CARROLL, JANE	<u>Letters in Motion: From Grip to Fluency—Handwriting as a Foundation for Literacy</u>	81
CART, KRISHNA	<u>Coaching with Trust and Intention: Literacy Moves That Empower Teachers Presenter</u>	101
	<u>Designing for Reflective Practice and Agency: A Theoretical Framework for the D.E.S.I.G.N. Coaching Model™</u>	43
ČERNELČ, IRENA	<u>Od besed do animacije: ustvarjalni pristopi za spodbujanje branja na OŠ Bistrica ob Sotli</u>	46
ČERNILOGAR, JERNEJA	<u>G-BOOK 3: Audience engagement activities for the social and emotional education of european teenagers through gender-positive literature and digital technology Presenter</u>	47
	<u>Golden Pears and the Manual for Reading Quality Youth Books: Shortcuts to Quality Children's and Young Adult Literature</u>	102
CHAN, YVONNE	<u>Exploring the Influence of Principals in Creating a Literacy-Rich Environment</u>	101
CHAPLEAU, NATHALIE	<u>Intervenir autrement: approches différenciées en lecture et en écriture pour favoriser la réussite de tous les apprenants Presenter</u>	44
CHATZIMAVROUDI, ELENI	<u>Creative Writing in Greek Secondary Education: High Pedagogical Legitimacy, Partial Structural Integration</u>	11



CHEN, XIN	<u>International collaborative lesson study utilizing war picture books: Comparative analysis of students' reader response in Japan, China, and the United States.</u>	17
CHIEN, CHIN-WEN	<u>Taiwanese Elementary School English Teachers' Lesson Designs and Classroom Practices to Deepen Learners' Language Learning and Literacy Skill Development</u>	44
CHOU, CHIOU-HUI	<u>Deepening Children's Critical Thinking in English Literacy Development</u>	134
	<u>Developing EFL Young Learners' English Literacy in CLIL Lessons</u>	134
CHRISTOF, TAMARA	<u>FlowBY: Evaluating a One-Phase Approach to Handwriting Acquisition in Primary Schools</u>	154
CLARK, SPENCER	<u>Digital Literacies, Citizenship, and Creativity as Curricular Ideology to Negotiate AI Demands in the Classroom</u>	29
	<u>Reimagining Print Texts Through AI: Practical Multimodal Strategies for Today's Classrooms</u>	33
CLEMENS, JEROEN	<u>ELINET Symposium: Rethinking Digital Literacies for the AI Era Presenter</u>	32
COMPTON-LILLY, CATHERINE	<u>Neurodiversity, Cultural Difference and Transformative Practice: A Longitudinal Case Study</u>	8
	<u>Mayflies, Tortoises, and Bees: Metaphors for Literacy Research</u>	82
CONNER, CARLIN	<u>Mapping the Simple View of Reading.</u>	112
COSTERG, AGNÈS	<u>Profile of Oral and Written Language Skills of Francophone Students at the End of 4-Year-Old Kindergarten Presenter</u>	135
CRUZ, MÁRIO	<u>Digital Storytelling and Artificial Intelligence Applied to CLIL: A Case Study in English Language Teaching at Lower Secondary Education</u>	37
CULLEN, KATIE	<u>Vegan Seagulls and Second Minds: Regulating Readers and Removing Reading Barriers</u>	45
ČUNOVIĆ, KRISTINA	<u>Working with Vulnerable Social Groups – A Case Study of the Karlovac Public Library</u>	47
CUPAR, DRAHOMIRA	<u>Croatian and Slovenian Children's Librarians' Experiences with Genrefication</u>	135
ČUTOVIĆ, MIRJANA	<u>Artificial Intelligence as an educational tool from the perspective of in-service and pre-service teachers from Serbia</u>	36
CVET, MATEJA	<u>Izboljšanje branja z urjenjem vidnega procesiranja pri učencih z disleksijo Presenter</u>	46
	<u>VPLIV PROGRAMA ZA IZBOLJŠANJE VIDNEGA PROCESIRANJA NA BRANJE V SLOVENŠČINI IN ANGLEŠČINI PRI UČENCIH Z DISLEKSIJO</u>	45
DAFERMOU, MARIA	<u>Cultivating conditions of multilingualism in school: grammatical phenomena as vehicles of strengthening local and minority languages</u>	25
	<u>How the use of AI in class brings better understanding of language phenomena: Teaching language borrowing through ChatGPT, Gemini and Claude</u>	38
DAHL, AUDREY	<u>Soutenir l'apprentissage de la littérature : un défi tout au long de la vie Presenter</u>	83
DAIGLE, DANIEL	<u>Pratiques inclusives et leviers innovants pour soutenir le développement de la littérature</u>	41
DALVI, TEJASWINI	<u>Documents as "living artifacts" mediating sensemaking in an integrated science/literacy preservice methods course</u>	115
DARCY, LJ	<u>Mapping the Simple View of Reading.</u>	112
DAVEY, NATALIE	<u>Framed: Visual Literacy and Bridge Building in the Classroom Through Arts-Based Texts Presenter</u>	48
	<u>Reading the Room: Building Engaged Learning Communities Online</u>	114
DAVIS, ADALEA	<u>Empowering Teachers with Flexible PD: A Design-Based Study in Grades 3–5 Literacy with an emphasis on Morphology</u>	95
DELMAR BOILLOS, MARIA	<u>The Invisible Gap: How Students and Faculty Conceptualize AI Language Tools in Academic Writing</u>	29



DESJARDINS, EMILIE	<u>Pratiques inclusives et leviers innovants pour soutenir le développement de la littératie Presenter</u>	41
DEŽMAN, ROK	<u>No reading, no future!</u>	82
DIASSAKOULA, MARIYA	<u>Disability in Literature for Children and Young Adults – A Bibliological Perspective. The Research Project</u>	48
DIETHELM, IRA	<u>Promoting Multiliteracies During Transitions in the Educational Systems – Results from a Scoping Review</u>	93
DILLON, ANNA MARIE	<u>Stories told and stories read: father-child interactive shared book reading</u>	136
DIONÍSIO, LOURDES	<u>Celebrating 30 Years of Littera: Promoting Literacy as a Transformative Social Practice in the Portuguese-Speaking World Presenter</u>	98
DOYLE-JONES, CAROL	<u>Framed: Visual Literacy and Bridge Building in the Classroom Through Arts-Based Texts Presenter</u>	48
	<u>Navigating social location narratives as spaces of reflection in literacy teacher education</u>	102
	<u>Reading the Room: Building Engaged Learning Communities Online Presenter</u>	114
	<u>Reimagining the Bookshelf: Broadening the Stories Told in Literacy Teacher Education</u>	60
DRAGIJA IVANOVIĆ, MARTINA	<u>Croatian and Slovenian Children’s Librarians’ Experiences with Genrefication</u>	135
DRNOVŠEK ZVONAR, MATEJA	<u>School Library: a safe environment for expressing opinions and critical thinking</u>	103
DUBÉ, FRANCE	<u>Collaborer pour codévelopper des pratiques d’enseignement de la littératie pour répondre aux besoins d’une diversité d’élèves au primaire Presenter</u>	49
	<u>Soutenir l’apprentissage de la littératie : un défi tout au long de la vie Presenter</u>	83
DUFOUR, FRANCE	<u>Soutenir l’apprentissage de la littératie : un défi tout au long de la vie Presenter</u>	83
DUIĆ, MIRKO	<u>Comparison of AI literacy aspects among librarians in school and public libraries in Croatia</u>	30
DURGUNOGLU, AYDIN Y.	<u>ELINET Symposium: International Perspectives on Adult Education Presenter</u>	86
DURMUS, CEYDA	<u>From K-Pop to the Classroom: How Global Media Literacy Shapes Gen Z Teachers’ Cultural Literacy</u>	49
DUTEMPLE, MÉLANIE	<u>Intervenir autrement: approches différenciées en lecture et en écriture pour favoriser la réussite de tous les apprenants Presenter</u>	44
	<u>Utilisation de la littérature jeunesse ou enseignement structurée des lettres : description de l’émergence de l’écrit sur une année scolaire</u>	136
EDIZER, AYSE MELODI	<u>Bilingual/Translingual Picture Book Creation as a Pathway to Holistic Literacy Development Across Educational Levels</u>	156
	<u>Literacy Instructors Experiences with Artificial Intelligence Integration in Integrated Reading and Writing Classrooms Presenter</u>	34
ERBELI, FLORINA	<u>Persistence and Fadeout of Reading Intervention Gains Over Time Presenter</u>	137
ERDEN, FEYZA	<u>From Passive Consumers to Active Producers: Developing Critical Digital Literacy through Climate Change Education</u>	31
ERDLEN, ANDREJA	<u>Literacy Today: Theory, Practice, and Social Context in the Library Environment</u>	103
EWING, DONALD	<u>Streamlining Adult Dyslexia Assessment</u>	83
FALTER, FRANCESCA	<u>FlowBY: Evaluating a One-Phase Approach to Handwriting Acquisition in Primary Schools</u>	154
FARRAR, JENNIFER	<u>Do gains in morphological awareness drive spelling growth? Evidence from a five-month classroom intervention</u>	42
FISHER, DOUGLAS	<u>The Courage to Learning: Academic Risk-Taking in Literacy</u>	114
	<u>The Reading Circuit: A model for adolescent reading</u>	8



CONFERENCE ON LITERACY
KONFERENCA O PISMENOSTI
LJUBLJANA 2026

FONTAINE, MYRIAM	<u>Soutenir l'apprentissage de la litt�ratie : un d�fi tout au long de la vie</u> Presenter	83
FRASER, CHRISTIE	<u>Valuing Indigenous Pedagogies in the Canadian Literacy Classroom</u>	104
FREY, NANCY	<u>The Courage to Learning: Academic Risk-Taking in Literacy</u>	114
	<u>The Reading Circuit: A model for adolescent reading</u>	8
FRLIC, ŒPELA	<u>Storytelling Studio: Children telling stories</u>	138
FUJIMORI, YUJI	<u>What is the Science of Reading? The Japan Reading Association's 70th anniversary project</u> Presenter	85
FURLAN, VERONIKA	PROJEKT MEDGENERACIJSKO BRANJE NA ŒOLI ZA OTROKE S POSEBNIMI POTREBAMI	50
GABELICA, MARINA	<u>Cultural, critical, and creative approaches to (required) reading</u>	104
GAGN�, M�LISSA	<u>Profile of Oral and Written Language Skills of Francophone Students at the End of 4-Year-Old Kindergarten</u>	135
GALI� LENKI�, KAJA	<u>Reading Literacy as a Predictor of Students' Critical Engagement with Generative Artificial Intelligence</u>	30
GALLAGHER, KAY	<u>Stories told and stories read: father-child interactive shared book reading</u>	136
GARDINER, WENDY	<u>Where have All of Book Gone: High Quality Children's Literature in Preservice Teacher Preparation</u>	121
GAŒPAR, IDA	<u>How Public Libraries Support Reading for Pleasure in Family: Outcomes of the Croatian "Summer Reading Olympics" library program</u>	138
GEREN�ER, SIMONA	OSEBE Z GLUHOSLEPOTO SO RANLJIVA SKUPINA BRALCEV	105
GHEJU, CAMELIA-ANDREEA	<u>Strategies for Developing Literacy among Primary School Students in History and Geography. Theoretical Foundations and Empirical Contributions from the Romanian Context</u>	148
GIANNAKOULA, IOANNA	<u>Inference generation and metacognitive awareness: Evidence from Greek Primary and Secondary Schools</u>	9
GIERA, WINNIE-KAREN	<u>Arriving through creative writing: A poetry kit for schools</u> Presenter	9
	<u>Opening up language lessons: Fostering the sustainable growth of inclusive learning communities (ILCs) in project-based teaching</u>	50
GOLOBI�, ANA POLONA	<u>Mentoring Practices: Reading of Students with Special Needs (Intergenerational Reading Project)</u>	51
GOMEZ, YUMI	<u>Integrating Reading, Discussion, and Collaborative Projects to Enhance Young Adult Literacy in a Foreign Language Course</u> Presenter	10
G�MEZ-RAM�REZ, TATIANA	<u>Micro-Writing: A Global-South Experience on Extended Academic Literacies Development and Mentorship</u>	61
GONTHIER, MARIE-�VE	<u>Intervenir autrement: approches diff�renci�es en lecture et en �criture pour favoriser la r�ussite de tous les apprenants</u> Presenter	44
GRAMMING, ERICA	<u>Welcome to the library: A horror short stories writing project for adolescents</u>	10
GREENBERG, DAPHNE	<u>ELINET Symposium: International Perspectives on Adult Education</u> Presenter	86
GRIGORAKIS, IOANNIS	<u>Morpho-orthographic processing and spelling skills in Greek-speaking children</u> Presenter	139
GRILC, TIM	<u>Reading Culture and Literacy for Children, Young People, and Families – Innovative Approaches</u>	139
GRILC, UROŒ	<u>Reading Culture and Literacy for Children, Young People, and Families – Innovative Approaches</u>	139
GRISHAM, DANA L.	<u>Rethinking Notetaking: Literacy, Learning, and Digital Technologies</u>	94
GRLJ, INES	<u>Reading at a Higher Level: A Study of (Extra)curricular Reading Habits among University Students</u>	105
GUJTMAN, LARA	<u>UspeŒni programi druŒinske pismenosti v Mestni knjiŒnici Kranj</u> Presenter	132
HALL, COLBY	<u>Mapping the Simple View of Reading.</u>	112
HALLIK, LIISA	<u>What is good handwriting?</u>	125



HANUŠ, BARBARA	<u>Watching a film as an encouragement to read books</u>	106
HANUŠ PEČOVNIK, ALENKA	<u>Lahko branje, velike zgodbe: Kako v Sloveniji nastajajo izvirni romani v lahkem jeziku?</u>	51
HARIA, PRITI	<u>Implementing Culturally Responsive, Trauma-Informed Writing Instruction for Multilingual Learners: A School–University Partnership</u>	60
HAWKINS, DAWN	<u>Embedding Pre-Service Teachers in Schools: Improving Reading Instruction and Reading Achievement for Diverse Learners</u>	52
HERNANDEZ, JESSENIA	<u>Bilingual/Translingual Picture Book Creation as a Pathway to Holistic Literacy Development Across Educational Levels</u>	156
HERNANDO VELASCO, ALICIA	<u>ELINET Symposium: Rethinking Digital Literacies for the AI Era Presenter</u>	32
HICKEY, PAMELA	<u>Emerging Writers, Emerging Leaders: Cultivating Connections Between Community Schools and Teacher Preparation Programs Presenter</u>	119
	<u>Independent Writers, Independent Thinkers: Developing Teachers’ Practices for Supporting Students Through Oral Feedback Presenter</u>	107
	<u>Teacher Candidates Learning to Invite Student Thinking Through Humanizing Writing Pedagogy</u>	106
	<u>Using Practice-Based Teacher Education (PBTE) to Strengthen Literacy Skills in Preservice Teachers Presenter</u>	93
HOVNIK, VERONIKA	<u>Supporting Reading Development in Students with Mild Intellectual Disabilities: A Longitudinal Study</u>	52
HULSTON, SAMANTHA	<u>Attuning to young children’s play-based exploration of texts: the role of the teacher in implementing and supporting play-based reading approaches.</u>	140
HUNT-BARRON, SARAH	<u>Attitudes Toward Diversity Among Future Educators: Inside a Teacher Preparation Program</u>	58
	<u>Embedding Pre-Service Teachers in Schools: Improving Reading Instruction and Reading Achievement for Diverse Learners</u>	52
HUSBYE, NICHOLAS	<u>“Sure, Use ChatGPT”: Teaching Future Educators to Read With Machines</u>	31
	<u>Reading for Democracy: Teaching Contentious Texts in Contested Times</u>	11
JAKŠA BONAČIĆ, ROBERTA	<u>The production of magazines for blind and visually impaired library users Presenter</u>	77
JAMNIK, TILKA	<u>65 Years of the Reading Badge: Shaping a Culture of Lifelong Reading Presenter</u>	91
	<u>Light on Our Feet – With a Book in Hand: Promoting Literacy among Older Adults through Movement and Cultural Engagement</u>	84
JANČÍK PETROVÁ, ZUZANA	<u>Comprehension of implicit meaning in school reading at school: the design of a collaborative research project</u>	145
JANČÍK PETROVÁ, ZUZANA	<u>Primary Teachers’ Views on Effective Reading Instruction: Motivation, Decoding, and Post-Reading Activities</u>	161
	<u>When Pictures Lead the “Reading”: Illustration-Based Book Engagement in Early Childhood</u>	141
JANÍKOVÁ, MARCELA	<u>The Multimodal Nature of Language in Contemporary Social Studies Textbooks and Its Influence on Meaning Making in Early Literacy</u>	162
JAREB, EMILIJA	<u>KO KNJIGA POVEŽE: SODELOVANJE VRTCA, OTROK IN STARŠEV</u>	140
JELINČIČ, ANDREJA	<u>Branje v naravi: razvoj zunanjih bralnih okolij skozi zgodbo, raziskovanje in čutno učenje</u>	107
JERLIU, NAIM	<u>HEALTH LITERACY, HEALTH INFORMATION BARRIERS, AND CHRONIC DISEASE MANAGEMENT AMONG OLDER ADULTS ATTENDING COMMUNITY CENTRES AND NGOs IN PRISHTINA, KOSOVO</u>	84
JETISHI, ARLINDA	<u>HEALTH LITERACY, HEALTH INFORMATION BARRIERS, AND CHRONIC DISEASE MANAGEMENT AMONG OLDER ADULTS ATTENDING COMMUNITY CENTRES AND NGOs IN PRISHTINA, KOSOVO</u>	84
JOHANSSON, BARAN	<u>From Gaze to Guidance: How Teachers Interpret Early Eye-Tracking Screeners in Diverse Classrooms</u>	141
JORDAN, JENNIFER	<u>Discovering Hidden Gems: Using Poetry in Science Instruction</u>	133



JUG, TJAŠA	<u>Croatian and Slovenian Children’s Librarians’ Experiences with Genrefication</u>	135
JUG HARTMAN, MAJA	<u>Hart Publishing Children’s Reading & Science Literacy Publishing Programme</u>	142
JUNGMANN, TANJA	<u>Process quality of literacy-related activities in early childhood education – results of a survey and focus group interviews with pedagogical professionals Presenter</u>	164
	<u>Promoting Multiliteracies During Transitions in the Educational Systems – Results from a Scoping Review</u>	93
JURIMAE, MARIA	<u>Comparative research on Creative literacy-What have we learnt?</u>	108
JÜRIMÄE, MARIA	<u>Workshop on the best practices of Creative Literacy in three countries Presenter</u>	108
KAJZER, DANIJELA	<u>“An Example of an Approach to Reading in the International Baccalaureate (IB) Primary Years Programme”</u>	85
KALDES, GAL	<u>ELINET Symposium: International Perspectives on Adult Education Presenter</u>	86
KALNINA, SANDRA	<u>Comparative research on Creative literacy-What have we learnt?</u>	108
	<u>Workshop on the best practices of Creative Literacy in three countries Presenter</u>	108
KALOGEROGIANNI, FOTEINI	<u>Inclusive Vocabulary Literacy Practices of Roma Students within an Intercultural Education Framework</u>	53
KAMITANI, JUNSAURO	<u>What is the Science of Reading? The Japan Reading Association’s 70th anniversary project Presenter</u>	85
KAO, HUNG-HSUAN	<u>Developing EFL Young Learners’ English Literacy in CLIL Lessons</u>	134
KARAJEV, SANDRA	<u>What is good handwriting?</u>	125
KARGIN, TOLGA	<u>From Passive Consumers to Active Producers: Developing Critical Digital Literacy through Climate Change Education</u>	31
KARNET, MOJCA	<u>Medvrstniško branje z inovativnimi družabnimi igrami kot učinkovita metoda za spodbujanje bralne pismenosti</u>	16
KATSUTA, HIKARU	<u>International collaborative lesson study utilizing war picture books: Comparative analysis of students’ reader response in Japan, China, and the United States.</u>	17
	<u>What is the Science of Reading? The Japan Reading Association’s 70th anniversary project Presenter</u>	85
KAUPPINEN, MERJA	<u>Comparative research on Creative literacy-What have we learnt?</u>	108
	<u>Workshop on the best practices of Creative Literacy in three countries</u>	108
KAVČIČ, ANA	<u>Vsaka knjiga za vsake misli (Every book for every mind)</u>	53
KAVČIČ, BARBARA	<u>Berem jaz, bereš ti, zunaj pa beremo prav vsi</u>	109
KAVČNIK KOLAR, VANJA	<u>Encouraging Learning Environment as a Factor in Shaping Students’ Reading Self-Concept: Examples from Teaching Practice</u>	109
KAVKLER, MARIJA	<u>Vključujoča praksa na področju pismenosti – doprinos Društva Bravo</u>	54
KELLY, CATHERINE M.	<u>Where have All of Book Gone: High Quality Children's Literature in Preservice Teacher Preparation</u>	121
KELLY, DR. JENNIFER	<u>Active Reading Classrooms in Elementary Schools Presenter</u>	54
	<u>Reggio-Inspired Literacy in Primary Classrooms Presenter</u>	142
KENDA, MAJA	<u>Družine, pismenost in knjižnice</u>	143
KERMAUNER, AKSINJA	<u>Opening Doors to Literacy in Slovenia: Books for Diverse Readers</u>	55
KERSCHHOFER-PUHALO, NADJA	<u>Literacy practices in primary school - pre-service teachers write about their internship</u>	143
KINNERUP, LARS BO	<u>Reading Science - Learning with Texts in Science Education</u>	7
KIOSSES, SPYROS	<u>Creative Writing in Greek Secondary Education: High Pedagogical Legitimacy, Partial Structural Integration</u>	11



KITSOU, IOANNA	<u>Intertextuality, literacy and primary education Presenter</u>	110
KIVIJÄRVI-LEHVONEN, VEERA	<u>Literary art intervention supporting language and social-emotional learning of children with special educational needs in Finland</u>	55
KIVIRAND, GRETE LIIS	<u>What is good handwriting?</u>	125
KLEIMANN, FELINE	<u>Literacy practices in primary school - pre-service teachers write about their internship</u>	143
	<u>Reading Aloud and Reading Together: Functional-Pragmatic Insights into Young Adults' Collective Reading Process in Cooperative Gameplay</u>	12
KOBOLT, KATJA	<u>How can we address children with memory on war to promote peace? Cultural literacy and peace education</u>	144
KOLARIĆ, ALICA	<u>Croatian and Slovenian Children's Librarians' Experiences with Genrefication</u>	135
KOMEL, MIRT	<u>Reading at a Higher Level: A Study of (Extra)curricular Reading Habits among University Students</u>	105
KONTOVOURKI, STAVROULA	<u>Literacy Environments as Emergent and Hybridized: Insights from Primary Teachers' Life Hi/stories over Time (mid-1950s-2010s)</u>	110
KOREN, MAJDA	<u>The Youth Literature Section of the Slovenian Writers' Association</u>	145
	<u>Villa, mouse and tea Presenter</u>	144
KORMOS, JUDIT	<u>The role of first and second language reading, first language low-level skills, and working memory in second language writing</u>	12
KOŠAK BABUDER, MILENA	<u>Vzdolžen in prečen pogled na sodelovanje učencev v bralni znački na primeru ljubljanske osnovne šole</u>	122
	<u>Dodatna podpora za študente s specifičnimi učnimi težavami</u>	56
KOSEM, IZTOK	<u>Playing with Slovene: Word Games from CJVT Igre</u>	78
KOSKINA, GERMAINE	<u>Investigating Multimodal Pedagogy: Developing Digital Literacy in the Early Years</u>	32
KOSTANJEVEC, METKA	<u>Listening through Books: Voices of Friendships Presenter</u>	17
KOVAC, MIHA	<u>Ljubljana Reading Manifesto - Three years after Frankfurt bookfair</u>	86
KOVAČ VRANA, VEDRANA	<u>Working with Vulnerable Social Groups – A Case Study of the Karlovac Public Library</u>	47
KOVACS, MARIA	<u>MILES - Media literacy experiences from Romania</u>	38
KRASNIQI, PRANVERA	<u>HEALTH LITERACY, HEALTH INFORMATION BARRIERS, AND CHRONIC DISEASE MANAGEMENT AMONG OLDER ADULTS ATTENDING COMMUNITY CENTRES AND NGOs IN PRISHTINA, KOSOVO</u>	84
KREGAR, MATEJA	<u>With a book into the world among Slovenes in the border region and around the world Presenter</u>	127
KREZA, MARIA	<u>Comprehension of implicit meaning in school reading at school: the design of a collaborative research project</u>	145
	<u>Educators' learning goals for literacy and for related practices in daycare centers</u>	146
KROPIVŠEK, MANCA	<u>Assessing and Supporting Early Reading Development Through Play-Based Interventions</u>	146
KUPIEC, MONIKA	<u>Teacher Reflexivity as a Cultural Space Supporting School Literacy Practices Presenter</u>	111
KURAJ, JERNEJKA	<u>Branje povezuje</u>	147
KUŠČER, KATJA	<u>Informacijska pismenost v poročilu Eurydice: Pomembni podatki o vzgoji in varstvu predšolskih otrok v Evropi - 2025 Presenter</u>	147
KUZMIČOVÁ, ANEŽKA	<u>Nonfiction as a source of empathy and wonder</u>	123
LADERLICH, KETLIN	<u>What is good handwriting?</u>	125
LAGANOVSKA, EGIJA	<u>Emerging Writing as a Multimodal Process: How Preschoolers Aged 2–3 Learn to Communicate on Paper</u>	148
LANGER, SANDRA	<u>ELINET Symposium: International Perspectives on Adult Education Presenter</u>	86



	<u>ELINET Symposium: Rethinking Digital Literacies for the AI Era</u> Presenter	32
LARIMER, AMELIA JARA	<u>Effects of Continuing Use of Explicit Peer-Assisted Reading Instruction for Students At-Risk in 2nd Grade</u>	41
LARSON, LOTTA	<u>Digital Literacies, Citizenship, and Creativity as Curricular Ideology to Negotiate AI Demands in the Classroom</u>	29
	<u>Reimagining Print Texts Through AI: Practical Multimodal Strategies for Today's Classrooms</u>	33
LAVIDA, MARIANNA	<u>Effects of a morphology intervention on spelling and text reading comprehension of Greek children with learning disabilities</u>	72
LAW, JEREMY	<u>A Longitudinal Study of the Impact of Experiential Tutoring on Preservice Teachers' Literacy Knowledge, Confidence, and Practice</u>	43
	<u>Do gains in morphological awareness drive spelling growth? Evidence from a five-month classroom intervention</u>	42
LEITE, MANUELA	<u>Health Literacy and psychological wellbeing in older people: are they linked?</u> Presenter	111
	<u>Health literacy, digital health literacy and loneliness in older adults</u>	87
LEIVADIOTAKIS, GEORGIOS	<u>Cultivating conditions of multilingualism in school: grammatical phenomena as vehicles of strengthening local and minority languages</u>	25
	<u>How the use of AI in class brings better understanding of language phenomena: Teaching language borrowing through ChatGPT, Gemini and Claude</u>	38
LEMLEY, STEPHANIE	<u>Where have All of Book Gone: High Quality Children's Literature in Preservice Teacher Preparation</u>	121
LENGAR, IRENA	<u>Literacy, Creativity and Social Inclusion: The "We Include and Activate II" Programme in Slovenia</u>	56
LENIČ ŠALAMUN, KATJA	<u>GLUHI IN BRANJE »NE ČISTO TIHO«</u>	155
LESJAK, SAŠA	<u>Lahko branje, velike zgodbe: Kako v Sloveniji nastajajo izvirni romani v lahkem jeziku?</u>	51
LIMA, SARA	<u>Health Literacy and psychological wellbeing in older people: are they linked?</u> Presenter	121
	<u>Health literacy, digital health literacy and loneliness in older adults</u>	87
LIPPOLIS, ELISABETTA	<u>Listening to each other's voices: building up good practices across borders</u> Presenter	100
LIRA, ANDREA	<u>Sustaining Disability Identities: Digital Storytelling with Disabled Educators</u>	160
LITTLE, CALLIE	<u>Mapping the Simple View of Reading.</u> Presenter	112
LIU, XIAOMING	<u>Examining Recently Published Children's Picturebooks Portraying Chinese Americans</u>	57
LOGAN, JESSICA	<u>Mapping the Simple View of Reading.</u>	112
LOULUDI, ELENI	<u>Reimagining a critical teacher education through counter-stories: from heart to solidarity</u>	57
LUKANENOK, KADI	<u>Comparative research on Creative literacy-What have we learnt?</u>	108
	<u>What is good handwriting?</u> Presenter	125
LUKIĆ PUŠKARIĆ, MAJA	<u>From Chat to Chatbot: A Hands-On Approach to Literacy Through Chatbot Development</u>	37
LUMME, MINNA	<u>Collaborative design of literacy education in comprehensive school</u> Presenter	112
LUNGOCI, COSMINA SIMONA	<u>Strategies for Developing Literacy among Primary School Students in History and Geography. Theoretical Foundations and Empirical Contributions from the Romanian Context</u> Presenter	148
LUTAR KRAMBERGER, MAJA	<u>Cankar for Today: Engaging Youth Through Non-Canonical Literary Texts</u>	13
LYDIA, MENNA	<u>Navigating social location narratives as spaces of reflection in literacy teacher education</u>	102



MACHAIRIDOU, ANASTASIA	<u>Cultivating conditions of multilingualism in school: grammatical phenomena as vehicles of strengthening local and minority languages</u>	25
	<u>How the use of AI in class brings better understanding of language phenomena: Teaching language borrowing through ChatGPT, Gemini and Claude</u>	38
MACIEL, ALDA MARIA	<u>Fostering Environmental Literacy in the English Classroom. The implementation of a pedagogical sequence</u>	13
MAGULOVÁ, JAROSLAVA	<u>Primary Teachers' Views on Effective Reading Instruction: Motivation, Decoding, and Post-Reading Activities</u>	161
MAILLOUX, ANNE-SOPHIE	<u>Pratiques inclusives et leviers innovants pour soutenir le développement de la littératie</u> Presenter	41
MALBAŠIĆ, KATARINA	<u>From Obligation to Engagement: The Reading Circle as Experience-Based Dialogue</u>	22
MALEC, LUANA	<u>Revamped Dobreknjige.si – a digital platform for discovering quality literature and fostering reading culture</u> Presenter	113
MALKOČ BIŠČAN, ANITA	<u>Working with Vulnerable Social Groups – A Case Study of the Karlovac Public Library</u>	47
MANAK, JENN	<u>Attitudes Toward Diversity Among Future Educators: Inside a Teacher Preparation Program</u>	58
	<u>Blurring Boundaries: The Power of Transdisciplinary Literacy Learning</u>	87
MANGEN, ANNE	<u>Ljubljana Reading Manifesto - Three years after Frankfurt bookfair</u>	86
MANOUSELI, EVANGELIA	<u>Investigating Multiple-Document Comprehension and Reading Strategies in Greek Higher Education: Preliminary Findings from a Pilot Study</u>	14
	<u>Podcasting as Multimodal Literacy Practice: A Sociocognitive and Scaffolded Approach in Primary Education</u>	149
MARGA, ILZE	<u>Restart for Reading</u> Presenter	113
MARGEVICA-GRINBERGA, IEVA	<u>Comparative research on Creative literacy-What have we learnt?</u>	108
	<u>Emerging Writing as a Multimodal Process: How Preschoolers Aged 2–3 Learn to Communicate on Paper</u>	148
MARGEVIČA-GRINBERGA, IEVA	<u>Workshop on the best practices of Creative Literacy in three countries</u>	108
MARIN, JESSY	<u>Intervenir autrement: approches différenciées en lecture et en écriture pour favoriser la réussite de tous les apprenants</u> Presenter	44
MARIN SUAREZ, MARIA NATALIA	<u>The potential of absence: ideas for a lifelong learning policy for older people in Colombia</u>	94
MAROULLETI, RAFAELLA	<u>Literacy Environments as Emergent and Hybridized: Insights from Primary Teachers' Life Hi/stories over Time (mid-1950s-2010s)</u>	110
MARQUEZ HERMOSILLO, MÓNICA	<u>Reading Better to Learn Better: Inclusive Literacy Practices in public schools in highly vulnerable communities</u>	58
MARSHALL, JAMES	<u>The Courage to Learning: Academic Risk-Taking in Literacy</u>	114
MARTINS, SÓNIA	<u>Health Literacy and psychological wellbeing in older people: are they linked?</u> Presenter	111
	<u>Health literacy, digital health literacy and loneliness in older adults</u>	87
MARTYN, CAITRÍONA	<u>Title: An Measúnú agus Diagnóisic Litearthachta don Iarbhunscoil – Gaeilge (MDLI-G), a standardised test developed to support adolescent literacy in Irish-medium post-primary schools.</u>	16
MARTYN, CAITRIONA	<u>Post-Primary Assessment and Diagnosis – English (PPAD-E): The development of a standardised literacy assessment tool in an Irish context to raise adolescent literacy standards in Irish post-primary schools.</u>	15
MASCIA, TIZIANA	<u>ELINET Symposium: Rethinking Digital Literacies for the AI Era</u> Presenter	32
MASCIA, TIZIANA	<u>Reading Motivators in Primary School: Presentation of an E-booklet</u>	125
MAURO, ISABELLA	<u>Listening to each other's voices: building up good practices across borders</u> Presenter	100



MCCLEARY, DEBBIE	<u>Framed: Visual Literacy and Bridge Building in the Classroom Through Arts-Based Texts Presenter</u>	48
	<u>Reading the Room: Building Engaged Learning Communities Online Presenter</u>	114
MCMAHON, DON	<u>Digital Literacy Tools for Inclusive Post-Secondary Education</u>	59
	<u>Remixing Evidence-Based Practices with AI: Practical Strategies to Strengthen Digital Literacy for Learners with Disabilities Presenter</u>	33
MCMASTER, KRISTEN	<u>Effects of Continuing Use of Explicit Peer-Assisted Reading Instruction for Students At-Risk in 2nd Grade</u>	41
MCQUITTY, VICKI	<u>Emerging Writers, Emerging Leaders: Cultivating Connections Between Community Schools and Teacher Preparation Programs Presenter</u>	119
	<u>Independent Writers, Independent Thinkers: Developing Teachers' Practices for Supporting Students Through Oral Feedback Presenter</u>	107
	<u>Teacher Candidates Learning to Invite Student Thinking Through Humanizing Writing Pedagogy</u>	106
	<u>Using Practice-Based Teacher Education (PBTE) to Strengthen Literacy Skills in Preservice Teachers Presenter</u>	93
MEDIĆ, EDITA	<u>Transition from Shared Reading to Independent Reading: Sustaining Children's Love of Books</u>	130
MEDVED, DAMIJANA	<u>The School Library through the Lens of the School Library Manifesto 2025: Promoting Reading Literacy in the First Educational Period (Ages 6–8)</u>	149
MEDVED, TJAŠA	<u>Zgodbe, ki se jih lahko dotaknemo: spodbujanje bralne pismenosti slepih otrok s tipnimi slikanicami</u>	59
MENNA, LYDIA	<u>Reimagining the Bookshelf: Broadening the Stories Told in Literacy Teacher Education</u>	60
MERČUN, TANJA	<u>Croatian and Slovenian Children's Librarians' Experiences with Genrefication</u>	135
MIDGETTE, EKATERINA	<u>Implementing Culturally Responsive, Trauma-Informed Writing Instruction for Multilingual Learners: A School–University Partnership</u>	60
MILLER, MELINDA	<u>Growing Readers Through a Library of Student Authored Texts Presenter</u>	150
	<u>Supporting Young Writers Through Sentence Imitation and Craft Study in the Elementary Classroom Presenter</u>	66
MILNE, JOHN	<u>"Wait, some people see PICTURES when they read!" Readers are not all the same, individuals experience reading differently.</u>	14
MIRASOL, ROSALYN	<u>Re-thinking Pedagogical Content Knowledge for Reading Teachers – Correlations and Implications for Reading Teacher Education</u>	88
	<u>What is the Science of Reading? The Japan Reading Association's 70th anniversary project Presenter</u>	85
MLADOVAN, TJAŠA	<u>Medgeneracijsko branje – družinska bralna srečanja</u>	150
MOJICA MONROY, ZULMA	<u>From Belief to Practice: Examining Language Ideologies Among Bilingual Teachers</u>	61
MOJICA-MONROY, ZULMA E	<u>MULTIMODAL RESEARCH PRACTICES TO SUPPORT BILITERACY DEVELOPMENT Presenter</u>	132
MOODY, STEPHANIE	<u>Emerging Writers, Emerging Leaders: Cultivating Connections Between Community Schools and Teacher Preparation Programs</u>	119
MORA, RAÚL ALBERTO	<u>Language-as-Victory: A Closer Look at the Literacy Lives and Practices of Gamers in their Second Language</u>	34
	<u>Micro-Writing: A Global-South Experience on Extended Academic Literacies Development and Mentorship</u>	61
MOREIRA, MARIA	<u>Health literacy, digital health literacy and loneliness in older adults</u>	87
MOREIRA, MARIA ALFREDO	<u>Digital Storytelling and Artificial Intelligence Applied to CLIL: A Case Study in English Language Teaching at Lower Secondary Education</u>	37
MOREIRA, SÓNIA	<u>Health literacy, digital health literacy and loneliness in older adults</u>	87
MORRISON, JENNIFER D.	<u>Understanding Disciplinary Literacy through Becoming the "Complex Embodiment" of Beekeeping</u>	88



	<u>Mayflies, Tortoises, and Bees: Metaphors for Literacy Research</u>	82
MUDZIWAPASI, LILYMORE	<u>Teachers' literacy experiences: shaping classroom practices and adapting to constraints</u>	120
MÜLLER, ANNA-LENA	<u>Promoting Multiliteracies During Transitions in the Educational Systems – Results from a Scoping Review</u>	93
MUNOZ, ANGELES	<u>Multilingual Voices: Using Multimodal Literacy Instruction to Support Language Development for Newcomer Students Presenter</u>	62
	<u>Opening Doors Through Biliteracy: Reimagining Inclusive Literacy Assessment for Multilingual Learners Presenter</u>	62
MUSTAR, DAMJANA	<u>Vključujoče prakse na področju pismenosti v Mestni knjižnici Kranj</u>	63
MUSZYŃSKA, BARBARA	<u>Supporting a Polish teacher of newcomer students: Innovative and contextual literacy instruction for second language acquisition</u>	69
NEVO, EINAT	<u>Differences between typical and poor readers in implicit graphemes' learning</u>	159
NIEMELA, APRIL	<u>Intrapersonal Literacy: Bridging the Inner and Outer Selves Presenter</u>	89
NISTORESCU, DIANA-MARIA	<u>Strategies for Developing Literacy among Primary School Students in History and Geography. Theoretical Foundations and Empirical Contributions from the Romanian Context</u>	148
NORDLING, MICHAELA	<u>Special Education Supporting Literacy and Deep Learning in Upper Secondary Education Presenter</u>	18
NÚÑEZ, MARIANNELLA	<u>Critical digital practices for preservice educators and their students Presenter</u>	34
O'BRYAN, SONIA	<u>Artificial Intelligence as a Door to Accessible Texts for All Readers</u>	35
O'CONNELL, KATHRINA	<u>Artificial Intelligence as a Door to Accessible Texts for All Readers</u>	35
O'CONNELL, KATHRINA	<u>Opening Doors for Rural Readers</u>	15
O'HALLORAN, CLAIRE	<u>Post-Primary Assessment and Diagnosis – English (PPAD-E): The development of a standardised literacy assessment tool in an Irish context to raise adolescent literacy standards in Irish post-primary schools.</u>	15
O'HALLORAN, CLAIRE	<u>Title: An Measúnú agus Diagnóisic Litearthachta don Iarbhunscóil – Gaeilge (MDLI-G), a standardised test developed to support adolescent literacy in Irish-medium post-primary schools.</u>	16
OBERMAYR, MARLENE	<u>Reading aloud in families with 4-year-old children Presenter</u>	151
OCAMPO, DINA JOANA	<u>Cultivating the Will to Read: What We Can Learn from Filipino Children</u>	120
ODERSKY, EVA	<u>FlowBY: Evaluating a One-Phase Approach to Handwriting Acquisition in Primary Schools</u>	154
OLUP, MAJA	<u>How to get to 32 golden readers?</u>	18
OMERZA, DEJANA	<u>A night in the library as motivation to improve reading literacy</u>	115
ONIČ, JAŠ	<u>Readers in Slovenian primary schools</u>	89
ORMSTRUP, CHARLOTTE	<u>Reading Science - Learning with Texts in Science Education</u>	7
OUELLET, CHANTAL	<u>Collaborer pour codévelopper des pratiques d'enseignement de la littérature pour répondre aux besoins d'une diversité d'élèves au primaire Presenter</u>	49
OUELLET, MARILOU G.	<u>Pratiques inclusives et leviers innovants pour soutenir le développement de la littérature Presenter</u>	41
OVČAR, PETRA	<u>The Reading with Paws in the School Library</u>	90
OXLEY, EMILY	<u>Do gains in morphological awareness drive spelling growth? Evidence from a five-month classroom intervention</u>	42
ÖZER, SUAT	<u>Improving reading comprehension skills through philosophy for Children: By Poems of Neşet Ertaş</u>	5
ÖZTÜRK, ERGÜN	<u>Reading and Writing Motivation in Elementary Students: A Multidimensional Analysis Across Grades 2 to 6</u>	99
PAJNIK, TINA	<u>INTERGENERATIONAL READING – READER AT THE CENTER</u>	151



PALOMARES, ROBIN	<u>Emerging Writers, Emerging Leaders: Cultivating Connections Between Community Schools and Teacher Preparation Programs</u> Presenter	119
PANDIS, MEELI	<u>Comparative research on Creative literacy-What have we learnt?</u>	108
	<u>Workshop on the best practices of Creative Literacy in three countries</u>	108
PAPADIMITRIOU, VASSILIOS	<u>Spelling errors in text production by 4th and 5th grade primary school children with learning disabilities: effects of part of speech and types of morphemes</u>	64
	<u>The effects of word length, gender and learning disabilities status on transposition stress errors of 10-years-old Greek students during a free-writing task</u>	63
PAPADOPOULOU, MARIA	<u>Tablet or paper? Young children make posters in digital and traditional contexts</u>	152
PARENT, JOSIANE	<u>Intervenir autrement: approches différenciées en lecture et en écriture pour favoriser la réussite de tous les apprenants</u> Presenter	44
PÄRNÄNEN, MARIANNE	<u>Literacy for Deep Learning and Futures Thinking: A Holistic Approach to Humanistic Education</u>	18
PAUGH, PATRICIA	<u>Documents as “living artifacts” mediating sensemaking in an integrated science/literacy preservice methods course</u>	115
PEČJAK, SONJA	<u>Reading Motivators in Primary School: Presentation of an E-booklet</u>	125
PELLE, VERONIKA	<u>Literacy development in digital childhoods: The role of digital parenting in children’s media literacy development</u>	36
PELLIZZARI, LAURA	<u>Bookstart and the Involvement of Austrian Libraries in Early Literacy and Family Literacy</u>	152
PEREZ, SHAKIRA	<u>Permission to Play: Reclaiming Joy in the Lifelong Practice of Writing</u> Presenter	90
PERKO, MANCA	<u>65 Years of the Reading Badge: Shaping a Culture of Lifelong Reading</u> Presenter	91
PERKO, VESNA	<u>Vključujoče prakse na področju pismenosti: Reformatorji v stripu in njegova dramatizacija</u>	64
PETERLIN, JUDITA	<u>Efbere reading club in theory and practice</u>	91
PETI-STANTIĆ, ANITA	<u>Reading Together in Early Adolescence: Is It Still Possible?</u>	19
PETRIĆ, DANIJELA	<u>How Public Libraries Support Reading for Pleasure in Family: Outcomes of the Croatian “Summer Reading Olympics” library program</u>	138
PÉTURSDÓTTIR, ANNA-LIND	<u>Effects of Continuing Use of Explicit Peer-Assisted Reading Instruction for Students At-Risk in 2nd Grade</u>	41
PICCO, KRISTINA	<u>G-BOOK 3: Audience engagement activities for the social and emotional education of european teenagers through gender-positive literature and digital technology</u> Presenter	47
PINTO, FRANCISCA	<u>Health Literacy and psychological wellbeing in older people: are they linked?</u> Presenter	111
	<u>Health literacy, digital health literacy and loneliness in older adults</u>	87
PIRC, TINA	<u>Reading Motivators in Primary School: Presentation of an E-booklet</u>	125
PLOTKA, RAQUEL	<u>Exploring Latine Children’s Integration of Multiple Value Systems in their Multilingual Book Reading Narratives</u>	153
PODLOGAR, MONIKA	<u>Literary Reading in the Filobralnica Dvojina Reading Group</u>	117
POKORN, DAŠA	<u>Cankar na maturi: učni vir (primer dobre prakse)</u> Presenter	65
POLLECK, JODY	<u>A Study of Neurodiverse Youth Book Clubs for Transformative and Inclusive Social-Emotional Learning</u>	65
	<u>Social Justice Book Clubs: A Hands-On Workshop for Advancing Literacy for a Better World</u> Presenter	116
POMPOR, ZOLTÁN	<u>Every child deserves 15 minutes of story time - the past and present activities of the Hungarian Reading Association (HUNRA)</u> Presenter	116
POREDOŠ, MOJCA	<u>Dodatna podpora za študente s specifičnimi učnimi težavami</u>	56



	<u>Vzdolžen in prečen pogled na sodelovanje učencev v bralni znački na primeru ljubljanske osnovne šole</u>	122
POTOČNIK, PETRA	<u>65 Years of the Reading Badge: Shaping a Culture of Lifelong Reading Presenter</u>	91
PREGELJ, BARBARA	<u>READING: DIGITAL OR ANALOGUE? BOTH</u>	20
PREMAL, NARRAYANI	<u>Development of Reading Literacy: Neuroscientific Perspectives and the Importance of Letter Recognition</u>	153
PRIOR, NILS	<u>Promoting Multiliteracies During Transitions in the Educational Systems – Results from a Scoping Review</u>	93
PRISTOLIČ, TATJANA	<u>The Reading Ecosystem as a Space of Connection: Intergenerational Practices, Digital Presence, and New Literacy in the Public Library</u>	117
PUIG, ENRIQUE	<u>Blurring Boundaries: The Power of Transdisciplinary Literacy Learning</u>	87
PUKSAND, HELIN	<u>Complexity of learning texts in grades 1–3</u>	98
PUNGARTNIK, MOJCA	<u>MEDGENERACIJSKO BRANJE KOT BRALNI DOGODEK (BRALNA SPODBUDA) ZA MLADOSTNIKE</u>	66
PURANIK, CYNTHIA	<u>ELINET Symposium: International Perspectives on Adult Education Presenter</u>	86
PURIĆ, DALIBORKA	<u>Artificial Intelligence as an educational tool from the perspective of in-service and pre-service teachers from Serbia</u>	36
QUINN, MARGARET	<u>Breaking Down and Understanding Big Words: Morphological Instruction to Boost Literacy in the Upper Elementary Grades</u>	92
	<u>Empowering Teachers with Flexible PD: A Design-Based Study in Grades 3–5 Literacy with an emphasis on Morphology</u>	95
RABINOWITZ, LAURIE	<u>Sustaining Disability Identities: Digital Storytelling with Disabled Educators</u>	160
RAHIM, MERIAM	<u>Re-thinking Pedagogical Content Knowledge for Reading Teachers – Correlations and Implications for Reading Teacher Education</u>	88
RAHIMI, HOMAYRA	<u>Effective Teaching of Reading for Children with Reading Difficulties</u>	154
RAKOVEC, ANA	<u>Literary Reading in the Filobralnica Dvojina Reading Group</u>	117
RAMAKRESININ, SHAMALA	<u>Reading for leisure: Young males' views from Singapore</u>	118
RAMIREZ MEDINA, SHARA SHALOME	<u>Micro-Writing: A Global-South Experience on Extended Academic Literacies Development and Mentorship</u>	61
RANK, ASTRID	<u>FlowBY: Evaluating a One-Phase Approach to Handwriting Acquisition in Primary Schools</u>	154
REBOV, IRENA	<u>Bralna skupina Reaktor v specialni knjižnici Instituta "Jožef Stefan", delovanje</u>	118
REED, JOLENE	<u>Growing Readers Through a Library of Student Authored Texts Presenter</u>	150
	<u>Supporting Young Writers Through Sentence Imitation and Craft Study in the Elementary Classroom Presenter</u>	66
REID, SARAH D.	<u>Where have All of Book Gone: High Quality Children's Literature in Preservice Teacher Preparation</u>	121
REOPEREZ, MARIE GRACE	<u>Alternative Learning Sytem Literacy Programs: What Goals Do Low-Literate Adult Learners Bring?</u>	92
REZAR, PETRA	<u>GLUHI IN BRANJE »NE ČISTO TIHO«</u>	155
	<u>OSEBE Z GLUHOSLEPOTO SO RANLJIVA SKUPINA BRALCEV</u>	105
RIBEIRO, SÍLVIA	<u>Digital Storytelling and Artificial Intelligence Applied to CLIL: A Case Study in English Language Teaching at Lower Secondary Education</u>	37
RICE, BETHANY	<u>Emerging Writers, Emerging Leaders: Cultivating Connections Between Community Schools and Teacher Preparation Programs Presenter</u>	119
	<u>Using Practice-Based Teacher Education (PBTE) to Strengthen Literacy Skills in Preservice Teachers Presenter</u>	93
RICHARDS, OLIVIA	<u>Using stories to improve children's wellbeing and literacy simultaneously</u>	67



ROCCONI, LOUIS	<u>Empowering Teachers with Flexible PD: A Design-Based Study in Grades 3–5 Literacy with an emphasis on Morphology</u>	95
ROCHE, DR. PATTI	<u>Fish in Water? Can drama play a role in scaffolding the literacy learning of children with dyslexia?</u>	67
RODRIGUES, LUCIANE	<u>Reading in the City: Non-formal Literacy Practices in Braga’s Local Reading Plan</u>	99
ROMEYKE, KATJA	<u>Literacy practices in primary school - pre-service teachers write about their internship</u>	143
ROT GABROVEC, VERONIKA	<u>Reading Motivators in Primary School: Presentation of an E-booklet</u>	125
ROWE, MARJORIE M.	<u>Where have All of Book Gone: High Quality Children's Literature in Preservice Teacher Preparation</u>	121
ROWSSELL, JENNIFER	<u>ELINET Symposium: Rethinking Digital Literacies for the AI Era Presenter</u>	32
ROY, LÉANDRE	<u>Profile of Oral and Written Language Skills of Francophone Students at the End of 4-Year-Old Kindergarten</u>	135
ROY, SUPARNA	<u>A Longitudinal Study of the Impact of Experiential Tutoring on Preservice Teachers’ Literacy Knowledge, Confidence, and Practice</u>	43
RUBERTO, NOEMIA	<u>Pratiques inclusives et leviers innovants pour soutenir le développement de la littératie Presenter</u>	41
RUDIN, SHAI	<u>"I tell at least two stories a day": Kindergarten teachers talk about children's literature and literacy in kindergarten</u>	155
RUJEVČAN, DAVORKA	<u>Dynamism of Reading from Theoretical, Research and Practical Viewpoints</u>	119
RUOHO, JOHANNES	<u>Collaborative design of literacy education in comprehensive school Presenter</u>	112
RUPNIK VEC, TANJA	<u>Explicit teaching of argumentation skills</u>	20
RUSHEK, KELLI	<u>Breaking/Shattering Glass: Interrogating Textual Representation Using a Self-Psychoanalytic Critical Representation Lens</u>	21
	<u>Immersive Worlds: Building Curriculum using AI with AYA ELA Preservice Teachers</u>	28
RUSTJA, NINA	<u>Uspešni programi družinske pismenosti v Mestni knjižnici Kranj Presenter</u>	132
SALVADOR, ANA MARIA MARGARITA	<u>Cultivating the Will to Read: What We Can Learn from Filipino Children</u>	120
SAUERBORN, HANNA	<u>Early Literacy and Multilingualism in Socially Disadvantaged Contexts: A Longitudinal Study at School Entry</u>	156
SCALES, ROYA	<u>Where have All of Book Gone: High Quality Children's Literature in Preservice Teacher Preparation</u>	121
SCALES, W. DAVID	<u>Where have All of Book Gone: High Quality Children's Literature in Preservice Teacher Preparation</u>	121
SCHAFF, PAM	<u>Enhancing Literacy for Diverse Learners Through Intentional Academic Language Instruction Presenter</u>	68
SCHECKLE, EILEEN	<u>Teachers’ literacy experiences: shaping classroom practices and adapting to constraints</u>	120
SCHOLES, STEPHEN	<u>A Longitudinal Study of the Impact of Experiential Tutoring on Preservice Teachers’ Literacy Knowledge, Confidence, and Practice</u>	43
SCHRÖDER, LEA	<u>Promoting Multiliteracies During Transitions in the Educational Systems – Results from a Scoping Review</u>	93
SCHUELLER-ZWIERLEIN, ANDRE	<u>Ljubljana Reading Manifesto - Three years after Frankfurt bookfair</u>	86
SELIN, ANN-SOFIE	<u>Perspectives on Handwriting Presenter</u>	121
SHINE EDIZER, FILIZ	<u>Bilingual/Translingual Picture Book Creation as a Pathway to Holistic Literacy Development Across Educational Levels</u>	156
SIIPOLA, MARI	<u>Comparative research on Creative literacy-What have we learnt?</u>	108
	<u>Workshop on the best practices of Creative Literacy in three countries</u>	108
ŠIMKOVÁ, KAROLÍNA	<u>Nonfiction as a source of empathy and wonder</u>	123



ŠIŠAK, IVA	<u>From Obligation to Engagement: The Reading Circle as Experience-Based Dialogue</u>	22
SKÚLASON, SIGURGRÍMUR	<u>Effects of Continuing Use of Explicit Peer-Assisted Reading Instruction for Students At-Risk in 2nd Grade</u>	41
SMETANA, LINDA	<u>Rethinking Notetaking: Literacy, Learning, and Digital Technologies</u>	94
	<u>Where have All of Book Gone: High Quality Children's Literature in Preservice Teacher Preparation</u>	121
SOFKOVA HASHEMI, SYLVANA	<u>From Gaze to Guidance: How Teachers Interpret Early Eye-Tracking Screeners in Diverse Classrooms</u>	141
SOLARI, EMILY	<u>Mapping the Simple View of Reading.</u>	112
SOTLER, URŠKA	<u>Strip: most do zahtevnejše literature</u>	122
SPANTIDAKIS, IOANNIS	<u>Investigating Multiple-Document Comprehension and Reading Strategies in Greek Higher Education: Preliminary Findings from a Pilot Study</u>	14
SPORN, RENATA	<u>Razvoj bralne pismenosti skozi lutkovno igro</u>	22
SPRONGLOVA, KATERINA	<u>Everyone is a Reader</u>	68
ŠTAMCAR, ZALA	<u>Pravljični ABC za boljši jutri romskih otrok</u>	158
ŠTAMPFELJ, TJAŠA	<u>»Teden branja z Rozo: primer dobre prakse pri spodbujanju bralne kulture v osnovni šoli«</u>	23
ŠTAMULAK, LUCIJA	<u>Razvijanje bralne pismenosti na Podružnični osnovni šoli Razbor</u>	157
STEFÁNSSON, KRISTJÁN KETILL	<u>Effects of Continuing Use of Explicit Peer-Assisted Reading Instruction for Students At-Risk in 2nd Grade</u>	41
STEOFLO, LILIYA	<u>Enhancing Literacy for Diverse Learners Through Intentional Academic Language Instruction Presenter</u>	68
STEWART, MARY AMANDA {MANDY}	<u>Supporting a Polish teacher of newcomer students: Innovative and contextual literacy instruction for second language acquisition</u>	69
	<u>Multilingual Voices: Using Multimodal Literacy Instruction to Support Language Development for Newcomer Students Presenter</u>	62
STIKĀNE, ILZE	<u>Promoting Media Literacy With the Help of Children's Literature. Some Ideas About Children's Books</u>	21
STOVIČEK, JERNEJA	<u>Vzdolžen in prečen pogled na sodelovanje učencev v bralni znački na primeru ljubljanske osnovne šole</u>	122
STRESKOVA, MICHAELA	<u>Everyone is a Reader</u>	68
STRUKEJ, ALENKA	<u>Forest libraries - Where nature meets knowledge</u>	124
	<u>National family literacy web site https://druzina.pismen.si Presenter</u>	158
STUHNE VUK, BARBARA	<u>Family Literacy Project in Kindergarten – Connected Through Reading</u>	157
ŠTUMERGER NOVOSEL, DANICA	<u>Language Choices in Young Multilingual Writers: Observations from Comic Writing</u>	70
SUDAREVIĆ, ANA	<u>From Chat to Chatbot: A Hands-On Approach to Literacy Through Chatbot Development</u>	37
SUN, ERIC	<u>Online or In-Person? Action Research on How Students with Special Needs Learn Best Presenter</u>	69
SURIAN, JASON	<u>Attitudes Toward Diversity Among Future Educators: Inside a Teacher Preparation Program</u>	58
	<u>Teaching in Full Color: Illuminating Identity and Empathy Through Story Presenter</u>	70
SUTCLIFFE, BENJAMIN	<u>When Literacy Went to War: Teaching Russian and Russophobia after the Invasion of Ukraine</u>	123
ŠVAB, KATARINA	<u>Croatian and Slovenian Children's Librarians' Experiences with Genrefication</u>	135
SVETINA, SANDRA	<u>Samostojno orientiranje v šolski knjižnici kot pomemben dejavnik za uspešen razvoj pismenosti</u>	95
TAGG, ANDREW	<u>Letters in Motion: From Grip to Fluency—Handwriting as a Foundation for Literacy</u>	81



TAHA, HAITHAM	<u>Differences between typical and poor readers in implicit graphemes' learning</u>	159
TEKALEC, RAJKO	<u>How much, how, and what do Slovenian students abroad read? Teacher, help! Presenter</u>	23
	<u>With a book into the world among Slovenes in the border region and around the world Presenter</u>	127
TEMPEL, MAIRI	<u>Cross-curricular Library Lessons for Adolescents Presenter</u>	24
TERAVAINEN-GOFF, ANNE	<u>Connecting Stories: Lessons from a National Place-Based Literacy Programme</u>	124
	<u>Why children and young people do or do not engage with reading: Insights from 58,000 comments</u>	24
THOMASON, BETTY	<u>Negotiating Identity and Belonging: Journaling and Arts Integration with Adolescent Multilingual Learners</u>	75
TIGHE, ELISABETH L.	<u>ELINET Symposium: International Perspectives on Adult Education Presenter</u>	86
	<u>ELINET Symposium: Rethinking Digital Literacies for the AI Era Presenter</u>	32
TKALČEC, FLEUR	<u>Project "Let's Read Together!" ("Beriva skupaj!")</u>	159
	<u>The Reading Badge (Bralna značka) at Miklavž pri Ormožu Primary School</u>	25
TOBÓN-GALLEGO, ANDRÉS ESTEBAN	<u>Micro-Writing: A Global-South Experience on Extended Academic Literacies Development and Mentorship</u>	61
TODD, KIMBERLY	<u>Framed: Visual Literacy and Bridge Building in the Classroom Through Arts-Based Texts Presenter</u>	48
	<u>Reading the Room: Building Engaged Learning Communities Online Presenter</u>	114
TOMAŽIN, SARA	<u>Fairy-tale yoga Presenter</u>	160
TONDREAU, AMY	<u>Sustaining Disability Identities: Digital Storytelling with Disabled Educators</u>	160
TRAGA PHILIPPAKOS, ZOI	<u>Empowering Teachers with Flexible PD: A Design-Based Study in Grades 3–5 Literacy with an emphasis on Morphology</u>	95
	<u>Genre-Based Strategy Instruction and the Role of Collaborative Reasoning in Opinion Writing Presenter</u>	71
	<u>Breaking Down and Understanding Big Words: Morphological Instruction to Boost Literacy in the Upper Elementary Grades Presenter</u>	92
TREGENZA, JO	<u>How schools in areas of high disadvantage in England are getting better than expected reading development.</u>	72
TSESMELI, STYLIANI N.	<u>Effects of a morphology intervention on spelling and text reading comprehension of Greek children with learning disabilities</u>	72
TURŠIČ, ANA	<u>From Eyes to Words: The Impact of Visual Function Training on Reading Fluency in Students with Learning Difficulties</u>	161
TZAKOSTA, MARINA	<u>Cultivating conditions of multilingualism in school: grammatical phenomena as vehicles of strengthening local and minority languages</u>	25
	<u>How the use of AI in class brings better understanding of language phenomena: Teaching language borrowing through ChatGPT, Gemini and Claude</u>	37
TZVETKOVA, MARIETA	<u>Administrative literacy as knowledge and skills bringing adding value to a better world</u>	96
UDATNY, BORNA	<u>30 Years of CroRA and its Annual Literacy Conference Presenter</u>	96
URBAN, KAMILA	<u>Primary Teachers' Views on Effective Reading Instruction: Motivation, Decoding, and Post-Reading Activities</u>	161
	<u>Reading literacy as a challenge for civic education</u>	162
URBAN, MAREK	<u>Reading literacy as a challenge for civic education</u>	162
URH, ALENKA	<u>Our Little Library - comprehensive reading promotion program</u>	162
USERO GONZALEZ, FRANCISCO	<u>Beyond the Mirage: Evidence-Based Identification of Dyslexia in Spanish-English Bilingual Learners</u>	73



VACARETU, ARIANA-STANCA	<u>MILES - Media literacy experiences from Romania</u>	38
VAKNIN-NUSBAUM, VERED	<u>Differences between typical and poor readers in implicit graphemes' learning</u>	159
VAN DER WEEL, ADRIAAN	<u>Ljubljana Reading Manifesto - Three years after Frankfurt bookfair</u>	86
VAN WIG, ANN	<u>Where have All of Book Gone: High Quality Children's Literature in Preservice Teacher Preparation</u>	121
VARIK-MAASIK, ENE	<u>What is good handwriting? Presenter</u>	125
VASARMIDOU, DESPINA	<u>Investigating Multiple-Document Comprehension and Reading Strategies in Greek Higher Education: Preliminary Findings from a Pilot Study</u>	14
VAŠÍKOVÁ, JANA	<u>The Multimodal Nature of Language in Contemporary Social Studies Textbooks and Its Influence on Meaning Making in Early Literacy</u>	162
VASINDA, SHERI	<u>Universal Access for Learning: Repositioning Digital from Scaffolds to Legitimate Literacies</u>	73
VELER, ALENKA	<u>The anniversary of the oldest Slovenian book collection for young people as a starting point for an extensive reading promotion campaign Presenter</u>	26
VELLONEN, VIRPI	<u>Literary art intervention supporting language and social-emotional learning of children with special educational needs in Finland</u>	55
VERBIČ, PATRICIA	<u>Report on the Reading Project within the Erasmus+ Project I Accept Myself, I Accept You (2022/23–2024/25)</u>	163
VILICER, BREDA	<u>Obravnava leposlovja na zabaven način Presenter</u>	74
VILJARANTA, JAANA	<u>Literary art intervention supporting language and social-emotional learning of children with special educational needs in Finland</u>	55
VIŽINTIN, MARIJANCA AJŠA	<u>Intensive Slovenian language course and development of intercultural competence for all residents</u>	74
VOGLAR PULKO, VESNA	<u>Bralnospodbujevalne dejavnosti na OŠ Videm</u>	75
VOGRINČIČ ČEPIČ, ANA	<u>Reading Motivators in Primary School: Presentation of an E-booklet</u>	125
VOLDERS, NAUD	<u>HEALTH LITERACY, HEALTH INFORMATION BARRIERS, AND CHRONIC DISEASE MANAGEMENT AMONG OLDER ADULTS ATTENDING COMMUNITY CENTRES AND NGOs IN PRISHTINA, KOSOVO</u>	84
VOVK, DAMJANA	<u>Supporting Reading Literacy through Libraries: The Slovenian Approach</u>	126
VUČAJNK, LIDIJA	<u>With a book into the world among Slovenes in the border region and around the world Presenter</u>	127
VUČAJNK, TATJANA	<u>65 Years of the Reading Badge: Shaping a Culture of Lifelong Reading Presenter</u>	91
VUČAJNK, TATJANA	<u>SLOLINGO – An app for learning Slovenian through reading and listening to fictional texts at beginner level Presenter</u>	39
	<u>With a book into the world among Slovenes in the border region and around the world Presenter</u>	127
VUČKO, TATJANA	<u>Vpliv bralnega prostora na branje = The influence of the reading environment on reading</u>	127
WANDEL, SARAH-THERES	<u>Process quality of literacy-related activities in early childhood education – results of a survey and focus group interviews with pedagogical professionals Presenter</u>	163
WARD, JENNY	<u>Letters in Motion: From Grip to Fluency—Handwriting as a Foundation for Literacy</u>	81
WARD, NATALIA	<u>Negotiating Identity and Belonging: Journaling and Arts Integration with Adolescent Multilingual Learners</u>	75
WARREN, AMBER	<u>Negotiating Identity and Belonging: Journaling and Arts Integration with Adolescent Multilingual Learners</u>	75
WHITE, JANE	<u>Letters in Motion: From Grip to Fluency—Handwriting as a Foundation for Literacy</u>	81
WILBURN, KATHERINE	<u>Breaking Down and Understanding Big Words: Morphological Instruction to Boost Literacy in the Upper Elementary Grades</u>	92



WOLF, CHYRESE	<u>Orchestrating the Core: Teacher-Led Designs for Whole-Curriculum Literacy Integration</u>	126
WOLSEY, THOMAS DEVERE	<u>Rethinking Notetaking: Literacy, Learning, and Digital Technologies</u>	94
WRENN, MELISSA	<u>Planned Supports for Pre-Service Teachers' Disciplinary Literacy</u>	26
XU, YING	<u>Persistence and Fadeout of Reading Intervention Gains Over Time</u>	137
YANG, SHULING	<u>Where have All of Book Gone: High Quality Children's Literature in Preservice Teacher Preparation</u>	121
YEARI, MENI	<u>Meta-strategic Learning of Structure Strategies in Reading Comprehension of Expository Texts Presenter</u>	27
YOUNG, MICHAEL	<u>Freedom Dreaming to Realize Literacies of Liberation</u>	76
YOUNGBLOOD, TERESA	<u>Two bream and a crankie: arts integration, inclusion, and teacher flourishing in an adolescent literacy classroom</u>	76
YUMUS, MELIKE	<u>Process quality of literacy-related activities in early childhood education – results of a survey and focus group interviews with pedagogical professionals Presenter</u>	163
ŽABERL, MOJCA	<u>Gamification in academic libraries</u>	97
ZAG GOLOB, ANJA	<u>Comics as a Bridge to Multimodal Literacy</u>	164
ŽALAC, DOMEN	<u>Reading at a Higher Level: A Study of (Extra)curricular Reading Habits among University Students</u>	105
ZALAZNIK, MARUŠA	<u>Eric Carle's Picture Books as a Tool for Promoting Early Literacy in Kindergarten</u>	164
ZAPOTOCNA, OLGA	<u>Reading literacy as a challenge for civic education</u>	162
ZLATAR RADIGOVIĆ, KAROLINA	<u>The production of magazines for blind and visually impaired library users Presenter</u>	77
ŽNIDARIČ, TAMARA	<u>Spodbujanje branja v 5. razredu osnovne šole</u>	97
ZORIČ BOLFEK, MAJA	<u>BRALNA ZNAČKA KOT DEJAVNIK RAZVOJA BRALNE PISMENOSTI NA SREDNJI MEDIJSKI IN GRAFIČNI ŠOLI LJUBLJANA</u>	27
ZUPAN KALEM, BLAŽKA	<u>United by Reading Presenter</u>	128
ZUPAN SOSIČ, ALOJZIJA	<u>Literary Reading in the Filobralnica Dvojina Reading Group</u>	117