



## PROFESSIONAL PRESENTATIONS

The National Centre for Reading offers professional presentations in various fields, all of which are mentioned below.

Contact the head of The National Centre for Reading, Lene Storgaard Brok, by email - [lsb@ucc.dk](mailto:lsb@ucc.dk) - if you wish to book a professional presentation.

### **Reading and writing in day-care institutions**

Vocabulary - an essential factor in the development of literacy. One of the most important conditions for the development of reading and writing is an extensive vocabulary. How can home, day care and school generate language-based environments that contribute to the development of children's vocabularies?

### **Reading and writing in primary and secondary school**

The School Reform of 2015.

The new Danish School Reform will improve Danish primary and secondary schools. It is a response to the challenges that the previous school system faced. But if the School Reform is the answer, then what is the question? And how can the answer - the School Reform, that is - be transformed into a new improved practice at schools?

### **Innovation and Danish**

This presentation discusses and exemplifies how innovation-pedagogy can be thought of in relation to simplified common objectives in the pre-preparatory classes. The objective is to create intelligent, motivated pupils, who will achieve core Danish-speaking abilities in a whole new way.

### **Children's multimodal texts**

Children are in fact text creators in their spare time, as well as in school. How can teachers and other professionals help support text production with specific evaluation strategies?

### **Didactics of writing at the intermediate stage in all subjects**

Pupils learn through writing in all subjects, while also becoming increasingly skilled writers through teachers developing aims for their writing - writing orders, modelling and response - and through creating a distinct learning environment.





### **Didactics of writing and technological understanding as culture-changing processes in teaching**

More and more municipalities and schools are purchasing new digital technologies, such as computers, iPads and interactive whiteboards. The technologists are creating new didactic opportunities while simultaneously closing down others. This has an influence on teachers' day-to-day work and the learning environment.

### **Literacy: reading and writing activities as integrated learning processes**

Reading and writing play a big part in school subjects. However, there is a tradition of organising these abilities into separate courses. But reading and writing are interconnected and integrated in learning processes that improve literacy.

### **Literacy - a new concept in the Danish language**

During the past ten years, literacy has entered the educational lingo. The term derives from the English-speaking world. But what does it imply and what view on education does it entail in relation to older terms, such as 'writing', 'reading' and 'language acquisition'?

### **Literacy in Ontario**

The Canadian province, Ontario, is the main inspiration for the new Danish School Reform. In Ontario, literacy is a subject taught from pre-school through to the eighth grade, and literacy is also incorporated in all other subjects. How do they put it into practice, and which didactic strategies are at the root of it?

### **Reading and writing in post-secondary education**

Pupils receiving feedback for their written work is beneficial, but whether the effects are either positive or negative depends on form, time and the author's ability to use the feedback. How do you organise writing processes with optimal benefit for the pupil?

### **Integration of homework and reading**

What happens when you stop giving your pupils homework and incorporate all reading in your classes instead? There are many cases where it has proved successful, but at the same time, it is a tough didactic nut to crack.

### **Restructured written communication at upper secondary level**

Good writers are clever at structuring their work processes. The traditional written paper practice works against this. Along with the new demands for a restructured period of training, an opportunity arises to nurture pupils' process abilities, thereby turning them into better writers.





### **Reading in one's own time**

Love of reading forms the basis for able readers, and many libraries and schools are now putting initiatives into effect with the purpose of encouraging interest in reading among children. But what do the children with no interest in reading - and the children that do - think about the initiatives? And how can we improve the initiatives?

### **Reading and not reading**

Many quantitative studies of reading habits have been carried out, but not many qualitative ones. Go beyond the general statistics and learn what those grown-ups who do not read think of reading.

