

3rd Baltic Sea – 17th Nordic Literacy Conference

III конференция стран Балтийского моря –
XVII конференция по чтению скандинавских стран
Den 3:e Östersjökonferensen om läsning – den 17:e Nordiska lässtämman
3. Itämeren – 17. pohjoismainen lukemisen konferenssi

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Adult Education Centre & Swedish Adult Education Centre
Kaskenkatu 5, Turku/Åbo

Organised by FinRA
in collaboration with Nordic and Baltic Sea Literacy associations
networking with ILA, IDEC, FELA, ELINET
supported by the City of Turku/Åbo

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<http://finnishreadingassociationenglish.blogspot.fi/>

Presentations by theme | for detailed information go to Book of Abstracts

Making meaning – literacy in action

Sari Sulkunen (Finland)
KEYNOTE
Literacy - Action for the future

Content area literacies and learning | Fokus på läsförståelse i alla ämnen
Tekstitaidot eri oppiaineissa | Чтение на разных предметах и обучение

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Elisabeth Arnbak (Denmark)

Instructional Coaching: A Model for Teacher Professional Development in Content Area Literacy Instruction
theme 1

Iosefina Blazsani-Batto¹ & Anca Ursa (Romania)

Storybooks as a Way to Improve Language and Cultural Literacy theme 1

Irene Chirkova (Russia)

Typology of Training Objectives in Teaching Professionally-oriented Reading to Political Science Students;
Exemplified by the Course “English for Specific Purposes” theme 1

Halina Chodkiewicz (Poland)

What and how did the two readers learn from the same text? theme 1

Alan Crawford (USA)

From Reading Comprehension to Critical Thinking: Argumentation from the Simple to the Complex theme 1

Yvonne Halleson (Sweden)

Reading and talking about texts in History – collaborative discussions as a scaffold for disciplinary reading
theme 1

Елена Лукьянович & Ольга Коняшкина – Elena Lukiyanovich & Olga Konyashkina (Россия)

Программа урочной в внеурочной деятельности по развитию, читательской компетентности учащихся

Presentation in Russian: Curriculum and extra-curriculum activities to develop readers' competency тезис 1

Minna-Riitta Luukka, Hilikka Paldanius, Johanna Saario, Sari Sulkunen & Anna Veijola (Suomi)

Historian monilukutaito ja tiedonalakohtaiset tekstitaidot tema 1

Anna-Maija Norberg, Kristina Ansaldo, Birgitta Thorander & Anna-Lena Ebenstål (Sverige)

Stöttande litteracitetsarbete i Stockholms stad [tema 1](#)

Hilary Pollack (USA)

Using Children’s Literature to Integrate Principles of Sustainability in an Elementary School Curriculum [theme 1](#)

Enrique A. Puig, Laurie O. Campbell, Sandra L. Robinson & Edward H. Robinson (USA)

Redefining Text in Making Meaning [theme 1](#)

Maria Sendova (Bulgaria)

Every ‘Teach For Bulgaria’ -teacher needs to be a reading teacher –our first steps towards the goal 0% functional illiteracy in our classrooms [theme 1](#)

О.Л. Знаменская – Olga Znamenskaya (Россия)

Развитие читательского интереса учащихся через реализацию инновационного проекта «Книга года - выбирают дети»

Presentation in Russian: *Developing readers’ competence: “Book of the year – children choose”*
project_RUSSIA [тезис 1](#)

Challenges to reading and writing competence in the digital age | Utmaningar för läs- och skrivkompetensen i den digitala eran | Digitaalised tekstitaidot | Вызовы цифрового века компетенциям чтения и письма

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Jenni Alisaari, Tiina Turunen, Tarja-Riitta Hurme, Anu Kajamies & Maria Korpela (Suomi)

Lukuvälineen merkitys luetunymmärtämisessä [teema 2](#)

Elena N. Antonova (Russia)

Professionally oriented reading: understanding implicit information [theme 2](#)

William P. Bintz¹ & Sara D. Moore² (USA)

Using Award-Winning Literature to Teach Integrated STEM [theme 2](#)

Jay Blanchard¹ & Rich Long² (USA)

The developing brain and digital technologies: Implications for reading [theme 2](#)

Iosefina Blazsani-Batto (Romania)

Multimodal Texts as a Way to Improve Literacy Skills [theme 2](#)

Sirpa Eskelä-Haapanen¹, Carita Kiili, Marja Hannula & Susanne Roos (Suomi)

¹pj. sessio 1(3)

Lasten käsityksiä internetistä [teema 2](#)

Jarkko Hautala, Otto Loberg, Carita Kiili & Paavo Leppänen (Finland)

Sixth graders’ viewing strategies when reading internet search results [theme 2](#)

Nicholas E. Husbye (USA)

Of Light Sabers and Legos: Stop Motion, Digital Filmmaking, and Literacy Learning [theme 2](#)

Gunilla Högnäs & Monika Broman (Finland)

Programmering i förskolan [tema 2](#)

Meri-Tuulia Kaarakainen & Loretta Saikkonen (Suomi)

Suomalaisnuorten informaatiolukutaito [teema 2](#)

Anatoli A. Kachalkin (Russia)

Knowledge of medical terminology as an indicator of professional literacy of the modern medical student [theme 2](#)

Mikko Ketovuori (Finland)

Rethinking the concept of literacy in the age of Google generation [theme 2](#)

Дамир Михайлович Хафизов–Damir Mikhailovich Khafizov (Россия)

Стимулирование читательской деятельности молодежи в условиях вузовской библиотеки на основе сетевых ресурсов и технологий (по материалам исследования "Чтение, которое нас объединяет")
Presentation in Russian: Usage of network technologies as an instrument of stimulation for readers' activity among youth in university library (adapted from "Reading that unites us" research) [тезис 2](#)

Елена Колосова – Elena Kolosova (Россия)

Чтение детей и подростков в России: книги, библиотеки, интернет
Presentation in Russian: Reading of Russian children and adolescents: Books, Libraries, the Internet [тезис 2](#)

Johanna Lampela, Carita Kiili & Miika Marttunen (Finland)

Upper secondary school students' online profiles [theme 2](#)

Susanne Roos, Marja Hannula, Elina Törmä & Marja-Kristiina Lerkkanen

Sirpa Eskelä-Нааранен, pj. **sessio 2(3)**
Tekstin koherenssi ja yhteistoiminnallinen kirjoittaminen TVT-välineillä [teema 2](#)

Е.Л. Рудик, Ю. С. Локоть & С. А., Сторожева – Elena Rudik, Yulia Lokot & Svetlana Storozheva (Россия)

Продвижение чтения: Междисциплинарные связи как основа формирования читательской грамотности.
Presentation in Russian: Promotion of reading: interdisciplinary ties as a basis for developing literacy [тезис 2](#)

Timo Salminen, Carita Kiili & Miika Marttunen (Finland)

Assessing students' argumentative online inquiry competences [theme 2](#)

Наталья Николаевна Сметанникова & Мария Владимировна Белоколенко – Nataly N. Smetannikova & Maria V. Belokolenko (Россия)

В интересах человека читающего; трансформация приоритетов педагогической и библиотечной деятельности в свете теории инноваций
Presentation in Russian: In the Interests of Homo Legens: Transformations of Priorities in Education and Library Work in the Context of Disruptive Innovations Theory [тезис 2](#)

Elina Törmä, Marja Hannula, Susanne Roos & Marja-Kristiina Lerkkanen (Suomi)

Sirpa Eskelä-Нааранен, pj. **sessio 3(3)**
Kertomusten yhteistoiminnallinen kirjoittaminen TVT-välineillä [teema 2](#)

Andrew Whelan (United Kingdom, Ireland)

Teacher development of reading engagement using ICT in the primary school classroom [theme 2](#)

Angela Wiseman, Anne Jyrkiäinen, Kirsi-Liisa Koskinen-Sinisalo, Pirjo Kulju, Reijo Kupiainen &

The Review of the Pedagogy of Multiliteracies [theme 2](#)

Alexander Voropaev (Russia)

Creating "reading promoting" policy in digital age: how it should be in Russia? [theme 2](#)

**Struggling readers and support schemes | Stöd för elever med inlärningsvårigheter |
Lukemisen ja kirjoittamisen vaikeudet ja oppilaiden tukeminen | Слабо читающие читатели и
помощь им**

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Annika Björk (Finland)

Synens betydelse för inläring [tema 3](#)

Greg Brooks (United Kingdom)

What Works for Literacy Difficulties? How the field is re-shaping and expanding [theme 3](#)

William G. Brozo (USA)

Literacy Achievement and Motivation Reconsidered for Struggling Adolescent Males: Linking Inside and Outside School Practices [theme 3](#)

Britta Hannus-Gullmets (Finland)

Att skriva på dator med auditiv feedback från syntetiskt tal – ett sätt att undersöka skriftspråket [tema 3](#)

Chi-Jen Huang (Taiwan)

A study on the innovative remedial program of Chinese language and literature for junior high students: differentiated instruction of thematic reading using multiple texts with media [theme 3](#)

Andrej Jalen (Slovenia)

We Can! Overcome Barriers to Reach the Disabled–Raising Children’s Awareness on the Needs of the Blind and Visually Impaired [theme 3](#)

Sandra Kalnina & Aija Kalve (Latvia)

The positive experience of implementing the program “Peer learning for literacy development” in Latvia. [theme 3](#)

Андрей Петрович Кашкаров–Andrei Kashkarov (Россия–Russia)

Методические аспекты использования метода библиотерапии для детей с особыми потребностями
Presentation in Russian: Methodological aspects of the method of bibliotherapy for children with special needs [тезис 3](#)

Aksinja Kermauner (Slovenia)

Spaghetti Joe Goes to the Wide World – a Multimodal Inclusive Picture Book for all Children [theme 3](#)

Noona Kiuru, Marja-Kristiina Lerkkanen, Anna-Maija Poikkeus, Pekka Niemi & Jari-Erik Nurmi (Suomi)

Lukivaikeusriski ja lukivaikeudet: Sosiaaliin suhteisiin liittyvät suojaavat tekijät [teema 3](#)

Disa Kneck-Möller (Finland)

Funktionsinriktad musikerapi som stöd vid skolsvårigheter [tema 3](#)

Chinara Kozhalieva (Russia)

Understanding and interpreting the sense of the diagnostic instructions in children with mental disabilities [theme 3](#)

Nataliya Kurikalova & Sergei Sharikov (Russia)

Educational Environment for Hospitalized Children Undergoing Long-term Medical Treatment [theme 3](#)

Ina Laurila & Miina Orell (Suomi)

Toimintakulttuurina tiimiopettajuus [teema 3](#)

Signe-Anita Lindgrén (Finland)

Dyslexiscreening i Svenskfinland: Nya FS-DUVAN [tema 3](#)

Heikki Lyytinen (Finland)

Early identification and prevention of difficulties in learning to read – a global perspective [theme 3](#)

Heikki Lyytinen (Suomi)

Lukemaan oppimisen vaikeuksien ennakointi ja ennaltaehkäisy maailman mittaisena tavoitteena [teema 3](#)

Viviana N. Miglino (Argentina)

Reading Comprehension Strategies: The Neglected Tools –An experience with EFL students in a South American country [theme 3](#)

Ana Marcela Montenegro & Slimane Aboulkacem (USA)

Readers’ voices and free reading: let’s gather and talk. [theme 3](#)

Fiona Moreno (USA)

Coding Meaning: Francophone Stories of Classroom Engagement with Literary, Narrative, Fictional Text Material [theme 3](#)

Shirin Mussayeva & Aliya Zhakupova (Kazakhstan)

Unlocking Kazakhstan's Reading Potential [theme 3](#)

Lis Pøhler (Danmark)

Strukturerede tekstsamtaler [tema 3](#)

Ann-Katrine Risberg, Pia Vataja, Laura Tepponen & Paula Salmi (Finland)

Utvärdering av och åtgärder vid inlärningssvårigheter i finlandssvenska skolor och förskolor [tema 3](#)

Hanna Sauerborn (Germany)

Teaching struggling learners in Literacy across Europe [theme 3](#)

Linda Wason-Ellam (Canada)

Making Space for Us: Struggling Readers with FASD [theme 3](#)

Adolescent and adult literacies | Tonåringars och vuxnas läsande | Nuorten ja aikuisten tekstitaidot | Различные виды чтения и грамотности для подростков и взрослых

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Maria Ananyeva (Russia)

Professionally-oriented Reading Skills in the Context of a Competency-Based Approach to Teaching Political Science Students [theme 4](#)

Алла Михайловна Антипова—Alla Antipova (Россия)

Русская классика и современная литература: опыт российской школы
Presentation in Russian: Russian Classical and Modern Literature: Experience of schools [тезис 4](#)

Brian Cambourne¹ & Gary Kilarr² (Australia)

Helping Australian Teachers Reframe Reading as Meaning-Making [theme 4](#)

Ирина Гладкая & Анастасия Сверчкова – Irina Gladkaya & Anastasia Sverchкова (Россия)

Развитие умения аналитического чтения иностранной литературы у подростков
Presentation in Russian: Development of Analytical Reading Competence of Foreign Literature in Adolescents [тезис 4](#)

Mehdi Hihi & Dajana Kapusova (Switzerland)

Promotion of basic skills in literacy, mathematics and ICT in the business for successful social and professional integration: comparative study of good International practices and presentation of a Swiss national funded project. [theme 4](#)

Peter Heller Lützen (Denmark)

Education without homework: Disciplinary literacy under new conditions [theme 4](#)

Janet E. McIntosh & Terry A. Campbell (Canada)

Making Writing Irresistible: Inspiring Young Adolescent Writers [theme 4](#)

Dominika Michalak (Poland)

Social structure and interpretation or how Polish adults speak of books [theme 4](#)

Iaroslava Nazarovskaia & Olga Badalova (Russia)

«In search of a ReadMan»: The project for the introduction to the reading of teenage boys [theme 4](#)

Anna-Maija Norberg (Sverige)

Vad blir möjligt för elever att urskilja i textsamtal i skolan? [tema 4](#)

Svetlana Pavlikova (Russia)

Teaching reading methods and strategies as part of a communicative and cognitive translation pedagogy
theme 4

Ekaterina S. Popova (Russia)

“Literacy in Action”: Lifelong Learning Engagement of Adults and PIAAC Results in Russia theme 4

Maria Rasmusson (Sweden)

What happens to the adult men’s reading performance? theme 4

Katarina Rejman (Sverige)

Litteratur i skolan och sex steg på en litteraturredaktisk trappa tema 4

Tove Sommervold (Norge)

Skjønnlitterær lesekompetanse hos norske tenåringer – resultater fra en pilotstudie tema 4

Елена Трифонова – Elena Trifonova (Россия)

«Скажи по-другому» литературная игра по роману Л.Н.Толстого «Война и мир»

Presentation in Russian: "Say it otherwise" literary game based on Leo Tolstoy’s novel “War and Peace”
theme 4

Kathryn F. Whitmore & James S. Chisholm (USA)

Engaged, embodied, and empathetic literacies learning: Drama-infused instruction about the Anne Frank narrative theme 4

Louise C. Wilkinson & Stella M. Rwanda (USA)

Adolescent Bilinguals Mobilize Linguistic and Cultural Resources for Expository Writing theme 4

Charlene Jia-ling Yau (Taiwan)

Motivational Role of Self-Efficacy Beliefs in Reading a Foreign Language: Its relation to English Reading Skills in Taiwanese Adolescents theme 4

Emergent and early literacy | Tidiga insatser för att förebygga läs- och skrivsvårigheter | Aloittavat lukijat ja kirjoittajat | Начальная грамотность детей и взрослых

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Juli-Anna Aerila, Marja-Leena Rönkkö & Timo Laes (Finland)

Tell me a story that makes others laugh! – Finnish preschoolers telling humorous stories theme 6

Tarja Alatalo (Sverige)

Förskollärares uppfattningar om högläsningens potential som skriftspråksutvecklande pedagogik tema 6

Rochelle Berndt, William P. Bintz, Lisa Ciecierski, Sara D. Moore, James K. Nageldinger, Bethany L. Scullin & Heather-Lee M. Baron (USA)

New Potentials for Making Meaning with Picture Books theme 6

Karen Burstein & Jay Blanchard (USA)

A cultural wrap-around curriculum model for the development of early literacy skills with indigenous children
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Ann-Christina Kjeldsen, Silja Saarento & Pekka Niemi (Finland)

Metafonologisk träning i förskolan gynnar i synnerhet barn med risk för lässvårigheter: En analys fram till åk 6 och åk 9 tema 6

Tasha Tropp Laman & Tammi Davis (USA)

"I Wait and Wait at the Barbershop": The Role of Culturally Sustaining Writing Pedagogies in Young Children's Experience" theme 6

Janne Lepola, Julie Lynch, Noona Kiuru, Eero Laakkonen & Pekka Niemi (Finland & USA)

Early oral language comprehension, task orientation and pre-reading skills as predictors of Grade 3 reading comprehension theme 6

Janne Lepola, Julie Lynch, Noona Kiuru, Eero Laakkonen & Pekka Niemi(Suomi & USA)

Varhainen kielen ymmärtäminen, tehtäväsuuntautuneisuus ja lukemisen valmiudet ennustavat luetun ymmärtämistä koulun 3. luokalla: Pitkittäistutkimus 4–9-vuotiailla lapsilla [tema 6](#)

Karina Narimbetova & Yulia Kulichenko (Kazakhstan)

Teachers' Perspectives of Early Grade Literacy Assessment and Evaluation Practices in Kazakhstan [theme 6](#)

Anna-Lind Pétursdóttir & Kristín Helga Gudjonsdóttir (Iceland)

„I think this has been a success and no one loses out“ Preschool staffs' perception of using Kindergarten Peer-Assisted Learning Strategies [theme 6](#)

Anna-Lind Pétursdóttir & Kristín Svanhildur Ólafsdóttir (Iceland)

Kindergarten-Peer-Assisted Learning Strategies: Effects on phonological awareness, letter sound knowledge and fluency, and decoding skills of preschool children in Iceland [theme 6](#)

Charlotte F. Reusch (Denmark)

Observing Literacy Practices in Neighbor Institutions – Testing an Educational Program for Preschool Teachers in a Danish Municipality [theme 6](#)

Cristina Manuela Sá (Portugal)

Developing transversal competences in L1 in the kindergarten and primary school [theme 6](#)

Julia Shulekina (Russia)

Understanding textbook texts by first graders with special educational needs in modern inclusive educational space [theme 6](#)

Renate Valtin, Greg Brooks, Marie K. Fredriksson, Mare Mürsepp, Ulla-Britt Persson, Monika Sandberg & Suvi Sankinen⁷ (Germany, Estonia, Finland, Sweden & United Kingdom)

Initial literacy teaching: How children are taught the alphabetic code in different orthographies [theme 6](#)

Second language learning | Att lära sig på annat språk | Oppiminen toisella kielellä

6.2

Kukka-Lotta Arvaja¹ & Marja Salonen-Nikolajev² (Финляндия)

Методика подведения итогов информационного текста при двуязычном обучении
Esitys venäjäksi: Itsenäinen tiedonhankinta ja asiatekstin lukeminen kaksikielisessä opetuksessa [тезис 6.2](#)

Lise Iversen Kulbrandstad (Norway)

'They fall behind in the content areas' – language minority students reading to learn in their second language [theme 6.2](#)

Annele Laaksonen & Daut Gerxhalija (Suomi)

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Signe-Anita Lindgrén & Elke Schneider (Finland, USA)

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Sanna Markkanen & Kristiina Spolander (Suomi)

Aikuisten maahanmuuttajien luku- ja kirjoitustaidon koulutus [teema 6.2](#)

Sara Nilsson (Saksa)

Kielestä kiinni kuvakirjojen avulla - *Lesestart für Flüchtlinge* [teema 6.2](#)

Maarit Pihlava & Auli Pettersson (Suomi)

Olemisen monet tarinat valmistavassa luokassa – maahanmuuttajaoppilaiden kotoutumisen tukeminen Suomessaolon alkuvaiheessa. [teema 6.2](#)

Liisa Suopanki (Finland)

En språkbadslärares vardag [tema 6.2](#)

Xiao-lei Wang & Raquel Plotka (USA)

Landing a Helping Hand in Idiom Comprehension of Bilingual Children [theme 6.2](#)

**Writing on paper and screen | Skrivning på papper och tangent | Näppäillen ja kynällä |
Письмо на экране и листе**

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Helene Dahlström, (Sweden)

Does narrative writing change when students use digital devices? [theme 7](#)

Konstanze Edtstadler (Austria)

Writing on screen for improving German orthography [theme 7](#)

Helin Puksand (Estonia)

Which is better – paper or electronic exam? [theme 7](#)

Arne Trageton (Norwege)

Digital tekstskaping 6–10 år. Att skriva sig till läsning 1999–2016 [tema 7](#)

Arne Trageton (Norway)

Playful digital writing 1–6 years in Nordic daycare/preschool (2010–2015) [theme 7](#)

Pirjo Vaittinen (Finland)

Developing literacy practices in the mother tongue and literature instruction [theme 7](#)

Елена Вострикова, Татьяна Тазиева & Ирина Тюгаева – Elena Vostrikova, Tatiana Tazieva & Irina Tyugaeva (Россия)

Как развить умение творческого письма у учащихся начальных классов

Presentations in Russian: Strategies to develop creative writing skills in primary schools [тезис 7](#)

Reading for pleasure | Läsglädje | Lukemisen ilo | Чтение для удовольствия

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Juli-Anna Aerila¹ & Eeva-Maija Niinistö² (Finland)

Helping children enjoy reading - Trying to reach children's own perceptions [theme 8](#)

Ulla Damber (Sweden)

Building Library-Preschool Partnership with Intercultural Ambitions [theme 8](#)

Gerda E. Moser (Austria)

What are the pleasures of reading and talking about books?

Findings of a study on face-to-face reading groups in Austria [theme 8](#)

Annette Kiberu Mpuga (Uganda)

The untold story of a timetabled library lesson: Primary schools in Uganda as a case study [theme 8](#)

Katarina von Numers-Ekman & Agneta Möller-Salmela (Finland)

Vägen till ett läsande liv [tema 8](#)

Shamala Ramakresinin (Singapore)

"I'm addicted to that book!" An exploration on children's attitude towards leisure reading materials. [theme 8](#)

Елена Станиславовна Романичева– Elena S. Romanicheva (Россия)

Чтение обязательное и чтение для удовольствия: как сочетать в рамках школьного обучения?

Presentation in Russian: Compulsory reading and reading for pleasure: how to combine in school education? [тезис 8](#)

Linda Saunders (United Kingdom)

A cross-phase investigation into the construct validity of tools for the measurement of reading motivation and engagement in 11–14 year old pupils [theme 8](#)

Annette Ukkola, Siinamari Tikkinen, Mariam Jean Dreher & Riitta-Liisa Korkeamäki (Finland & USA)

Immersive activities in the Joy of Reading literacy program [theme 8](#)

Fostering interaction and participation in the classroom | Deltagande och samverkan i skolans vardag | Osallisuus ja vuorovaikutus koulun arjessa | Содействие активным и интерактивным формам обучения

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Lisa Biancucci (Italy)

The class as a community of learning [theme 9](#)

Татьяна Булавина¹ & Нина Захарова² – Tatiana Bulavina¹ & Nina Zakharova² (Россия)

«Что делает человека Человеком?!» (проект по книге «В одежде человека» Леена Крун)

Presentation in Russian: What makes a human being human?! – reading project based on the book “In Human Clothing” by Leena Krohn’s Ihmisen vaatteissa [тезис 9](#)

Anitra Butler-Ngugi (USA)

Hexagonal Learning – Six sides of deep understanding and student interactions with each other and the content [theme 9](#)

Amy Seely Flint (USA)

Mapping Our Writing Lives: Signposts of Culturally Sustaining Writing Pedagogy [theme 9](#)

Татьяна Галактионова и коллеги – Tatiana Galaktionova & colleagues (Россия) & Ирина Громова, Irina Gromova & Татьяна Крастина, Tatiana Krastina & Анастасия Сверчкова, Anastasia Sverchkova & Марина Волкова, Marina Volkova & Иван Розов, Ivan Rozov & Лилия Мишкина, Lily Mishkina & Яна Попкова, Yana Popkova & Светлана Саввина, Svetlana Savvina & Ярослава Назаровская, Yaroslava Nazarovskaya & Ирина Романова, Irina Romanova
Подготовка учителей к реализации школьной междисциплинарной программы «Чтение +» В рамках симпозиума будет представлен опыт школ Санкт-Петербурга по разработке и реализации учебно-методического комплекса «КНИЖНЫЙ МОСТ ДЛЯ ГОРОДА»

Presentation in Russian: Teachers’ training for the cross-curriculum programme "Reading +": implementation at school [тезис 9](#)

Barbara Hanuš (Slovenia)

The role of books in my teaching for social justice [theme 9](#)

Jaana Hintikka (Suomi)

Oppilaiden tunnetaitojen tukeminen Aggression portaat -opetusohjelman avulla

Jeanette Hoffmann (Germany)

Graphic Novels as Conversation and Writing in Grade School [theme 9](#)

Dieter Isler & Katharina Kirchhofer (Switzerland)

Promoting oral texts in kindergarten classrooms – insights into the development of measurement tools for a new intervention study [theme 9](#)

Anne Jyrkiäinen & Kirsi-Liisa Koskinen-Sinisalo (Suomi)

Opettajien pedagoginen yhteistyö [teema 9](#)

Jennifer Lindenauer (USA)

Drama and role play as contexts for engaging young children in interactions to support oral language, vocabulary, and literacy development [theme 9](#)

Joy Mower (United Kingdom)

Constructing a common language for children with ‘literacy difficulties’ to explore the purpose of literacy in and outside the classroom. [theme 9](#)

Juha Mäenpää, Timo Laitakari, Sanna Illi, Mikko Hirvonen, Katariina Ruusunen-Nurmio ja Alisa Vehviläinen (Suomi)

”Must!” -osallistava, useamman vuoden mittainen vahvuusorientoitunut toimintamalli oppilaan kasvun & kehityksen ohjaamiseen [teema 9](#)

Miina Orell (Suomi)

Kodin ja koulun yhteistyö osana toimintakulttuuria [teema 9](#)

Miina Orell & Suvi Sankinen (Suomi)

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Tiina Turunen, Elisa Poskiparta, Noona Kiuru, Pekka Niemi & Jari-Erik Nurmi (Suomi)

Lukutaidon sekä opettajan arvioiman ongelmakäyttämisen kehitys peruskoulun alussa – yhteydet koulukiusaamiseen [theme 9](#)

Nancy K. Votteler, Benita R. Brooks, Debra P. Price & Myrtle Erasmus (USA, South Africa)

South African Preservice Teachers Discovering Voice and Passion through a Multigenre and Multimodal Writing Workshop [theme 9](#)

Keizo Asano (Japan)

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Natalia Borisenko (Russia)

The Attitude of Pupils to Text Exercises When Fulfilling Multiple Choice Tasks [theme 10](#)

William G. Brozo¹, Renate Valtin² & Sari Sulkunen³ (USA, Germany & Finland)

ELINET: Promoting Best Practices and Policies in Literacy across Europe [theme 10](#)

Simone C. Ehmi¹ & Jörg F. Maas² (Germany)

EURead – European task force for the promotion of reading [theme 10](#)

Marie Ernestová (Czech Republic)

Methods Currently Used in the Czech Republic for Promoting Child Reading [theme 10](#)

Rannveig Auður Jóhannsdóttir (Island)

Hur går det att lära sig att läsa? Nybörjares syn på läsinläring genom två års erfarenhet i grundskolan. [tema 10](#)

Merja Kauppinen (Finland)

Promoting language awareness of the 6th grade pupils in the problem-based learning about proverbs [theme 10](#)

Guðmundur B. Kristmundsson (Iceland)

How can literacy education prepare young people for becoming an active independent citizen? [theme 10](#)

James Nageldinger (USA)

Covert Support: Unexpected Literacy in Action for Struggling Readers Through Incidental Theatre Encounters. [theme 10](#)

James Nageldinger (USA)

The Camouflage Dojo Piranha Tornado – Literacy in Action: Improving the Fluency and Comprehension of Struggling 1st Grade Boys at the Intersection of Key Vocabularies and Readers Theater [theme 10](#)

Janja Vidmar (Slovenia)

Field of Options between a Book and a Movie [theme 10](#)

Ildikó Szabó & Veronika Szinger (Hungary)

Reading and learning support pilot programme at Kecskemét College [theme 10](#)

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Multiliteracy | Multilitteracitet som ett verktyg för lärande inom ämnesintegrerade helheter | Monilukutaito osana laaja-alaisia osaamiskokonaisuuksia

Mika Kanerva & Anne Alho (Finland)

The “Puris” project – Improving school results by breaking subject barriers [theme 11](#)

Heli Ketovuori, Päivi Pihlaja & Laiho Anne (Suomi)

Tasa-arvo erityisopetuksen näkökulmasta [teema 11](#)

| | | | | | | | |
|-----|---|-----|--|-----|---|-----|---|
| 1 | Content area literacies and learning | 1 | Fokus på läsförståelse i alla ämnen | 1 | Tekstitaidot eri oppiaineissa | 1 | Чтение на разных предметах и обучение |
| 2 | Challenges to reading and writing competence in the digital age | 2 | Utmaningar för läs- och skrivkompetensen i den digitala eran | 2 | Digitaaliset tekstitaidot | 2 | Вызовы цифрового века компетенция чтения и письма |
| 3 | Struggling readers and support schemes | 3 | Stöd för elever med inlärningsvärigheter | 3 | Lukemisen ja kirjoittamisen vaikeudet ja oppilaiden tukeminen | 3 | Слабо читающие читатели и помощь им |
| 4 | Adolescent and adult literacies | 4 | Tonåringars och vuxnas läsande | 4 | Nuorten ja aikuisten tekstitaidot | 4 | Различные виды чтения и грамотности для подростков и взрослых |
| 5 | PISA reading literacy – trends and issues | 5 | Läsförståelsen i PISA - tendenser och möjligheter | 5 | PISA - lukutaidon trendejä ja haasteita | 5 | Читательская грамотность PISA – тенденции и проблемы |
| 6 | Emergent and early literacy | 6 | Tidiga insatser för att förebygga läs- och skrivsvårigheter | 6 | Aloittavat lukijat ja kirjoittajat | 6 | Начальная грамотность детей и взрослых |
| 6.2 | Second language learning | 6.2 | Att lära sig på annat språk | 6.2 | Oppiminen toisella kielellä | 6.2 | |
| 7 | Writing on paper and screen | 7 | Skrivning på papper och tangent | 7 | Näppäillen ja kynällä | 7 | Письмо на экране и листе |
| 8 | Reading for pleasure | 8 | Läsglädje | 8 | Lukemisen ilo | 8 | Чтение для удовольствия |
| 9 | Fostering interaction and participation in the classroom | 9 | Deltagande och samverkan i skolans vardag | 9 | Osallisuus ja vuorovaikutus koulun arjessa | 9 | Содействие активным и интерактивным формам обучения |
| 10 | Free papers | 10 | Fritt val av ämne | 10 | Muita aiheita | 10 | Свободные темы |
| 11 | Multiliteracy | 11 | Multilitteracitet som ett verktyg för lärande inom ämnesintegrerade helheter | 11 | Monilukutaito osana laaja-alaisia osaamiskokonaisuuksia | | |