



AGENDA

Day 1 - Monday 19th October 2015

Time	Activity	Lead/Speaker	Room
8:00 – 9:00	Registration		Foyer
9:00 – 11.00	Welcome to the ECIL Conference (Speeches from Conference Chairs) Keynote 1: Modelling children’s experiences of online skills, opportunities and risks: a European perspective	Conference Chairs Sonia Livingstone	A-002
11.00-11.30	Coffee Break		Foyer
11.30–13:30	Parallel Sessions 1. Workshop: Theoretical frameworks for understanding digital literacy and multimodality 2. JRC Project	Dylan Yamada-Rice Peter Robinson Stephane Chaudron	A-543
13.30–14:30	Lunch Break		Foyer
14:30–16:30	Working Group sessions 1 WG1: Digital literacy in homes and communities WG2: Digital literacy in early years settings, schools and informal learning space WG3: Reading and writing on screen WG4: Online/ offline practices WG5: Methodologies	WG Chairs	A046 A018 A303 S233 S235
16:30-17.00	Coffee Break		Foyer
17.30-18.30	Policy seminar		A-543
19.30	Dinner		



Day 2 - Tuesday 20th October 2015

Time	Activity	Lead/ Speaker	Room
9:00-10:30	Welcome and Introductions Keynote 2 - "How do you make paper white?" Young children making connections using the Web	Susan Danby	A-002
10:30–11:00	Coffee Break		Foyer
11:00–13:30	Working Group sessions 2 WG1: Digital literacy in homes and communities WG2: Digital literacy in early years settings, schools and informal learning space WG3: Reading and writing on screen WG4: Online/ offline practices WG5: Methodologies	WG Chair's	A046 A018 A303 S233 S235
13:30-14:30	Lunch Break		Foyer
14:30-16:15	Management Committee Meeting	Jackie Marsh	A-543
16.15–16:45	Coffee Break		Foyer
16:45–17:30	Plenary session – Sharing recent/current research projects		A-543



Abstracts

Keynote 1

Modelling children's experiences of online skills, opportunities and risks: a European perspective

Professor Sonia Livingstone, London School of Economics



How do children's digital skills and media competences relate to their experiences of online opportunities or risks? How do efforts to measure and model children's mediated lives inform the development of policy? This presentation will reflect on the interdependencies between these two questions by discussing the approach to evidence-based policy developed by the European research network, EU Kids Online. Our work has encompassed the crucial period in which many European children gained routine internet access, seeing how they have embedded digital media of all kinds in their learning, domestic and social lives, and tracking the extent to which this has amplified the range and depth of opportunities and risks in their everyday experience. Although the network focused mainly on 9-to 16-year-olds, its recent work has also encompassed younger children, reflecting the fact that they too are becoming internet users and digitally-skilled. How has its approach, measures, explanatory model and dialogue with stakeholders evolved? And what difficulties has it encountered that future researchers and policy makers might learn from?

Keynote 2

"How do you make paper white?" Young children making connections using the Web

Professor Susan Danby, Queensland University of Technology



Very young children are engaging in complex strategies of Web searching at home and school. Using video-recordings collected from a number of ethnographic studies, I explore the experiences of preschool-aged children as they manage their knowledge worlds and their social worlds. The video-recordings show them searching, for example, for familiar places on the Web-based application Google Earth™ and initiating information searches exploring a diversity of topics, such as how to find their preschool and how to make paper white. I explore how they collaboratively negotiate these explorations. I also consider the resources they draw on as support in their search practices. Through talk around and about the Web, children gain access to local, community and global knowledge, as well as to technological understandings and practices. As well, they assemble social relationships and make sense of their social, physical and cultural worlds. What the children see and do on the digital screen shows complex, sustained and multifaceted knowledge construction and social interaction. Considering young children's communicative competence as they connect with the Web, and with others, has implications for supporting their learning lives.



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Map of Tallinn University Campus



Conference Centre Locations

