



PROFESSIONAL PRESENTATIONS

The National Centre for Reading offers professional presentations in various fields. Summaries of each of these can be found below. Contact the head of The National Centre for Reading, Anna Karlskov Skyggebjerg, by email - aks@kp.dk - if you wish to book a professional presentation.

Reading and writing in day-care institutions

Vocabulary is 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 - 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 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 technologies 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, but there is a tradition of organising these abilities into separate courses. However, reading and writing are interconnected and integrated in learning processes that improve literacy.

Literacy - a new concept in the Danish language

Over the past ten years, literacy has entered the educational vocabulary. 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.

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 have an interest - think about the initiatives? And how can we improve the initiatives?

