



MADRID, 3 – 6 July, 2017

THURSDAY 6, JULY

Location: Faculty of Education – University Complutense of Madrid

PARALLEL Sessions (9.00 a.m. – 12.30 p.m.)

PLENARY Sessions (12.30 p.m. – 2.30 p.m.): Main Auditorium (ground floor)



MADRID, 3 – 6 July, 2017

Thursday, 6 July

9.00 a.m. – 10.45 a.m. Parallel sessions: ROUND TABLES / SYMPOSIUMS **RT** / **S**

S **INTERNATIONAL PERSPECTIVES ON THE LITERATE IDENTITY OF TEACHERS** – Thursday, 6 July – from 9.00 a.m. to 10.45 a.m.

Discussants:

JON CALLOW, University of Sydney (AUSTRALIA)
SARA (SALLY) ANN BEACH, University of Oklahoma (USA)
ANNE BURKE, Memorial University of Newfoundland (CANADA)
ANGELA WARD, University of Saskatchewan (CANADA)

Symposium Chair: JON CALLOW

Presentation: MARIJN BROUCKAERT, Dutch-speaking public library of the City of Brussels (BELGIUM)

Language: English

Location: ROOM 2532

This symposium explores the role of teachers' literate identities as part of a larger research project investigating the understandings of knowledgeable teachers about their students' engagement in literacy. 32 teachers were interviewed from 5 countries including Australia, Canada (British Columbia and Newfoundland), Romania, Slovakia & the USA. Common themes across the data that reflected these teachers' literate identities included a love of reading from their own childhoods, supportive family environments growing up, and the promotion of reading and literacy as meaningful and enjoyable in their current classrooms. Their understanding of student engagement was linked to active learning, student choice and clearly scaffolding and modeling literacy learning for the students. The symposium will begin with a short introduction contextualizing the presentations with a summary of the wider findings of the project. Each presenter will then address data from a specific country, including a brief snapshot of the literary and cultural 'landscape' for each nation. The symposium will conclude with time for questions and discussion.



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S DISCIPLINARY LITERACY: HISTORY, EVIDENCE, AND CHALLENGES IN THE EUROPEAN AND NORTH AMERICAN CONTEXTS – Thursday, 6 July – from 9.00 a.m. to 10.45 a.m. / LOCATION:

Discussants:

WILLIAM G. BROZO, George Mason University (USA)

SARI SULKUNEN, University of Jyväskylä (FINLAND)

CHRISTINE GARBE, University of Cologne (GERMANY)

PATRICIA SCHILLINGS, University of Liège (BELGIUM)

Symposium Chair: WILLIAM G. BROZO

Presentation: ELENA BERMEJO GONZÁLEZ, University Complutense of Madrid

Language: English

Location: ROOM 2533

This symposium session is concerned with the growing interest in many countries of a relatively new line inquiry referred to as disciplinary literacy. For the past several decades, content area literacy, which is concerned with reading and writing strategies applied to topics and texts across the curriculum, has dominated the research and practical literature and has been reflected in national curricula, as well. Recent developments in literacy theory and policy, however, have brought about a new and more nuanced understanding of what it means to possess sophisticated literacies for disciplinary texts and disciplinary discourse communities in science, history, literature, maths, and the other knowledge domains. The four symposium presenters (a) trace important historical developments that have given rise to disciplinary literacy, while critiquing the concept of a “discipline,” (b) describe and analyze research and practice related to disciplinary literacy in the United States as well as in Finland and Belgium, and (c) demonstrate applications of content area/disciplinary literacy in pan-European teacher professional development projects.

S DEVELOPING LITERACY IN HIGH-POVERTY URBAN SCHOOLS: LESSONS FROM THE WRITE TO READ PROJECT IN IRELAND – Thursday, 6 July – from 9.00 a.m. to 10.45 a.m. / LOCATION: 2534

Discussants:

EITHNE KENNEDY

NORMA MCELLIGOTT

ROISÍN O'SHEA

GERRY SHIEL

Institute of Education, Dublin City University-St Patrick's Campus (IRELAND)

Symposium Chair: GERRY SHIEL

Presentation: PLÁCIDO BAZO MARTÍNEZ, Universidad de La Laguna (SPAIN)

Language: English



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Location: ROOM 2534

This presentation reports on the Write to Read research project, a collaborative College, School and Community intervention currently in operation in 14 high-poverty schools in Dublin, Ireland. It is an up-scale of an earlier successful pilot project with one school. Located within a transformative-emancipatory paradigm it seeks to bring about not only a real change in achievement but also a change in children's motivation, engagement, confidence, and academic resilience. Recognising that there is 'no quick fix' and no one solution, it adopts an evidence-based, holistic research-to-practice approach to investigate context-specific solutions to underachievement. Drawing on a range of data, papers will address the following dimensions of the project: 1. Introduction to the philosophy, theoretical perspective and key approaches to literacy teaching, learning and assessment underpinning the Write to Read Project (Eithne Kennedy) 2. Professional development model: Negotiating change in schools (Norma McElligott) 3. An example of practice in Write to Read: Reading workshop. Creating dialogic classrooms: interactions between teachers and pupils and changes over time will be presented and illustrated with short video clips (Stephen Brett and Roisin O Shea) 4. An analysis of teachers' perspectives on the effectiveness of professional development in Write to Rea: Impact on planning, instruction and assessment. (Gerry Shiel)

S CHANGING DEFINITIONS OF LITERACY AND THEIR IMPACT IN PRACTICE / ÉVOLUTION DES DÉFINITIONS DE LA LITTÉRATIE ET LEURS RETOMBÉES DANS LA PRATIQUE (PART TWO) – Thursday, 6 July - from 9.00 a.m. to 10.45 p.m.

Discussants:

ANDRÉ C. MOREAU, Université du Québec, Outaouais (CANADA)
NANCY GRANGER, Université du Québec, Trois-Rivières (CANADA)
LAURE MINASSIAN, Université de Caen (FRANCE)
MYRIAM FONTAINE, Université du Québec, Montréal (CANADA)
FANNIE L'ABBÉ, Université du Québec, Outaouais (CANADA)
MELANIE DUTEMPLE, Université du Québec, Outaouais (CANADA)
MAGALI JEANNIN, University of Caen-Normandy, ESPE (FRANCE)

Symposium Chair: NANCY GRANGER

Presentation: TAMARA MORATO MORATILLO (SPAIN)

Language: French

Location: ROOM 2531

In the spirit of working together, it is important to remember that the concept of literacy has been understood in various ways, first as reading and writing skills (Pierre, 1994; Hébert and Lépine, 2012). Continued research led to the inclusion of other skills, specifically the ability to communicate (Lafontaine and Pharand, 2015). This new definition of literacy is in keeping with a conceptualization of literacy that goes beyond the written word (reading and writing) and opens the door to a variety of communication practices (uses) and new research-based



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knowledge. In this symposium, research teams, students, and practitioners will inventory the effects of literacy on people from different groups and within environments or communities. Two questions will guide the discussion: a) how does a more refined understanding of literacy influence research choices, and b) how is this research or methodology reflected in theory and practice. This symposium will consist of three sessions, each an hour and three quarters in length: a) Session 1 – Literacy: theoretical and methodological contributions; b) Session 2 – Literacy: research results, and c) Literacy and inclusion.

RT LEYENDO Y ESCRIBIENDO CON APOYO DE LAS TIC: ACTIVIDADES INTERDISCIPLINARES PARA LA FORMACIÓN INICIAL DEL FUTURO MAESTRO EN EL AULA PLURILINGÜE – Thursday, 6 July – from 9.00 a.m. to 10.45 a.m.

Discussants:

MARÍA DOLORES PÉREZ MURILLO
IRENE SOLBES CANALES
GABRIEL RUSINEK
NOEMÍ ÁVILA VALDÉS
MARÍA JOSÉ CAMACHO MIÑANO
MAGDALENA CUSTODIO ESPINAR
University Complutense of Madrid (SPAIN)

Roundtable Chair: MARÍA DOLORES PÉREZ MURILLO

Presentation: TAMARA ALÍA PRIETO, Spanish Reading and Writing Association

Language: English

Location: GRADE ROOM

En esta mesa redonda presentaremos distintas acciones que forman parte de un proyecto interdepartamental de innovación docente que se viene desarrollando en la Facultad de Educación (UCM) en los tres últimos años. El proyecto persigue un doble objetivo: fomentar la colaboración entre profesores/as que imparten docencia en lengua inglesa en el Grado de Maestro, y formar al futuro profesor/a en el enfoque AICLE (Aprendizaje Integrado de Contenidos y Lengua Extranjera), a fin de que diseñen y pongan en práctica actividades interdisciplinares con apoyo de las TIC.

S ESCRIBIR PARA UN PÚBLICO DISCIPLINAR ESPECIALIZADO. RETOS Y POSIBILIDADES PARA FORTALECER LA IDENTIDAD AUTORAL EN EL POSGRADO – Thursday, 6 July – from 9.00 a.m. to 10.45 a.m.

Discussants:



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MARÍA LAURA DEL CARMEN DÍAZ RIVERA

LAURA ANGÉLICA ISSA VILLA

ROLLIN L. KENT SERNA

Benemérita Universidad Autónoma de Puebla (MEXICO)

Roundtable Chair: ROLLIN L. KENT SERNA

Presentation: ARACELI MARTÍNEZ ARROYO, Universidad Iberoamericana (MÉXICO)

Language: Spanish

Location: ROOM 2532

El desarrollo de la lengua escrita como parte de un proceso de enculturación académica, (Laudel y Gläser, 2008, Ivani, 1988) exige realizar tareas de expresión oral, de lectura sistemática de autores y de escritura de distintos géneros textuales. El propósito del presente trabajo consiste en documentar la manera en que han tenido lugar esas tareas en el marco de acompañamiento de jóvenes en formación, 18 estudiantes de cinco generaciones de maestría que eligieron formarse como investigadores y participar de las actividades cotidianas de un grupo de investigación sobre los procesos institucionales para formar científicos en México (Kent, 205, 2014; Carrasco y Kent, 2011). Durante 10 años el acompañamiento ha sido concebido como una intervención pedagógica planeada para formarles como autores disciplinarios. Consiste en: a) sesiones generales de reflexión acerca de los contenidos y perspectiva de análisis que desarrolla el grupo de investigación en cuestión, b) tareas de lectura sistemática y la discusión de sus productos, c) participación en foros académicos y en foros internos de avances de investigación y –obviamente- d) la producción de textos académicos intermedios, a los que denominaremos “productos intermedios” y e) la publicación de trabajos de investigación como ponencias en extenso en memorias de congreso y artículos publicados en revistas disciplinarias arbitradas. Este trabajo sigue orientaciones y pistas de la formación disciplinar y da cuenta de criterios de organización, estrategias de participación y desarrollo de las sesiones del grupo de investigación. Ofrece asimismo una descripción de distintas versiones de productos escritos para evidenciar logros de aprendizaje que muestran los estudiantes-autores. Los resultados sugieren que el cuidado integral de los aspectos mencionados asegura producir el documento esperado, la tesis de maestría. Este trabajo formula como recomendación la siguiente hipótesis: producir un texto completo con una salida pública, oral o escrita, permite al estudiante reconocerse como autor y asegura la conclusión del producto recepcional.

10.45 a.m. Coffee Break / Performance

Thursday, 6 July

11.15 a.m. – 12.30 p.m. Parallel sessions: ORAL PRESENTATIONS / POSTERS OP / P

OP ORAL PRESENTATIONS - TABLE 37– Thursday, 6 July - from 11.15 a.m. to 12.30 p.m. / LOCATION: ROOM 2531

Presentation: AELE Team

Language: Spanish

Lectura y escritura académica en la Universidad EAN

Yasmín Galvis Ardila, Universidad EAN (Colombia)



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Language: Spanish

Diagnóstico de comprensión lectora de textos académicos con alumnos universitarios de Puebla, México

Gerardo Garibay Garduño and Yanet Gomez Bonilla, Benemérita Universidad Autónoma de Puebla (MEXICO)

Language: Spanish

Leer más allá de las líneas: procesos de lectura en tiempos digitales

Mónica María Márquez Hermsillo and Jaime Ricardo Valenzuela González, Instituto Tecnológico y de Estudios Superiores de Occidente (MEXICO)

Language: Spanish

Narrativa transmedia

María Teresa Giménez Esteban, Instituto de Educación Secundaria “Miguel Servet”, Zaragoza (SPAIN)

Language: Spanish

Aprender en aulas tucumanas a través de las tecnologías de la información y la comunicación

Victoria María Desjardins, Municipalidad de Yerba Buena (ARGENTINA)

Language: Spanish

OP ORAL PRESENTATIONS - TABLE 38– Thursday, 6 July - from 11.15 a.m. to 12.30 p.m. / LOCATION: ROOM 2532

Presentation: AELE Team

Language: English

Exploring Online News Media Practices of College Students

Slimane Aboukacem and Lory E Haas, Sam Houston State University (USA)

Language: English

Nonverbal communication literacy of engineering students

Dragana Bjekic, Milevica Bojovic and Milica Stojkovic, University of Kragujevac (SERBIA)

Language: English

Investigating the Role of Group Composition on Discussion Quality in a University Book Club on Multicultural Children's Literature

Melissa Pendleton, Western Kentucky University (USA) and **Meghan Liebfreund**, Towson University (USA)

Language: English

Digital Divides and Literacy Learning: A Metaphor Analysis of Developmental College Students' and Teachers' Conceptualizations of Technology

Laurie Bauer, University of Cincinnati Blue Ash College (USA)

Language: English

Digital literacy practices in the EFL classroom: A study of identity in digital identity texts

Maria Dolores García-Pastor, University of Valencia (SPAIN)

Language: English

OP ORAL PRESENTATIONS - TABLE 39– Thursday, 6 July - from 11.15 a.m. to 12.30 p.m. / LOCATION: ROOM 2533

Presentation: AELE Team

Language: English

Teaching to improve literacy: A multi-strand intervention to match students' literacy learning profiles

John Munro, Australian Catholic University (AUSTRALIA)

Language: English

Blended learning approach of a disciplinary literacy in-service teacher training course

Ariana-Stanca Vacaretu and **Maria Kovacs**, Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice (ROMANIA)

Language: English

Using Tri-Texts to Support Intertextual Teaching and Learning Across the Curriculum

William Bintz and **Sara Delano Moore**, Kent State University (USA)

Language: English

Teaching Writing – a comparative study of Elementary School language textbooks in use in Portugal and Brazil

José António Brandão Carvalho and **Elisete Mesquita**, Universidade do Minho (PORTUGAL)



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Language: English

OP ORAL PRESENTATIONS - TABLE 40 – Thursday, 6 July - from 11.15 a.m. to 12.30 p.m. / LOCATION: ROOM 2534

Presentation: AELE Team

Language: English

Critical Consumers, Fans, and Critics: Reading With and Against a Children’s News Magazine

Mitzi Lewison, Indiana University (USA)

Language: English

The creation of a virtual magazine as a social task through the work on a webquest for secondary levels

Sergio David Francisco Déniz, University of La Laguna (SPAIN)

Language: English

Iconic Reading - Cracking 'Language Barriers' to Early Literacy

John Walters, Independent researcher/author (AUSTRALIA)

Language: English

Constructing Richer Literacy Understandings Through Development of Students’ Aesthetic Responses and Critical Analyses of the Arts and Humanities

Francine Falk-Ross and Peter McDermott, Pace University (USA)

Language: English

Different languages to express the world... and the word: The Collaborative Learning Laboratory

Freddy Cuzco and Grazielle Schweig, Instituto Federal de Educação, Ciência e Tecnologia do RS – IFRS Restinga (BRAZIL)

Language: English

OP ORAL PRESENTATIONS - TABLE 41 – Thursday, 6 July - from 11.15 a.m. to 12.30 p.m. / LOCATION: ROOM 2401

Presentation: AELE Team

Language: Spanish

Un método para la alfabetización inicial en el México actual

Verónica Macías Andere, Glenda Delgado Gastelum and María Laura del Carmen Díaz Rivera, Consejo Puebla de Lectura (MEXICO)

Language: Spanish

Prácticas letradas: reconocer dominios privados y públicos en la alfabetización inicial

Alma Cecilia Carrasco Altamirano, Guadalupe López-Bonilla and Ivonne Tenorio Villanueva, Benemérita Universidad Autónoma de Puebla (MEXICO)

Language: Spanish

Educación lingüística y formación del profesorado para la mejora del desarrollo de competencias discursivas: innovación e investigación en el Grado de Maestro en Educación Primaria

Isabel García Parejo, Universidad Complutense de Madrid (SPAIN)

Grupo ForMuLe (SPAIN): Aoife Ahern, María Luisa García, Raúl Jiménez and Alicia Hernando (Universidad Complutense de Madrid); **Isabel Bleuca and Carmen Sánchez** (Instituto de Educación Secundaria “La Senda”); **Aurora Martínez** (Universidad de la Rioja); **Juana Blanco** (Universidad de Castilla La Mancha); **Paloma Rodríguez** (Universidad del País Vasco); **Rachel Whittaker** (Universidad Autónoma de Madrid); and **Claire Acevedo** (Open Univesity).

Language: Spanish

La lectura poética en el videolit: adaptación de un poema

María Almudena Cantero Sandoval, Universidad Internacional de La Rioja (SPAIN)

Language: Spanish

Prácticas tradicionales y emergentes de lectura: un estudio de caso en un posgrado a distancia

Concepción López Andrada, Universidad de Extremadura (SPAIN)

Language: Spanish

P POSTER - PRESENTATION – Thursday, 6 July - from 11.15 a.m. to 12.30 p.m. / LOCATION: GROUND FLOOR, CENTER AISLE

Presentation: PATRICIA RUBIO GIL, University Complutense of Madrid

Language: English

Communication literacy of practicing teacher and student-teacher

Dragana Bjekic, Milica Stojkovic, Lidija Zlatic and Biljana Kuzmanovic, University of Kragujevac (SERBIA)

Language: English

Correlations Between Gradual Release of Responsibility and Coding Apps: What Teachers Can Learn About Literacy Instruction Through Learning to Code

Sheri Vasinda, Oklahoma State University (USA)

Language: English

Disciplinary literacies in high school level history: genre of an expository essay

Hilkka Paldanius, University of Jyväskylä (FINLAND)

Language: English

Word and pseudoword reading accuracy and reading speed in print and braille readers

Emese Pajor, Eötvös Loránd University; **Anna Mária Beke**, Semmelweis University; and **Valéria Csépe**, Research Centre for Natural Sciences of the Hungarian Academy of Sciences (HUNGARY)

Language: English

Impact of Books about Immigrants and Refugees on Children's Reading Attitudes

Doris Walker-Dalhouse, Literacy Marquette University, and **Allan D. Dalhouse**, Minnesota State University Moorhead (USA)

Language: English