



WORKING GROUP 2

Developmental aspects of literacy and education in a digital world

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1. Multilingual literacy

- + team leader: Eva Lindgren
- + Prague meeting: roundtable **'Developing themes and consolidate teams'**
- + 17 people participated in the round table (representatives both from WG1 and WG2)
 - + theme of multilingual literacy runs across both work groups
 - + Throughout the session participants brought up the confusion they felt as to how the theme will be developed in the two work groups.
 - + The main part of the time was spent on discussion about themes, how to define them and how to divide responsibilities between work groups.

1. Multilingual literacy

- + The discussions were constructive and the following is agreed upon as guidelines for future work - five themes were consolidated as joint themes between WG1 and WG2:
- + **1. Text quality and multilingualism**
 - + oriented towards cultural differences, student/teacher perceptions of text quality and learners that have started writing
 - + **Esther Breuer** will coordinate this theme further (stays in WG2)
- + **2. Assessment of language and literacy**
 - + focuses on initial reading skills and emergent literacy
 - + L1, multilingual as well as struggling learners, oracy, language of assessment, and developmental aspects
 - + **WG1** will coordinate this theme further

1. Multilingual literacy

+ 3. Multilingual literacy and context

- + policy, language and literacy use in and outside formal contexts, and education
- + WG1 has already collected a number of questionnaires about policy from ELN members.
- + **WG1 and Eva Lindgren** will coordinate this theme further

+ 4. Teacher education

- + already in development in WG1 so it will be further coordinated there

+ 5. Terminology

- + under development and will be coordinated jointly by WG1 and WG2

1. Multilingual literacy

- + Two actions were agreed upon:
 - + The themes will be circulated among WG1 and WG2 members and those who are able to contribute will sign up for a theme. The theme coordinator will then organise the work.
 - + WG1 and Eva Lindgren will review the responses to the questionnaires.
- + **Finally, in order for these themes to develop, it is important that the work group meetings are coordinated to the same place at the same time. This will enable collaboration and reduce the risk of doing similar work twice.**
- + As a follow up, Eva Lindgren, the leader of Multiliteracy group within the WG2, met in the second half of March with **Julie Dockrell and Rhona Winifred Stainthorp**, from WG1, to discuss mutual interest in multilingual literacy.

2. Digital literacy

- + team leader: Maria José Brites
- + during the 1st meeting in Barcelona, based on common interests and research of already identified members of the subWG - path to work on agreed upon as **formal, non-formal and informal education and digital literacy (educational opportunities and audiences)**
- + **TASK: Report** on what's going on on formal, non-formal and informal education and digital literacy (educational
 - + Right now: phase of collecting information for the report.

2. Digital literacy

- + **Possible outputs** (depend on the small group possible efforts and interests) - small scale projects among members and personal research related with the SubWG:
 - + Book (with final reports/chapters and also special section outside the action and the subgroup)
 - + Conferences/posters
 - + Final guide with practices identified in (1) and political recommendations for maximization of opportunities and reducing of risks of wrong practices (target: academics and non academics).
 - + Documentary about digital media literacy, with contributions from members of this Cost Action (Luís Pereira intend to do it as a single output and also this may somehow be connected with the Final Guide)
 - + Training schools/workshops about innovator methodologies (possible examples: Digital tools for automatic text analyses - Aivars Glaznieks and Software analysis – Maria João Couto)
 - + Academic and digital literacy (cross SubWG) + WG3 (cross work Aivars Glaznieks) + Multilingual literacy cross work with Luís Pereira

2. Digital literacy

+ OUTPUTS SO FAR:

- + Pereira, L., Jorge, A., Brites, M. J. (2014). Media Education Competitions an efficient strategy?. Presented to Media Education Summit. Metropolitan University Prague and the Goethe-Institut. Praga.
- + Pereira, L., Jorge, A., Brites, M. J. (2015). Concursos de Literacia Mediática: Uma estratégia de educação informal para os media? 3.º Congresso Literacia, Media e Cidadania, Pavilhão do Conhecimento, GILM, Lisboa. (POSTER)
- + URL: <http://literaciamediatica.pt/congresso/plano-das-sessoes-paralelas>
- + Couto, M. J. (2015). Alfabetização digital e os desafios na supervisão da escrita científica. Apresentação de uma investigação. In R. Pérez Pérez, A. Rodríguez-Martin, & E. Álvarez-Arregui, Innovación en la Educación Superior (pp. 365-371). Oviedo (Spain): Universidad de Oviedo. ISBN: 978-84-16046-85-0
- + Marcet, A., Tejero, P., & Perea, M. (2015). Can colors help reading text in the digital world? Poster submitted to the ELN Inaugural Conference, Prague.
- + Smith, M., Raghavendra, P. & Rowland, S. (2015). Digital literacy and social participation: Opportunities and challenges for people who use augmentative and alternative communication. Poster submitted to the ELN Inaugural Conference, Prague, November 6-8, 2015.
- + Pereira, L., Jorge, A. & Brites, M.J. (2015) Media education contests: promoting digital literacy in a non-formal context. ELN Inaugural Conference, Prague, November 6-8, 2015.
- + Couto, M. J. & Pogner, K. (2015). The challenges of writing the Master Thesis. Poster submitted to ELN Inaugural Conference, Prague, November 6-8, 2015.
- + Jorge, A., Brites, M.J. e Pereira, L. (2015). Education Competitions: an efficient strategy for digital literacies? International conference "Digital Literacy: research, policies and good practices", Padua.

3. Academic literacy

- + team leader: Bojana Petrić
- + Prague meeting: roundtable **‘Recent trends in Bachelor’s dissertation/thesis research: Foci, methods, approaches’**
 - + five brief presentations (Natalie Schembri, Mira Bekar, Savka Blagojević, Madalina Chitez, Karl-Heinz Pogner) showcasing the team members’ research related to dissertations/theses
 - + discussion on parameters and logistics of the joint research project
 - + topics: developing students voice, relation between students’ bibliographies and the writing styles and the linguistic support in corpus-based academic phraseology in English and German, interplay of project manuals, Bachelor projects and theses
 - + Charles Bazerman suggested a direction that would focus on broader questions behind students’ texts (e.g. How did they get to that point in their writing? What lies behind their textual decisions?), including issues such as students’ beliefs, orientations, processes, developmental paths, and environments

3. Academic literacy

- + The following decisions were made:
 - + The project will **focus on a broader set of literacy issues surrounding dissertation/thesis writing**, over an extended period of time, using multiple methods (and thus making use of the members' many areas of expertise).
 - + The project will focus on **both Bachelor's and Master's dissertations/theses** (since in some countries Bachelor's degrees end with exams rather than written products).
 - + In addition to interviews with students, interviews with their supervisors will also be conducted.
 - + The first stage (2015-2016), consisting of **retrospective interviews with dissertation/thesis writers**, will be an **exploratory study**, aiming to identify issues and methods for the second stage, consisting of multiple case studies of dissertation/thesis writers (planned to start in 2017).

3. Academic literacy

+ Tasks and responsibilities:

- + Setting up a dedicated space on Moodle for team members' communication and storing documents: Madalina Chitez (**completed**)
- + Share existing interview guides and transcripts the members have used in previous research of relevance to the joint project: All members to upload documents to Moodle (with a summary of the study) (**started**)
- + Share relevant documentation (course syllabi, dissertation writing guidelines, writing support documents, supervision regulations, dissertation marking criteria): All members to upload documents to Moodle (with some contextual information e.g. university, discipline, department, etc). (**started**)
- + Development of an interview guide draft: Madalina Chitez, Monserrat Castelló, Tiane Donahue, and Tatyana Yakhontova. (**completed?**)
- + Comments and suggestions on the interview guide draft: All members.
- + Research ethics document / summary of the project that members can use/adapt for ethical approval purposes in their contexts: Bojana Petric
- + Bibliography compilation will be discussed at a later stage. We will start by members uploading the bibliographies of their previous papers on relevant topics.

3. Academic literacy

- + The next tasks in the process (translation of the interview guide into the languages in which interviews will be conducted, criteria for participant selection, participant recruitment, transcription, translation into English) will be discussed later on Moodle.
- + The academic literacies team members also presented several poster presentations within the interactive session in Prague.
- + The academic literacies team will aim to complete data collection (or at least have some interviews completed, transcribed and translated) by the next meeting of WG2 so that we can discuss them and plan the next step.
- + In terms of progress made since the November meeting, smaller groups of the Academic literacies team are working on the development of the research instruments, as agreed, but there is not much to report on other than that.

3. Development of a reader/writer

- + team leader: Anita Peti-Stantić
- + WG2 organized around developmental aspects of literacy and education in a digital world, promoting lifelong development of the literate mind/brain and investigating how it can be further promoted by education
- + newly formed subgroup will pursue collaborative research between interested members, as well as members of WG1, working on societal impact of the scientific finding in formal and non-formal settings
- +

3. Development of a reader/writer

- + **AIM:**

- + collaborative (bi- and multilateral) research with an aim to identify crucial, language specific markers of critical reading and writing as an interconnected system
- + starting age group 9-10 (points in education for research: 3-4 grade ES, 7-8 grade ES, 3 grade HS)
- + dyslexia and interventions research
- + in coordination with developmental track in WG1 and academic literacy team within WG2 – vertical development and targeted interventions

- +

3. Development of a reader/writer

+ DELIVERABLES:

- + 1. Construction of **language-specific literacy diagnostic tools** based on prototypical pivots of the vocabulary and syntax integration.
- + 2. **Societal actions** (interventions, strategy focused instructions, coordination of efforts with libraries and independent reading groups etc.)
- + 3. **Database** of projects that should be advertised as examples of **good practices**, both on national and small scale level.
- + 4. **Chapter in an European handbook of reading/writing comprehension skills** for fluent reading, writing and comprehension with an emphasis on deep reading (inference, deduction, comparison, critical analysis) and building of a world-web grounded in semantic relations such as polysemy and homonymy.
 - + Or a paper on reading/writing comprehension skills in different languages