



# Fostering Dialogue

Teaching Children's Literature and Culture at University

the 2nd international online conference

17-19th November 2022



Illustrations: Mari Kanstad Johnsen from *ABC* (2017)  
Design and layout: Medielab, HVL

# Fostering Dialogue

## Teaching Children's Literature and Culture at University

The 2nd International Online Conference Fostering Dialogue: Teaching Children's Literature and Culture at University is aimed at reopening the international forum for perspectives on teaching children's literature at universities and to expand the conversation about [teaching literary texts](#) for young readers by inviting scholars to share approaches and practices aimed at [teaching children's culture](#).

We opened the conference to [students' voices and experiences](#) regarding pedagogies of children's literature and culture. Therefore, we intended to provide room in the programme for students' sessions or panels. Finally, we invited papers reflecting critically on [challenges](#) and [opportunities](#) that appear when emergency remote teaching and learning has turned into deliberately designed online practices. We hope that the 2nd Fostering Dialogue conference creates new spaces for discussion and collaboration on teaching children's literature and culture in university settings.

The call for papers opened its doors to a wide range of proposals within the main conference theme:

- 1) [Teaching methods and practices in children's literature and culture courses for students.](#)
- 2) [Designing reading lists/syllabi/assignments.](#)
- 3) [Strategies for students' active engagement in classes.](#)
- 4) [Assessment in children's literature and culture courses.](#)
- 5) [Teaching and including children's literature and culture in other disciplines \(e.g., arts, design, architecture, library sciences, history, sociology, geography, mathematics, biology\).](#)
- 6) [Students' perspectives on teaching children's literature and culture.](#)
- 7) [National and international programmes for studying children's literature and culture.](#)
- 8) [Institutional possibilities and limitations.](#)
- 9) [Local, national, or global frameworks, guidelines, and standards.](#)

## Fostering dialogue - history

2020: The 1st Fostering Dialogue conference was organized by Marnie Campagnaro at the University of Padova in collaboration with Nicola Daly at the University of Waikato and Kathy Short at the University of Arizona.

## The 2022 organization and scientific committee:

Lead convenor: Nina Goga, Western Norway University of Applied Science

Marnie Campagnaro, University of Padova

Nicola Daly, University of Waikato

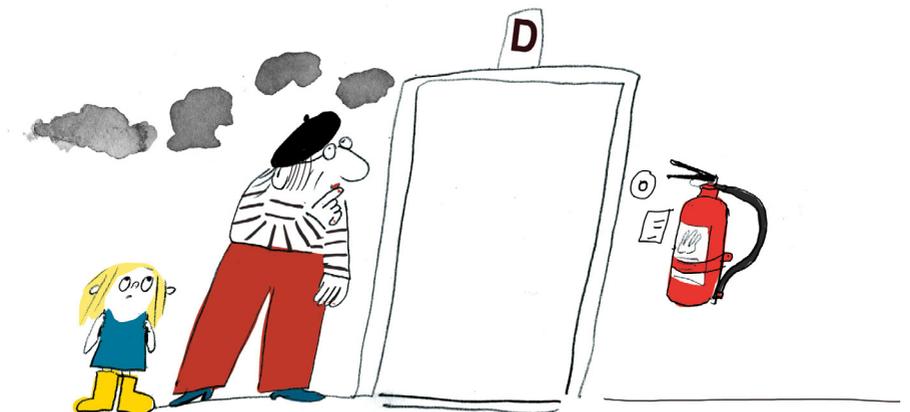
Justyna Deszcz-Tryhubczak, University of Wrocław

Elżbieta Jamróz-Stolarska, University of Wrocław

Irena Barbara Kalla, University of Wrocław

Mari Skjerdal Lysne, Western Norway University of Applied Sciences

Britt Iren Nordeide, Western Norway University of Applied Sciences



# Program

All times given are in Central European Time (CET)

## THURSDAY 17TH NOVEMBER

### 12.00-12.30 OPENING AND WELCOME

#### Plenary stream

Greetings by **Minister of Culture and Equality Anette Trettebergstuen**

Greetings by **Rector Gunnar Yttri, HVL**

Welcome by **Nina Goga** on behalf of the organizing committee

### 12.30-13.30 PANEL 1

#### Plenary stream

*Chair: Marnie Campagnaro*

**Macarena García-González:** Epistemic Injustices in Teaching-learning Encounters with Children's Literature and Culture

**Lykke Guanio-Uluru:** Teaching Children's Literature through Critical Plant Studies: Reflections on the Phyto-analysis Map

**Victoria de Rijke:** Being Onion: More-than-human Children's Culture and the Self-made Picture-book

### 14.00-15.30 PARALLEL SESSIONS 1

#### Stream A: Course Design I

*Chair: Tzina Kalogirou*

**Laura Torres Zúñiga:** Flipping the Children's Literature Classroom: A Blended Approach beyond the Pandemic

**Yoo Kyung Sung:** Hello Monday! Creating a Learning Community that Works in Asynchronous Children's Literature Courses

**Rosa Taberneró,** Marta Sampérez & Daniel Laliena: The Book-trailer as a Tool for the Analysis of Children's Books in Teacher Training

#### Stream B: Picturebooks I

*Chair: Etti Gordon Ginzburg*

**Monica Gundersen Mitchell & Trude Hoel:** Practical and Theoretical Teaching Approaches When Undergraduate Students Attend a Picture Book Seminar

**Alessandra Giaccone:** 'Storytelling Contexts' Regarding Experiential Teaching at Universities

**Magdalena Vázquez Dathe & Lou Ellis Brassington:** Counter-hegemonic Disruption and Intersectionality as Pedagogical Analysis in the Undergraduate/Pre-service Teacher Children's Literature Classroom

### 16.00-17.30 PARALLEL SESSIONS 2

#### Stream A: Eco I

*Chair: Nina Goga*

**Rikke Frøyland:** Exploratory Literature Conversations on Sustainability Dilemmas

**Alexandra Ritter & Michael Ritter:** Change the World: Students' Perspectives on Teaching Ecocritical Picturebooks

**Tzina Kalogirou & Eleni Mitsoula:** From Virginia WOLF to The Garden of Hope: Who's Afraid of the Unpredicted? Teaching Emotional Issues and Taboos in an Ecocritical Context

#### Stream B: Culture in Context I

*Chair: Mari Skjerdal Lysne*

**Áine McGillicuddy:** Fostering Empathy Using Imagology in Teaching Children's Literature about Experiences of Exile

**Sandie Mourão:** Picturebooks as Vehicles in Professional Development for Intercultural Citizenship Education

**Cynthia Ryman:** A Cosmopolitan Approach to Literacy in a Children's Literature Course

## FRIDAY 18TH NOVEMBER

### 11.30-12.00 MINGLING SESSION

#### Stream A

### 12.00-13.00 PANEL 2

#### Plenary stream

*Chair: Justyna Deszcz-Tryhubczak*

**Shelley Ann Jackson:** That Dreaded Word 'Style': Thoughts on Guiding Students to Find Their Own Visual Languages

**Anita Wincencjusz-Patyna:** Understanding Images – A Post-graduate Course in Picture Reading: Curriculum, Goals and Practice

**Niveditha Subramaniam:** A Felt Approach: Notes from a Practitioner-researcher

### 13.30-15.00 PARALLEL SESSIONS 3

#### Stream A: Course Design II

*Chair: Britt Iren Nordeide*

**Therese Garshol Syversen:** The Selection of Children's Literature for Students in Norwegian Early Childhood Teacher Education

**Etti Gordon Ginzburg & Michaela Keck:** Transcending the Literary Canon and the Boundaries of the Traditional Classroom: Teaching Children's Literature as Literature in Times of Pandemic

## Stream B: Picturebooks II

*Chair: Barbara Kalla*

**Erga Heller:** Barriers of Gamification: Interactivity and Engagement in a Children's Literature Online Course about the Holocaust

**Dmitrii Sergeev:** Critical Reading of Picturebooks for Teaching Single Motherhood

**David Valente:** Mediation through Mermaids: Picturebooks for Exploring Gender-queerness in English Teacher Education

## 15.30-17.00 PARALLEL SESSIONS 4

### Stream A: Eco II

*Chair: David Valente*

**Elisa Bertoldi & Elena Serino:** Telling TALES about Nature in English L2: Student Teachers Selecting Picturebooks and Giving Read-alouds

**Justyna Deszcz-Tryhubczak:** Teaching Children's Literature and Culture in the Anthropocene

### Stream B: Culture in Context II

*Chair: Monica Gundersen Mitchell*

**Heidi J. Torres:** Exploring Geographies of Possibility in African-American Children's Literature through Artistic Mapping

**Kawthar Jabir Kassoum:** Teaching Arabic Children's Literature Online: Sakhnin College as an Example

**Yeoju Lim:** Education of Children's Librarians in Library and Information Science Departments in the Republic of Korea: Focusing on Teaching Children's Literature

### Stream C: Course Design III

*Chair: Trude Hoel*

**Teri L. Holford:** Designing a First-year Seminar Course on Adapting to College: There's a Picture Book for That

**Krzysztof Rybak:** Challenges of (Re-)designing and Teaching Children's Informational Book Course: Case Study of Liberal Arts B.A. Program at the University of Warsaw, Poland

**Diana Muela-Bermejo & Lucía Hernández-Heras:** Reading Aloud and Mediation of Children's Literature in Spanish University Students of the Primary Education Teaching Degree: Design, Validation and Application of LECVALTEV

## 17.15-17.45 SHARING SESSION

### Stream A

## SATURDAY 19TH NOVEMBER

### 12.30 MINGLING SESSION

#### Stream A

### 13.00-14.30 PARALLEL SESSIONS 5

#### Stream A: Course Design IV

*Chair: Krzysztof Rybak*

**Elizabeth Green:** Preservice Teachers' Use of a Criteria Checklist for Choosing Accurate and Respectful Books Featuring Characters with Dyslexia

**Michael C. Prusse:** Teaching Stories to Make Sense of the World

**Clara Torres-Mañá, Matilde Portalés-Raga & Agustín Reyes-Torres:** Sound Picturebooks & Jazz Music to Foster Preservice Teacher's Multiliteracies in Higher Education

#### Stream B: Picturebooks III

*Chair: Sandie Mourão*

**Francesca Cosentino & Maura Tripi:** Picturebooks around Palermo: Children's Literature and Social Engagement

**Nicola Daly & Julie Barbour:** Picturebooks as a Bridge to Cultural Autoethnographies

**Marnie Campagnaro & Nina Goga:** Ways of Reasoning. Some Thoughts on Students' Free Choice of Picturebooks and Their Decision-making Processes

### 15.00-16.30 PARALLEL SESSIONS 6

#### Stream A: Course Design V

*Chair: Elżbieta Jamróz-Stolarska*

**Santiago Bautista-Martín:** Teaching Children's Literature at Tertiary Level: The Role of Visual Thinking Techniques to Scaffold Learning and Promote Critical Thinking

**Sonali Kulkarni, Suzanne van der Beek & Beatrijs de Coninck:** Beyond Knowledge and Skills: Incorporating Character Building in Teaching and Assessment of Children's Literature and Culture

**Amber Gordon:** Sharing Children's Literature in a Gallery Walk

#### Stream B: Culture in Context III

*Chair: Nicola Daly*

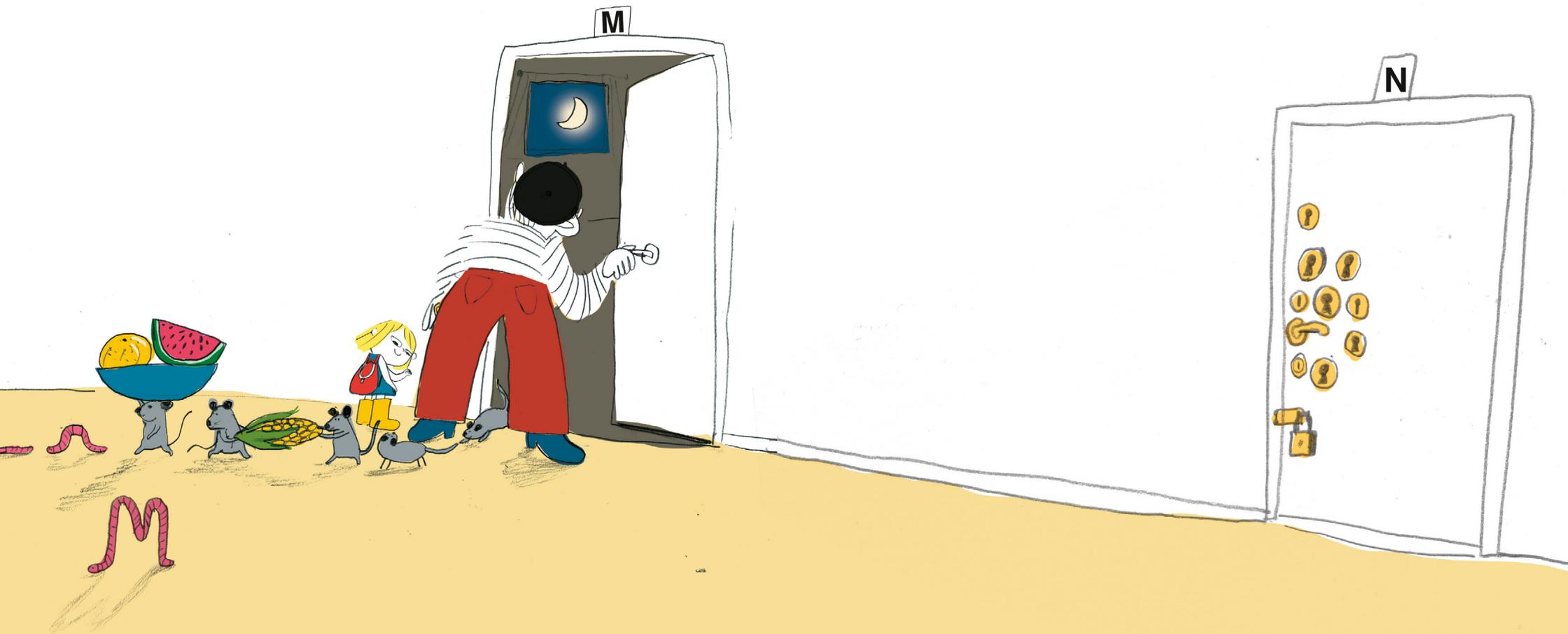
**Esa Christine Hartmann:** Children's Literature as a Tool for Personal and Professional Empowerment in Teacher Education: Bilingual Student Teachers' Perspectives on Performing Picturebook Stories at University

**Nayr Ibrahim:** Critical Transcultural-translingual Perspectives: Dual Language Picturebooks Mediating Children's Complex Local and Global Cultures and Identities

**Anna Fornalczyk-Lipska:** Analysis of Translation Series in a Children's Literature Class at University

### 16.30-17.00 CONCLUDING SESSION AND GOODBYE

#### Stream A



Abstracts

## Teaching Children's Literature at Tertiary Level: The Role of Visual Thinking Techniques to Scaffold Learning and Promote Critical Thinking in Bilingual Programmes

**Areas of interest:** Teaching methods and practices in children's literature and culture courses for students, strategies for students' active engagement in classes

**Keywords:** Scaffolding - Critical thinking - Bilingual courses - Children's literature - Teacher training

### Abstract

Several CLIL programmes are currently being implemented at different educational levels in Spain. Although a vast majority is being run at Primary and Secondary levels, a number of 33 Spanish universities also offer bilingual degrees (Ramos, 2013). However, only a few of them have developed bilingual degrees in Teacher Training, like the CES Don Bosco (Complutense University of Madrid). Scaffolding and the development of critical thinking skills are major challenges in this specific CLIL context. The question is how can we combine both dimensions effectively in order to teach children's literature in bilingual university courses. Some attempts to make students actively think (Perkins 1995; Johnson, 1999; Swartz, Costa, Beyer, Reagan and Kallick, 2010) have been collected in The Zero Project initiated by Goodman already in 1967; a project that has given birth to the popularised thinking routines. In Spain authors like Escamilla (2014) have posed a series of thinking techniques to promote critical thinking, by either creating her own ones or adapting others borrowed from Decroly, De Bono or Elias, Tobias and Friedlander, to be applied at bilingual Preschool and Primary schools. However, it seems that student teachers should not only be familiar with them, but also learn from and through them in their training years. Therefore, my presentation centres on the implementation of these techniques at tertiary level, and more specifically, in bilingual programmes from the Faculty of Education. The main purpose is to display a set of visual thinking techniques (the logic wheel, the interview and the associative analysis) that have been used to scaffold



learning and promote critical thinking in children's literature courses from the bilingual BA in Early Childhood Education and the bilingual BA in Primary Education. The results from this teaching experience highlight that trainee teachers have truly enlarged their set of thinking strategies, thus facilitating their learning process and enlarging their knowledge about children's literature.

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- Costa, A., Beyer, B., Reagan, R., Swartz, R. and Kallick, B. (2010). *Thinking-Based Learning: Promoting Quality Student Achievement in the 21st Century*. New York: Teachers College Press.
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- Johnson, A. P. (1999). *Up and Out: Using Critical and Creative Thinking Skills to Enhance Learning*. London: Pearson.
- Perkins, D. (1995). *Smart Schools: From Training Memories to Educating Minds*. New York: Free Press.
- Reyes-Torres, A., Villascañas-de-Castro, L.S., Soler-Pardo, B. (2014). *Thinking through Children's Literature in the Classroom*. Cambridge: Cambridge Scholars Publishing.

**Santiago Bautista-Martín** holds a degree in English Philology and two Master's Degrees: one in Teaching English as a Foreign Language (University of Alcalá - British Council) and another one in Teaching Spanish as a Foreign Language (UIMP - Cervantes Institute). He is currently dedicated to teacher training at the Faculty of Education from the Complutense University of Madrid and at CES Don Bosco. He previously worked at Brown University, University of Salamanca and Pontifical University of Salamanca, teaching courses at both graduate and postgraduate level. His research areas include: children's literature pedagogy, motivation and identity in L2 teaching, EFL and bilingual training.

Elisa Bertoldi  
University of Udine  
[elisa.bertoldi@uniud.it](mailto:elisa.bertoldi@uniud.it)

Elena Serino  
University of Udine  
[serino.elena@spes.uniud.it](mailto:serino.elena@spes.uniud.it)

## Telling TALES About Nature in English L2: Student Teachers Selecting Picturebooks and Giving Read-Alouds

**Areas of interest:** Designing reading lists/syllabi/assignments, students' perspectives on teaching children's literature and culture

**Keywords:** Picturebook mediation - Initial teacher education - English L2 - Environmental education - Informal contexts

### Abstract

At a time when one of the most urgent challenges is to find eco-sustainable ways of living on and with our planet, picturebook authors devote special attention to the environment and to nature for citizenship education. The presentation focuses on the initiative TALES (Telling And Listening to Eco-sustainable Stories), the research site for data collection on picturebooks and their mediation in teacher education programmes. TALES is a series of read-aloud sessions in English L2 for children, organized by the Teacher Education Department of the University of Udine (Italy) and the Natural History Museum of Friuli in Udine (Italy). The aim of the initiative is to offer children and student teachers a new perspective on nature, fostering dialogue about the environment through picturebooks. The picturebook read-aloud sessions took place at the museum in summer 2021. Student teachers participated in the initiative as picturebook mediators: they selected and gave read-alouds in English L2 for children in the informal context of the museum. The research questions addressed in this presentation are 'What criteria did student teachers follow in the selection of picturebooks for their read-aloud sessions in English L2 about nature?' and 'Which semiotic resources did they use in the mediation of picturebooks during read-aloud sessions?'. The aim is to identify how the criteria followed by student teachers in the selection of picturebooks influenced the mediation process during the read-aloud performance. Using an ethnographic and multimodal approach, the presentation discusses the data collected through semi-structured interviews with student teachers before their read-aloud sessions, video-recordings and observations conducted during the read-



aloud sessions at the museum. The presentation gives space to one of the student teachers involved in the initiative TALES who will share a reflection on her picturebook mediation. Implications for teacher education for picturebooks in children's language and environmental education conclude the presentation.

### Selected Bibliography

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Elisa Bertoldi is a PhD candidate at the University of Udine (Italy); from 2017 to 2020, she was a full-time research assistant in the Department of Languages, Literatures, Communication, Education and Social Studies. She is a teacher of English as a foreign language in Italian primary schools, a teacher educator for preservice and in-service courses, and teaching resource developer. She has published articles on technologies applied to language teaching. Her recent research work and publications deal with storytelling in English L2 for language education. She co-authored the book *Let's Tell a Tale. Storytelling with Children in English L2* (Forum, 2019).

Elena Serino is an undergraduate student in the last year of Primary Education at the University of Udine (Italy). She teaches at Italian nursery and primary schools.

Marnie  
Campagnaro  
University of Padova  
[marnie.campagnaro@unipd.it](mailto:marnie.campagnaro@unipd.it)

Nina Goga  
Western Norway University of Applied Sciences  
[ngo@hvl.no](mailto:ngo@hvl.no)

## Ways of Reasoning. Some Thoughts on Students' Free Choice of Picture-books and Their Decision-Making Processes

**Areas of interest:** Designing assignments and strategies for students' active engagement

**Keywords:** Students' agency – Picturebook aesthetics – Eco-critical dialogue – Participatory design – Student-centred assignment activities

### Abstract

New perspectives on teaching in higher education emphasise the need for, right to, and benefit of empowering students in their learning process, not only during the lessons, but in all the educational processes including syllabus decisions and assignment opportunities.

The aim of our paper is to analyse the logbooks of 60 group assignments prepared by students to clarify their choice of a picturebook for an ecocritical video assignment. The assignment instruction asked the student to demonstrate both their skills regarding picturebook aesthetics and their ecocritical dialogue skills. They should also reflect on their own decision-making process. These elements are of special interest for three different reasons. Firstly, the assignment revealed the level of their knowledge about picturebook research as an interdisciplinary field (Kümmerling-Meibauer, 2018; Goga et al., 2021). Secondly, it offered a tool to deepen their dialogic teaching and learning processes (Alexander, 2020). Thirdly, it tested a pilot experimentation regarding an international project related to teaching sustainability and social aspects within children's literature.

The student's logbooks belonged to the first part of a stepwise assignment process. Although the students were given the same instruction, the logbooks vary both in length, details and in focus. Some logbooks consist of only a few lines about the picturebook that the group agreed on; others are much longer and describe the process of meeting, sharing, deciding, as well as the reasons or motivations for the group's final choice. In order to interpret the content of the logbooks through a systematic classification process of coding and identifying themes or patterns, we applied a content analysis (Hsieh & Shannon,

2005; Johnson, Mathis & Short, 2019). The analysis brought out the following themes to be further discussed in our paper:

- The selection criteria connected with picturebook aesthetic
- The selection criteria connected with ecocritical ideas
- The students' reflections on their collaborative and dialogic process of agreeing and selecting the picturebook for the analysis

### Selected Bibliography

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**Marnie Campagnaro** is an assistant professor at the University of Padova. Her research interests include picturebooks, design, architecture, object-oriented literary criticism, sustainability, fairy tales and Italian children's writers. She recently published 'Picturebooks and Aesthetic Literacy in Early Childhood Education' in *Exploring Challenging Picturebooks in Education: International Perspectives on Language and Literature Learning*, eds Åse Marie Ommundsen, Gunnar Haaland, Bettina Kümmerling-Meibauer, 2021.

**Nina Goga** is professor of children's literature at Western Norway University of Applied Sciences. Her research interests include ecocriticism, nonfiction children's literature, children's rights. Recent publications are 'Material Green Entanglements: Research on Student Teachers' Aesthetic and Ecocritical Engagement with Picturebooks of Their Own Choice' (*International Research in Children's Literature* 15(3), 2022, co-written with Marnie Campagnaro) and *Verbal and Visual Strategies in Nonfiction Picturebooks: Theoretical and Analytical Approaches* (2021, co-edited with Sarah Hoem Iversen and Anne-Stefi Teigland).

Francesca  
Cosentino  
LUMSA University  
[coseschi@yahoo.it](mailto:coseschi@yahoo.it)

Maura Tripi  
University of Catania  
[maura.tripi@phd.unict.it](mailto:maura.tripi@phd.unict.it)

## Picturebooks around Palermo: Children's Literature and Social Engagement

**Areas of interest:** Teaching methods and practices in children's literature and culture courses for students, institutional possibilities and limitations, children's literature course, academic research and social engagement

**Keywords:** Public pedagogy – Social engagement – Picturebooks – Research group – Teaching methods

### Abstract

Universities are more and more invested in community engagement and public participation. Within the frame of a heterogeneous research group, born at Lumsa University and composed by university teachers and students, school teachers and social workers, the Children's Literature course overcomes the boundaries of the academic course, investigating the way to promote public pedagogy in the specific context of Palermo (Italy).

The paper describes the local historical process that led to the development of a complex and rich educational community, between the '80s and '90s, who fought against the school dropout and poverty through public reading and children's literature.

The variegated research group and the interdisciplinary and socially engaged children's literature and culture approach reflects the effort and the perspective to adopt a university approach based on the mutual enrichment of academic research, didactics and social engagement, underlining its contribution to communities and local territories and by experimenting with participatory, cooperative and emancipatory didactics and research.

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**Francesca Consentino** is an author of children's books, children's play place librarian and animator and socio-pedagogical educator. Since 2017 she has collaborated with the Opera House Teatro Massimo and oversees the Children at Opera project. In 2021 she supervised the theatrical edition of the picture book *La folle corsa del piccolo Achab* produced by the Biondo theatre. In 2019 she won the National New Theatre Award "Nidi Teatrali" - Children's Theatre Studies Award," with the theatrical show *Storie di un burattino*. She holds the Game Didactics Laboratory for the degree course in primary education sciences and is a member of the two-year research group 'Books for children and online resources between school and civic activism' at LUMSA.

**Maura Tripi** is a Phd candidate in the Department of Educational sciences at the University of Catania (Italy). Her main research fields include educational poverty and ECEC system, intercultural and social pedagogy, plurilingual storytelling and children's literature. She is a member of the research group 'Books for children and online resources between school and civic activism' at Lumsa University. Since 2009, she has been an active member of Movimento di Cooperazione Educativa (MCE), inspired by Freinet's cooperative pedagogy. She is the co-founder and pedagogical coordinator of the Intercultural educational center "Casa officina" in Palermo, with a plurilingual children's books library.



Nicola Daly

University of Waikato  
[nicola.daly@waikato.ac.nz](mailto:nicola.daly@waikato.ac.nz)

Julie Barbour

University of Waikato,  
[julie.barbour@waikato.ac.nz](mailto:julie.barbour@waikato.ac.nz)

## Picturebooks as a Bridge to Cultural Autoethnographies

**Areas of interest:** Teaching and including children's literature and culture in other disciplines (e.g. arts, design, architecture, library sciences, history, sociology, geography, mathematics, biology)

**Keywords:** Picturebooks – Tertiary education – Ethnography of communication – Cultural insiders –Familiar cultures

### Abstract

Research on the use of picturebooks with tertiary students has explored several aspects of the ways in which they can be used to support preservice teachers' understanding of children's literacy (Hoffman, 2021), their awareness of biliteracy and multilingualism (Hartmann & Helot, 2021), and to build their knowledge of the Maker Movement and Human Computer Interaction (HCI) (Gaye Dinç, Özkan & Alaca, 2021). However, it is difficult to find research examining how picturebooks can support tertiary students' understanding of culture. In this paper we explore the question of how picturebooks can be used to support tertiary students' engagement with and understanding of the Ethnography of Communication (Hymes, 1964) in a second-year New Zealand university course. This was a collaboration between two researchers, one of whom is a linguist teaching the course, the other of whom is a sociolinguist who researches picturebooks. As we developed a three-week unit within a larger course on language, society and culture, we chose to use picturebooks as our primary resource for the week in which students practised analysing communicative situations/encounters within the Ethnography of Speaking frame. In this presentation we report on our process in developing this pedagogical approach and reflect on its efficacy in the tertiary classroom. Our findings indicate that picturebooks had many potentials in a tertiary environment including: (1) to provide a glimpse into familiar and unfamiliar cultures; (2) to create experts of students who were cultural insiders; (3) to provide a finite experience of a complex situation, suitable for classroom discussion and analysis. These findings are discussed in relation to theories of culturally responsive tertiary pedagogy (Rātima et al., 2022).

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**Nicola Daly** is a sociolinguist and Associate Professor in the Division of Education at the University of Waikato, New Zealand, where she teaches children's literature. Her work explores multilingualism and language hierarchies in children's picturebooks, recognising the power of this often underestimated format in the development of language attitudes and the perpetuation of hegemonies. She also works with several colleagues exploring the potential of picturebooks for culturally responsive tertiary education. In 2019/2020 she was a Fulbright New Zealand Scholar. Together with her colleague Dr. Dianne Forbes, she is the lead educator in the FutureLearn MOOC, *The Power of Picturebooks*.

**Julie Barbour** is a Senior Lecturer in Linguistics in Te Kura Toi (School of Arts) at the University of Waikato, specialising in the documentation and analysis of the indigenous languages of Malekula Island in Vanuatu. Julie conducts and supervises community language research in Vanuatu in the areas of documentary, descriptive, comparative and historical linguistics. While primarily a grammarian, Julie has also presented on and published in the areas of sociolinguistics and educational research. She is involved in a long term project with colleague Associate Professor Nicola Daly in the analysis of picture books from Aotearoa, which focuses on the weaving together of te reo Māori and New Zealand English in children's literature.

Magdalena  
Vázquez Dathe  
University of New  
Mexico  
[magdathe@unm.edu](mailto:magdathe@unm.edu)

Lou Ellis  
Brassington  
University of New  
Mexico  
[lebrassington@unm.edu](mailto:lebrassington@unm.edu)

## Counter Hegemonic Disruption and Intersectionality as Pedagogical Analysis in the Undergraduate/Pre-service Teacher Children's Literature Classroom

**Areas of interest:** Teaching methods and practices in children's literature and culture courses for students, students' perspectives on teaching children's literature and culture

### Abstract

How do preservice teachers manifest their positionality in challenging the status quo in Children's Literature coursework? What pedagogical practices inform instructors of pre-service teachers' cultural shifts regarding diversity, equity, and inclusion in Children's Literature?

In this paper, the authors discuss how preservice teachers in two critical literacy courses demonstrate disruptions upon the dominant conventions in Children's Literature. With a practitioner research approach, the researchers examine the ways in which undergraduate/preservice teachers respond to coursework that incorporates critical literacy tasks, which address learners' unique perspectives and worldviews of multiple subjectivities and divergent positions. Utilizing intersectionality and critical feminisms frameworks, the authors analyse student reflections, dialectical journals, artistic responses, online posts and threads, amongst other class projects. Intersectionality addresses the multiple identities that are affected by structural domains of hierarchy in society (Crenshaw, 1991; Collins, 2000). Bell Hooks (1994) helps us to understand intersectionality as it relates to race, class, gender, and other hierarchies of domination. This practitioner research project proposes that intersectionality and pedagogies of disruption can be intentionally included in children's literature course to reflect an integration of feminist theories, pedagogy, and praxis within teacher education programs (Roberts, 2021). As practitioner researchers we contend that children's literature undergraduate courses can offer opportunities for students' critical consciousness growth and a cycle of learning/unlearning that interrogates hegemonic narratives.

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**Magdalena Vázquez Dathe** has a long-term career as a mentor and educator in community-based projects at the University of New Mexico (UNM) Community Engagement Center. Through her work, she develops strong partnerships with community grassroots and non-profit organizations that involve youth and families in transformational education through an antiracist lens. She is a PhD candidate in Language, Literacy, and Sociocultural Studies (LLSS) with a focus on Educational Thought. Magdalena is Part-time instructor in the Department of LLSS at UNM. Her scholarly focus is on antiracist and critical models in education and pedagogies of transformation.

**Lou Ellis Brassington** is a PhD Candidate in Language, Literacy, and Sociocultural Studies (LLSS) at the University of New Mexico and Instructor of Children's Literature, College of Education and Human Sciences, University of New Mexico. She is department head and teaches 7th grade social studies at an independent school in Albuquerque, New Mexico. Her special interests include the promotion of historical literacy through multimodal research platforms and innovative pedagogies in the secondary humanities classrc



## Teaching Children's Literature and Culture in the Anthropocene

**Areas of interest:** Teaching methods and practices in children's literature and culture courses for students

**Keywords:** Hope – The Anthropocene – Reproductive futurism – Transformative literacies – Ecological imagination

### Abstract

The potential of children's literature and culture to promote eco-activism and eco-literacy is the subject of intensive research which stresses the central role of current and future young generations in addressing the global climate emergency and anthropogenic changes in Earth's ecosystems (Goga et al. 2018, Deszcz-Tryhubczak 2019, Oziewicz and Saguisag 2021). While it cannot be denied that children worldwide are and will be experiencing negative impacts of the Anthropocene, some scholars highlight the responsibility placed on young people through the environmental posterity narrative and reproductive futurism (Edelman 2004, Sheldon 2016). These discourses frame the child as a solution to environmental catastrophe and a guarantee of the species survival (Sheldon 2016, Lakind and Adsit-Morris 2018).

In fall 2021/2022, I translated these contradictions into an undergraduate course "Childhood and Children's Culture in the Anthropocene". The assumption underlying the course was that the aesthetics of literature and film stretch the affective and ethical dimensions of our awareness to help us appreciate our relatedness with the damaged planet (Davis and Turpin 2015). Discussing the assigned texts, the students and I focused on representations of naturecultures (Haraway 2003) as affected by anthropogenic effects and on human-more-than-human kinships (Haraway 2016). Simultaneously, we explored these texts as platforms for transformative literacies developed with young people (Bowman and Germain 2022) and for intergenerational dialogue about ecocentric presents and futures. As the course progressed, the students (mostly in their early twenties) frequently commented on experiencing anxiety, grief and anger caused by the older generations' betrayals of young people's futures. In this presentation, I address the affective challenges I encountered during the course. Thinking with selected conceptualizations of hope in the Anthropocene (Head 2018),



I intend to encourage a discussion about how to teach children's literature and culture in times when sustaining ecological imagination and the belief in the possibility of better realities is increasingly difficult.

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**Justyna Deszcz-Tryhubczak** is an Associate Professor of Literature at the Institute of English Studies, University of Wrocław, Poland. Her research interests include child-led research, utopianism, and new materialism. She published *Yes to Solidarity, No to Oppression: Radical Fantasy Fiction and Its Young Readers* (2016). She is the co-editor (with Irena Barbara Kalla) of *Rulers of Literary Playgrounds Politics of Intergenerational Play in Children's Literature* (2021), (with Zoe Jaques) *Intergenerational Solidarity in Children's Literature and Film* (2021), and (with Irena Barbara Kalla) *Children's Literature and Intergenerational Relationships: Encounters of the Playful Kind*. In the years 2017-2021, she served on the board of the International Research Society for Children's Literature.

## Analysis of Translation Series in a Children's Literature Class at University

**Areas of interest:** Teaching methods and practices in children's literature and culture courses for students

**Keywords:** Retranslation – Polysystem theory – Classics – Literary critique – Children's literature and culture

### Abstract

This paper focuses on the benefits of studying translation series (understood as subsequent retranslations of a given work) in a children's literature course at university. My purpose is to show how such analyses develop students' understanding of children's literature and culture in general, spotlighting an array of issues for discussion.

Why translate a book for children for the second, third, fifteenth time? Answering this question may require an in-depth analysis of the literary polysystem of the receiving culture, the status of children's literature, the image of the child reader, different approaches to culture, and many other aspects. In particular, the existence of polemical translations may be interpreted, in line with the polysystem theory, as a proof of the increasing status of children's literature (Szymańska 2014: 206).

In the first part of the paper I intend to introduce the theory of translation series and discuss several translation series as examples, including some which range over a hundred years, such as Montgomery's *Anne of Green Gables* or Carroll's *Alice's Adventures in Wonderland*, with their first Polish translations published in the early 20th century. In the second part, I will focus on a task students in a children's literature course at the University of Warsaw were asked to complete, namely, to conduct a comparative analysis of Polish retranslations of English-language children's literature, specifying the cultural and literary factors at play and referring to, among other things, translatorial paratexts and critique of translation in the press and on the Internet to explain the differences between retranslations and understand their potential impact on reception. The results of their research show that studying translation

series, whether from a diachronic or a synchronic perspective, may shed a unique light on the functioning of children's books within the receiving literature and culture.

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**Anna Fornalczyk-Lipska** is an assistant professor at the Institute of Applied Linguistics, University of Warsaw, Poland. Her research interests are translation, onomastics, children's literature and imagology. She published a number of articles and chapters on these issues, as well as a book, *Translating Ethnonyms. Exemplified by Selected Works of English Children's literature in Their Polish Versions* (2012). She was a research fellow of the Kosciuszko Foundation at the University of Arizona, where she worked on a project devoted to national images in children's literature. She also received a research grant from the International Youth Library in Munich.



## Exploratory Literature Conversations on Sustainability Dilemmas

**Areas of interest:** Teaching methods and practices in children's literature and culture courses for students

**Keywords:** Dialogic teaching – Ecocriticism – Teacher education – Children's literature – Sustainable development

### Abstract

My research question is how to have an exploratory literature conversation on energy and sustainability dilemmas, based on readings of two chapters in the children's book *Grønne greier/Green Stuff* (Mathismoen and Jordahl, 2018)? I made a didactic plan inspired by dialogic teaching and pluralistic environmental education and tried the lesson out with three student teachers.

The purpose of the lesson is to talk and think together, discuss connections, and negotiate meaning.

The participants read the two chapters beforehand. The selected chapters focus on sustainable development and renewable energy. At the beginning of the lesson, the participants discuss the following questions: "What kind of energy sources are mentioned in the chapters you have read?" and "What words are used about energy in the chapters you have read?"

Then the participants alternate between joint reading of selected pages from the two relevant chapters and structured conversations about two statements on sustainability and energy expressed in the text. Each participant must decide whether he/she agrees, partially agrees or disagrees with the statement, and justify his/her position. This structure contributes to the dialogue being collective, cumulative and purposeful, which are three important principles within dialogic teaching. After the conversation, the participants write an individual log about the conversation they have participated in.

I discuss the didactic approach in the light of theory of dialogic teaching and environmental education and analyse the transcripts from the conversations.

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Rikke Frøyland is a PhD candidate at Western Norway University of Applied Sciences, in the research group Nature in Children's Literature and Culture (NaChiLitCul), and is writing a thesis on ecocritical literary dialogues.

Alessandra  
Giaccone

[alessandragiaccone@libero.it](mailto:alessandragiaccone@libero.it)

## ‘Storytelling Contexts’ Regarding Experiential Teaching at Universities

**Areas of interest:** Strategies fostering student engagement in the classroom, teaching and the inclusion of children’s literature and culture in other disciplines (e.g. arts, design, architecture, library sciences, history, sociology, geography, mathematics, biology)

**Keywords:** Experience – Storytelling – Embodied simulation – Gift

### Abstract

This presentation aims to explore the teaching of children’s literature and as a natural learning context which, as is the case with laboratory teaching and as an alternative to the latter, departs from experience and is that which truly motivates learners. This proposal will deal with research on mirror neurons according to which ‘storytelling contexts’ can be used as a didactic strategy for skills development.

Starting with the imagination as a cognitive ability, I will focus on the description of two didactic practices. The latter involves the reading aloud of two illustrated books for young readers: *The Lost Soul* by Olga Tokarczuk and some pages from *Bibi* by Karin Michaëlis. The former text is used to face isolation during online lessons at the beginning of the lockdown in March 2020 in Italy and the latter in the teaching of history concerning the reaction of European countries, especially Denmark, to deportations of Jews to concentration camps. This experimentation of the two practices has demonstrated that the inclusion of texts for young readers at universities can offer an effective method with which to reconcile teaching time, the complexity of knowledge and the experiential acquisition of learners.

The methodology of reading aloud as a ‘gift’ and its related activities will also be analysed for their authentic use of the texts in order to avoid the “betrayal of literature”, as Silvia Blezza Picherle has defined the instrumental use of literature. After reflecting on stories as an incentive for the development of life and disciplinary skills in the context of an authentic dialogue between learner motivation and a structured lesson, this contribution will also illustrate various works of children’s literature which have been deemed suitable for teaching purposes.



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**Alessandra Giaccone** graduated in Primary Education in 2021 with a thesis entitled *Storie del Si e Storie del Sé. Dal si impersonale al sé autentico*. Her teaching experience includes kindergarten and primary schools in Palermo. She is the author of an illustrated novel for children and adults *Il caracoli e il frassino* (Bookabook, in print, 2022) and has curated the Pan Alice e le Stelle social page regarding children’s literature since July 2021, in addition to having published a short tale in Tina. *Storie della grande estinzione* (Aguaplano, 2020). She has published her law thesis: *Le concezioni antropologico culturali della mafia* (Firenze Libri, 1998).

## Sharing Children's Literature in a Gallery Walk

**Areas of interest:** Designing reading lists/syllabi/assignments, strategies for students' active engagement in classes

**Keywords:** Funds of knowledge – Multi-modal – Experiential – Theme writing – Composition studies

### Abstract

How can I learn more about the ways that students value images and written text? I used the framework of a gallery walk (Bedard & Fuhrken, 2019; Daniels & Steineke, 2011) for a literacy event in a first semester writing course at a Northern New Mexico branch campus of the University of New Mexico. The learners were two populations of students: those who had recently completed their high school equivalency exams in reading and writing and were ready to start college, and those who had already completed their high school credential and were attending their first year of college. This activity was designed as part of a theme for the course about the significance of place in our lives and was one activity that we did during the writing of the first essay that describes the significance of a specific location to readers. Students were able to read *We Are Water Protectors* (Lindstrom & Goade, 2020) to make connections to their own experiences and use their funds of knowledge about water to connect to this book and the essay assignment associated with it (Delima, 2019; Gruenewald, 2006). Through this case study I learned that students place different values on written words and images for a variety of reasons. This session will describe how to use a gallery walk for qualitative research into the funds of knowledge and perceived value of location and experiences of your students.



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**Amber Gordon** is from Taos, New Mexico. She has been instructing writing at the University of New Mexico-Taos since 2012. Amber holds a Master's degree in the Teaching of Writing and a second degree in English Literature from the University of Colorado at Denver. Currently, Amber is in the Organization, Information and Learning Sciences doctoral program at the University of New Mexico. Amber teaches transfer level writing courses with a student-centred approach and is a coach in the Writing Studio. Her research interests are in curriculum design, funds of knowledge, and place-based learning. Her recent publication "Reading and Writing about Children's Rights in a College Writing Class" through Worlds of Words (University of Arizona) focuses on sparking curiosity in students to connect texts from the classroom to the experiences in their lives.

Etti Gordon  
Ginzburg  
Oranim College of  
Education  
[yeginz@gmail.com](mailto:yeginz@gmail.com)

Michaela Keck  
University of Oldenburg  
[michaela.keck@uni-oldenburg.de](mailto:michaela.keck@uni-oldenburg.de)

## Transcending the Literary Canon and the Boundaries of the Traditional Classroom: Teaching Children's Literature as Literature in Times of Pandemic

**Areas of interest:** Designing reading lists/syllabi/assignments, national and international programs for studying children's literature and culture

**Keywords:** Teaching children's literature – Internationalization at Home – Intercultural competence – Curricular development and online teaching

### Abstract

Children's literature still seems to occupy alternative literary spaces in academia and is often taught in subject-specific electives rather than in obligatory courses, at least in Israel and in Germany. The online course that we will introduce in this conference aims to change this state of affairs at an undergraduate level. The course encourages discussions of children's literature on a par with general literature and seeks to enhance the circulation and study of children's literature in a more collaborative and intercultural academic setting.

In our talk we will focus on two main novelties of the course. Firstly, the teaching of children's literature alongside adult literature and in the framework of canonicity. In doing so, we suggest viewing children's literature as a serious force in the literary field and enabling it to partake in processes of canon formation (Aston, 2020). More specifically, we will present a module from the course that introduces two nonsense writers – Edward Lear (1812-1888) and Laura Richards (1850-1943) – and that investigates their different receptions in light of concepts of childhood, gender, and genre. The second novelty has to do with implementing the vision of Internationalization at Home (IaH) as set out by Crowther et al. (2000); the latter advocates for an international, culturally sensitive curriculum that offers “a democratization of the benefits of internationalization to a much wider segment of society” (Harrison, 2015, p. 414). Whereas until recently technology has been mainly used to



substitute for or augment basic, non-technological functions, the current project takes advantage of the newly acquired technological savvy in academia following the Covid-19 crisis. By utilizing technology in this manner, we can redefine the boundaries of the academic classroom and transcend its spatial and national boundaries.

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Etti Gordon Ginzburg is a senior lecturer at the Department of English Language and Literature and at the Faculty of Graduate Studies at Oranim College of Education in the north of Israel. Her research interests include children's literature, Victorian nonsense poetry, childhood studies, genre, and canonicity, but also dialogic and intercultural education. She holds a Ph.D. in English literature from Bar Ilan University (Tel Aviv, Israel).

Michaela Keck is a senior lecturer at the Department of English and American Studies at University of Oldenburg in Germany. She received her doctorate degree in American Studies at Goethe University in Frankfurt and has taught at universities in Taiwan, Holland, and Germany. Her research foci include nineteenth-century American literature and culture at the intersections between literature, visual culture, gender, myth and its reception, and the environment. She is the author of *Walking in the Wilderness: The Peripatetic Tradition in Nineteenth-Century Literature and Painting* (2006) and *Deliberately Out of Bounds: Women's Work on Classical Myth in Nineteenth-Century American Fiction* (2017).

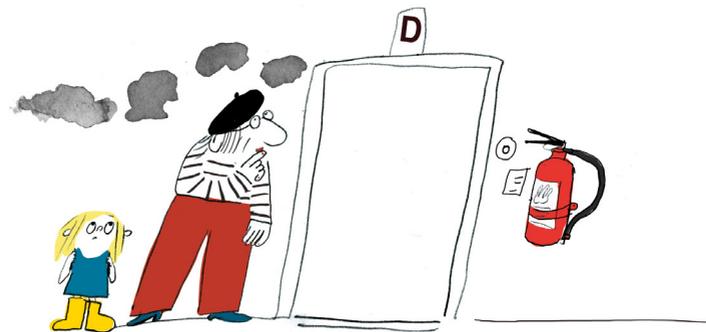
## Preservice Teacher Use of a Criteria Checklist for Choosing Accurate and Respectful Books Featuring Characters with Dyslexia

**Areas of interest:** Teaching methods and practices in children's literature, strategies for students' active engagement in classes

**Keywords:** Dyslexia - Picture books - Representation - Misconceptions - Teacher training

### Abstract

How can teachers locate books which accurately and sensitively portray students with dyslexia? Which of those books offer authentic representations of dyslexia so that all students may experience and celebrate diversity? How can we prepare preservice teachers to think about these types of decisions? To assist educators in locating quality books featuring characters with dyslexia, an evaluation checklist was developed combining criteria for selecting excellent books featuring characters with disabilities with variables from the presenter's research into dyslexia in children's literature. This session will explore preservice teachers' use of the checklist during reading methods and children's literature courses at a large, public, land-grant institution in the western United States. Discussion of the use of the checklist during the courses, and preservice teachers' responses to the activity, will be included in the presentation.



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**Elizabeth Green** is a doctoral candidate at Montana State University in Bozeman, Montana, USA. She teaches courses on literacy methods and integrates hands on exploration of children's literature throughout her courses. Her research interests focus on various facets of literacy with a special focus on dyslexia in children's literature.

## Children's Literature as a Tool for Personal and Professional Empowerment in Teacher Education: Bilingual Student Teachers' Perspectives on Performing Picturebook Stories at University

**Areas of interest:** Teaching methods and practices in children's literature and culture courses for students, students' perspectives on teaching children's literature and culture

**Keywords:** Picturebooks - Multimodal storytelling - Multilingual and multimodal literacy acquisition - bilingual education - Children's literature at university - Performative approach

### Abstract

Recent research has shown the multiple affordances of teaching children's literature at university for the personal and professional empowerment of teachers (Simpson 2018). Therefore, this study investigates bilingual student teachers' reflections on the personal and professional enrichment they gathered in the context of the action research "Tomi-Ungerer Revival: Storytelling in Bilingual Education", carried out at the Graduate School of Education of the University of Strasbourg (2021). Exploring novel performative approaches (Mentz & Fleiner 2018) in the context of multilingual and multimodal literacy acquisition through children's literature (Hélot et al. 2014), this project consisted in creating several interactive and multimodal storytelling performances based on a selection of Tomi Ungerer's picturebooks (Hartmann & Hélot 2021), which were presented in front of nine bilingual preschool and primary classes. The purpose of this research was to analyse the student teachers' attitudes towards multimodal storytelling performances based on picturebooks, as well as the effects of these performances on their personal and professional development.

Our investigation was guided by the following research questions:

- What are the effects of this action research on the student teachers' attitudes towards interactive and multimodal storytelling performances based on children's literature?
- What are the effects of this project on their linguistic, cultural, and professional identities?
- What are the effects of teaching children's literature at university on the professional development of teachers?

Our research approach included a written survey with 26 bilingual student teachers, who shared their experiences in the form of autoethnographic protocols (Chang 2008; Adams et al. 2021). The qualitative analysis of the student teachers' discourses shows a reflection about the creative designing and staging process, the multimodal performance of the picturebook stories, and their intercultural reception in a multilingual context. Additionally, they reveal the transformation process of the student teachers' professional attitudes and beliefs towards interactive and multimodal pedagogical approaches, the enrichment of their linguistic and cultural identity, and the positive reinforcement of their professional posture. Finally, we will discuss how creative teaching of children's literature at university can represent a tool for the personal and professional empowerment of teachers.

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**Dr. Esa Christine Hartmann** is Associate Professor of German, Comparative Literature, and Bilingual Education (French - German) at the University of Strasbourg (France) and associated member of the research group *Multilingualism, Translation, Creation* of the ITEM/ CNRS (France). Her research interests include bilingual and multilingual picturebooks, bilingual and multilingual pedagogy, multilingual writing, genetic translation studies, collaborative translation, genetic criticism and stylistics.

## Barriers of Gamification: Interactivity and Engagement in a Children's Literature Online Course about the Holocaust

**Areas of interest:** Teaching methods and practices in children's literature and culture courses for students, strategies for students' active engagement in classes, students' perspectives on teaching children's literature and culture

**Keywords:** Holocaust literature for young readers - Holocaust Picturebooks - Students' engagement - national identity and children's literature - Collective memory and children's literature

### Abstract

Covid-19 pandemic's first lockdown in Israel took place at the beginning of the second semester of the 2019/2020 academic year. It converted at once all academic teaching into virtual. Allegedly, the beginning point of the course about Holocaust literature for children was much better than many other children's literature courses in Israel. Yad Vashem and the Israeli Ministry of Education websites already had many digitalized items as e-books, documentaries, and teaching materials. Israeli educational television had always an open access to programs about the Holocaust. Yet a good virtual course is not just about adding the existing components together (Putz, et al. 2020; Saine 2016). Moreover, such a course should enable a place for inclusive learning and offer comforting atmosphere (Swartz 2020).

The course was followed by an action research (Martin & Spencer 2020), weekly students' feedbacks (qualitative research), and quantitative data. In the weekly questionnaire the students were asked one of these two questions: what their feelings after the lesson were or whether they liked or not the current way of teaching. At the end of the course, they had a conclusive questionnaire, including writing a short paragraph about what they would have changed in the course. The students' responses during and after the lessons were openly discussed and helped to create a dialogic learning environment in which the learning process evolves from verbalization of personal and collective memories to close reading, textual and comparative analysis,



and gamification both as a pedagogical exercise and as a means of adaptation for the students themselves.

Although this case may be taken as a unique example of a single children's literature academic course, I will demonstrate how it may serve as an example to a larger group of cases that can be generalized as events that contain personal suffering during a historical/national era (Unsworth, et al. 2005).

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**Erga Heller** is a senior lecturer at children's literature department at Kaye Academic College of Education, a multi-cultural college in Be'er Sheva, South of Israel. She is also the editor in chief of, a peer reviewed lexical journal about teaching and education. Dr. Heller has published many articles in Hebrew and English about children's literature and children's culture from a historic perspective, and about literary and media translations for children. Her current study deals with contemporary international children's literature about the Holocaust. Heller is a member of CohLit-21 consortium (University of Antwerp, John Paul II Catholic University of Lublin, and Bar Ilan University).

## Designing a First-year Seminar Course on Adapting to College: There's a Picture Book for That

**Keywords:** Information literacy - children's literature - picture books  
- first year students - teacher candidates, First-year seminars

### Abstract

"Adapting to College: There's a Picture Book for That" is the name of an innovative class designed for first year students who are fulfilling a mandatory semester-long class called "First-year Seminar" (FYS). The presentation will discuss the concept, design and pilot execution of this new subsection of the FYS series at the University of Wisconsin La Crosse, where all first year students must take a FYS course within the first two semesters of their university education.

Borrowing Apple's 2009 trademarked slogan "there's an App for that", this particular class was designed by an academic librarian. In this course, Information Literacy (IL) frames the Student Learning Objectives (SLOs) through the lens of children's picture books. The class will be open to both teacher candidate students in the School of Education, and other first-year students curious to see how the exploration of picture books can count towards academic credit.

Information Literacy (IL) is not often associated with children's literature. However, the presenter will show how she merged two avenues to comply with the FYS requirements: IL concepts from the Association of College & Research Libraries' (ACRL) Framework for Information Literacy in Higher Education along with topics from the FYS curriculum that new college students grapple with: belonging, emotional management, time management, relationships and self-awareness, finding resources, community, current events, diversity and inclusion, metacognition and learning styles, life-long learning skills, and the value of a liberal arts education.

The learning objectives were designed with reflective practices, self-assessment, group work, and an optional creative collaborative final project designed to assess learning outcomes:

- Define and explore the information and illustrations in picture books to determine and evaluate our perception of authority and value
- Experiment with the increasingly social nature of the picture book information ecosystem

- Examine and understand the systematic marginalization of individuals or groups in accessing, creating, and representing information
- Understand why there is a place for picture books in a university library

This experience seeks to incite the curiosity of FY students to consider the subject of children's literature as one serious enough to earn them college credit, and relevant enough to their own lives.

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Teri L. Holford curates, manages, and teaches in the children's literature collection of Murphy Library at the University of Wisconsin-La Crosse (UWL), a public university in the state of Wisconsin. She provides academic engagement, research support, information literacy instruction, and programming to teacher candidates in the School of Education and initiates reciprocal relationships with the K-12 community. A self-described creative librarian, Holford strives to bring originality and innovation to librarianship.

## Critical Transcultural-translingual Perspectives: Dual language Picturebooks Mediating Children's Complex Local and Global Cultures and Identities

**Areas of interest:** Teaching methods and practices in children's literature and culture courses for students, students' perspectives on teaching children's literature and culture, Designing reading lists/syllabi/assignments, Strategies for students' active engagement in classes

**Keywords:** Dual language picturebooks - Intercultural learning - Translingual - Transcultural - Primary teacher education

### Abstract

As teachers work in ever more linguistically and culturally complex situations, they are obliged to engage with the multiple languages, cultures and identities that children bring to the classroom. Morgado (2019, p. 165) stresses the importance of picturebooks 'as multimodal representations of reality that need to be carefully selected if they are to be used for the purpose of learning about contemporary societies'. If contemporary societies are complex and diverse, multilingual and multicultural, transnational and transgressive, then the English classroom should reflect the reality of these hybrid, fluid identities.

This paper explores the affordances of two dual language picturebooks to engage with repertoires of linguistic and intercultural knowledge in a primary English language pre-service teacher education programme in Norway. These two books are *Ábiid plástihkat - Plasten i havet* (2020), created by Rita Sørly (author) and Malgorzata Piotrowska (illustrator) and translated into Northern Sami by Rauni Magga Lukkari; and *Marisol MacDonald Doesn't Match/Marisol MacDonald no combina* (2011) by Monica Brown and Sarah Palacios (illustrator). Dual-language picturebooks invite teachers to open the sliding glass door to more socially-just, diversity-focused and language-conscious approaches in English language education (ELT). Intermingling images with different sounds and scripts enhances the authenticity of the inter/trans-cultural experience, prompting the (un)



silencing of languages and the unveiling of children's hidden diversities.

Embedded in critical multicultural analysis (Botelho and Rudman, 2009), mediated by translingual practices and drawing on teachers' reflections during a scheme of work on multilingual picturebooks, this paper explores a critical translingual-transcultural framework (Ibrahim, forthcoming) for acknowledging children's diverse lives, and ensuring the selection of literature that represents these diversities. Furthermore, it argues for reconceptualising the intercultural as transcultural space moving the reader from an in-between space to a reciprocal, fluid exchange of knowledge, identities, modalities and language(s)

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**Nayr Ibrahim** is Associate Professor of English Subject Pedagogy at Nord University in Norway. She has over 25 years of experience in English and bilingual education in Portugal, Paris, Cairo, Hong Kong and now Norway. Nayr holds a PhD in trilingualism, trilliteracy and identity from the University of Reading. She has participated in various EU projects on multilingualism, including reviewing the EU's Key Competencies for Lifelong Learning (2018). Her publications include *Teaching Children How to Learn* with Gail Ellis, and her research interests are early language learning, learning to learn, bi/multilingualism, multiple literacies, language and identity, children's literature and children's rights.

Tzina Kalogirou  
National and Kapodistri-  
an University of Athens  
[gkalog@primedu.uoa.gr](mailto:gkalog@primedu.uoa.gr)

Eleni Mitsoula  
National and Kapodistri-  
an University of Athens  
[eleni.mitsoula@  
gmail.com](mailto:eleni.mitsoula@gmail.com)

## From Virginia WOLF to The Garden of Hope: Who's Afraid of the Unpredicted? Teaching Emotional Issues and Taboos in an Ecocritical cContext

**Keywords:** Picturebooks – Ecocriticism – Teaching Literature – Readers Response – Emotions, Grief

### Abstract

The title of this paper makes direct reference to two contemporary picturebooks that contain two poignant yet positive stories about how to deal with difficult life events and broach issues of anger, sadness, grief and resignation. One is about a child who gradually loses her ability to verbally communicate with the world, as it happens with children in the autism spectrum, while the other depicts a child who faces the loss of her own mother, respectively. The former is written by Kyo Maclear (2012), and the latter by Isabel Otter (2018). Both explore matters of grief, loss and withdrawal in an emotional, aesthetically artistic way, rather than in an instructive one.

This study explores the role of nature in discussing irreversible life events and suggests ways in which picturebooks can help young readers overcome them. Nature is seen under the scope of the quite alluring strand in contemporary Critical Theory, Ecocriticism. More specifically, two primary historical traditions of Ecocriticism are applied in our current study. According to the former, that of American pastoral tradition, nature is presented as a space for escape, while according to the latter, that of Victorian era, nature is seen more as a space for emotional healing. In short, these two strands are being deployed, in order to analyse the aforementioned picturebooks, so as to see in which ways nature can work therapeutically in dealing with negative feelings, such as anger, grief, and distress.

Those picturebooks were addressed, discussed and analysed in a university children's literature classroom of 18/19-year-old students/training teachers who attend a course entitled "Special Issues in the Theory and Teaching of Children's Literature". We were particularly interested in the ways students -most of

them at the beginning of their university studies- responded to the challenging questions as described above. They also shared in what ways they envisaged their future commitment to the child's overall development. Furthermore, what we noticed while reading these books is that they worked as a stimulus for further discussion, created awareness of the fact that there are others who have dealt with the same problem, suggested solutions and above all, provided an emotional catharsis.

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Tzina Kalogirou is Professor of Modern Greek Literature and Literature Teaching in the School of Education / Department of Primary Education at the National and Kapodistrian University of Athens in Greece, and Director of the Postgraduate Programme of "Rhetoric, Humanities, and Education". She is the author, editor or co-editor of 16 academic books (in Greek and English) and numerous chapters/papers (in Greek, English French and Italian) in edited volumes, international and national refereed journals, and conference proceedings. She is a member of the steering committee of The Child and the Book International Conference and the co-editor (with Xavier Minguéz Lopez) of the international academic Journal of Literary Education. She is also an official partner of the international research project TALIS, member of the Scientific Committees of the editorial series 'Laboratorio Children's Books', for Anicia Edizioni – Rome, "Niata" for the University of Palermo, and of the international scientific committee «Τροισκελής. Collana mediterranea di storia, letteratura e varia umanistica».

Eleni Mitsoula is a PhD Candidate in Teaching Literature, at the National and Kapodistrian University of Athens, Greece. She holds a master's degree in Applied Linguistics from the University of Edinburgh. She also holds her Ptychion in Philology from the Faculty of Philology at the National and Kapodistrian University of Athens, Greece and is about to acquire her second Ptychion in the Department of Primary Education at the National and Kapodistrian University of Athens, Greece. She has also been working for the past several years as a Philologist at Pierce-The American College of Greece.



## Teaching Arabic Children’s Literature Online: Sakhnin College as example

**Areas of interest:** Teaching Literary Texts, Students’ voices and experiences

**Keywords:** Arabic Children’s Literature - Prizma Model - Hybrid Learning - Digital Aids - Learning and assessment.

### Abstract

Higher education is one of the few public institutions that the COVID-19 pandemic period did not silence. The teaching process continued almost uninterrupted, and the transition from Face-to-Face Learning to Online Learning was rapid and impressive. Choosing of the synchronous / asynchronous model as the leading model in the Coved 19 period was requested. For most lecturers and students, this was their first experience in online teaching and learning.

Hybrid learning was undoubtedly one of the significant challenges in the course “Children’s Literature”, in the Department of Arabic Language and Literature at Sakhnin College in Israel. This move required me, as a lecturer, to train in asynchronous teaching, including developing skills of Online teaching and assessment; processes that combine complex digital and pedagogical skills, and activating various electronic aids. This move also presents students with new challenges: online learning, familiarity with advanced reading and search methods, knowledge of operating electronic aids and smart phones, and even communication with other people in the virtual arena.

In my paper, I will present the course “Children’s Literature - Prisma”, as a new teaching model in Online Learning. This course is intended for students in the Department of Arabic Language and Literature, at Sakhnin College for Teacher Education in Arab society in Israel. In my paper I will focus on two topics:

Topic	Methods and digital aids
Concepts and definitions of children's literature	Flipped Classroom; Videos; Google Docs
Development of Arabic children's literature in Israel	Article; Kahoot
Reading and Children Literature	Videos; Thinglink; Padlet
children's picture book design	Ourboox; Powtoon
Therapeutic Children's Books	The Center for Simulation in Education

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**Kawthar Jabir Kassoum** (PhD) is a lecturer of modern Arabic literature at Haifa University and Sakhnin College in Israel. She is the head of the Arabic Department in Sakhnin College. She is a member in the Arabic Language Academy in Israel. Her research interests include Modern Arabic Literature, Children’s literature, Creative writing and teaching Arabic language. She has two books in the field of literary research; “Space Formation in the Palestinian Novel” (2019) and “Trans Generic Writing in Modern Arabic Literature” (2012). She also has five textbooks for Arab school students.

**Sonali Kulkarni**

Tilburg University on behalf of the IMCLMC Consortium

[s.s.kulkarni@tilburguniversity.edu](mailto:s.s.kulkarni@tilburguniversity.edu)

**Suzanne van der Beek**

Tilburg University on behalf of the IMCLMC Consortium

[S.E.vdrBeek@tilburguniversity.edu](mailto:S.E.vdrBeek@tilburguniversity.edu)

**Beatrijs de Coninck**

Tilburg University on behalf of the IMCLMC Consortium

[beatrijsdeconinck@hotmail.com](mailto:beatrijsdeconinck@hotmail.com)

## Beyond Knowledge and Skills: Incorporating character building in teaching and assessment of children's literature and culture

**Areas of interest:** Teaching methods and practices in children's literature and culture courses for students, Designing reading lists/syllabi/assignments, Students' perspectives on teaching children's literature and culture, National and international programmes for studying children's literature and culture

**Keywords:** Education innovation - character building - teaching and assessment - international classrooms - student perspectives

### Abstract

This paper intends to examine the role and importance of character building in teaching and assessing children's literature and culture courses at university. It will draw on insights from the Character Building pilot project undertaken at Tilburg University which was partly implemented in the Erasmus Mundus International Master in Children's Literature, Media and Culture (IMCLMC). Along with knowledge and skills, character constitutes the three pillars of the Tilburg Education Profile with the central objective to "educate students to become thinkers aspiring to work for the benefit of their community, their society, and humanity as a whole" (van Lenning & de Regt, 2017, p.8). However, implementation of character building in teaching and assessment tends to face hesitation from students and teachers (Leesen & van Lenning, 2021), thus underscoring the pressing need to initiate a discussion on transcending discourses on what one knows to what one is.

The already complex notion of 'character' in teaching and assessment is further complicated by the international composition of IMCLMC classrooms, inviting a necessarily transcultural approach to character building. Moreover, the overarching goal of IMCLMC to train students to transfer knowledge on children's literature and culture to diverse and rapidly changing contexts of practice makes the Character Building project particularly insightful and relevant to IMCLMC. With the background, this paper will briefly present the Character Building project and then situate it within the context of the Children's



Literature in Translation course taught as a part of IMCLMC. The main aim is to present best practices by discussing the preliminary results of the project and begin developing an understanding of character building and education innovation specific to children's literature and culture in an international context.

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**Sonali Kulkarni** is a Teaching Assistant at Tilburg University and teaches in the Children's Literature, Media and Culture programme. She is an alumna of the same programme and seeks to incorporate her student perspective into teaching.

**Dr Suzanne van der Beek** is Assistant Professor of Children's Literature and Online Culture at Tilburg University. Her research areas include ecocriticism, children's environmental texts and socio-political lives of children. She is the principal investigator of the Character Building project at Tilburg University.

**Beatrijs de Coninck** is student in the Jeugdletteratuur (Youth Literature) MA at Tilburg University and is the student assistant on the Character Building project lead by Dr Suzanne van der Beek.



## Education of Children's Librarians in Library and Information Science Departments in the Republic of Ko- rea: Focusing on Teaching Children's Literature

**Areas of interest:** Teaching children's literature and culture in other disciplines (library science)

**Keywords:** Library and Information Science (LIS) - LIS education - LIS curriculum - Children's librarianship - In-depth interview

### Abstract

According to Noh & Ahn (2009) and Noh, Ahn, and Choi (2009), on average, only one or two courses that relate to children's librarianship are offered in Library and Information Science (LIS) departments in Korean universities. Previous studies focused on developing appropriate curricula to educate children's librarians in universities (Han, 2010), but did not examine the views of professors and instructors who actually teach that content in classes.

This study has the following research questions: (1) How important is children's literature education in the Korean LIS field? (2) Which areas of children's literature do Korean LIS professors/instructors teach in their classes?

In order to answer these questions, the researcher will use content analysis and in-depth interview methods. Syllabi of children's literature courses provided at undergraduate and graduate levels in Korean LIS departments will be analysed. Professors and instructors who have experience teaching children's literature in library schools will be interviewed. The interview data will be transcribed and analysed using NVivo.

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**Yeojoo Lim** is an assistant professor at Pusan National University in the Republic of Korea. She has been teaching children's literature and library services for youth at universities in Korea since 2012. Her research interests include diversity in children's literature, youth librarianship, library services for underserved populations, and media literacy. She is also an author of two published children's books.



## Fostering Empathy. Using Imago-logy in Teaching Children’s Literature about Experiences of Exile

**Areas of interest:** Teaching methods and practices in children’s literature and culture courses for students, teaching and including children’s literature and culture in other disciplines

**Keywords:** Exile – Empathy – Picturebooks – Imagology – IBBY

### Abstract

A central tenet of the international children’s literature module I teach on an MA programme in Children’s and Young Adult Literature is the idea of encounters with Otherness and how such literary encounters can foster empathy. Engagement with stories set in other places and epochs can open the reader’s mind to a multitude of unfamiliar experiences across time and space but also, as Sims Bishop argues, it “transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience.” (Sims Bishop, 1990: 9).

In my presentation I will focus in particular on my teaching of a comparative study of fictional texts for juvenile readers that deal with experiences of child refugees fleeing Nazism in Germany who came to the UK in the 1930s, in what Lathey has described as ‘fictionalised autobiography’ (1999: 44), with those of contemporary child exiles in the twenty-first century. The latter involves my students’ participation in an interactive workshop on the IBBY Silent Books project. This project comprises an international collection of wordless picturebooks, originally donated to a library on Lampedusa Island, Italy for migrant children, but now used also in travelling exhibitions to encourage children all over the world to explore how Silent Books, with their universal stories beyond words, can comfort and educate those traumatised by war and persecution.

The paper will examine how the students engage with these works, drawing on imagology as a methodology, “an approach rooted in comparative literature which researches the literary expression of mental images of the ‘other’ and of the ‘self’” (O’Sullivan, 2011: 2) to highlight the effectiveness of an imagological application to the study of children’s literature on the theme of exile and the promotion of reader empathy.

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Áine McGillicuddy lectures in German and Children’s Literature Studies at Dublin City University. Her research interests focus on child exile narratives from the Holocaust to contemporary contexts. Her publications include *Politics and Ideology in Children’s Literature* (2014) and articles on historical child exile narratives and the Silent Books project. For over ten years she was an executive committee member of IBBY Ireland and the Irish Society for the Study of Children’s Literature. She was awarded research fellowships to the International Youth Library, Munich and the Centre for Austrian & German Exile Studies, London for projects on child exile narratives.

## Monica Gundersen Mitchell

the National Centre for Reading Education and Research, University of Stavanger

[monica.g.mitchell@uis.no](mailto:monica.g.mitchell@uis.no)

## Trude Hoel

the National Centre for Reading Education and Research, University of Stavanger

[trude.hoel@uis.no](mailto:trude.hoel@uis.no)

# Practical and Theoretical Teaching Approaches When Undergraduate Students Attend a Picture Book Seminar

**Areas of interest:** Teaching methods and practices in children's literature and culture courses for students, strategies for students' active engagement in classes, students' perspectives on teaching children's literature and culture

**Keywords:** Teaching approaches - Children's Literature - Embodied learning - Dialogue - Shared Reading Experience

## Abstract

In Norway, early childhood teacher education is a professional education, where the relationship between theory and practice is often debated. The gap between theoretical and practical approaches also applies to the field of children's literature. Teaching children's literature for early childhood teacher students in auditoriums with up to 150 participants makes it difficult to engage the students in dialogues (Linell, 1998). Our hypothesis is that the students are more willing to participate in dialogues when given embodied experiences of reading children's literature in smaller groups (Dewey, 1980). In order to give students experiences with shared reading and engage them in dialogue regarding both practical and theoretical approaches on reading of picture books in early childhood education and care institutions, we have designed and conducted a seminar applying embodied (Stolz, 2015) as well as more traditional lecture (HEFCE, 2002). 77 students have shared their views on these different teaching approaches by answering questionnaires with both set and open questions. The analysis also include field notes and observations. Preliminary findings shows that students tend to engage more actively when the teaching approach is practical.



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Trude Hoel and Monica Gundersen Mitchell are respectively professor and associate professor at the National Centre for Reading Education and Research at the University of Stavanger, Norway. In addition to their research activities, they teach and supervise students at Bachelor, Master and PhD level.

Hoel's research interests concerns children's stories in various modalities, facilitation of language and reading activities, reading and implications of digitalization, children's language learning, children's literature, semiotics, kindergarten as a language learning environment.

Mitchell's research interests include children's literature and picture books and perspectives concerning how children read and understand picture books and issues concerning the specific text of a picture book - the word and image interaction.

## Picturebooks as Vehicles in Professional Development for Intercultural Citizenship Education

**Areas of interest:** Teaching methods and practices in children's literature and culture courses for students, designing reading lists/syllabi/assignments, students' perspectives on teaching children's literature and culture

**Keywords:** English as a foreign language - in-service teacher education - intercultural citizenship education - picturebooks - preschool and primary education

### Abstract

The context for this paper is a university-based course that was part of an Erasmus+ project (<https://icepell.eu/>). Its main aim was to strengthen the profile of the teaching profession through the development of practitioner knowledge, attitudes and competences to confidently use picturebooks to integrate intercultural citizenship education (ICit) in early English language learning (children from 5 to 12 years old) (ELL).

Picturebooks have been considered an authentic resource in ELL since the 1980s. However, in the last decade, there has been a clear move towards acknowledging the picturebook as a multimodal, multilayered, unique art form; to considering language learners' response to picturebooks; and finally, to recognizing its affordances for an education around values and respect for the Other (Mourão, 2017). In ELL teacher education, to align with this perspective, Narančić Kovač (2016) recommends that provision should be made for i) picturebooks to be experienced, ii) exposure to picturebook theories and iii) picturebooks to be used in practice. This paper presents our response to the question of how to design a short 25-hour course to develop the desired practitioner knowledge, attitudes and competences, with a focus on ICit, following Narančić Kovač's recommendations. I will give a brief outline of the course, developed around the seven features of effective professional development (Darling Hammond, et al. 2017), the picturebook-as-vehicle tasks and the teacher competencies we targeted. To support my claims that we were successful in our endeavour to reach the project's aim, I will be sharing data from the Portuguese teacher participants (n=14), analysed from a

mixed-methods perspective. This data includes teacher-made artefacts, teacher reflections, pre- and post- course surveys and anecdotal evidence from classroom implementation. I will conclude with a personal reflection on picturebooks as vehicles for learning about and doing ICit, and possible improvements for future editions of the course.

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**Sandie Mourão** (PhD) is a research fellow at Nova University Lisbon, with over 30 years of experience in ELT as a teacher, teacher educator and educational consult. She is presently investigating children's literature for intercultural citizenship education in primary English education. Her main research interests focus on early years language learning, picturebooks in language learning, intercultural awareness, assessment practices and classroom-based research. Her recent publications include *Teaching English to Pre-primary Children* (DELTA Publishing, 2020), *Fractures and Disruptions in Children's Literature* (Cambridge Scholars Press, 2017) and *Early Years Second Language Education: International Perspectives on Theory and Practice* (Routledge, 2015).

Diana  
Muela-Bermejo  
University of Saragossa  
[dmuela@unizar.es](mailto:dmuela@unizar.es)

Lucía  
Hernández-Heras  
University of Saragossa  
[hernandezheras@unizar.es](mailto:hernandezheras@unizar.es)

## Reading aloud and mediation of children's literature in Spanish university students of the Primary Education Teaching Degree. Design, validation and application of LECVALTEV

**Areas of interest:** Teaching methods and practices in children's literature and culture courses for students, Assessment in children's literature and culture courses

**Keywords:** reading aloud – mediation – LECTVALT – workshop – evaluation

### Abstract

This paper presents an evaluation tool (LECVALTEV) for the assessment of training in reading aloud of children's books in Spain. The tool was applied to a read-aloud workshop organised in two modules: voice projection and modulation and practice in the mediation of narrative, poetic and dramatic children's books, with a total of 20 hours. The tool was designed and validated to test whether the read-aloud workshop had contributed to improving students' competences in reading aloud and peer mediation. For this purpose, LECVALTEV consists of two scales: competence in reading aloud and competence in mediation within the framework of literary education. While the former consists of four dimensions (intonation modulation, breathing, gestural handling and voice projection), the latter consists of two (aspects of the text and aspects of reception). In this way, the aim is, on the one hand, to measure pupils' control over the paralinguistic elements of reading and, on the other, to assess whether the proposal of how they would bring this reading into the classroom takes into account the specificity of the selected text and whether it is oriented towards facilitating its reception. All the indicators of both scales are evaluated on a Likert scale (1-4). To validate them, the researchers conducted an expert judge test and a pilot test with a random sample of 10 student submissions. After validation, the researchers applied the tool to the student submissions and calculated the mean, the correlations between items and dimensions and the significant differences according to the



gender of the student, the genre of the text and the type of reading promoted (individual or group).

The results of the evaluation using LECVALTEV show how the students substantially improve the skills developed in the first module, while the training in the second module is insufficient and requires a major methodological rethinking towards practices focused entirely on the work of the students.

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**Diana Muela-Bermejo** is Associate Professor at the Department of Specific Didactics at the University of Saragossa, where she researches on the discourse and reception of works of literature for children and young people. In recent years, she has specialised in the function of humour in texts, the characteristics of non-fiction books and the role of the mediator during transposition.

**Lucía Hernández-Heras** is a Research Staff Trainee in the Department of Specific Didactics at the University of Saragossa. She is currently working on a doctoral thesis in the area of Didactics of Literature on the beliefs, representations and practices of Secondary and Baccalaureate teachers about the teaching of classical authors.

Matilde  
Portalés-Raga  
Universitat de València  
[matilde.portales@uv.es](mailto:matilde.portales@uv.es)

Agustín  
Reyes-Torres  
Universitat de València  
[agustin.reyes@uv.es](mailto:agustin.reyes@uv.es)

Clara Torres-Mañá  
Universitat de València  
[tomacla@uv.es](mailto:tomacla@uv.es)

## Sound Picturebooks & Jazz Music to Foster. Preservice Teacher's Multiliteracies in Higher Education

**Areas of interest:** New teaching methods and practices in children's literature and culture courses for Higher Education students, Strategies to engage preservice students' actively, responsively and sensitively, Teaching and integrating children's literature and culture in and through other disciplines (music, visual arts and applied linguistics), Students' perspectives on teaching children's literature and culture through multimodal narratives

**Keywords:** Musical Learning Path - Higher Education - Multiliteracies - Sound picturebooks - Culture, Interdisciplinarity - SDGs

### Abstract

Literacy instruction has traditionally meant teaching and learning to read and write in standard forms of the language. However, our current multimodal society is characterized by the multiplicity of communication channels, which brings the need to reconsider the implementation of new teaching methodologies as well as the use of resources that focus both on words and on other modes of representation. To that end, this paper presents the work that we do with preservice teachers at the University of Valencia in order to foster their multiliteracies and to provide them with a multimodal toolkit so that they learn how to manage different types of texts to develop creative, dialogical and critical meaning (Kress, 2010).

During the academic year 2020-2021, with the help of a research grant from the Spanish Education and Culture Ministry, we implemented an academic research project on the benefits and potential of using sound picturebooks and jazz music as multimodal resources with students in the Degree of Teaching Primary Education. Taking as the starting point Levitin's (2008) approach to music's universality and the set of functions that songs perform in human relations, we guide preservice teachers in the reading of picturebooks and the understanding and implementation of the Pedagogy of Multiliteracies. Our work draws from the dynamic and transformative concept of Learning by Design (Cope and Kalantzis, 2009) to construct a Musical Learning Path based on the jazz song "What a Wonderful World" as part of a sound picturebook by Tim Hopgood. The research question we aim to respond in our research

project is: what type of cognitive, aesthetic, social and emotional development do jazz songs have on developing preservice teachers' multiliteracies? Our teaching objective is twofold: firstly, to use sound picturebooks as interdisciplinary and multimodal narratives to help preservice students in Higher Education foster their musical, visual and literary competences as a whole; and, secondly, to enhance their agency and sensibility in relation with social values and cultural issues connected with NATO 2030 agenda priorities and the Sustainable Developmental Goals (SDG). Finally, after we conducted our research, the results showed a significant active, responsive and sensitive development of students' mindset in the context of a multicultural, creative and sustainable Higher Education classroom.

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**Matilde Portalés-Raga** has a PhD in Fine Arts and is Associate Professor in Didactics of Art and Visual Education at the University of Valencia. M.A. in Cultural Management and Specialization Diploma in Culture, Reading and Children's Literature. She has given talks, workshops and courses on illustration, creativity and pedagogy in academic frameworks, libraries, schools and other organizations. Her main lines of research are focused on the potential of Multiliteracies and the interdisciplinarity between Art, Literature, Nature and Culture in the learning environment. She is member the research group Lit(T)erart.

**Agustín Reyes-Torres** is Associate Professor in the Languages and Literature Education Department at the Universitat de València, Spain. His line of research focuses on foreign language teaching, teachers' education, the Pedagogy of multiliteracies and the use of children's literature in the foreign language class. He has lectured an extensive range of courses and conducted research fellowships at the University of Iowa, University of Virginia, Boston College and Middlebury Language Schools. He is the principal investigator of the research group Lit(T)erart.

**Clara Torres-Mañá** is a postgraduate researcher currently pursuing a Master on "Humanities: Art, Literature and Contemporary Culture". She has a Bachelor of Arts in Primary Education from the University of Valencia. She received a research grant from the Spanish National Ministry of Education. She has a National Diploma in Singing and Clarinet Professional Music Studies. She is musical awareness, voice, and music theory teacher. She is also a researcher at the Chair for Cooperation and Sustainable Development of the University of Valencia in the European Project "*Hope and Act: Towards a Pedagogy of Hope, Resilience and Action*" through the methodology OSDE (Open Spaces for Dialogue and Enquiry). Her main lines of research are directed towards musical literacy as a multimodal narrative in the 21st-century learning environments.



## Teaching Stories to Make Sense of the World

**Areas of interest:** Teaching methods and practices in children's literature and culture course for students, designing assignments, strategies for students' active engagement in class, assessment in children's literature and culture courses

**Keywords:** Narrative – (Teacher) education – Children's literature – Assessment – Blog entry

### Abstract

Stories are characterised by attributes that are closely linked to the ways the human brains functions (Armstrong 2020; Kucirkova & Cremin 2020). Hence, teaching stories is essential for children because of this link between narrative and learning and, moreover, narration must also play a significant role when educating teachers (Mallan 2017).

How can student teachers acquire an in-depth insight into the literary canon of children's literature, combined with acquiring a broad repertoire of methods to implement relevant activities for their future classrooms? To what degree do product-oriented activities contribute to engaging student teachers in a continuing dialogue with each other?

The research project focusses on two courses on Children's and Young Adults Literature that combine critical insights into historical key texts in children's literature with spotlights on contemporary aspects of children's and young adult media. Both courses put an emphasis on teaching narrative across the media in a context of multiliteracies and in view of classroom application. Students engage with texts ranging from Alcott, Carroll, and Stevenson to Pullman, Rowling, and Woodson. They apply methods such as close, deep, and wide reading (Bland 2015; 2018) to samples from a variety of media to participate in a critical dialogue.

The course assignment consists of writing a contribution to a children's literature blog. Student teachers are asked to critically review the work in question and to propose activities for its use in the classroom. This is based on the notion by Davidson (2011) that the aims of learning ought not to be assessment but



generating an asset for the future. Questionnaires, analyses of assignments, and selected interviews with participants permit some insights into the learning process of the student teachers. The results of their reading and their creativity can be seen on the blog, which is accessible as a resource for students and teachers all over the world.

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**Michael C. Prusse** is Professor of English language teaching at the Zurich University of Teacher Education, where he is responsible for the master programmes in subject specific education. In his research he is particularly interested in teaching English for professional purposes and on using Children's and Young adult literature to promote reading in- and outside the classroom. Recent publications include contributions on trans-media storytelling (In: *Foreign Language Learning in the Digital Age*, Routledge, 2022), on subject-specific education in Switzerland (BzL, 2022), and on the topic of refugees in children's and young adult fiction (ETAS-Journal, 2022).

Alexandra Ritter  
University of Halle  
[alexandra.ritter@paedagogik.uni-halle.de](mailto:alexandra.ritter@paedagogik.uni-halle.de)

Michael Ritter  
University of Halle  
[michael.ritter@paedagogik.uni-halle.de](mailto:michael.ritter@paedagogik.uni-halle.de)

## Change the World. Students' Perspectives on Teaching Ecocritical Picturebooks

**Areas of interest:** Students' perspectives on teaching children's literature and culture, strategies for students' active engagement in classes, assessment in children's literature and culture courses

**Keywords:** Ecocritical literature – Picturebook – Ecocritical Literature Conversation – Teacher education – Professional assessment

### Abstract

Currently, numerous ecocritical non-fiction picturebooks are being published with different pedagogical intentions. On the one hand, they aim at empowering readers to change their actions in a sustainable way and on the other hand, they encourage discourse and reflection on the problems of climate change. In the context of the Ecocriticism approach, we would like to ask how ecological non-fiction picturebooks are read by students as means of sustainable education? Which approaches to the topic do the students recognize and how do they assess them? Which didactic potentials do they derive from this and what patterns of interpretation can be reconstructed from the literary discussions about the picturebooks? Statements can then be made about the students' ideas about the relationship between children, literature, and teaching.

The qualitative case study examines reading conversations of student teachers. As part of a reconstructive approach, didactic knowledge is analysed in form of interpretation patterns.

This study relates to the research made by Bertolino and Perazzone (2021), which focuses on the subject ecocritical picturebooks in the example of farming, as well as the investigation of Goga and Pujol-Valls (2020,) which is based on student conversations about an ecological picturebook. In addition, our own studies on picturebook conversations (A. Ritter 2017) and on the beliefs of teachers and on how they select picturebooks (Ritter/Ritter 2020) create the context for our research.

In the presentation, we would like to give an insight into the results of our study. We aim to contribute to the professionalization of student teachers with regard to literary and ecological education.

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Alexandra Ritter, Dr. phil., currently works at the Department of Teacher Education and Didactics for Primary School at the Martin-Luther-University Halle-Wittenberg, Germany. Her research interests include children's literature and their didactics, especially focusing on picturebooks, digital literature and ecocritical literature. She is head of the Arbeitsgemeinschaft Jugendliteratur und Medien, an organisation of reading promotion.

Michael Ritter, Dr. phil, is professor of German Didactics for Primary School at the Department of Teacher Education and Didactics für Primary School at the Martin-Luther-University Halle-Wittenberg, Germany. His research focuses on picturebooks in theory, reception and didactics. He is also interested in inclusive education and professionalization of student teachers. Furthermore, he is speaker of the German network for picturebook research, Netzwerk Bilderbuchforschung, and a member of the DFG-colleague 2731 INTERFACH.

## Challenges of (Re)designing and Teaching Children's Informational Book Course: Case Study of Liberal arts B.A. Program at the University of Warsaw, Poland

**Areas of interest:** Teaching methods and practices in children's literature and culture courses for students, designing reading lists/syllabi/assignments, strategies for students' active engagement in classes, assessment in children's literature and culture courses

**Keywords:** children's nonfiction - Informational picturebooks - B.A. course - Liberal arts program - University of Warsaw - Poland

### Abstract

For many years nonfiction has been marginalized in children's literature theory and teaching at the tertiary level (cf. Crisp et al. 2018). For instance, it is barely mentioned in – significantly entitled – *Teaching Children's Fiction* (Butler 2006). That makes designing a syllabus on children's informational book and teaching it a challenge. What may serve as the basis for selecting the material and topics to discuss? What theoretical framing will be useful to teach students with limited knowledge of children's literature? In 2019 I took this challenge for the first time, and since then, each year, I teach a semester course in children's nonfiction to B.A. students in the liberal arts at the University of Warsaw. In my paper, I will reflect on my experiences with (re)designing the syllabus and share insights into the didactic process of developing skills for investigating children's nonfiction.

What is important, children's informational books are diverse in terms of their forms and topics. Moreover, theoretical approaches are still being developed (Sanders 2018, Grilli 2020, Goga et al. 2021); hence, redesigning the syllabus and enhancing it with new sources and feedback from the students. In the paper, I will briefly show the complexity of the target group (e.g., limited knowledge of children's literature), describe the syllabus-making process (selection of sources and topics to discuss), and didactic tools used to teach online and in class. I will conclude by stressing the importance of teaching as a two-way

process, strongly influencing my research work (grant proposal, manuscripts, etc.).

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**Krzysztof Rybak** is a Ph.D. student and research assistant at the Faculty of "Artes Liberales," University of Warsaw, Poland. He graduated in Cultural Studies – Mediterranean Civilization and postgraduate program in Children's and YA Literature (UW). He currently works on the "Informational children's book in the 21st century: Trends – research methods – models of reading" research project funded within a National Science Centre 'Preludium' grant. In 2018 and 2021 he was an International Youth Library in Munich fellow. He teaches different courses to B.A. students in liberal arts, including picturebooks, informational children's book, and reception of classical antiquity in contemporary children's culture.



## A Cosmopolitan Approach to Literacy in a Children's Literature Course

**Areas of interest:** Teaching methods and practises in children's literature and culture courses for students, strategies for students' active engagement in classes

**Keywords:** Cosmopolitanism – Children's literature – Literacy – Dialogue – Story

### Abstract

This teacher research study explores a theoretical framework and praxis for a cosmopolitan approach to literacy in an undergraduate children's literature course. This approach to literacy emphasizes the power of story as a means for expanding consciousness and cultivating understanding amidst the complexities and diversities of a global society (Hansen, 2011). The theory of cosmopolitanism recognizes that diversity is inherent to all societies. Rather than focusing on the divisions that arise within diversity, cosmopolitanism views diversity as a means to the growth and development of a creative and adaptable society. By including stories that contain a diversity of perspectives, students are challenged to reflect on these experiences in relation to their own loyalties and how these experiences may challenge them to expand their own perspectives in understanding others. The research is focused on how the preservice teachers respond to this approach and a critical inquiry into my own teaching practices. The study answers the question about how classroom engagements influence preservice teachers in constructing meaning around cosmopolitanism. Data for this study were collected across three semesters, beginning in the fall of 2019 and ending in the spring of 2022. Teaching engagements geared toward influencing the development of a cosmopolitan mindset in literacy practices are implemented in this research study. These engagements include storytelling, reading diverse literature, dialoguing, and reflexive practices. Data was gathered through written assignments, transcriptions of recorded discussions, student-created artifacts, and teacher journaling. By collecting and analyzing multiple forms of data to identify themes, this study employs grounded theory (Glaser & Strauss, 1967). The implications of cosmopolitan literacy in

encouraging the ongoing transformation of meaning perspectives in preservice teachers are critical in preparing them for teaching in a global society.

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Cynthia Ryman received her Ph.D. in Language, Reading and Culture from the University of Arizona in Tucson, AZ, USA. She is currently teaching at California State University Monterey Bay in Seaside, CA, USA. Her teaching expertise is in children's literature and language arts methods. She is committed to building classrooms devoted to culturally sustaining pedagogy and to seeking social justice in education. Her research focuses on the impact of literacy approaches that invite cosmopolitan dispositions and critical content analysis of children's literature. She is a member of the executive board of the Worlds of Words Center for Global Literacies and Literature at the University of Arizona.



## Critical Reading of Picturebooks for Teaching Single Motherhood

**Areas of interest:** Teaching methods and practices in children's literature and culture course for university students

**Keywords:** Single motherhood - Interpretive strategies - Multiple approach to text - Children's picturebooks - Educational technologies - Bimodal media

### Abstract

When it comes to children's literature, there is a constant call for the educational system as well as the publishing sector to get ahead of an ever-changing society instead of falling behind. Shifting demographics make critical research-informed dialogue about the content of children's picturebooks both more difficult and more urgently necessary. In this context one of the best educational strategies to equip preservice teachers and aspiring creatives with multimodal discourse analysis (MMDA) [Coats 2018] to negotiate the meaning of difference [Enciso 1997] and code-switching awareness [Morton 2014]. MMDA provides future teachers as well as creators and publishers with analytical instruments to approach any number of narratives, both verbal and visual, and to recognize targeted social and cultural topics. I will apply MMDA to negotiate meanings of picturebooks about single motherhood.

While many contemporary picturebooks have an explicit focus on alternative family structures, little critical attention has been paid to the visual presentation of single mothers. Picturebooks with absent father during narration, especially, of morning and evening routines may seem self-explanatory, but meaningful clues about attitudes toward single motherhood emerge through the externalized features of a single mother's social and cultural portrait, which might include ethnicity, physical appearance, clothes, and social environment. I propose to introduce picturebooks with (1) anthropomorphised animals (Randy Cecil's Duck; Jessixa Bagley's Boats for Papa) and creatures (Helen Ketteman's Goodnight, Little Monster); (2) motherly character undertaking several actions at the same time, e.g. cooking and listening to her child (Kate Egan's Kate and Nate Are Running Late!); (3) mothering character portrayed in the way it dispels gender and behaviour stereotypes (Monica

Gunning's A Shelter in Our Car; Christian Trimmer's Teddy's Favorite Toy). Developing dialogue around the visual component of a picturebook can allow viewers to reinterpret the story from single mother's perspective.

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Dmitrii Sergeev is a Marie Skłodowska-Curie Individual European Fellow at the Faculty of Education and research associate at Homerton College, University of Cambridge. In 2011 he was invited to do research at the Laboratory for Social Anthropology of the Collège de France. In 2018 he won the Fulbright Faculty Development Program Fellowship to develop syllabus on "History of Children's Picturebooks in the United States" at Illinois State University. Dr Sergeev focuses on cultural meaning and its dependence on social determinants and cultural variables. He investigates how cultural languages and production of cultural texts function within an underrepresented social group. His current project is 'Evolving Attitudes toward Single Motherhood in the UK and Russia', financially supported by the European Commission Programme.

## Hello Monday! : Creating a Learning Community that Works in Asynchronous Children's Literature Courses

**Areas of interest:** Strategies for students' active engagement in classes

**Keywords:** Dialogue – Engaging – Engaging New Module – Monday - Asynchronous

### Abstract

Teaching an asynchronous children's literature course means instructors do not need to meet the students in person, except for office-hour appointments. In the asynchronous class space, students learn to manage their learning and schedule course activities independently and proactively. Constructive influences, including peers and instructors who support in-person classes, are not expected to have the same influence in asynchronous courses; physical book browsing, gallery walks, reading aloud, literature discussions, and checking with tablemates are replaced by digital picture books, book read-alouds on YouTube, peer commentaries, courses, and messages. Thus, independent and proactive student-driven course participants could find this environment challenging. Challenges have included some students saying that opening their online course pages and preparing for new module assignments required courage, among others. Creating a hands-on learning community is essential to supporting student learners (Wegner, 1998). This inquiry project (Cross, 1987) questions how an asynchronous class can create a meaningful learning community that practically works for students and the instructor.

In my class, students are required to complete Monday check-in activities. A small activity helps students open the Blackboard page, after which they review the new module's content to plan for the week. In this presentation, I will share a wide range of Monday check-in activity examples from three sections of online children's literature courses. Monday check-in activities are quick, yet enable my students to hear one another's thoughts about the previous module's learning, books, picture books they browsed, project themes and foci, new facts about authors, voices against banned books, and more. Monday check-in ac-

tivities allow me to be better connected with students because multimodal tools are utilized (e.g., Flipgrid video posts). This session will help us think of how a small task, such as a Monday check-in activity, can encourage students to begin a new module by making various connections with others' dialogue of knowing (Wells, 1999) through peer interactions in digital spaces.

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Yoo Kyung Sung is an Associate Professor in the Department of Language, Literacy, and Sociocultural Studies at the University of New Mexico. Her work focuses on global, cross-cultural, and international children's literature, critical content analysis, transnational identities and literacies, and intercultural curriculum. She published a book chapter entitled, "Transnationalism and Play in Mexican Children's Childhood and Multicultural Children's Literature in the U.S." in *Rulers of Literary Playgrounds: Politics of Intergenerational Play in Children's Literature* in 2021.

Therese Garshol  
Syversen

Inland Norway University  
of Applied Sciences

[therese.syversen@inn.no](mailto:therese.syversen@inn.no)

## The Selection of Picture Books for Students in Norwegian Early Childhood Teacher Education

**Areas of interest:** Designing reading lists/syllabi/assignments, Institutional possibilities and limitations, Local, national or global framework, Guidelines and standards

**Keywords:** children's literature - Literature selection - Picture books - Teacher education - Affective theory

### Abstract

There is a long-standing tradition of teaching children's literature in Norwegian early childhood teacher education (ECTE) (Solstad, 2018, s. 12). Since 2013, Norwegian ECTE students encounter children's literature in the interdisciplinary knowledge area Language, text and mathematics. In completing this course, national curriculum regulations states that ECTE students shall gain knowledge of both fictional and non-fictional literature for children, as well as possess the skills to facilitate a diverse and inclusive environment for storytelling and read-alouds (Ministry of Education, 2018, p. 15). To achieve these aims, most universities operate with a selection of children's literature` in which picture books play a central role.

In this paper, I study the selection of picture books in ECTE and discuss what potential these texts have to touch, engage and disturb students. Coming from a tradition of postcritique and affective theory, I use Felski's (2008) perspectives on 'recognition', 'enchantment', 'knowledge' and 'shock'. The research question for this paper is: «What potential can the selection of picture books in ECTE have to affect students, both as readers and in their process of becoming literature promoters?».

The material in this study is the complete selection of picture books (a total of 91 titles) in the course *Language, Text and Mathematics* (fall 2020) from twelve institutions in Norway that provide ECTE. Using Felski's (2008) before-mentioned four 'modes', I highlight examples from the material to discuss potential reader reactions.

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Therese Garshol Syversen is a PhD student at Inland Norway University of Applied Sciences. Her research is focused on children's literature, literature pedagogy, the teaching profession and teacher education. Among her recent publications are «Becoming a literature promoter: professional identity constructions among students in Early Childhood Teacher Education» (Syversen & Skaret, 2021), «Understandings of and reasons for children's literature. Identities of literature pedagogy in framework plans for early childhood education and early childhood teacher education» (Syversen & Alstad, 2020), as well as the book *Litteraturarbeid i barnehagen* (Syversen, 2020) and the youth novel *Sting* (Samlaget, 2022).



Rosa Tabernero  
University of Zaragoza  
[rostab@unizar.es](mailto:rostab@unizar.es)

Marta Sampérez  
University of Zaragoza  
[martasamperiz@unizar.es](mailto:martasamperiz@unizar.es)

Daniel Laliena  
University of Zaragoza  
[dlaliena@unizar.es](mailto:dlaliena@unizar.es)

## The Book-trailer as a Tool for the Analysis of Children's Books in Teacher Training

**Areas of interest:** Strategies for students' active engagement in classes, teaching methods and practices in children's literature and culture courses for students

**Keywords:** Book-trailer - Teaching tools - Literary competence - Teacher training - Virtual epitexts

### Abstract

In the context of the digital society, the training of future teachers in children's literature requires tools that reflect the hybridization of reading paradigms in which the 21st century reader is immersed. In this sense, given the familiarity of university student teachers with social media, our proposal focuses on the development of the book-trailer as a tool for the analysis of children's books in order to unravel, through the promotion of reading, the keys with which the mediator of children's literature should read.

The book-trailer is defined as a virtual epitext that guides reading, creates meanings and proposes a model reader immersed in the digital culture. The elaboration of a book-trailer involves making decisions regarding the presentation of the most relevant aspects of the book and facilitates the development of discourse interpretation skills in an environment familiar to the university student. Moreover, the multimodal nature of the book-trailer is in line with the essence of the picturebook, a fundamental literary genre in terms of reading education.

In order to examine the effectiveness of the book-trailer as a strategy for initial teacher training, we present the analysis of three book-trailers produced by second-year students of the Bachelor's Degree in Early Childhood Education, in the subject "Children's Literature and Literary Education". The results reveal that the use of the book-trailer as a teaching strategy to promote reading allows teacher training students to approach the interpretation of children's picturebooks. Therefore, we can conclude that the book-trailer can be an effective way to approach works of children's literature and thus develop the reading and literary competence of future mediators in accordance with the digital society of the 21st century.

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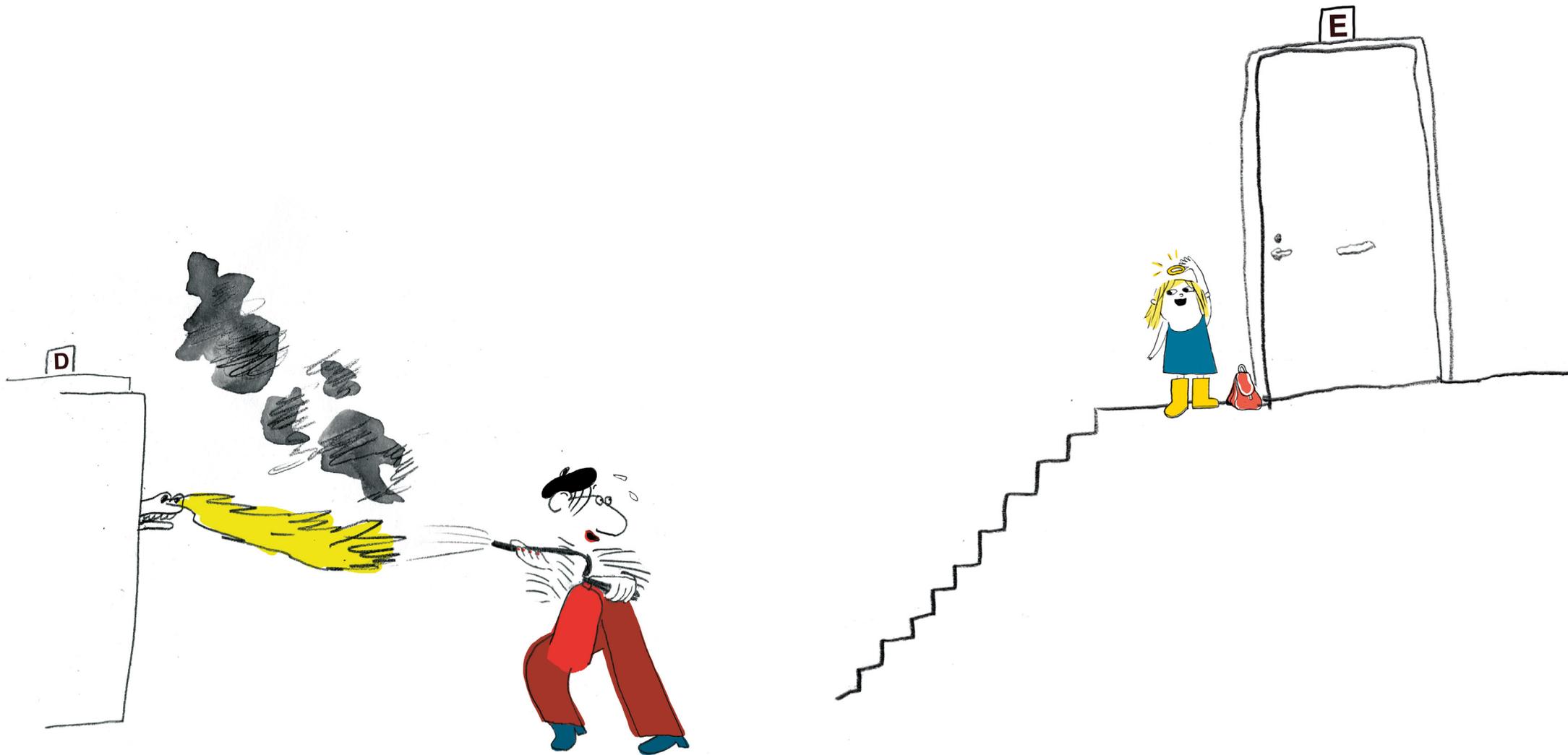
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Rosa Tabernero Sala is a Professor in the area of Didactics of Language and Literature at the University of Zaragoza. She is the Main Researcher of the reference group of research ECOLIJ (Communicative and Literary Education in the Informational Society. Children and Youth Literature in the Construction of Identities). She is currently the Main Researcher of the I + D + i Project Training Readers in the Digital Society from the Nonfictional Book (RTI2018-093825-B-I00. MINECO).

Marta Sampérez is a PhD student in the area of Didactics of Language and Literature at the University of Zaragoza. She is a member of the reference group of research ECOLIJ (Communicative and Literary Education in the Informational Society. Children and Youth Literature in the Construction of Identities) and a member of the I+D+i project Training readers in the digital society from the non-fiction book (RTI2018-093825-B-I00. MINECO). Her research revolves around theoretical studies of non-fiction books and reading in rural contexts.

Daniel Laliena is a PhD student in the area of Didactics of Language and Literature at the University of Zaragoza. He is a member of the reference group of research ECOLIJ (Communicative and Literary Education in the Informational Society. Children and Youth Literature in the Construction of Identities). His research interests revolve around the picturebook and the teaching of culture through children's literature.



## Exploring Geographies of Possibility in African-American Children's Literature Through Artistic Mapping

**Areas of interest:** Teaching methods and practices in children's literature and culture courses for students, strategies for students' active engagement in classes

**Keywords:** Non-fiction for children as a concept, the logic of the senses, aesthetic ambitions, art and pedagogy.

### Abstract

Bishop's (1990) metaphor describing children's literature as windows, mirrors, and sliding glass doors is widely used in the field to discuss issues of representation, with mirrors specifically referring to how someone might see themselves reflected in the literature. Others have modified her metaphor to complicate this notion as it relates to specific microcultures and contexts. One African-American author, Christopher Myers, addressed the appalling lack of representation of African-Americans in children's literature and the implications for children, writing, "They see books less as mirrors and more as maps. They are indeed searching for their place in the world, but they are also deciding where they want to go. They create, through the stories they're given, an atlas of their world, of their relationships to others, of their possible destinations" (2014, n.p.). This project describes how this powerful observation and inferred call to action prompted the development of a pedagogical strategy, *Geographies of Possibility*, for use in an international and multicultural children's literature course for education graduate students. It aims to answer the following question: How might educators engage in reflection, analysis, and response through art as a representation of their learning surrounding African-American children's literature? Using art as epistemology (Gallas, 1994) as the theoretical framework, this presentation will explain the strategy in detail, and describe the results and implications of using this multimodal approach, sharing exemplars from the course, and suggesting ways to extend this strategy into work surrounding other under-represented groups.

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Heidi J. Torres is an assistant professor at the University of Oklahoma, USA. Her research interests include international and multicultural children's literature, the representation of marginalized cultures in children's books, cross-cultural understanding and engagement, art as a representation of learning/understanding, and the intersections of these topics.

## Mediation through Mermaids: Picturebooks for Exploring Gender- queerness in English Teacher Education

**Areas of interest:** Teaching methods and practices in children's literature and culture courses for students

**Keywords:** Picturebooks - Pre-service teacher education - Mermaid symbolism - Mediation - Gender diversity

### Abstract

This paper will explore picturebook mediation (Ellis & Mourão, 2021) in the context of university-level teacher education for grades 1 – 7 English language and literature. Emphasis is placed on the enabling of student teachers to appreciate the symbolism of 'the mermaid' in literature. This includes its affordances as an evocative representation of gender-queerness with resonance for the child as reader and language learner. Underpinned by critical visual literacy (e.g., Vasquez et. al. 2019) and deep reading pedagogies (e.g., Bland, in press & Matos & Melo-Pfeifer, 2020), Jessica Love's award-winning picturebook, *Julián is a Mermaid* (2018) is situated within the English elective of an undergraduate course as an exemplar of how literary texts can be mediated for diverse gender affirmation.

A range of pedagogical principles are then proposed based on experimental practices during course sessions using *Julián is a Mermaid*. Such principles help empower student teachers to mediate the picturebook for its symbolic identity affirmation and the creative task cycles developed by student teacher groups are shared to illuminate how course assignments help teachers to give children embodied picturebook experiences. Throughout the paper, the aesthetic nature of the picturebook is foregrounded (Sipe, 2008), especially its value for igniting perspective shifting towards fluid contemplations and understandings of gender on the part of future English teachers and their learners.

Overall, the goal of the paper is to demonstrate how picturebooks with gender-queer themes, such as *Julián is a Mermaid*, can support both teachers' and learners' discovery of gender

diversities. Thereby, enhancing the support currently available for teacher educators and student teachers alike and simultaneously pursuing curricular goals while creating vibrant, inclusive spaces for gender-queerness to thrive in English education at school.

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David Valente is a Nord University, Norway research fellow in English language and literature subject pedagogy. His research interests include children's literature in primary English teaching, primary and secondary teacher education and intercultural learning. His PhD project investigates the potential of picturebooks for English language teacher education, through a case-study methodology. Deep reading of picturebooks is central to this study, conceptualised as a potent catalyst for children's intercultural citizenship education (ICE). David's primary research setting is a transnational teacher development initiative (2019-2022), involving pre- and in-service English teachers of learners aged 10-12 in Norway, Portugal, and Italy. He is also the Communications Director on the newly formed transitional committee of the *International Early English Language Research Association* (ELLRA).

## Flipping the Children's Literature classroom: A Blended Approach beyond the Pandemic

**Areas of interest:** Teaching methods and practices in children's literature and culture courses for students, strategies for students' active engagement in classes

**Keywords:** Children's literature - Teaching methods - Blended learning - Flipped learning - SOFLA

### Abstract

After the first stages of “the great online-learning experiment” in 2020 (Zimmerman, 2020, n.p.), many teachers have taken this irruption of online teaching as “an opportunity to test online pedagogy centric approaches” (Bozkurt & Sharma, 2020, p. iii) that could be used beyond emergency online teaching and could be integrated in their face-to-face classrooms in order to provide students with a more diverse quality learning experience. Such was the case of the course *Literatura Infantil en Lengua Inglesa / Children's Literature in English*, from the Faculty of Teacher Training and Education of the Universidad Autónoma de Madrid. Originally designed as a more traditional subject, after 2020 it has become a blended course with a well-founded methodological framework based on the principles of flipped learning (Marshall 2020), offering synchronous and asynchronous, face-to-face and online collaboration via a number of digital resources. This teaching innovation has proved effective in providing a structured work plan for the development of the lessons, devoting more in-class time for practical activities, and stimulating the students' engagement, although it has also had some downsides, usually related to the students' perceptions of the workload.

Thus, this paper will first introduce the context in which the course *Literatura Infantil en Lengua Inglesa / Children's Literature in English* takes place, its characteristics, and the rationale behind the selection of the pedagogical approaches. Then, the methodology followed during the teaching innovation will be described, with special emphasis on the current academic year. Finally, the paper will conclude by presenting some results based on the students' academic performance and evaluations



and discussing the advantages and difficulties encountered during the implementation of the experience, which has recently been granted a *Special Mention of The Jury* in the International *Blended Learning Award* coordinated by the NOVA University of Lisbon and co-funded by the Erasmus+ program of the European Union.

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Laura Torres Zúñiga is Assistant Professor at the Department of Philologies and Didactics of the Universidad Autónoma de Madrid, where she teaches English Language, Syllabus Design and Children's Literature in English to pre-service teachers of all educational stages. Her research interests centre on contemporary short narrative forms, English language teaching and active learning methodologies.



Western Norway  
University of  
Applied Sciences

Campus Haugesund  
Bjørnsonsgate 45

Campus Stord  
Klingenbergvegen 4,  
Rommetveit

Campus Bergen  
Inndalsveien 28 /  
Møllendalsveien 6-8

Campus Førde  
Svanehaugvegen 1

Campus Sogndal  
Røyrgata 6

Høgskulen på Vestlandet Postbox 7030 N-5020 Bergen Norway +47 55 58 58 00 post@hvl.no hvl.no  
Facebook hvl.no Twitter @hvl\_no Instagram @hvl.no LinkedIn Høgskulen på Vestlandet (HVL)