



AGENDA

Day 1 – Thursday 17th March 2016

Time	Activity	Lead/Speaker	Room
8:00 – 9:00	Steering group meeting	Jackie Marsh	Triton Conference Hall
9:00 – 9:30	Registration		
9:30 – 10:30	Keynote 1 A framework for 21st century literacies?	Cathy Burnett	Triton Conference Hall
10:30 – 11:00	Coffee Break		
11:00 – 12:00	Paper session 1 Young children, parents and digital technology in the home context across Europe: The findings of the extension of the Young children (0-8) and digital technology pilot study to 17 European countries in 2015 Children under five and digital technologies: Implications for pedagogy in early childhood	Stephane Chaudron Ioanna Palaiologou	Triton Conference Hall
12:00 – 13:00	Paper session 2 Towards New Transversal Competences: Multiliteracy, ICT and Media Education Pedagogies in Finnish Early Childhood Education Policy Perspective on the Digital Literacy of Pre-schoolers' in Denmark	Saara Pääjärvi Anne Meth Thorhauge	Triton Conference Hall
13.00 – 14:00	Lunch Break		Oceanis Restaurant
14:00 – 15:00	WG 5 Session	David Poveda/ Rosie Flewitt	Triton Conference Hall
15:00 – 16:00	Keynote 2 NP3: New purposes, new practices, new pedagogy: Enhancing learning lives with digital literacies in the Early Years	Julia Gillen	Triton Conference Hall
16:00 – 16:30	Coffee Break		
16.30 - 18.00	Management Committee Meeting	Jackie Marsh	Triton Conference Hall
18:00	Close		



Day 2 – Friday 18th March 2016

Time	Activity	Lead/ Speaker	Room
9:00 – 10:00	Keynote 3 Literacy acquisition in the superdiverse elementary school: Shifting populations, media, pedagogies and educational horizons	Heather Lotherington	Triton Conference Hall
10:00 – 10:30	Coffee Break		
10:30 – 12:30	Working Group Session 1	WG1 WG2 WG3 WG4	Triton I Arethusa Conf. Hall Triton III Triton II
12:30 – 13:30	Lunch Break		Oceanis Restaurant
13:30 – 15:00	Working Group Session 2	WG1 WG2 WG3 WG4	Triton I Arethusa Conf. Hall Triton III Triton II
15:00 – 15:30	Coffee Break		
15:30 – 17:00	Working Group Session 3	WG1 WG2 WG3 WG4	Triton I Arethusa Conf. Hall Triton III Triton II
18:00	Close		

Group Dinner (optional):

The dinner will take place on Thursday, 17/3/2016, at 7.30pm at the Militzis Restaurant, 42 Piale Pasha, 6029 Larnaca. Bus transfer to and from the restaurant will be available for interested delegates. Bus will depart from and return to the Lordos Beach Hotel.

Departure time: 7.00pm (delegates meet at the Lobby). Options for return times and meeting points TBA.

**Abstracts****Keynote 1****A framework for 21st century literacies?****Cathy Burnett, Sheffield Hallam University, UK**

This presentation takes as its focus a 'Framework for 21st Century Literacies' proposed in *New Literacies around the Globe* (co-edited with Julia Davies, Guy Merchant and Jennifer Rowsell). Devised as a framework for 21st century literacy pedagogies across age phases, the principles underpinning this framework easily align with those long associated with early years pedagogy and practice. However, in England at least, early years literacy policy is increasingly positioning literacy as individualised, paper based and fixed, sidelining the digital as well as the embodied, social and material dimensions of meaning-making foregrounded through this framework. At the same time, in documents claiming to promote 21st century literacies (e.g. World Economic Forum, 2015), relationships between technology and education are increasingly framed in relation to technical skills, or the logics associated with 'scientific', or 'mathematical' thinking. This presentation therefore will explore the framework, its relationship to research into young children's digital and multimodal literacy practices, and its resonance with early years pedagogy. It will argue that re-asserting principles such as those established through the framework is particularly important given their dissonance with dominant discourses around literacy and technology.

Biography

Cathy Burnett is Professor of Literacy and Education at the Sheffield Institute of Education, Sheffield Hallam University where she leads the Language and Literacy Education Research Group. She has published widely in the field of literacy and education, with a particular interest in relationships between literacy and technology in and out of educational settings. Her most recent book is *New Literacies around the Globe* (co-edited with Julia Davies, Guy Merchant and Jennifer Rowsell for Routledge). She is Vice President of the United Kingdom Literacy Association.



Keynote 2

NP³: New purposes, new practices, new pedagogy:

Enhancing learning lives with digital literacies in the Early Years

Julia Gillen, Lancaster University, UK



NP³ is a research project funded by the UK Society for Educational Studies finding out about how children's digital practices "flow in and out of their schools" (Sheehy, 2013: 409). We are exploring how children use mobile phones, tablets, laptops and other digital devices in their home and communities and what impact, if any, these practices have on what pupils and teachers do inside primary schools. We are also examining innovative uses of digital tools within schools and how, in turn, these permeate boundaries.

For this presentation I will be drawing on my own fieldwork in two innovative schools in England. Both are situated in economically challenged areas, and yet where the schools' philosophies share Gutierrez's (2013) aspiration "for an expanded view of learning as the organisation of possible futures." I will share some glimpses into practical, yet sometimes inspirational activities around digital tools in the lives of young children. Connections will be made with longstanding understandings of the importance of fostering learning identities, a sense of place and belonging, and the always situated nature of learning. In illustrating differences between paths the schools take, I hope to foster reflective inquiry.

Biography

Dr Julia Gillen is Director of the Lancaster Literacy Research Centre and Senior Lecturer in the Department of Linguistics and English Language, Lancaster University. Her books include *Digital Literacies* (Routledge, 2014); *Virtual literacies: interactive spaces for children and young people* (co-edited with G. Merchant, J. Marsh & J. Davies, Routledge, 2013), and *International Perspectives on Early Childhood Research: A Day in the Life* (co-edited with C.A. Cameron, Palgrave Macmillan, 2010). Her currently funded research includes Literacy Development with deaf communities using sign language, peer tuition, and learner-generated online content: sustainable educational innovation (Economic and Social Research Council and Department for International Development, UK) and the Edwardian Postcard Project (Arts and Humanities Council Cultural Engagement Fund).



Keynote 3

Literacy acquisition in the superdiverse elementary school: Shifting populations, media, pedagogies and educational horizons

Heather Lotherington, York University, Toronto

Language is a tool for communication that is fundamentally mediated. The ability to extend linguistic communication via technology we understand as literacy. Becoming literate has been recognized and enshrined as a cornerstone of formal education across the history of mass education. However, what literacy comprises has changed beyond recognition in tandem with rapidly developing technical media. Who we teach has changed, too, as global population flows transform the cultural landscape, and the elementary school classroom.



While the pace of social change has been meteoric, change in public schooling has been less dynamic, hobbled by political and institutional complexities. In a decade-long collaborative research project housed at an inner city elementary school in Toronto, Canada, a teacher-researcher consortium met regularly to redesign literacy education for superdiverse schoolchildren socialized into digital multimodal practices, but not necessarily into the dominant language of schooling (English). This presentation describes how we developed project-based multimodal literacy education that utilized digital multimodality as a facilitating tool in incorporating—and sharing—children’s cultural and linguistic knowledge. Our learning community’s successes and failures, including what we overcame and what overcame us, will be shared, illustrated by children’s beautiful multimodal literacy products.

Biography

Dr Heather Lotherington is Professor of Multilingual Education at York University, Toronto, Canada. She teaches across a variety of programs in Education; and in graduate Linguistics. Professor Lotherington has taught in universities in England, Germany, Fiji, and Australia as well as Canada. Her research interests span multimodality; multilingual and plurilingual education; language, literacy and technology; and pedagogical innovation. For a decade she collaborated with primary and junior grade teachers to develop multimodal pedagogies for superdiverse classrooms. Her most recent book is: *Pedagogy of multiliteracies: Rewriting Goldilocks* (Routledge, 2011). A second volume being co-written with teachers is currently in progress.



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Lordos Beach Hotel – Meeting Spaces

