

Best practices to promote reading and writing

The following tables provide an overview of national best practices from European countries that aim at promoting reading and writing through the use of ICT. Therefore, we provide a description of the national programs that have been completed or are currently being implemented with the objective of promoting reading and writing through the use of ICT, or Web 2.0 tools, or some form of technology/digital material in general.

Ireland

Title	Effective Interventions for Struggling Readers	
URL	http://www.education.ie/en/Education-Staff/Information/NEPS-Literacy-Resource/neps_literacy_good_practice_guide.pdf http://www.education.ie/en/Education-Staff/Information/NEPS-Literacy-Resource/neps_literacy_resource_pack.pdf	
Funding Agency	Duration	
National Educational Psychological Service.	The synthesis of research findings reported are drawn from twelve studies all completed within the last 15 years.	
Short Description (max. 200 words)		
<p>Effective Interventions for Struggling Readers (National Educational Psychological Service, 2012):</p> <p>This is a guide for teachers, learning support and resource teachers in special education settings. This guide has been developed by psychologists from NEPS and aims to help teachers in primary, post-primary and special schools, by sharing information about evidence-based approaches to teaching reading for students aged 6-18 years old. It encompasses all students with reading difficulties, dyslexia, as well as those who have poor progress in reading and may have general learning difficulties. Information can be applied to students from disadvantaged backgrounds, minority groups, students with reading difficulties and for those whom English is not a first language. The focus of the guide is reading skills, the ability to decode and understand text.</p>		



Objectives (General & Specific)

To assist teachers, learning support teachers, resource teachers and teachers in special education settings.

Give assistance to struggling readers.

Evidence-based approaches to teaching reading.

Focus on reading skills.

How to help students who struggle with reading.

Description of Main Activities and Methods

- The Good Practice Guide also comes with an accompanying resource pack. Throughout the Good Practice Guide there are links to relevant materials in the resource pack, linked to the relevant literature and guidance.
- The guide collates research evidence from a range of sources and suggests how this evidence can be applied to teaching practice.
- The guide shows that the following areas should be part of an effective programme of effective reading instruction:
 - Phonemic awareness and the teaching of phonics.
 - Decoding and word studies, including the learning of a sight vocabulary.
 - Language development, to include vocabulary development.
 - The explicit teaching of comprehension strategies.
 - Meaningful writing experiences
 - The development of fluent reading by reading and rereading familiar texts.
 - A wide-range of reading materials.
 - Opportunities for both guided and independent reading.
- The research refers to Brooks (2007) and his use of ratio gains as a method of measuring progress in reading and sets a standard by which literacy interventions for failing readers can be measured.

- Ratio gain is the amount of progress a student makes in reading age, divided by the time spent between pre and post intervention.
- The calculation of ration gains must be done by using a test that gives age equivalent scores.
- Example: If a student makes one year's progress in word reading over the course of one year, then the ratio gain is 12 months (progress) divided by 12 months (time spent) giving a ratio gain of 1.
- Brooks (2007) suggests that we should be aiming for students to make ration gains of 2 and that we should be aiming for struggling readers to make two years progress in one year.
- The guide emphasizes the need for structured, explicit and systematic teaching and refers to 'structures specialized tuition' (p. 10). Programmes that are described as enhancing progress for struggling readers are the systematic teaching of phonics and teaching sight vocabulary. Also included is a specific guide and advice on Teaching Sight Vocabulary/ High Frequency Words and other specific websites that contain high frequency words and related activities.
- The guide recommends the use of small groups or 1:1 tuition for effective teaching of reading and that the teaching of reading in groups of more than 4 or 5, are less effective approaches for the teaching of reading.
- The guide also advises on the frequency and duration of intervention and that short, intensive interventions, with daily, targeted support are most likely to be effective.
- The guide advises on teaching to the point of automaticity as well as teaching students to read fluently.
- The guide gives detailed reference to several forms of assessment that can be used by teachers in assessing literacy skills.

Results

(p. 8 & 9) The guide gives examples of results from interventions that are well targeted and well delivered and how these can be effective with students from a range of backgrounds and with a range of abilities.



(p. 8) MacKay (2007) in relation to a ten-year project in West Dunbartonshire to eradicate illiteracy with 60,000 students in Scotland claimed 'only three pupils remained with Neale Analysis cores below the 9y 6m level of functional literacy' '(p. 31).'

It also refers to results from Nugent (2010) who found that children from the Travelling Community made over a year's progress in reading skills over a three-month intervention period, while Kennedy (2010) found students in schools with disadvantaged status made very significant progress when their teachers engaged in focuses professional development.

The raising of teacher expectation is also cited as being a feature of raising achievement and success. (Eivers et al., 2004)

The guide refers to the need for small group and 1:1 tuition and refers to results that specify that 'the largest size of an effective teaching group, has been found to be three students' (Vaugh et al., 2000). Also referred to in the guide is that Shinn et al. (1997) found that an in-class model of support, was not effective in raising the achievement of failing readers.

The guide refers to the fact that regular assessment and on-going monitoring of student literacy achievement is associated with positive outcomes.

Co-operative Learning and Peer Support are referred to in the guide. There is also a specific guide to using Paired Reading and that is a highly effective intervention.

The guide gives five evidence-based interventions that has been collected in Ireland over four years of research by NEPS. These are interventions that have been proven to be effective in Irish schools.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

(p. 17)

The guide refers to computer assisted learning. The NRP (2000) noted that computer assisted learning has a lot of potential particularly in relation to word processing approached, as reading and writing activities can be integrated. It is mentioned that specifically targeted programmes especially those with speech-feedback can have a significant impact.

The guide gives specific advice and tips regarding motivating and engaging students which are relevant to the LiRe2.0 project of creating lifelong readers.

(p. 17) The following approaches are recommended:

- Make literacy experience relevant to student' interest, everyday life and to current environmental events.
- Provide a positive learning environment that promotes student autonomy in learning.
- Allow choice. Empower students to make decisions.
- Build strategies such as goal setting, self-directed learning and collaborative learning.
- Give feedback that is motivational but not controlling. The best type of feedback is informational feedback that conveys realistic expectations and links performance to effort. It is better to praise students for effort rather than to praise for ability.
- Give the students opportunities to engage in meaningful reading and writing activities, including reading their own and peers' work.
- Offer students access to a wide range of high quality reading material.

The guide includes a guidance document on the use of positive declarations in the classroom. This could be used in the LiRe2.0 project as a tool for teachers to promote reading. Psychological research has shown that making bold positive declarations about future reading achievement can have a significant impact on both reading ability and attitude to reading (see McKay 2006). The expectation is that each child will make a minimum of 3 positive declarations per day about future reading achievement and the enjoyment of books/ reading. Declarations can be general or specific and can be done individually, in groups or as a whole class group.

The guide emphasizes the need for effective reading instructors, teacher education and continuing professional development and how this is linked with attaining significantly higher student achievement. This correlates with the teacher training workshop output within the LiRe2.0. Reference is also made to non-teachers delivering programmes and tapping into the power of parents. This is also relevant to LiRe2.0 in creating lifelong readers and that many people play a role in supporting the development of literacy and reading skills of children. An awareness of supporting parents and non-teachers could also be acknowledged in the resource section and toolkit as part of the LiRe2.0 project.

Everything that is included in the guide can be included as recommendations to teachers to promote reading and create lifelong readers and be adapted to include the promotion of the use of ICT and web 2.0 technologies in reading promotion.

The inclusion of the effective usage of paired reading in the guide ties in with the use of Web 2.0 technologies in reading promotion and the ability of young people to engage, collaborate and react to what they read. All reference to pair reading in the guide can be adapted to be relevant to promoting reading through the use of ICT.

Title	Effective literacy and numeracy practices in DEIS schools	
URL	https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/insp_deis_effective_literacy_and_numeracy_09_pdf.pdf	
Funding Agency	Duration	
Department of Education and Science		
Short Description (max. 200 words)		
<p>In this publication (Department of Education and Science, 2009), inspectors from the department of education and science describe ways in which schools can help children to learn better in the areas of literacy and numeracy. The publication is intended to support the sharing of good practice among schools and teachers. It describes a range of approaches that schools and teachers have taken in the teaching of literacy and numeracy in eight schools designated as serving areas of considerable socio-economic disadvantage. The work of each of the eight schools is described in individual chapters. Chapters 2, 4, 6, 8 and 9 describe effective best practices in relation to literacy and reading promotion. Chapters 3, 5 and 7 focus on mathematics and numeracy.</p>		
Objectives (General & Specific)		
<p>It is hoped that other teachers and schools will be inspired by the success and progress of the eight schools mentioned and will use the best practices given to promote and literacy and numeracy within their own schools. Over several days with each of the schools the inspector reviewed relevant school documents and assessment data, observed teaching and learning in various settings, interacted with pupils, staff, management and parents.</p>		



The report uses the findings of each school in order to offer best practice for other schools, teachers and parents. It is recommended that schools and teachers use the good practice of each school and adapt the recommendations to their own school.

Description of Main Activities and Methods

One particular school is discussed as showing best practice in maximising literacy achievement. Observations and recommendations that were made were:

- A systematic, whole-school approach to raising literacy standards.
- In school literacy team
- Targeting specific language needs
- Significant number of teachers have completed, or are currently pursuing, post-graduate studies.
- The school has prioritised the development of early-literacy skills.
- Carried out a whole-school literacy review.
- Willingness of staff to update their teaching skills
- Devised a co-teaching approach to literacy called 'literacy work station model.'
- Completed a pilot of the model.
- Production by the school of a training DVD for the literacy work station model for the staff.

Literacy Work Station Model: (p. 13-16).

- Participation is timetables for an hour each day.
- Each class displays the session's timetable.
- Throughout the hour, students must spend time at four out of the five different work stations.
- The stations are listening, guided reading, independent reading, writing, word-detective work.
- Each students spends twelve minutes at each station.

- The stations are then followed by a whole-class plenary session.
- The mainstream class teacher directs the guided reading station.
- The learning support teacher manages the word-detective station.
- All activities have clear learning objectives.

The Listening Station:

- The listening station is managed by the pupils themselves.
- A group led by a captain, listens to the recording of a story or a shared-reading session.
- The station is set up with headphones and a listening device.

The Guided Reading Station:

- This is compulsory in every literacy session.
- The teacher teaches reading skills and strategies using texts that provide an appropriate level of challenge.
- The choice of texts is monitored closely.
- This session includes re-reading of texts, reviewing difficult words, new words and new books.
- The teacher uses encouraging prompts and questioning techniques to encourage new words.
- The teacher records students reading in a reading log.

Library Station:

- The aim of the library station is to enable students to read independently.
- This station has cushions, rugs, posters, large-format books and displays of students work.
- Reading material is presented in four browsing baskets.

- There is a reference book basket, a comic/newspaper/ periodicals basket, a poetry basket, and a basket for the pupils' own anthologies and word-detective books.
- The reading material varies depending on reading abilities.
- The group captain logs the reading texts.
- Students select and read themselves.

The Writing Station:

- Students are offered a variety of writing tools such as coloured pencils, pens, and crayons as well as various types of paper.
- The teacher provides a number of writing activities.
- These can include: fact files, menus, letters and reports.
- Students are encouraged to brainstorm and plan what they will write.
- Also included are interactive word walls, word families, posters with grammar and punctuation conventions.
- The students select their best effort to be placed on display in the writing corner.

The Word Detective Station:

- This is the most highly structured session.
- Involves direct, systematic teaching of phonics, new vocabulary and sentence construction.
- Teachers use flashcards, charts, posters and word walls as part of this station.
- This session also includes a kinaesthetic approach to learning punctuation.

Plenary Session:

- Each literacy lesson concludes with an eight-minute plenary session called 'Newstalk'.
- This is when students give feedback about the last activity that they completed and what they found helpful in completing the task.

The findings also include collaborative planning and co-teaching of phonological awareness are pivotal in raising literacy standards. In relation to leading success in reading, a whole-school phonic programme is included as being a best practice programme within one particular school. Included in this programme is teaching manuals, teaching materials, charts, photo-copiable books, flashcards and a tutorial video.

Whole-school approach to the teaching of reading is also mentioned in the report as being a key feature of best practice within one particular school. This includes a policy on integrating reading, targets that students must meet and are expected to achieve as well as resources, materials and methodologies. Activities such as DEAR- Drop Everything And Read are also considered to be best practice in reading and literacy promotion.

Results

The Literacy Work Station Model is described as having many beneficial results. Evidence is reported as being seen in how adept the students are at describing what they are learning and how they are learning. Teachers report students being able to read with much greater fluency and expression. The results of standardized assessment have also increased with students becoming more independent as learners and move confidently through the stations choosing books to read and selecting topics for writing. Teachers also spoke about the confidence that they have gained from the literacy work station model.

Teachers are referred to having great success in standardized tests due to the implementation of the phonics programme in every classroom.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

Each area identified in each of the schools as being beneficial in reading and literacy promotion and can be recommended to other schools and teachers as a guide of what programmes or activities can be included. These recommendations can be included as part of the LiRe2.0 resource collection on the website or as part of the toolkit.

Title	The Reading Process- A Guide to the Teaching and Learning of Reading. Dublin, 2014.	
URL	http://www.pdst.ie/sites/default/files/Reading%20Booklet%20-%20to%20circulate.pdf	
Funding Agency	Duration	
PDST- Professional Development Service for Teachers Department of Education and Skills.		
Short Description (max. 200 words)		
This manual has been compiled by members of the Professional Development Service for Teachers (Professional Development Service for Teachers Department of Education and Skills, 2014). Its sole purpose is to enhance teaching and learning in Irish primary schools and will be mediated to practising teachers in the professional development setting.		
Objectives (General & Specific)		
The booklet attempts to highlight the main components that should be considered in when teaching reading. Such as, varied and rich vocabulary, development of phonological processes, the need for relevant comprehension strategies, focus on reading fluency, and attitude and motivation. The booklet seeks to provide background knowledge on each of these areas by outlining practical suggestions that can be applicable in the classroom. Recommendations are given for the planning and teaching of reading as well as a suggested 6 Step Approach to a Reading Lesson.		
Description of Main Activities and Methods		
Attitude and Motivation (p. 7-8): The booklet advises that teachers can promote excitement and motivation to read by providing students with: <ul style="list-style-type: none"> - Interesting and rich texts - Choice of text - Authentic purposes for reading - Opportunities to explore, interact and experiment with text. 		

Best Practice tips are also given as way of fostering enjoyment of reading and is recommended as being achieved in several ways such as:

- A print rich environment
- Choice and control
- Reading to students
- Optimal challenge
- Opportunities for collaboration and social interaction

Also included is a detailed explanation of ways of motivating students such as reading time, sharing, reading to students, using fads, films and TV, poetry, inventories and surveys, book discussion groups, class-created books, publicity campaigns, different audiences, reading timeline, read with a friend, this is your life, lonely texts, TV vs. Reading and Where in the World. There is also an inclusion of tips to work effectively with unmotivated students.

Reading Fluency:

The booklet describes a range of activities that can be used at home and at school to support the development of fluent reading such as guided reading, reading partners, peer tutoring, C.A.P.E.R, Readers Theatre and Shared Reading. Recommended websites are also given that would be useful for teachers looking for resources on reading fluency such as <http://www.pdst.ie/node/294> <http://www.aaronshp.com/rt/RTE.html> <http://www.thebestclass.org.rtscripts.html> <http://www.teachingheart.net/readerstheater.htm>

Comprehension Strategies: (p. 12-14)

The booklet suggests the importance of comprehension strategies that need to be taught in order to develop independent readers. It is mentioned that dividing instruction time into pre-reading, during reading and post-reading. This allows teachers to design activities around each area and provides an opportunity for teachers to demonstrate strategies that readers can use at each stage of the reading process. Examples of reading strategies given are predicting, connecting, comparing, inferring, synthesizing, creating images, self-questioning, skimming, scanning, determining importance, summarizing and paraphrasing.

Word Identification Strategies: (p. 15)

The concept of word attack is described as a way of tackling unfamiliar words. Word identification strategies need to be taught such as 'sounding out' 'chunking' 're-reading' 'reading on' 'using analogy' 'consulting a reference' and 'adjusting your reading rate.'

Vocabulary: (p. 16)

Activities to support vocabulary development are included in the booklet such as small words in big words, semantic gradient, compound words, multiple meanings, vocabulary deep processing activity, word wall, word taxonomy, valuing vocabulary, vetting vocabulary and word of the week.

Phonological Awareness and Phonics: (p. 22)

The booklet emphasizes the importance of phonics and how they are key to the reading process. Methodologies such as syllabic awareness, onset-rime awareness, rhyming games and phonic awareness. Other strategies for phonics that are included as best practice are making and breaking words and chunking.

The booklet gives evidence of assessment in reading that can be used to monitor a student's reading development and the impact of reading initiatives.

Reading Assessment Continuum is included in the booklet with best practice assessment initiatives such as self-assessment, conferencing, portfolio assessment, concept mapping, questioning, teacher observation, teacher-designed tasks and tests, standardized testing and diagnostic tests.

Top Tips for Parents/ Guardians are also given for students in 5th and 6th class. (p. 41)

1. Encourage your child to visit the local library as often as possible.
2. Recognise and praise your child's effort in reading.
3. Ensure your child has access to a wide range of reading material- newspapers, magazines, guides etc.
4. Take an interest in different children's authors.
5. Discuss ideas and points of view proposed by newspaper articles etc.
6. Provide a well-lit study/reading area.
7. Ensure that you value and enjoy reading yourself.

8. Allow your child to choose his/her own reading material.
9. Encourage your child to read for information- timetables/ weather/ forecasts/ menus.
10. Encourage your child to try and guess unknown words.

Results

There are no specified results mentioned in the guide.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

All strategies, activities and methodologies in the manual can be used and adapted for the LiRe2.0 project. They can be used as part of the teaching training tutorials, as part of the Toolkit and online in the resource section. These areas are all relevant for teachers in their teaching of reading.



Cyprus

Title	Life Long Readers	
URL	http://www.lifelongreaders.org/	
Funding Agency	Duration	
Lifelong Learning Programme	24 months	
Short Description (max. 200 words)		
Lifelong Readers (LiRe) Project aimed to provide school librarians, teachers, and administrators with guidance and tools for encouraging children of ages 6-12 to develop lifelong reading habits.		
Objectives (General & Specific)		
<p>The Lifelong Readers (LiRe) project aimed:</p> <ul style="list-style-type: none"> • To convince stakeholders about the need to devote more time and effort to reading promotion and to place reading for pleasure at the centre of their policies, approaches and practices. • To provide stakeholders with guidance, training, and an array of tools for reading promotion in the primary school. • To initiate change by implementing reading promotion programmes in all participating countries. 		
Description of Main Activities and Methods		
<p>The LiRe project built a reading promotion framework which features: (i) Summary descriptions of successful reading promotion programs; (ii) Principles, strategies and approaches for promoting the joy of reading, building reading communities, and sustaining reading cultures; (iii) An extensive collection of reading promotion actions, grouped under such categories such as Reading Promotion through Play/ ICT/ Volunteerism/ Awards/ the Arts; (iv) An annotated catalogue of relevant sources and resources; (v) Reading promotion evaluation tools.</p> <p>In accordance to the above-stated aim, the general objective of the LiRe project was to create and disseminate a Lifelong Readers Framework, which strived to convince, guide and support reading promotion in European primary schools. The LiRe Framework gathered reading promotion experience and knowhow from across the EU and the globe, organised it into solid and accessible bits of information, and made it available to stakeholders. It provided both actual examples of successful reading promotion and</p>		



Co-funded by the
Erasmus+ Programme
of the European Union

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

general guidance regarding successful designing and implementation of such programmes.

More analytically, the completed LiRe framework features: (i) Summary descriptions of successful reading promotion programs; (ii) Principles, strategies and approaches for promoting the joy of reading, building reading communities, and sustaining reading cultures; (iii) An extensive collection of reading promotion actions, grouped under categories; (iv) An annotated catalogue of relevant sources and resources; (v) Reading promotion evaluation tools. LiRe Training Modules have also been developed and implemented, which address the reading promotion training of teachers, school librarians, and administrators.

After developing the framework, the LiRe consortium proceeded to implement reading promotion action plans in several EU primary schools and published Implementation Reports (Case Studies); these case studies were presented to all stakeholders as examples of applied, whole-school, LiRe reading promotion programmes. Translated, localized and condensed versions of the LiRe Framework have been published and disseminated. Partners presented and published about the Lifelong Readers project, in order to maximize its impact on European reading promotion.

Results

Reading promotion is rarely organised as a whole-school educational programme, or planned and encouraged on a nation-wide basis, let alone on a European basis. Through its Reading Promotion Framework and Training Modules, the Lifelong Readers project provides the first of its kind programme at a European level, encouraging educational authorities and schools to view reading promotion as something that has to be pursued in an organised, systematic and systemic manner.

LiRe engages and addresses the needs of all school staff members; it covers all facets of reading promotion, such as reaching disadvantaged pupils and families, involving parents, promoting reading to children, promoting reading through ICT; it also amasses a large body of successful reading promotion actions, providing schools with an assortment of choices.

Descriptions of successful reading promotion programmes (Framework Part A); this is a set of twenty-four documents which summarize real cases of successful reading promotion programmes. In this manner, the framework provides stakeholders with solid information about how a successful reading promotion programme looks like.

Research report & Guiding Principles, Strategies and Approaches (Framework Part B), which communicates to stakeholders research results regarding reading promotion, as well as guidance through a series of Guiding Principles, Strategies and Approaches, to be used when designing and implementing a reading promotion programme.

The Assortment of Reading Promotion Actions (Framework Part C), which aims to compile and assort one hundred and two proposed reading promotion actions, from which a school may select and adjust the ones it finds most appropriate for its context and its own reading promotion programme.

Reading Promotion Sources & Resources (Framework Part D); an annotated catalogue of theoretical sources and educational resources which pertain to reading promotion. Through this product, primary school administrators, librarians and teachers have access to a large and multifaceted body of sources and resources that will help them in their efforts to build quality reading promotion programmes.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

The whole approach of LiRE can be adjusted to match the needs of the current project. The LiRE framework that is based on a whole school program is very appropriate, along with the reading promotion actions and activities as they were designed and implemented for this project.

The adjustments we need to make in several of these activities are related to the target group. In this regard, we will use texts more relevant to children and engage tools such as comics, tablets, games that are connected to their experiences as well as Web 2.0 tools.

Title	Are you reading?	
URL	http://www.cardet.org/diavazoume/	
Funding Agency	Duration	
Lifelong Learning Programme	24 months	
Short Description (max. 200 words)		
Effective Interventions for Struggling Readers:		
<p>The project explored the reading motivation, attitudes, habits and behaviors of primary school students. At the same time, it aimed to develop and implement a pilot project to promote a love of reading. Specifically, the project explored why, how, when, and how children read in Cyprus and developed strategies and approaches that encouraged them to read.</p>		



Objectives (General & Specific)

In-depth scientific research into the causes behind the poor literacy levels in Cyprus, in order to detect one of the obstacles to be removed and the other incentives and additional positive factors that should be strengthened.

Proposal for a specific, comprehensive strategy and approach, which can be used directly as part of the Education Reform and the new Curriculum.

Support of schools, directors and teachers in implementing the new Curriculum for Literature and the pursuit of the central objective to foster a love of reading.

Description of Main Activities and Methods

The results are derived based on data collected from large-scale mixed research methodology (mixed methods), with the participation of students, parents and teachers in all grades of the elementary schools in all districts of Cyprus. Collected quantitative and qualitative data both through questionnaires and through interviews and investigative laboratories. Followed by processing and analyzing data.

Tools were designed based on the findings of the literature review and considering the Cyprus composed as to dimensions of reading attitudes of students 1st – 6th grades. After designing the six research tools, a pilot implementation was conducted.

Data collection included:

Focus groups for students 1st – 3rd grade at Primary school

Interviews with parents of students 1st – 3rd grade at Primary school

Focus groups with teachers who teach in 1st – 3rd grade at Primary school

Students Questionnaire 4th – 6th grade Primary School

Parents Questionnaire for students 4th – 6th grade Primary School

Interviews with teachers who teach in 4th – 6th grade at Primary school

Main deliverable for the project was Guide to Promote a love of reading and the sampling Reading program, which consists of the following parts:

Reading Book and motivation «reading engagement»

General Strategy: Parallel development of reading skills and reading motivation

Approach and techniques to promote a love of reading

Guiding principles for effectively promoting a love of reading

Libraries, schools and communities that support a love of reading successfully

Results

The project at the beginning, formed a complete and factual picture of the reading attitudes, habits and behaviors of students of Cypriot primary school, motivation and positive factors that can enhance or strengthen the engagement of children in the book, and barriers that restrict love reading in Cyprus. This was achieved through a large-scale study, the findings and recommendations of which were utilized to develop appropriate

strategies and approaches to removing barriers and increasing incentives for reading books from primary school pupils.

The results of the project respond to the following questions:

What are the reading attitudes, habits and behaviors of primary school pupils?

What barriers and other factors operate negatives for reading books from primary school pupils in their spare time?

What incentives and other positive factors may enhance or strengthen the involvement of primary school pupils with the book?

What strategies and approaches could remove barriers and enhance incentives for reading books from primary school pupils?

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

The cultivation of love for reading offers advantages that last for the entire life of children. The main ideas of this project can be adjusted to match the needs of the current project. Cultivation of positive attitudes and perceptions towards reading books in his spare time
Incentives for students

Involvement of teachers and parents / guardians

Collaboration between school and parents / guardians

Support training of reading experts

Title	Science Fiction in Education (SciFiEd)	
URL	http://www.scifieducation.org/	
Funding Agency	Duration	
Comenius LLP project	24 months	
Short Description (max. 200 words)		
The SciFiEd project, focuses on providing teachers with tools, training, and guidance that will assist them in enhancing their teaching, making science more attractive to students, connecting it with real-life issues such as the environment, and providing girls and other marginalised groups with access to science.		



Objectives (General & Specific)

The general objective of the SciFiEd project is to create and disseminate a SciFi in Education Toolkit, which will strive to convince, guide, and support educators in introducing Science Fiction in education, gather and develop experience and knowhow in this field, organise it into solid and accessible bits of information, and make it available to stakeholders.

More specific the SciFiEd project aims to:

- Increase pupils' motivation and achievement in science and other subjects, through the introduction of Science Fiction in education.
- Enhance the quality of teaching Science and Technology, as well as an array of other subjects to children aged 9-15 and higher.
- Connect science education with real-life issues such as the environment.
- Provide girls and other marginalised groups with better access to science education.
- Contribute to the improvement of initial teacher education and in-service professional development of science teachers and to the exchange of innovative teaching practices.

Description of Main Activities and Methods

Research Report and Summary of Suggested Approaches and Methods (Part I of "SciFiEd Toolkit").

Introduction to Science Fiction and its Subgenres (Part II of "SciFiEd Toolkit")

Review of Significant SciFi Texts for Children and Young Adults

Guidelines and Ideas for Incorporating SciFi in Various Educational Areas (Part IV of "SciFi-Ed Toolkit")

Guide for Educators: How to Use Multimedia Technologies to Effectively Introduce Science Fiction in Education.

Sample Cross-Curricular SciFi Units

Results

Based on results of field research performed in partner countries, we may draw the following conclusions:

In some participating countries, like Poland and Romania, SF literature is well developed and popular among children and young people. In the rest of the participating countries science fiction for children and young adults is at a developing stage. In some countries, such as Cyprus, recent developments in the field show an emerging appreciation for and development of the SF genre. As far as translated SF is concerned, American science fiction seems to be popular in most participating countries.

In all countries, while there is not much reference to teaching scientific facts, concepts or processes through SF. This is not found in teacher-training either and a vast number of educators are not familiar with SF and its pedagogical potential. Nevertheless, a limited



number of practitioners do propose and employ interesting educational activities that utilize SF.

In all participating countries, the inclusion of SF in curricula is marginal and limited, if it exists at all. Additionally, when referred to, it is only included under Literature and never in relation to Science. Interdisciplinary approaches to SF are rare and only generally described. The pedagogical and educational valences of SF literature are not fully exploited in education, most of this issue being left to teachers' choice.

In all countries, there is the potential for SF to be introduced by teachers should they choose, and the majority of educators believe that SF could be of use in many areas such as Science, English & Communications, Maths, Social Studies, Environmental Education and History.

Teachers and experts recognize multiple educational benefits stemming from SF in education: increased student motivation; vocabulary and language skills; critical thinking; environmental and civic sensitivity; imagination and self-esteem; opportunities to explore visions of the future and critique of the present; students' cognitive awareness and critical awareness about science; students' realization of the interconnections between science, technology, culture, society, and the environment.

There are at least four types of activities for utilizing SF film and other media:

Use of comics or film as a stimulating introduction to a new subject/theme;

Interrogations of the scientific bearings of sci-fi scenes;

Peruse of sci-fi film and cartoons to study phenomena and even perform measurements (using technology);

Analysis of how science, technology and scientists are depicted in these media.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

The use of the science fiction as a book genre can be a useful tool in order to engage children in reading as it is appealing to children and it fits to their interests.

Title	European Pictures Book Collection II (EPBC II)	
URL	http://epbcii.eu/	
Funding Agency	Duration	
Comenius Multilateral LLP project	24 months	
Short Description (max. 200 words)		
Effective Interventions for Struggling Readers:		

EPBC II aimed to create a collection of picture books from all 27 member states with accompanying educational material using cutting edge ICT. It will benefit from the advancement of educational technology to build a comprehensive, interactive and user-friendly database which will make all of the project outputs available on-line.

This project is a continuation of the original European Picture Book Collection (EPBC) which was created by European scholars and educators working in the field of children's literature and teacher education. Through reading the visual narratives of at least one picture book from each member state, the first EPBC was devised to help both teachers and children to learn more about their European neighbours' languages, literatures and cultures.

EPBC II project promoted a structured pedagogical use of picture books focusing on second language teaching and learning. The picture books appeared as flipping books (either the whole book or parts of it depending on copyright permissions) and will be accompanied by on-line interactive activities that will bring the e-books in dialogue with each other and engage students in creative literary, linguistic and cultural comparative processes.

Objectives (General & Specific)

The project aimed to build a European Picture Book Collection (EPBC) by European scholars and educators working in the field of children's literature and teacher education and purported to bring to children across Europe at least one picture book per country.

More specific, the project goals are the following:

Collect picture books from 27 EU states and ethnic, linguistic or religious groups within them

Make them available to children, educators, librarians, and scholars

Provide the means and support to educators in order to incorporate EPBC II in their teaching.

Description of Main Activities and Methods

The main activities of this project are:

Bibliographic Catalogue: useful information regarding all 65 picture books of the EPBC II collection

Group of suggested activities that can be used in the classroom (Culture, Language, Literature translated in English, Estonian, German, Greek, Polish, Romanian)

Guide for Teachers: guidelines and suggestions on how to get started with the EPBC II, translated in English, Estonian, German, Greek, Polish, Romanian.

Training Modules for Teachers: these modules are a useful tool for teacher-trainers who wish to train teachers in the use of EPBC II or other European picture books.

Online Activities: short, interactive activities connected to specific books from the collection.
Results
Exploiting picture Books, we learned that the read image is: Required: the study of images as separate entities from the text Image - text: different sources of information that contribute in different ways to the narrative of history Pictures Books from Educational area (literature), students are: Adopt a positive stance towards reading literature Develop literacy awareness through metacognitive reflection Appreciate and take pleasure in the aesthetic qualities of European pictures books
What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?
EPBC II is having a profound and multifaceted impact on educators and students and their teaching/learning practices, by encouraging, enhancing and supporting: Improvements in pedagogical approaches regarding the teaching of European languages and literatures The learning of modern foreign languages The quality and European dimension of teacher training and student learning The development of innovative ICT-based content and pedagogies That impact can be transferred to the current project with some adjustments.

Title	Edu Comics Project	
URL	http://www.educomics.org/	
Funding Agency	Duration	
Comenius LLP project	24 months	
Short Description (max. 200 words)		



EduComics show educators how online comics can be used in the classroom to enhance learning, engage and motivate students, and use technology in a practical and effective way. The project created training material for teachers and organized seminars for teachers in Greece, Cyprus, UK, Italy and Spain, in order to show strategies and lesson plans in their schools.

The potential for Web comics to be used in education offers educators a means of using multimedia (text, images, audio and video) with their students in most curricular areas. For example, within science, a student can navigate through a web comic book that shows different characters/actors arguing about a science topic. In languages, characters could be placed in a restaurant where they have to order a meal. A web comic can also allow audio in the languages.

Objectives (General & Specific)

The main goal of the project was to help children forge an alternative pathway to literacy by writing, designing, and publishing original web comic books.

More specific, Edu Comics goals were:

To show educators how online comics can be used in the classroom to enhance learning, engage and motivate students

To create training material for teachers and organize seminars about the educational use of comics for teachers in Greece, Cyprus, UK, Italy and Spain.

Description of Main Activities and Methods

Description of Pilot Studies:

Using digital comics to develop students' ability to distinguish between observation and interpretation (elementary school – Cyprus) (EN)

Pilot Use of Educational Digital Comics in teaching Modern Greek Language in a class of Junior High school (Greece) (EN)

Educational Digital Comics in a class at Junior High School (Italy) (EN)

Educational Use of Digital Comics in a class at Primary School (Italy) (EN)

Incorporating Digital Comics in the Learning Of English as a Foreign Language for 3rd-Year Secondary School Students (Spain) (EN)

Pilot Implementation of Digital Comics in the English as a Foreign Language Classroom for 4th-Year Secondary School Students (Spain) (EN)

Enhancing Teaching and Learning at Primary School with Digital Resources in the Classroom: A case study using ComicLab (SPAIN) (EN)

Digital comics to develop students' independent active language learning - Secondary/Adult school (Czech Republic) (EN)

Use of Educational Digital Comics to support language learning in a group of UK students aged 12-13 (UK) (EN)

Pilot Uses of Educational Digital Comics in Classroom

Use of Educational Digital Comics with Students of Secondary Education on the subject: INTRA-SCHOOL VIOLENCE "Action-Reaction" (EN)

<p>Pilot Use of Educational Digital Comics in teaching Modern Greek Language in A class of Junior High school (EN)</p> <p>Multimedia Story Telling for Students of Primary Education Web Comics nella didattica (IT)</p>
<p>Results</p>
<p>Comics from a pedagogical perspective:</p> <ul style="list-style-type: none"> • are a worldwide language understood • challenges the senses • transform the abstract into concrete • boost the imagination of teenagers • are motivating • are visual
<p>What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?</p>
<p>The use of comics in education is based on the concept of creating engagement and motivation for students. It has been noted that the use of a narrative form such as a comic can foster pupils' interest in science and help students remember what they have learnt. It also provides a means of fostering discussion. So, in the current project that aims to make reading an integral part in the life children, who are currently unenthusiastic about books, we believe that comics will serve as a pleasant form of reading that students will worship.</p>

Title	COMENIUS ALCUIN project (Active Literacy: Competence and Understanding, Internally Naturalised–From Decoding to Understanding)	
URL	http://www.ea.gr/ep/comenius-study/outcomeDetail.asp?id=215	
Funding Agency	Duration	
Comenius project	26 months	
Short Description (max. 200 words)		
COMENIUS ALCUIN project aimed at the development of reading methods which would encourage children to develop their reading skills, transform them into competent readers and users of their mother tongue as well as English as a second language. This project also		



aimed to enable students to analyse and critically evaluate literary texts of various genres as well as European perspectives, and degrees of sophistication.

Objectives (General & Specific)

The main goals of the project were:

- develop efficient and concrete pedagogical method
- assist teachers to motivate students to develop their reading skills
- help students acquire the ability to analyze and critically evaluate, both in writing and speaking, literary texts of various genres as well as European perspectives, and degrees of sophistication
- develop methods of reading which will motivate them to address more demanding texts
- enable students to carry out reflective in-depth readings.

Description of Main Activities and Methods

Distribution of questionnaires regarding students' reading habits. After this process, the implementation of new modules took place. New didactic approaches were continuously tested in the classroom.

After each testing period of new pedagogical methods, all teachers and two students from each partner school participated in a partner meeting, and discussed the results of the previous work period.

Three academics from universities ensured the quality of all evaluation materials as they designed the questionnaires and related the results and analysis of all evaluations to current research. These academics collaborated with teachers and students in the designing of new pedagogical methods.

The procedure of the project was published and accessible on the forum, thus ensuring communication between all partners.

Dissemination was continuously carried out by website, workshops at schools, libraries, teachers' training colleges and articles in local newspapers and professional journals.

Development of several useful and practical guidelines applicable to the classroom situation in the form of Teachers' Guidelines and a CD.

Development of the project website to ensure sustainability of the project.

Results

1. Establishment of students' reading habits in five European countries
2. Choice of different literary text types
3. Development and implementation of ten new pedagogical ideas, used with the different literary text types
4. Evaluation of the use of the different literary text types, and the implementation of the ten new pedagogical ideas



5. Establishment of a Forum for communication amongst all participants, exchange of ideas, experiences, cultural enrichment, work sharing, etc.
6. Cultural enrichment through meetings, country visits, and forum discussion.
7. Involvement of all stakeholders in curriculum decision making: students, teachers, and researchers.
8. Improvement of motivation of students through the implementation of the outcomes of the project so far.
9. Enrichment of teaching and learning methods aiming to motivate students to read literary texts.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

COMENIUS ALCUIN project had a profound and multifaceted impact on educators and students and their teaching/learning practices. Particularly it made a difference in the students' study of literature which contributed to a great extent to student motivation increase in reading literature.

This impact can be transferred to the current project with some adjustments to also include the use of with the use of ICT-based, open educational practices and resources to enhance all students' reading habits, reading commitment, and reading skills.





Portugal

Title	Biblioteca de Livros Digitais (Digital Book Library)	
URL	http://www.planonacionaldeleitura.gov.pt/bibliotecadigital/	
Funding Agency	Duration	
Ministry of Education	ongoing	
Short Description (max. 200 words)		
<p>The Digital Book Library is a Web 2.0 initiative, structured by the aggregation of a number of shared individual projects, interwoven in a dynamic links and RSS web. The Library aims to create a community space on the Internet, that lies beyond the traditional concept of place of publication on the network, understood as a mere repository of work.</p>		
Objectives (General & Specific)		
<p>The Library is a place of sharing, exchange of experiences, gathering of all those who promote and enjoy the pleasure of reading and are interested to expand their cycle of friends and acquaintances.</p> <p>Main objectives:</p> <ul style="list-style-type: none">- Improve reading and writing skills;- Share expertise and knowledge;- Participate in initiatives integrated into multiple forms of reading and writing characteristics of the 21st century.		
Description of Main Activities and Methods		
<p>Integrated in the multiple actions of the National Reading Plan, the Digital Books Library is a dynamic space for initiatives related to reading and writing, which is assumed as an aggregate of established authors of books and approved by the National Reading Plan and simultaneously as a repository of works done by people interested in creating other texts motivated by the book you just read.</p>		



Results
The digital books library is the first official initiative and properly regulated with quality assurance of the Ministry of Education of Portugal. Taking into account the fact that young people do appreciate reading in digital form, this repository is an excellent resource for teachers. This feature provided more opportunities leading to an increase in reading habits by young students.
What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?
For Lire 2.0 project this repository is a feature already tested and known by teachers and students. which may facilitate its use for research purposes. Another added advantage has to do with the fact that it is a repository certified by the Ministry of Education which gives it a quality assurance label.

Title	Novas Leituras	
URL	http://www.planonacionaldeleitura.gov.pt/novasleituras/	
Funding Agency	Duration	
Porto Editora Publishing House and the Ministry of Education	2015-	
Short Description (max. 200 words)		
This site is designed to showcase more books and it has as main objective to make authors and illustrators known. The site contains three tabs: Highlights; authors; books. This site facilitates access to a biography of the author or illustrator in text and multimedia format. In the tab "highlights" users may publish online comments and questions directed at authors and illustrators. This creates conditions for a closer relationship between the reader (students) and the authors and illustrators.		
Objectives (General & Specific)		

<p>The main goal is to bring readers (students) closer to authors and illustrators through digital interaction (digital mail). The web interface allows you to make comments and promote discussion between authors / illustrators and readers (students and teachers). Another objective is to disclose a brief biography of authors and illustrators.</p>
<p>Description of Main Activities and Methods</p>
<p>The site aims to be a place that creates conditions for a review and more reflective discussion of the available books. By providing an email form, it reduces the "distance" between readers (students and teachers) and authors / illustrators. This makes readers (students) feel closer to authors and creates greater empathy. This emotion may provide a greater willingness to read and thus increase the reading habits of the younger students.</p>
<p>Results</p>
<p>No actual immediate results. However, this is a process that needs time for readers (students and teachers) to get used to including it in their routines. However, it should be highlighted that its impact has been positive due to its innovative character. It is the first time the Ministry of Education has allowed the rapprochement between readers and authors / illustrators.</p>
<p>What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?</p>
<p>For Lire 2.0 Project this site is important because it will develop activities and data collection with authors and illustrators. The site lets you get closer to the authors and illustrators of books which will enable dialogue and deepen knowledge, answer questions and also establish partnerships and collaborations between content creators (writers and illustrators) and students.</p>

Title	Digital Storytelling (Project TALES)	
URL	http://www.storiesforlearning.eu/?page_id=37&lang=en	
Funding Agency	Duration	
LLP - Comenius	2013-2015	



<p>Short Description (max. 200 words)</p>
<p>TALES (in which Portugal was a partner) investigates the educational impact of oral and digital storytelling in formal education. It includes state of the art about digital storytelling, documentation on examples of good practice and pilot studies, “stories” created by schools (age range 6-18) and, most importantly, a manual for teachers (November 2015).</p>
<p>Objectives (General & Specific)</p>
<p>To investigate the impact of oral and digital storytelling in formal education and to create a set of cognitive tools to empower teachers to introduce storytelling into their practice effectively.</p> <p>To create an innovative educational approach to be introduced and applied Europe wide.</p> <p>To develop new teaching methods and materials involving storytelling and include them as innovative approach and new content in initial and in-service teacher training courses.</p>
<p>Description of Main Activities and Methods</p>
<p>State of the art analysis. Investigation of the position of storytelling and storytelling techniques in school education, initial and in-service teacher training in the partners’ countries.</p> <p>Collection of good practice in Europe. 20 examples of good practices will be collected, assessed and described.</p> <p>Creation of draft training material. The first steps will serve as the basis for a set of publications (manual, guidelines, teacher training modules) in English and in each partner language (+ French) to be used by teachers, trainers and teacher trainers.</p> <p>Pilot storytelling projects. All partners will pilot a storytelling project in a school in their country.</p> <p>Digital storytelling. An authoring tool for creation and publishing of digital stories will be used in the frame of a European contest, as well as during some of the pilots. All the digital stories will be gathered in an innovative exploratory portal (in this website).</p> <p>National training days. Each partner will organise a national dissemination & training day in his/her country.</p>

An international conference. At the end of the project, an international conference will be organized for dissemination (location to be defined)

Results

1. State of the Art Report
2. In order to allow students from all over Europe to create and share multimedia stories, an authoring tool, 1001voices, has been developed within the frame of the TALES project. The tool supports the creation of interactive multimedia (combining text, audio, images and video), multilingual stories.
3. The CREATING A MULTIMEDIA NARRATIVE WITH “1001Voices” USER MANUAL (downloadable from http://www.storiesforlearning.eu/assets/1001voices_ENG.pdf) is particularly useful for planning digital storytelling with children. It uses a free tool that can be gotten from the following mail through registration: storiesforlearning@gmail.com
4. There is also a Good Practices Report which includes, for example, a chapter on “Making digital stories with MS PowerPoint or MS Movie Maker – KHLim – Belgium”; What does the teacher say? – KHLim – Belgium; Of Cuberdons, Belgian Waffles, Beer and meatballs from Liege – KHLim – Belgium; Is there a Mooey Way? – KHLim – Belgium; the project Under the same sky: my food is your food at <http://www.1001storia.polimi.it/generate/INTERNATIONAL/1620/> by the Politecnico di Milano (Italy); Multi Lingual Digital Story telling – Peace School London - United Kingdom;
5. A manual aimed at teachers and teacher trainers on how to implement storytelling practices into formal education.
6. Training modules

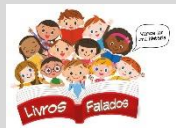
http://www.storiesforlearning.eu/assets/TALES_training_modules.pdf

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

The parts that concern multimedia narratives done by children and the training of teachers.

The state of the art report that concerns digital storytelling.



Title	Livros Falados / Spoken Books	
URL	http://www.planonacionaldeleitura.gov.pt/escolas/projectos.php?idTipoPobjecto=93 http://area.dge.mec.pt/pnlif/default.aspx	
Funding Agency	Duration	
Ministry of Education /PNL / Visão Júnior (magazine)/ School Libraries Network (RBE)	Ongoing	
		
Short Description (max. 200 words)		
<p>The project aims at producing audiobooks through digital tools. The project is developed in two parts, one concern the audio and graphic record of readings performed by the students. In addition to targeting the incentive to read through, the project aims to facilitate access to a wide range of texts to minority groups.</p>		
Objectives (General & Specific)		
<p>The project has two main objectives:</p> <ul style="list-style-type: none"> -To promote reading through diverse ways of reading; -To encourage the production and dissemination of audiobooks by schools and by students. 		
Description of Main Activities and Methods		
<p>The proposed activities aim at training reading skills, promote ways of reading, such as reading aloud, re-telling and interpreting texts, as well as develop projects on creating audiobooks in two distinct thematic areas (in accordance with the objectives of the PNL and Curricula standards): Oral Health and Nutrition; and The Oceans.</p>		
Results		
<p>The project was a success in schools. The children-produced audiobooks were released online by the school libraries, Visão magazine and on the PNL website.</p>		



The project is still running; therefore it is early to assess its real impact, especially in terms of evaluation of its potential for WEB 2.0 educational technologies.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

Fundamentally the idea of creation and dissemination of audiobooks through the web and other digital platforms by students for the promotion of reading; and the dissemination of these children's productions among other children with special educational needs. This peer to peer project and its involving children in the creation of content may be good starting points for LIRE 2.0.

Title	Caminho das Letras	
URL	http://www.planonacionaldeleitura.gov.pt/caminhodasletras/	
Funding Agency	Duration	
Ministry of Education /PNL	2008/2010	
Short Description (max. 200 words)		
<p>"O Caminho das Letras" is a pilot R&D project within the framework of reading to be used in the early stages of schooling. The project had as its main purpose the design of an interactive app to be made available online to the teaching of reading in schools. It promotes and sustains the autonomous reading of students through digital books, among other aims.</p>		
Objectives (General & Specific)		
<p>The project offers to students the possibility to explore an amazing universe of very appealing images, texts and sounds, which may awaken their curiosity for words and texts. The main objectives of the project are:</p> <ul style="list-style-type: none"> - to provide an interactive learning tool for reading and writing; -to give students a digital online tool to stimulate autonomous reading and writing; 		





- to give students, teachers and families the opportunity to experiment with reading digital books.
Description of Main Activities and Methods
<p>The interactive platform available on the WEB offers an integrated set of images, words and texts with which students interact to build their own reading pathways or be oriented in their reading.</p> <p>The tool offers possibilities for the development of several reading competences: autonomous reading; reading with parents and the family; practice reading in the classroom.</p>
Results
The WEB app was made available as an important support tool for teachers and learning supported by the National (Curricular) Plan for Teaching of Portuguese Mother Tongue (PNEP). It has been widely used in schools and in the family context of pupils for the practice of reading. Descriptions of teacher users show it be a motivating application for students that stimulates reading.
What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?
In the perspective of the Lire 2.0 this project highlights the relationship between learning and the training processes of reading through games and digital books. The games and interactive texts proposed may be a reference to the project LIRE 2.0.

Title	Portal das Escolas	
URL	https://www.portaldasescolas.pt/	
Funding Agency	Duration	
Ministry of Education	Ongoing	
Short Description (max. 200 words)		





The project Portal for Schools is an online platform of the General Direction of Education – Ministry of Education, through which the Resources and Educational Technology team ensures the management of digital educational resources created and made available by schools themselves (teachers and classes). It is a platform for sharing resources.

Objectives (General & Specific)

The main objectives of the portal are the sharing and use of digital educational resources teachers can create and make available on the Portal of educational resources.

The integration of the repository of digital educational resources Portal with the European Bank of Digital educational resources guarantees the access of schools to thousands of educational digital resources.

Description of Main Activities and Methods

The Portal of the schools is the reference site for schools and is the largest collaborative online network of education in Portugal. The Portal is intended for schools, educational communities of Basic Education and Secondary Education, including teachers, students and families.

Results

The schools Portal was created within the technological plan of education and is used by schools and by teachers. It plays a key role in sharing WEB 2.0 resources created by teachers and students. Is the largest collaborative online network of educational digital resources in Portugal.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

Within the framework of the Lire 2.0 Project, it is relevant to highlight this shared collaborative space that works as a repository of digital resources for use by schools, teachers, students and families, as well as explore how it may be further explored in the sense of purposeful networking that supports teachers and students in their learning and teaching.



Title	Books which became movies	
URL	http://www.biblionet.ro/upload/documents/document/24718/attachement/172166/Ghid%20adolescenti%20-%20Cluj.pdf	
Funding Agency	Duration	
"Octavian Goga" Cluj County Library	October 2012 – march 2013	
Short Description (max. 200 words)		
<p>The project <i>"Centres of excellence for facilities offered to teenagers and young people aged 14 to 25"</i> was conceived to help librarians to meet young people's needs and interest and, as a result, one of the outcomes of the project is a Good practices Guide for services and programmes dedicated to teenagers and young people.</p> <p>The guide includes a detailed description of the services and programmes dedicated to teenagers and young people which have been implemented by "Octavian Goga" Cluj County Library or other public libraries in Cluj County. One of these programs is "Books which became movies" which was offered to college students aged between 14 to 18.</p>		
Objectives (General & Specific)		
<p><i>"Books which became movies"</i> program aimed:</p> <ol style="list-style-type: none"> 1. to present a series of films based on literary works; 2. to make the students discuss about those literary works; 3. to develop the students capacities of identifying in a movie details which are related to the techniques of production, such as image, light, sound, scenery, motion, costumes etc. in order to stimulate their critical perception, the communication ability and the pleasure of reading by this type of media education. 		
Description of Main Activities and Methods		
<p><i>"Books which became movies"</i> program started from a very simple idea: developing the young people critical spirit regarding reading a literary text and also watching a movie.</p>		

This was the very reason why the organizers chose several movies based on novels in Romanian literature, which could be found among the obligatory texts in the Romanian literature curricula, considering these could also be possible items at the bacalaureate exam. While at Romanian literature classes the students learnt to analyze a literary text in a critical way, in several perspectives, they did the same with the movies so, through these movies, the organizers managed to develop certain debates novel vs. movie.

Preparations for the activities involved collaboration with college teachers and a student in Film and Television at University of Cluj. After choosing the movies, the most important parts in them were selected, considering the relevant parts in the movies from the novel perspective. The fragmentation of the movies was necessary in order to stress the most important elements which had to be pointed out.

The first effective activity in the program consisted in a visit to the library, which aimed to make the students familiar with the cinema techniques, so the participants learned about the beginnings of cinema, about types of movies. They also found out what is behind the screen, from the producer to sound engineers. At the end of the meeting the students were asked to form several teams and to make short movies on a subject they prefer.

The following three activities were similar and consisted in watching a set of sequences from a movie based on a novel, but they were asked to read the novel previously. Each sequence was discussed together a teacher and the discussion focused on the extent the movie director's approach respects the novel, how the characters are presented in the movie vs. the novel etc. The students could come closer to the literary text by means of the movie.

The fifth activity represented a Movie maker workshop, coordinated by a librarian and the students learnt how to paste photos, to add text, music or comments to the image and other facilities the application offers. The result of their work, the short movie, participated in a competition which represented the final activity in the program.

At the end of the program the students were asked to express their opinions about the activities and they manifested their pleasure of taking part in other similar projects.

Results

"Books which became movies" program was complementary to the educational process in school and within family. The impact of such a program is greater as it uses audio-

video resources which are carefully selected, in order to help young students to be more exigent in choosing the texts they read or the movies they watch.

Such a program can be used in other domains (history, sciences or ecology) by watching documentaries. The commentaries that follow watching the documentaries should be coordinated by a specialist.

This type of program helps school to move to the library and this is a way to encourage teenagers to read more. At the same time, this is an opportunity to show them that the library could be used as a place for socialization.

The cinema education stimulates critical learning and perception, the analyses and the debates on the emotions and topics triggered by watching a movie. The teenagers also learn how to use the movie as a support of their own creativity.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

This type of program which involves different materials and resources could be considered attractive by teenagers, as, in general, they are interested in new technologies such as the techniques involved in producing a movie, and they could associate reading novels with watching movies and discussing then about differences and specific features of the two art works.

The library involvement in the program may show teenage students that this is not only “a book storehouse”, but also a modern place, where it could be “cool” to spend their free time.

Title	DIGIFOLIO	
URL	http://www.biblionet.ro/upload/documents/document/24719/attachement/172173/Ghid%20copii%20-%20Brasov.pdf	
Funding Agency	Duration	
„George Barițiu” Brașov County Library	16 weeks	

Short Description (max. 200 words)

DIGIFOLIO program addresses to 8-14 aged children and to their teachers and it aims to develop multimedia skills and to improve knowledge about the way electronic portfolios are made. The main advantage of this program is that it does not teach students about computers, but about the way it is used to learn.

The method is “learning by doing” and it uses a free platform dedicated to education which is easy to use, intuitive. DIGIFOLIO can be implemented with limited resources in county libraries or in school libraries and it has a major impact for children, as it ensures access to different technological devices, the necessary knowledge to use them effectively and, support and advice in making the electronic portfolios, the possibility of sharing their performances.

Objectives (General & Specific)

DIGIFOLIO aimed :

1. to develop knowledge related to the way the electronic portfolios are made;
2. to develop children’s multimedia communication skills ;
3. to support developing and presenting the electronic portfolios made.

Description of Main Activities and Methods

1. Instructing children about the procedure of making the electronic portfolios. This activity may be organized as a quiz.
2. Opening the accounts on the administration system for electronic portfolios (Weebly). The librarian creates an account on the platform for each group, then the username and password are given to each student. Each student accesses his/her own work space by introducing the username and password, then realizes a message for the page “about”, using the *text* instrument.
3. Developing multimedia communication skills consists in: using the web 2.0 instruments for making the electronic portfolios - Voki; using the web 2.0 instruments for making the electronic portfolios – Prezi; using the video camera and digital recorder; using the photo camera and making a banner in Photoshop Elements; using the web 2.0 instruments for the electronic portfolios – Youtube; using the web 2.0 instruments for the electronic portfolios - Wikispace; using the scanner; using the graphic tablet.

4. Finalizing the electronic portfolio by integrating all the resulted objects within the project, saving and editing them in free access.
5. Making a presentation of the activities developed within the project by means of Glogster.
6. Making a video for promoting the program by means of an instrument called Animoto.

Results

The main features of the project are creativity and interactivity, so it had a major impact on every group involved in: students, librarians, teachers and even parents. Students became more and more eager to learn something new from the librarians at every meeting. The intense work, much information, many web 2.0 instruments presented, using and applying them the alert rhythm of work imposed by students became a real challenge for both librarians and teachers.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

The approach used in this program can be used in Lire2.0 because it ensures:

- students' access to different technological devices, the necessary knowledge for effectively using them, assistance in making the electronic portfolios, the possibility of valorization and sharing their performances;
- teachers' digital skills improvement and developing new competences, assistance for implementing new technologies in class;
- parents' opportunity to know and easily inform about their children's activity and performances.

Title Imago 2010
URL http://eacea.ec.europa.eu/llp/projects/public_parts/documents/comenius/acc_mes_final_report_2007/com_mp_142381_imago2010.pdf
Funding Agency
EU Comenius Project
Short Description (max. 200 words)
In the media age, children face reading literacy and visual literacy challenges even at pre-school and primary school age. The development of broad literacy skills, which go far beyond a purely text-based approach (e.g. critical and competent use of visual material, coding and decoding of pictures) would, therefore, appear necessary. However, school education has traditionally focused primarily on the acquisition of written language. The need for an "aesthetic literacy" remains mostly ignored. The early years are critical in the development of language and reading skills. Working with images is particularly appealing to children, promotes non-linear, lateral thinking and can motivate learning. Including (visual) literacy is particularly valuable in language learning programs for children from an immigrant background.
Objectives (General & Specific)
The main goal of this project was to develop and test a European-style curriculum for visual literacy for teachers and student teachers in pre-primary and primary schools. The purpose of this project was therefore to develop, test and evaluate new materials and curricula, where the use of symbols, images and texts can be practiced and shared. The materials aim to develop elementary visual skills, evoke interest in visual forms of expression, promote individual articulacy and help to advance verbal and non-verbal linguistic skills in the form of best-practice examples.
Description of Main Activities and Methods
Elementary and primary school teachers were given the necessary professional skills and trained in visual skills and level-of-learning diagnosis in training sequences and further training modules. The international comparison in the project gives some insight into

<p>cultural differences and visual communication. The reference to three different scripts (Latin, Cyrillic and Greek alphabets) makes this a particularly exciting project.</p>
<p>Results</p>
<p>The results of the project have been published for practicing teachers and it has been augmented by including publications for children. Articles intended for specialists and teacher trainers have also been published.</p>
<p>What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?</p>
<p>The project addressed aesthetic literacy, which is important because the visual presentation of a given text is very important in determining whether it will be read by students in the target group and whether the reader will suggest it to a peer. This aspect also applies to reading using ICT materials.</p>

Title	Let's Introduce a Book – The Little Prince	
URL	http://www.etwinning.net/en/pub/connect/browse_people_schools_and_pro/profile.cfm?f=2&l=en&n=43099 http://new-twinspace.etwinning.net/web/p43099/welcome http://ourlittleprince.wikispaces.com/01.Home	
Funding Agency	eTwinning	Duration
		2010-2012
Short Description (max. 200 words)		
<p>Three primary school classes worked together on turning a chosen book, 'The Little Prince' into a theatrical performances, slide presentations and comic books published on the Internet. To make the experience more real, pupils produced a Little Prince visit</p>		

<p>to their own country, presented it on stage and organized an exhibition about the project.</p>
<p>Objectives (General & Specific)</p>
<p>The pupils were 10-12 years old. The aims of the project were to motivate pupils to love reading, to help them improve their foreign language skills, to make contact with peers from other countries and to improve their computer, theatre, drawing, writing and speaking skills.</p>
<p>Description of Main Activities and Methods</p>
<p>Pupils use various techniques to design/draw scenes from the book. Pupils' drawings were then scanned, exchanged between the classes and printed. As part of the finale, pupils organized an exhibition in their schools. The slide presentations made by pupils in all the classes were put together in order to create a joint presentation. Similarly, all the videos from the theatre performances were merged to create a joint movie.</p>
<p>Results</p>
<p>The final presentation and comic were published on the Internet. To make the experience more real, pupils also produced a Little Prince visit to their own country, presented it on stage and organized an exhibition about the project. It encouraged collaboration between the classes in all phases of the execution. There were a variety of teaching methods used which were stimulating for the pupils.</p>
<p>What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?</p>
<p>The collaboration and the culmination in fun and stimulating activities, which included the active participation of the pupils. There were also several methods exploited, giving the range of pupils a choice to exploit their talents in the area where they felt most comfortable.</p>

Title	Lifelong Readers: A European Reading Promotion Framework for Primary School Librarians, Educators and Administrators	
URL	http://www.lifelongreaders.org/	
Funding Agency	Duration	
EU Comenius Multilateral project	2011-2013	
Short Description (max. 200 words)		
Lifelong Readers (LiRe) aimed to provide school librarians, teachers, and administrators with guidance and tools for encouraging children aged 6-12 to develop lifelong reading habits. Because low levels of young Europeans' literacy skills have been repeatedly documented, the EU emphasizes and encourages the need for lifelong learning. Lifelong reading goes hand-in-hand with lifelong learning.		
Objectives (General & Specific)		
LiRe collected, developed, and exchanged good practices for promoting the joy of reading, building reading communities, and sustaining reading cultures. As only a small number of EU member states have achieved good results in the field and have produced innovative reading promotion products and processes, the project, via pertinent and concrete European cooperation, aimed to benefit reading education and improve the training of school librarians, educators and administrators across the EU. Another aim was to initiate change by implementing reading promotion programmes in all participating countries.		
Description of Main Activities and Methods		
To achieve these aims, the LiRe project built a reading promotion framework which featured: (i) Summary descriptions of successful reading promotion programs; (ii) Principles, strategies and approaches for promoting the joy of reading, building reading communities, and sustaining reading cultures; (iii) An extensive collection of reading promotion actions, grouped under such categories such as Reading Promotion through Play/ ICT/ Volunteerism/ Awards/ the Arts; (iv) An annotated catalogue of relevant sources and resources; (v) Reading promotion evaluation tools.		
Results		



The LiRe Training Modules addressed the reading promotion training of teachers, school librarians, and administrators. The material was piloted, implemented and the results were disseminated by all partners.

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

There are many parallels between the LiRe1.0 program and LiRe2.0. The initial program touched upon reading promotion through ICT skills and it addressed a target audience of approximately the same age range as the LiRe2.0 project, though it was more limited.

Title	Bookraft	
URL	http://www.etwinning.net/en/pub/connect/browse_people_schools_and_profile.cf http://new-twinspace.etwinning.net/web/p28256/welcome http://etwinningbookraft.blogspot.be/	
Funding Agency	Duration	
eTwinning	2010-2011	
Short Description (max. 200 words)		
<p>In this project, school librarians cooperated with teachers in Poland, Cyprus and Greece to enhance pupils' enjoyment of books through crafts and creative activities. The pupil age range was between 11-17 years of age.</p>		
Objectives (General & Specific)		



<p>The project aimed to encourage reading pleasure through a variety of creative activities and crafts, to teach library services and media education through e-Twinning, to apply peer education on the teacher level, as well as on a student level, to make the libraries more interesting and attractive and to make the pupils "library ambassadors."</p>
<p>Description of Main Activities and Methods</p>
<p>A number of subject areas, including cross-curricular areas, were considered in this project: Drama, History of Culture, Informatics / ICT, Language and Literature, Media Education and Music. The activities were conducted in Greek and English. Among the tools used were: audio conferencing, chat, e-mail, forums, mp3 recordings and other software (PowerPoint, video, pictures and drawings), Video conferencing, Virtual learning environments (communities, virtual classes) and web publishing.</p>
<p>Results</p>
<p>The result was the creation of a common blog with all the pupils' work. In addition, because of the display of the student's crafts related to the books, the libraries became more interesting and attractive. Pupils successfully collaborated across many subject areas and learning platforms, thus broadening their educational experience.</p>
<p>What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?</p>
<p>Factors which LiRe2 can benefit from include the cooperation between schools, the engagement of pupils in cross-curricular subject areas and the use a variety of ICT tools to finalize and 'publish' their projects.</p>

Title	Young Poets Society	
URL	http://www.etwinning.net/en/pub/connect/browse_people_schools_and_pro/profile.cfm?f=2&l=en&n=35771 http://new-twinspace.etwinning.net/web/p35771/welcome	
Funding Agency	Duration	
eTwinning	2010-2011	



<p>Short Description (max. 200 words)</p>
<p>Poetry can motivate students and present a wide range of learning opportunities. Through the “Young Poets Society” project, students aged 12-15 from three different countries selected and exchanged poems by great poets of their countries, explored their characteristics. They then cooperated with each other in an effort to write their own poems using various structures and styles.</p>
<p>Objectives (General & Specific)</p>
<p>Therefore, the project aimed to introduce students to the world of poetry and to learn to read many different styles of poetry. In addition, they were required to work collaboratively and communicate with each other, share ideas and concerns, and discover ways in which the pupils themselves share common characteristics with the students from other countries, using poetry as the means for self-expression and self-realization. Furthermore it aimed to motivate students to improve their use of the English language through reading and writing poetry and reinforce their grammar, vocabulary skills, creativity and development of their imagination.</p>
<p>Description of Main Activities and Methods</p>
<p>The ‘Young Poets’ wrote their own poems using various structures and styles (haiku, cinquain, quatrain, sensory-emotion poems, couplets, diamonte poems, limericks, shape poems, tanka, ballad, and free verse). All these poems were accompanied by illustrations made by the students themselves. Their combined work was incorporated into an e-book under the title "Young Poets Society: Collection of Poems". Students also use their poems creatively to make their own video or audio files, dramatize them or make them into songs. The resulting material was hosted in a blog specially designed for this project.</p>
<p>Results</p>
<p>The students successfully completed the project. In the process they became acquainted with the different types of poetry through the hands-on approach afforded them by the project, and rounded up the effort through digital means. A blog was also created. There was the added benefit of using a language that was not their native tongue, to communicate.</p>



What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

The collaboration with students from other schools and other countries is a main motivating factor as is using ICT tools. It is a good idea to have as a project finale an activity that the students select and which will necessitate the use of technology.



Title	XANADU. Persistent readers' community	
URL	http://www.progettoxanadu.it	
Funding Agency	Duration	
Hamelin Cultural Association - Bologna Library 'Sala borsa' Kids University of Bologna -Facultyof Education Sciences	From 2004	
Short Description (max. 200 words)		
<p>Xanadu is a reading promoting project dedicated to teenagers, which expands within a year in a already rooted and continuously growing network of schools and libraries. Its intention is to create an interactive community of teenagers who confront and interact to each other, starting from their own experience of reading and cultural consumption through a close dialogue among various parlanges: books, films, comics, music, video games, the Internet and new technologies. It proposes a competition based on a bibliography on a specific topic.</p> <p>Xanadu website becomes an active place of exchanges and debates. The winner of the competition is not a reader or a class but the book that kids loved the most, which is celebrated at the end of the year during a meeting with writers, musicians and experts.</p>		
Objectives (General &Specific)		
<ul style="list-style-type: none"> - to create a project that promotes reading among teenagers; - to supply new stimulus and means to help kids in their course of growth and individual identity development; - to develop critical skill and personal opinion, to learn how to 'read' themselves and reality; - to stimulate different cognitive capacities which give the opportunity to read and understand different parlanges; 		

<p>- to renovate the book property of the Italian libraries.</p>
<p>Description of Main Activities and Methods</p>
<p>The project creates two complementary routes, one for the kids and the other one for the librarians, teachers and educators.</p> <p>Activity for kids:</p> <ul style="list-style-type: none"> - literature workshops; - contests to determine the most loved stories; - comparison through new media; - multidisciplinary routes (novels, short stories, poems, music, comics, movies and virtual reality); -meetings with authors; - the ideal library (the ‘permanent bookshelf’ in the Internet with the books most voted by the kids). <p>Activity for teachers, librarians and educators:</p> <ul style="list-style-type: none"> - training courses; - conferences and study days; - independent work groups which interact online.
<p>Results</p>
<p>11 editions</p> <p>50.000 kid participants</p> <p>Over 1,000 class participants</p> <p>Over 700 titles among the most interesting classical and contemporary literature</p> <p>3,778,521 visualizations of the site of Xanadu</p> <p>Prize 2007 for the best book and literature promoting project of the Ministry of Cultural Assets and Activities – Book and Reading Centre</p>

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

Ideas and activities of the above project that can be used for the LiRe 2.0 project:

- creating a community of kids and literature promoters who confront and dialog with each other personally or online;
- creating a website that gathers the 'ideal library' with the books most voted by the kids, with close examination files;
- using the Xanadu training methods for reading promoters through courses and seminars, dialogues between school and library networks, by means of the ICT.

Title	Multimedia and reading	
URL	http://www.trovarsinrete.org	
Funding Agency	Duration	
Public and Multimedia Libraries of SettimoTorinese	Since 2000	
Short Description (max. 200 words)		
The project involves kids and students of the local schools in routes that stretch among books and multimedia technologies, suggesting that the new tools are not a menace to books and reading, but they construct an enormous access opportunity to the informative and cultural resources; moreover, they allow the creation of a community sharing the same interests, as well as provide with a place to publish or promote personal ideas and researches.		
Objectives (General & Specific)		
<ul style="list-style-type: none"> - to promote Internet and multimedia access as the appropriation of a new culture; - to encourage integration among the new media and the traditional communication tools; - to detect the most appropriate multimedia forms in order to promote reading; 		



- to establish a connection between the multimedia and the rest of the expressive activities, exploiting creative potentiality;
- to develop learning methods and the use of new technologies in ludico-creative forms;

Description of Main Activities and Methods

- reading workshops in every school;
- multimedia workshops;
- experimental focus group, constructed by teachers, librarians, communication experts to organize the online learning community;
- web connection among all the schools involved in the project;
- establishment of a scholarship reserved for graduates in Communication Sciences for the research on the transformations of reading and writing induced by multimedia technologies;
- cultural and technologic training for teachers;
- creation of a shared website, forums and onlines debates groups
- narrating and surfing: kids and adults gather the memories of the city;
- online game;
- blog (online journal)

Results

Promoting a multimedia and interdisciplinary approach to reading

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

- creating reading and writing workshops in schools, provided with paper and digital narrative texts, updated annually;
- creating a forum as a functional place for a group of readers which includes authors, readers, reading promoters;
- developing reading, net surfing and writing projects about local stories to learn and transmit the memories of the territories of belonging.



Title	#ioleggoperché, April 23 rd International Book Day	
URL	http://www.ioleggoperche.it/it/home/	
Funding Agency		Duration
AIE: ItalianEditors' Association		February, 9th 2015 - April 23 rd 2015
Short Description (max. 200 words)		
240 thousand books have been trusted to thousands of zealous readers: the Messengers, who, in their turns, will entrust the books to as many readers as they can reach. The Messengers will meet the people to whom entrust the books at schools, at universities, at workplaces, on local trains, in libraries and in bookshops.		
Objectives (General & Specific)		
A national campaign aimed to promote the act of reading as a viral one.		
Description of Main Activities and Methods		
250000 copies of printed books have been freely distributed by the reading messengers ioleggoperché website has become the means of encounters of all the activities connected with reading which have been organised by the messengers during the 3-months lasting campaign		
Results		
Interest raised on reading as a social activity.		
What parts of this program or ideas derived from it can be adapted for the LiRe 2.0project?		
- creating a web and social platform, through which sharing reading tools, events and activities, as well as create actual contacts among strong and either weak or reluctant readers.		

Title	<i>Le parole tra noi leggere</i> [The light words between us], by Gargano Trifone	
URL	http://forum.indire.it/repository/working/export/6554/index.html	
Funding Agency	Duration	
INDIRE - <i>Istituto Nazionale Documentazione Innovazione Ricerca Educativa</i> [Italian National Institute for Documentation, Innovation and Education Research]	From 2015 to the present	
Short Description (max. 200 words)		
<p>Reflections on the new aspects of reading introduced by the various digital devices, and the differences between these and the traditional book-form</p> <p>The teaching course introduces the teacher to the new forms of digital textuality and, therefore, to the tools and apps that the prosumer – producer and consumer student – finds and uses in a social and collaborative environment.</p> <p>Online reading implies the existence of a reader who makes choices, within the context of "possibilities" for expansion, junctions and decisions prepared by the author.</p> <p>Some web 2.0 software also encourages collaborative (or collective) writing experiences, as do the social network platforms.</p>		
Objectives (General & Specific)		
<p>The project includes two parallel and complementary paths, one aimed at teachers and the other at students.</p> <p>Objectives for the teachers:</p> <ul style="list-style-type: none"> • Using ICTs, to help students engage in written and transmitted production, both in terms of communicative intentions and the characteristics of the text <p>Objectives for the students:</p> <ul style="list-style-type: none"> • To pay attention to the forms of video-writing and multimedia communication. 		



- To use ICTs to produced significant texts in both rigid and flexible form.
- To use ICTs in a cooperative and collaborative way.

Description of Main Activities and Methods

The activities use visual and multimedia communication tools in reference to the expressive strategies and technical tools of online communication.

- Phase 1 involves watching two videos, each just a few minutes long, on the innovations brought about by web 2.0 and on the need to protect one's own privacy/online security.
- Phases 2 and 3 offer workshop ideas to use in class.

Activities for the young people:

- Read hypertextual/transmedia stories online
- This will not only change their method of reading, but also the style (and quality) of their writing.
- A series of reflections of traditional writing and hypertextual writing

Results

- The project was made available to more than 200 schools within the four *Convergence Objective Regions*;
- The project was included in a rich INDIRE Repository of materials, andtrialled and validated for education and classroom-based work in relation to basic disciplines and teaching technologies

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

Ideas and activities that can be used for LiRe 2.0:

- to create an interactive community of children and promoters of reading, who interact and engage in discussions in-person and online;
- to increase levels of collaborative and collective reading and writing, with texts "deposited" online (cloud, wiki, blog)



Title	<i>Le scritte del mito: la figura di Ulisse nel tempo</i> [Writing the myth: the figure of Ulysses over time] by Donatella Vignola	
URL	http://forum.indire.it/repository/working/export/6142/	
Funding Agency	Duration	
INDIRE - <i>Istituto Nazionale Documentazione Innovazione Ricerca Educativa</i> [Italian National Institute for Documentation, Innovation and Education Research]	From 2015 to the present	
Short Description (max. 200 words)		
<p>A course on the persistence of the myth of Ulysses, from Homer to the present day, throughout Western literature, and in texts of various genres and with various codes (including in mixed form: words to music, words and images).</p> <p>A series of activities ranging from webquest to cooperative learning to reading, and textual, individual and collective cooperation.</p>		
Objectives (General & Specific)		
<ul style="list-style-type: none"> • To learn how to read and interrogate a text online • To perform an analytic reading • To perform an intratextual reading 		
Description of Main Activities and Methods		
<p>Through collaborative learning techniques, students are guided in "learning through doing" and reading a "text", including image-based texts, according to their various points of intersection and levels.</p> <p>Readers experience the polysemy of the text and the role that each reader's experience has in their interpretation.</p> <p>The end of the course includes individual genre and mixed code (video + text) productions, which take account of the various reading interpretations.</p>		

Results
<ul style="list-style-type: none"> • The project was made available to more than 500 teachers in more than 200 schools within the four <i>Convergence Objective Regions</i>; • The project was included in the INDIRE Repository, which collects materials trialled and validated by selected tutors, and has been used for in-class education and work in relation to basic disciplines and teaching technologies
What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?
<p>Ideas and activities that can be used for LiRe 2.0 include:</p> <ul style="list-style-type: none"> • placing great emphasis on the centrality of the text in relation to the centrality of the reader • turning a literary text into a powerful cognitive tool, capable of making sense of human actions and interactions, but also of negotiating the social role and identity of adolescents

Title	<i>"Non t'inganni l'apparenza delle scorciatoie": massime, aforismi, epigrammi, enigmi</i> ["Don't be fooled by the appearance of shortcuts": maxims, aphorisms, epigrams, enigmas] by Cristina Nesi	
URL	http://forum.indire.it/repository/working/export/6617/	
Funding Agency	Duration	
INDIRE - <i>Istituto Nazionale Documentazione Innovazione Ricerca Educativa</i> [Italian National Institute for Documentation, Innovation and Education Research]	From 2015 to today	
Short Description (max. 200 words)		

Reflection on the mode of transmission of a message (from wax tablets to smartphones) as an essential element in the specificity of communication.

The course delves into the use of the short form, central to social, smart and, in general, web 2.0 communication.

Objectives (General & Specific)

The project includes two parallel and complementary paths, one aimed at teachers and the other at students.

General objectives

- Improve communicative skills through *short forms*
- Develop short form textual comprehension and production skills

Objectives for the teachers

- Introduce students to, and encourage them to use, the linguistic structures of *short forms* and present their evolution over time.

Objectives for the students

- Read and write ancient and modern types of *short forms*.
- Use all *short form* literary techniques to write more incisively and effectively from a communicative perspective, including on social networks and smartphones.

Description of Main Activities and Methods

- The activities use visual and multimedia communication tools with regard to the expressive strategies of the text.
- The introductory stages draw on the recurrent sections of text to explain the formal continuities that differentiate a maxim from an aphorism, an ancient aphorism from a modern one, and an epigram from an enigma.
- The aim is to entertain through reading and writing workshops on double meaning, word play games and creating enigmas
- The course also aims to encourage teachers to reflect on the reading of short forms through questionnaires, and asks them to present their reflections in the form of an epigram

- The activities aim to reveal the great richness of meaning of *short forms* (aphorisms, epigrams, enigmas), which relies, in part, on the reader's intuition and interpretation.

Results

- The project was made available to more than 200 schools within the four *Convergence Objective Regions*;
- The project was included in the INDIRE Repository of materials trialled and validated for in-class education and work in relation to basic disciplines and teaching technologies
- The project was included in the INDIRE Repository of materials selected for use in training newly-hired teachers

What parts of this program or ideas derived from it can be adapted for the LiRe 2.0 project?

Ideas and activities that can be used for LiRe 2.0 include:

- increasing the number of reading and writing workshops focusing on *short forms* such as maxims, aphorisms, epigrams, enigmas
- Creating a community of young people capable of interacting online, using epigrams, in particular, which Foscolo describes as "verses of conversation", making the students capable of using irony in an effective way.