

Zanhotel Europa, Bologna, Italy

31st August 2017 – 1st September 2017

Day 1

Time	Activity	Lead/Speaker	Room
8:30 – 9:30	Steering group meeting (Steering Group members only)	Jackie Marsh	Big Meeting Room
9:00 – 9:30	Registration		
9:30 – 12:30	Parallel Meetings		
	Working Group 1	Julia Gillen	Medium meeting room 1
	Working Group 2	Stavroula Kontovourki/ Eufimia Tafa	Medium meeting room 2
	Working Group 3	Adriana Bus / Natalia Kucirkova	Little meeting room
	Working Group 4	Giovanna Mascheroni	Hall
	Meeting on developing a public campaign for parents	Brian O’Neill/ Anca Velicu	Meeting room for 18 pax
	Meeting with other COST Actions	Jackie Marsh	Foyer Bar
12:30 – 13:30	Lunch		
13:30 - 14:30	STSM Session	Roel Van Steensel	Big Meeting Room
14:30 - 15:30	Keynote: Young children, parents and digital technologies in the home context across Europe. Comparison of qualitative snapshots in families taken 2015 and 2016. What changes in one year? Why?	Stephane Chaudron	Big Meeting Room
15.30 – 16.00	Coffee break		
16.00 – 17.00	Panel – Virtual Reality David Kleeman, Dubit Kevin Walker, RCA Dylan Yamada-Rice, RCA/ Dubit	Chair: Dylan Yamada-Rice	Big Meeting Room
17:00 – 18:00	Management Committee Meeting	Jackie Marsh	Big Meeting Room
18:00	Close		

Day 2

Time	Activity	Lead/Speaker	Room
9:00 – 10:00	Keynote: Digital childhoods and multimodal lives	Nicola Yelland, Victoria University, Australia	Big Meeting Room
10:00 – 11:00	Working Group 5 Meeting	Rosie Flewitt David Poveda	Big Meeting Room
11:00 – 11:30	Coffee		
11:30 - 13:00	Panel - Reading and writing on screen: research and practice Keynote: Susan Rvachew, McGill University, Canada Adriana Bus, Free University, Netherlands Rosie Flewitt, University College London, UK John Potter, University College London, UK	Chair: Bernadette Dwyer Iris Pires Pereira Natalia Kucirkova	Big Meeting Room
13:00 – 14:00	Lunch		
14:00 – 16:00	Meeting with Digital Childhood SIG		
14:00 – 14:30	Introduction to COST Action		Big Meeting Room
14:30 – 15:00	Introduction to EECERA SIG		
15:00 – 15:30	How can DigiLitEY and EECERA SIG work together?		
15:30 – 16:00	Coffee and Plenary		
16:00 – 17:00	Closing keynote: Enabling Digital and Popular Culture Play Using a Web-mapping Tool	Sue Grieshaber, Monash University, Australia	
17:00	Close		

ABSTRACTS**Keynote 1: Young children, parents and digital technologies in the home context across Europe. Comparison of qualitative snapshots in families taken 2015 and 2016. What changes in one year? Why?**

Stéphane Chaudron, JRC

Stéphane Chaudron works on research projects dedicated to Empowering Children's Rights and Safety in emerging ICT at the Joint Research Centre of the European Commission. Her background is in Social Geography and Science Pedagogy. She has been in charge of the coordination of large European Research Networks dedicated to e-Safety, New media education, Standardization and Science Teaching Education (UCLouvain, Imperial College London, European Schoolnet) for fifteen years. She has been in charge of the coordination of EC's research project 'Young Children (0-8) and Digital Technology' since 2014.

Abstract

It only takes witnessing a few interactions within modern western families to realise how much the experience of childhood has changed. The change comes from different winds blowing on today's families' time but certainly, the use of digital technologies peaks out and its impacts on childhood, education, learning and safety has been at question over the last years.

Since a very early age, video watching and gaming on a variety of internet-connected devices are among children's favourite activities. Parents see digital technologies as positive and unavoidable, if not necessary, but at the same time, find managing their use challenging. They perceive digital technologies as something that needs to be carefully regulated and controlled. They would appreciate advice on fostering children's online skills and safety. The presentation will report on results of an analysis builds on data coming from 214 family interviews with both children and parents, carried out from September 2014 until December 2016 in 21 countries. We will expose the key findings regarding first children's usage, perceptions of the digital technologies and their digital skills in the home context but also on parents' perceptions, attitudes, and strategies. We will then take a close up on 38 families in seven countries in which researchers came for a second interview distant of one year in which they focused on monitoring change of context, children and parents' perceptions, attitudes, and strategies over time. We will finally reflect on the potential benefits, risks and consequences associated with their (online) interactions with digital technologies.

Keynote 2: Digital childhoods and multimodal lives

Nicola Yelland, Victoria University, Australia

This paper will summarise the findings from a four year iPad project with young children in preschool and the early years of school. The project explored the pedagogies that could encourage and support multimodal learning in contemporary educational settings. Working alongside teachers, we sought to discover how tablet technologies can enhance and extend the use of traditional materials to enable young children to become literate and numerate in the 21st century. This paper describes some of the ways in which this was achieved, as well as encouraging the use of '21st century skills'; creativity, collaboration, critical thinking and communication.

Nicola Yelland is a Research Professor in the College of Arts and Education at Victoria University in Melbourne Australia. Her teaching and research interests have been related to the use of new technologies in school and community contexts. She has also worked in East Asia and examined the culture and curriculum of early childhood settings. Nicola's work engages with educational issues with regard to varying social, economic and political conditions and thus requires multidisciplinary perspectives. Recent publications include; *Reimagining play with new technologies*. In L. Arnott (Ed.) *Digital technologies and learning in the early years*. (London, UK: SAGE) and Yelland, N.J. & Leung, W.M. Policy into practice in Hong Kong pre-primary kindergartens: the impact of a reform agenda viewing early childhood as the foundation for lifelong learning. *International Journal of Early Years*. She is the editor of a new collection to be published in 2018 with Dana Franz-Bentley; *Found in translation: Connecting reconceptualist thinking with contemporary early childhood practices*. (New York: Routledge). Nicola is the founding co-editor of two journals Contemporary Issues in Early Childhood and Global Studies of Childhood and the Series Editor of Changing Images of Early Childhood with Routledge (New York).

Keynote 3: Enabling Digital and Popular Culture Play Using a Web-mapping Tool

Sue Grieshaber, Monash University, Melbourne, Australia on behalf of
Suzy Edwards and Joce Nuttall, Australian Catholic University and Liz Wood, University of Sheffield

Sue Grieshaber is Professor at La Trobe University, Melbourne, Australia. Her research interests include early childhood curriculum, policy, play, gender, research methodologies, and women in the academy. Sue worked as an early childhood classroom teacher for 14 years and has held leadership positions in universities in Australia and Hong Kong. Much of her work is informed by principles of social justice and equity. She is Foundation Co-editor of the international journal Contemporary Issues in Early Childhood (SAGE) and has published widely including books such as the 2017 edited collection Contemporary issues and challenges in early childhood education: Experiences from Asia-Pacific. (Li, Fox & Grieshaber; Springer); The Trouble with Play (Grieshaber & McArdle, 2010; Open University Press); Rethinking parent and child conflict (Grieshaber, 2004; Routledge); and the edited collections Practical Transformations and Transformational Practices (Ryan & Grieshaber, 2005; Elsevier); and Embracing Identifies in Early Childhood Education (Grieshaber & Cannella, 2001; Teachers College Press).

Abstract

A challenge for early childhood educators is how to build on children's interests in digital media, technologies and popular culture to enhance learning. Professional learning about integrating technologies with play is a critical issue facing early childhood teachers, as is the need to understand how teachers can integrate play-based learning with digital technologies. This presentation reports data from a project that invited educators to use a tool called web-mapping with children aged 3-5 years. Web-mapping is a pedagogical observation and planning innovation that assists educators to map traditional play (such as construction and/or role play); identify and map digital and popular-culture oriented play; and plan for the integration of traditional with digital and popular-culture oriented play. While 18 teachers and 67 children were involved in the project, the teachers used the web-mapping tool in different ways with varied outcomes. The presentation discusses two ideas from an initial analysis of interviews with educators using web-mapping. First, the web-mapping tool supported educators in identifying rather than ignoring children's interests in digital and popular culture-oriented play, as many had done in the past. Second, the web-mapping tool supported educators in identifying how they might plan for the integration of traditional play with young children's interest and engagement in digital and popular-culture based activities. In some instances

where this occurred, web-mapping enabled educators to plan for and foster play that supported the convergence of traditional with digital and popular culture-oriented play. The web-mapping tool prompted teachers to reconsider the relevance of digital and popular-culture oriented play in children's life worlds, and as more significant for children's learning than they had previously understood.

Panel – Virtual Reality (VR)

David Kleeman

SVP of Global Trends, Dubit

David Kleeman is Senior Vice-President of Global Trends for kids interactive entertainment developer and consultancy Dubit. Strategist, analyst, author and speaker - for more than a quarter-century, he has led the children's media industry in developing sustainable, kid-friendly practices surrounding play and learning. He's a connector and thought leader, challenging the full range of professionals who care about great content and technology for children and families to evolve and adhere to best practices.

Kevin Walker

Head of Information Experience Design, Royal College of Art

Kevin is a researcher, designer, writer and artist working at the boundaries of the digital and physical- specifically in curation and computation in physical spaces, grounded in cognitive and cultural theories. He is the author of *Hackers & Slackers (2012)*, co-editor of *Digital Technologies and the Museum Experience (2008)*. He has a background in journalism, art and design, interactive media and social science.

Dylan Yamada-Rice

Senior Research Manager, Dubit & Senior Tutor in IED, RCA

Dylan is a researcher working at the intersection of experimental design and social sciences, focusing on the design of digital storytelling, games and play on a range of platforms such as apps, augmented and virtual reality, as well as new content for television, all aimed at children. Her most recently publication is *(2017) Designing play for dark times, Contemporary Issues in Early Childhood, Vol. 18, No. 2, p.196- 212*. This article reports on processes used to explore the development of videogames for hospitalised children.

Abstract

The panel will focus on the new field of young children and virtual reality (VR). The three panellist presentations will be used as a means of opening up discussion with the wider COST audience on the role VR does/might play in young children's current and future lives. To do this we will present insight into three areas connected to VR and children. Firstly, David will provide insight into a commercially funded study of children's use of VR in relation to interaction, engagement, vision and balance. Secondly, Dylan will outline the ways in which young children might use VR in maker spaces. Finally, Kevin will discuss how real and virtual objects and activities can be combined to engage young visitors to museums with complex scientific content.

Panel - Reading and writing on screen: research and practice**Keynote: Re-visiting the Digital Divide: Collective Responsibilities and Individual Responses**

Susan Rvachew, Ph.D., S-LP(C)

Professor, School of Communication Sciences and Disorders, McGill University Centre for Research in Brain, Language and Music

Traditionally the digital divide is defined in terms of access to digital devices such as computers, tablets and touch screen phones. Public and private investments are narrowing gaps in access across the social spectrum, revealing a more important gap with respect to the way in which digital devices are used. Surveys show that parents' attitudes towards their child's use of such devices differ by social class. Other research has demonstrated that some children are highly skilled in the use of digital devices for learning, problem-solving and communicating whereas others use them primarily for gaming. Differences in digital literacy skills may emerge at an early age. I will present video and research evidence to describe how diverse dyads of adults and preschool aged children use e-books. This research includes mothers and fathers, and school volunteers in varying social milieu, reading with children speaking their first or second language at or below age expectations. Ultimately I will conclude that our response to the digital divide must be collective, involving a close collaboration among researchers, families, communities, educators and app designers, underpinned by a solid foundation of public funding. At the same time, this response must be individualized to meet the specific needs of diverse families.

Panellists:**Ebooks in Early Literacy Experience: Unleashing Potentials**

Adriana Bus, Free University, The Netherlands

In most parts of the world, children are introduced to stories through the books read to them by adults. Nowadays, 'alternative story readers' are readily available on computers, tablets, and smartphones. Focusing on a well-defined selection of ebooks, their potential becomes apparent. A series of randomized controlled trials have shown that, when well designed, the ebook can be a compellingly innovative early literacy experience. They may even prove more beneficial to young children's early reading development than the traditional, well-worn, 20th-century reading activities of home and school (e.g., Plak, Merkelbach, Van IJzendoorn, & Bus, 2016). Ebooks seem particularly beneficial when there is a synchronicity of verbal and nonverbal information and when they enable control of the child over the pace in which the story unfolds. I will present illustrations of well-designed ebooks and children's responses to these books.

Researching the dynamic literacies of children

John Potter, UCL IOE

Everyday literacy practices with images and text onscreen are part of the lived experience of children from the earliest years, underscored by sounds, touch and movement at home, in school and through all the spaces in between in which they move. This talk will explore the use of three key terms employed in recent work in the field (Potter & McDougall, 2017). Firstly, *Dynamic Literacies* as a way of framing all 'literacy'; secondly, *Third Spaces* as a way of conceiving its locations and possibilities for shared meanings; and, finally, *Curation* as a way to think about identity, community

and the digital, throughout the lifecourse, beginning in the earliest years. The talk reflects on how these concepts could be mobilised in research to help us address the following key questions for researchers of digital learning lives:

- *Where do we focus our attention as researchers of literacy, pedagogy and identity and which kinds of methods are appropriate for the work?*
- *What kinds of analytical language do we employ and which theoretical lenses do we place over the phenomena?*
- *What do we look for in attempting to account for the various phenomena in “third spaces” and of what value is it to teachers, parents, carers and learners?*

Reference

Potter, J & McDougall, J, (2017) *Digital Media, Culture and Education: Theorising this space literacies*. London: Springer/Palgrave Macmillan

A Day in the Digital Lives of 0-3 year olds

Rosie Flewitt, UCL IOE

In this short talk I will pick up on the keynote theme of parental attitudes towards and support of their child's use of digital devices, focusing on the views and practices of parents of children aged 0-3 years in England. Data will be presented from an ongoing, collaborative small-scale project being undertaken by members of DigiLitEY COST Action Working Group 1, using the 'Day in the life' methodological approach (Gillen and Cameron, 2010). Focusing on the lives of two young children aged under 3, the talk will discuss the ways they engage with digital technologies as part of their everyday lives at home, and how their parents/carers support their early language and literacy learning with digital technologies.

Gillen, J. and Cameron, A. (2010) *International Perspectives on Early Childhood Research: A Day in the Life* (eds). London: Palgrave Macmillan.

Background Music and Content Expansion Support Story Comprehension in e-Book Reading of Preschoolers

First author: Anat Ben Shabat (anatbensha@gmail.com, Bar-Ilan University, Israel)

Second author: Ofra Korat (Ofra.Korat@biu.ac.il, Bar-Ilan University, Israel)

Purpose: We examined whether multimedia components in e-books, which include background music and story content expansion, support preschoolers' story comprehension and retelling. Based on the synergic theory regarding learning, we assumed that the combination of the two multimedia components will support children's story comprehension better than each one separately.

Method: The study included 160 preschoolers (age 5 to 6) from low SES. We used an e-book which we developed, including quiet background music and automatic animations that support the storyline. The children were randomly assigned to one of 4 groups: reading an e-book (a) accompanied by background music and story content expansion; (b) without music but with expansions; (c) with music but without expansions; (d) without music and without expansions

(control). The children read the e-book independently four times. Pretest and posttests examined the children's story comprehension and retelling.

Results highlights: The findings show that, as expected, the combination of background music and content expansion was the most efficient way for children's story comprehension and retelling compared to e-book reading in the other groups. Furthermore, content expansion support without background music was more effective than background music alone.

Conclusions: Multimedia additions of quiet background music and adaptive story content expansion in e-book reading may serve as a good vehicle for story comprehension and retelling for preschoolers. Although quiet background music in itself was less supportive for story comprehension, it created a beneficial synergetic effect when it appeared together with the story content.

STSM researcher 1: Cristina Scylla, University of Minho, Portugal

STSM host: Eva Irene Brooks, University of Aalborg, Denmark

Title: Blocks as Metaphors for Expressing and Materializing Children's Ideas

Abstract: We report two interventions carried in two Danish kindergartens with 22 children that interacted with a Digital Manipulative. The interventions aimed at investigating children's collaborative interaction and play experiences created around such physical/digital tools. The study results indicate that the physical blocks and the collaboration with peers triggered engagement, sustaining children's attention for a long time, fostering non-formal learning processes, which arose from children's own motivation and curiosity. The interviews with the teachers indicated potentials of the Digital Manipulative as a pedagogical resource.

Bio: Cristina Sylla received the master's degrees in technology and digital art, and literature studies, and the Ph.D. degree in educational technology. She is currently a Post-Doctoral Research Fellow with the Center for Child Studies/engageLab, working in the field of Child-Computer-Interaction and the design of innovative technologies. Her work is regularly published in international journals and conferences. She is a fellow of the World Technology Network and a Corporate Member. Her work has been distinguished with several awards, such as the World Technology Award Category Entertainment in 2013, and the Golden Award for Best Demo at the International Conference on Advances in Computer Entertainment Technology in 2012 and 2015. She is part of the program committee from several international conferences.

STSM researcher 2: Teresa Sofia Castro, Universidade Nova de Lisboa, Portugal

STSM host: Bieke Zaman, Katholieke Universiteit Leuven, Belgium

Title: Digital literacy at home: balancing screen time

Abstract: Following a sheltering approach characterised by rules to limit media usage, a family of computer literate parents uses digital media during family-fun-time and family bonding for shared learning and entertaining intergenerational experiences. The presentation will describe how a Belgian family is upbringing their three sons in a digital media-saturated society.

Bio: Teresa Sofia Castro holds a European PhD in Educational Technology (University of Minho, Portugal). In the last couple of years she collaborated in a consortium project 'MaisCidadania' (+Citizenship), a digital platform with educational digital resources where teachers, children (aged 6-10) and families are involved in action-research and participatory learning processes. She is a member of the EU Kids Online network (Portuguese team); member of COST Action IS1410 (WG1 and WG5). In 2016 she did qualitative research with twenty families on how Portuguese younger children (aged 3-8) are accessing and using screens at home and how are parents mediating those practices, with the supervision of

Professor Cristina Ponte, Universidade Nova de Lisboa. Between February and April 2017, she did a Short-Term Scientific Mission, funded by Digilitey (Cost Action), at KU Leuven (Belgium) with the supervision of Bieke Zaman. Last June, she began her PostDoc in Media and Cultural Studies, at Universidade Nova de Lisboa, with the supervision of Cristina Ponte.

STSM researcher 3: Marco Bento, University of Minho, Portugal

STSM host: Diana Bannister, University of Wolverhampton, UK

Title: SUPERTABi Project - Innovation of reading pedagogy using mobile devices

Abstract: Nowadays, most of the students have a mobile device. We find that its use is increasing for access to information through the internet. On the other hand, there is no regulations about the use of it, but teachers insist on prohibiting in the classroom these technological resources, as well as the denial of changing pedagogical practices. The path goes through the integration in educational system and pedagogies, taking full advantage of its potential. With this research project, it is our intended in different modules of teacher training, to change the pedagogical practices of teachers through innovative pedagogical scenarios of mobile learning and gamification. This research is a design on the inclusion of mobile devices in the development of reading pedagogy using a Development Research Methodology.

Bio: Marco Bento has graduated in Primary Education, has a Postgraduate Diploma in ICT and a Master in ICT, with specialization in Multimedia. In 2015, he awarded a Merit Scholarship for his Academic path in Higher Education. He is the author and responsible for several trainings and workshops on the use of mobile devices in the Portuguese educational context. His professional experience ranges between Teaching, responsible for the Educational Multimedia Projets and trainer in many ICT projects. Currently, is a Ph.D. research in Educational Technology at the University of Minho, have a research grant from the Portuguese Foundation for Science and Technology (FCT) under the program 'Technology Enhanced Learning and Societal Challenges' (TEL-SC). It is co-investigator on the International Project Bringing Life Into the Classroom, pedagogical innovation project with the use of mobile devices in education. Areas of Interest: Educational Technology, Mobile-Learning, Game-Based Learning, New Literacies, Gamification, Flipped Learning, Pedagogical Innovation Environments.

STSM researcher 4: Sumin Zhao, University of Southern Denmark

STSM host: Natalia Kucirkova, Institute of Education, London, UK

Title: Apps, multiliteracies and the mobile childhood: An EU Perspective

Abstract: In this talk, I reflect on my STSM to UCL Institute of Education titled "Understanding the potentials of children's book apps for early multilingual literacy practices" and the subsequent fieldwork in an international school in Denmark. Specially, I focus on the potentials of mobile apps and their multilingual affordances for helping the children of EU and international migrant workers to navigate through complex and

constantly changing linguistic environments in the first years of schooling.

Bio: Sumin Zhao is a Carlsberg distinguished post-doctoral research fellow at the University of Southern Denmark and the book review editor for *Discourse and Communication* (Sage). Her research looks at how young children learn to make meaning in different languages, mixing various semiotic modes, and across different technological platforms. Currently, she is completing a 2-year project funded by the Carlsberg Foundation titled: “Documenting and redesigning early digital and multilingual literacy practices: developing a digital research framework.” (2016-2018)

STSM researcher 5: Skúlína Hlíf Kjartansdóttir, University of Iceland

STSM host: Carey Jewitt, Knowledge Lab, University College London, UK

Title: Importance of multimodality research in relation to learning design & school culture

Abstract: In countries of fast changing economies global influence of new, mobile technologies is impacting on children’s lives on a daily basis, while schools have difficulties in keeping up with these developments, partly because of policies but also lack of expertise and resources. Supranational education policies, like those underlying OECD’s PISA testing, coupled with neoliberal policies in national contexts, seem to reinforce traditional views in education and steer teachers onto a narrow path of literacy learning from static texts. In contrast, educational research on multimodality invites awareness of wholistic literacy experiences of learners and the creative potential multimodal learning resources offer. The talk will open discussion on how greater awareness of educational research related to new conditions of learning and affordances of mobile technologies might encourage, guide and enable schools to enforce learning designs that enable the transition from traditional schooling to active, personal as well as collaborative learning.

Bio: Skúlína Hlíf Kjartansdóttir works as an adjunct at the University of Iceland - School of Education. She is a board member of the Centre for Educational Research on ICT and Media (RANNUM) and the The Centre for Research on Creativity in Education (RASK). She completed a B.Ed in educational sciences in 1982 and a diploma in applied arts from Iceland University of Education in 1983. She also has a BA in 3D Design from Camberwell College of Art (1989) and an MA in site specific sculpture from Wimbledon School of Art (1995). She worked as games designer on Sony games for five years in Liverpool, UK, and later as a quality manager on the MMOG EVE Online at CCP games in Iceland, 2001-2003. Her work experience furthermore includes culture management, testing and quality assurance management, content direction and web editing. She has served as a teacher at most school levels, where she has taught art & crafts, metalwork, design & digital media. She now lectures at the University of Iceland / School of Education where she studies for a PhD in the field of connected learning with mobile technologies in the compulsory school in Iceland. The research focuses on the impact of mobile learning technologies on school culture and learning, personalisation in learning, agency, creativity and collaborative learning.

STSM researcher 6: Margarida Lucas, University of Aveiro, Portugal

STSM host: Kristiina Kumpulainen, University of Helsinki, Finland

Title: Playful learning in formal and informal learning settings

Abstract: The presentation will focus on two activities carried out, which revolved around the topic playful learning: one took place at the Siltämäki Primary School, where a FUSE studio is located and the other at the Tekniikan Museo. Insights and contributions for network building will be shared.

Bio: Margarida holds a PhD in Multimedia in Education from the University of Aveiro and is currently a Postdoctoral Researcher and an Invited Assistant at the same university. Before becoming a full-time researcher (2013), she worked several years (2000-2013) as a teacher in different educational levels and institutions.

Meeting Participants

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