



2nd Literacy Summit | Cologne

March 10th-12th, 2025

Time	Monday, March 10 th	Tuesday, March 11 th	Wednesday, March 12 th
9:30 – 10:00			
10:00 – 11:00	Opening Ceremony <i>With musical moment</i>	4 parallel sessions	4 parallel sessions
11:00	Coffee Break	Coffee Break	Coffee Break
11:30 – 12:30	Liliana Tolchinsky Keynote	Nicole Marx Keynote	Kausalai Wijekumar Keynote
12:30 – 14:00	Lunch	Lunch	Lunch
13:00 – 14:00	Posters discussion	Posters discussion	Posters discussion
14:00 – 15:30	4 parallel sessions	4 parallel sessions	4 parallel sessions
15:30	Coffee Break	Coffee Break	Coffee Break
16:00 – 17:30	4 parallel sessions	4 parallel sessions	4 parallel sessions
17:45 – 19:00	Honor Committee RoundTable	General Assembly	Closing Session
19:00	Welcoming Reception	Conference Dinner	



UNIVERSITÄT
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U. PORTO
FACULDADE DE PSICOLOGIA
E DE CIÊNCIAS DA EDUCAÇÃO
UNIVERSIDADE DO PORTO

Monday, March 10th
10h00

10h00	<p style="text-align: center;">Opening Ceremony</p> <p style="text-align: center;">Stefan Grohé, Dean of the Faculty of Arts and Humanities, University of Cologne</p> <p style="text-align: center;"><i>Verena Carballosa Diaz, Benjamin Boone: "Malaysian Rain Forest" out of Rafflesia, Colossal Flower of the Rain Forest</i></p> <p style="text-align: center;">Rui A. Alves, ELN coordinator, University of Porto</p> <p style="text-align: center;"><i>Verena Carballosa Diaz, Jaime M. Zenamon: "Dos Palomitas und Llama" out of Páginas del Altiplano</i></p> <p style="text-align: center;">Esther Breuer, ELN Summit manager, University of Cologne</p> <p style="text-align: center;"><i>Verena Carballosa Diaz, Nicole Chamberlain: „Flexion“ for Altoflute Solo</i></p> <p style="text-align: center;">A2 (105 - Hörsaalgebäude)</p>
11h00	<p style="text-align: center;">Coffee Break Hall</p>
11h30	<p style="text-align: center;">Keynote</p> <p style="text-align: center;">Liliana Tolchinsky, University of Barcelona</p> <p style="text-align: center;">Growing into text literacy A2 (105 - Hörsaalgebäude), Chair Rui Alves</p>
12h00	<p style="text-align: center;">Lunch Location</p>
13h00	<p style="text-align: center;">Poster discussion Tagungsraum</p>

Monday, March 10
14h00

14h00	Symposium <i>Room S11</i> Chair: Gustaf Skar	Individual Papers <i>Room S12</i> Chair: Iris Vansteelandt	Best Practices <i>Room S14</i> Chair: Karl-Heinz Pogner	Individual Papers <i>Room S15</i> Chair: Karin Landerl
	<p style="text-align: center;">A.I. and the Teaching of Writing</p> <p style="text-align: center;">Skar, Jeffrey, Graham Teacher Use and Beliefs about A.I. and Writing Instruction</p> <p style="text-align: center;">Graham, Andersen Bueie, Skar Student Use and Beliefs about A.I. and Writing</p> <p style="text-align: center;">Wijekumar, Williams, McKeown Large Language Model Holistic Scoring for Persuasive Essays from Elementary Students</p> <p style="text-align: center;">Scherer, Graham, Busse The Effects of A.I. Algorithmic Feedback on Students' Writing: A meta-analysis</p>	<p style="text-align: center;">Gosse, Van Reybroeck Children with dyslexia significantly improved their handwriting legibility and word-spelling performance (...)</p> <p style="text-align: center;">Alves Martins, Albuquerque, Salvador Mediating invented spelling group activities in preschool</p> <p style="text-align: center;">Weth, Dording, Ugen Training effects of syntactic word spelling in French and German: A cluster analysis of primary school students</p> <p style="text-align: center;">von Koss Torkildsen, Falck, Kristensen Enhancing Vocabulary Learning with Captain Morph: A Single Player and Multiplayer Morphology App</p> <p style="text-align: center;">Peti-Stantic (video) Raising skilled readers: The role of depth and breadth of abstract vocabulary</p>	<p style="text-align: center;">Khan (video) Multisensory Structured Literacy Curriculum for Grades K-2</p> <p style="text-align: center;">Gade Enhancing writing quality and motivation in digital cooperative learning settings (...)</p> <p style="text-align: center;">Araujo Writing purposes: reporting on social writing experiences</p> <p style="text-align: center;">Araujo, Martins, Osório Permane(ce): The writing community of and for society</p> <p style="text-align: center;">Sharma (video) Innovative Program: Dual qualification in English as an additional language (EAL)</p>	<p style="text-align: center;">Decraene, Montero Perez, Van Keer Exploring Vocabulary Acquisition in Emergent Bilingual Children: A Comparative Study of Three (...)</p> <p style="text-align: center;">Kika, Shabani, Hoxha, Kastrati, Januzi, Rama, Hyseni Phonological awareness and pre literacy skills of children bilingual age 5-7 years in Kosovo</p> <p style="text-align: center;">Lockiewicz Dyslexia as a risk factor for English as a Foreign Language Learning</p> <p style="text-align: center;">Foerster, Aboamer Meaning Making in Everyday Literacy Practices of Low Literate Adult Migrants with L1 Arabic and (...)</p> <p style="text-align: center;">Bosch, Aalberse, Rispens, Rock, Tijms Exploring teenagers' perspectives on multilingual literacy through heritage language book clubs</p>
15h30	Coffee Break <i>Hall</i>			

Monday, March 10
16h00

16h00	Symposium <i>Room S11</i> Chair: Lenka Krejcova	Round table <i>Room S12</i> Chair: Anabela Malpique	Individual Papers <i>Room S14</i> Chair: Mónica Broido	Individual Papers <i>Room S15</i> Chair: Fien De Smedt
	<p>Empowering Struggling Readers through Digital Tools: Building Communities of Practice</p> <p>Tijms, Ghesquière, McCauley The developmental pathway from novice to fluent readers: individual differences and the potential (...)</p> <p>Krejcova, Ghesquière, Tijms, McCauley The use of digital tools to support pupils with reading difficulties</p> <p>Ward, McCauley, Tordoir Recent Developments in Educational Technologies (EdTech) for Differentiated Reading Instruction (...)</p> <p>McCauley, Ward, Ghesquière, Krejcova Communities of Practice as a means for the adoption and sustained implementation of digital reading (...)</p> <p>Gabriela Malkova Discussant</p>	<p>Soeiro, Khan, Olujic, Kika, A. J. Leijen Plain Literacy: A New Journal for the European Literacy Network</p>	<p>Ahmed, Cheek AI-Driven Risk Assessment for Learning Disabilities in English and Spanish-Speaking Children</p> <p>Urban, Urban, Lukavský The Role of Human-AI Collaboration in Writing: Insights from Student Interactions with ChatGPT</p> <p>Lu The adoption of Artificial Intelligence (AI) technologies in early childhood centres: From theory to practice</p> <p>Kruse Finding the next word: What LLMs Can Teach us about Human Writing</p>	<p>Vansteelandt, Hebbrecht, Van Keer, Decraene Fostering in-service teachers' interactive book reading competencies: How a hybrid (...)</p> <p>Werbrouck, Van Keer Magic in the Making: The Impact of Professional Development on Flemish Prevocational Teachers</p> <p>Alonso-Cortés Fradejas, Sánchez Rodríguez Documenting reference practices for learning to write in Primary Education</p> <p>Whitehouse Professional literacy: the key to successful communication in a society based on the division of labour</p> <p>Konstantinidou, Liste Lamas Understanding and Enhancing Literacy Skills in Vocational Education and Training</p>
17h45	Honor Committee Round Table <i>A2 (105 - Hörsaalgebäude) Chair Yusra Ahmed</i>			
19h00	Welcoming Reception			

Tuesday, March 11th

9h30

9h30	Symposium <i>Room S11</i> Chair: Constanze Weth	Best practices <i>Room S12</i> Chair: Siibylle Hurschler	Individual Papers <i>Room S14</i> Chair: Naymé Salas	Best Practices <i>Room S15</i> Chair: Lisa Paleczek
	<p>Visible morphology as a resource for reading and spelling acquisition: (...)</p> <p>Fuhrhop, Weth, Szczepaniak The dependency of word spelling and syntax: The noun phrase in French and German and other languages</p> <p>Bangel, Müller, Hess, Weth The use of visible morphology for learning to write: Opportunities and limitations</p> <p>Wagener, Belke "Alle andere Schafe [...] tragt auf Löwe": Developmental pathways in acquiring German nominal inflectional (...)</p> <p>Hänel-Faulhaber, Wienholz, Herrmann Visual statistical learning and its impact on literacy in deaf and hard-of-hearing children</p> <p>Stefan Hess Discussant</p>	<p>Hurschler, Lichtsteiner Improving Transcription Skills: Digital Baseline Measurements of Handwriting and Spelling in Single Case Studies</p> <p>Khan (video) Structured spelling curriculum in primary school</p> <p>Gahshan-Haddad, Weintraub Effect of the 'Word Processing and Typing Instructional Program' (WoTIP) in enhancing fourth grade students'(...)</p>	<p>Jiménez, Balade Validating the "Not So Simple View of Writing" Model in Spanish Shallow Orthography (...)</p> <p>Álvarez-Moreno, Fidalgo, Torrance Componential analysis of handwriting, spelling and planning instruction trough ICT.</p> <p>Skalová Pražáková, Špačková, Kucharská Key Indicators Of The Difficulties Specific To The Development Of Arithmetic Skills</p> <p>Stellakis Discovering written world: Children's text in role play context</p> <p>Abín, Garmen, Cerezo, Méndez-Freije, Rodríguez APPrendeRTi: Design and Implementation of an APP to Assess and Intervene in (...)</p>	<p>Soeiro, Parreiral, Patrão Letras Prá Vida project transforming Portugal literacy landscape</p> <p>John, Soeiro Life, Love, Loss and Literacy: The Learner Literacy Narratives Project</p> <p>Bekar, Maleska, Petrova Improving Functional Literacy in N. Macedonia: A Unique Collaboration between Elementary, Secondary (...)</p> <p>Alonso-Cortés Fradejas Practice profiles and effective practices for the initial learning of writing</p> <p>Delgado Enhancing Critical Literacy Skills through Structured Cognitive Strategies</p>
11h00	Coffee Break <i>Hall</i>			
11h30	Keynote Nicole Marx, University of Cologne Transversal Writing Skills, Transfer of Writing Skills. Empirical and Pedagogical Approaches to Exploring Plurilingual Writing Development <i>A2 (105 - Hörsaalgebäude), Chair Matthias Grünke</i>			
12h30	Lunch <i>Location</i>			
13h00	Poster discussion <i>Tagungsraum</i>			

Tuesday, March 11th
14h00

14h00	Symposium <i>Room S11</i> Chair: Klara Špačková	App demos <i>Room S12</i> Chair: Pablo Delgado	Individual Papers <i>Room S14</i> Chair: Marta Łockiewicz	Individual Papers <i>Room S15</i> Chair: Liana Konstantinidou
	<p>Text comprehension and its assessment symposium</p> <p>Urban, Kodadová, Zápotočná Assessing reading comprehension in first graders: Insights from free recall and multiple-choice tests</p> <p>Špačková, Kucharská, Chvál Reading comprehension diagnostics in relation to comprehension (...)</p> <p>Presslerová, Sotáková Screening of environmental and self-evaluative influences on the development of reading (...)</p> <p>Kučerová, Jindrová, Kucharská Reading methods – performance differences in the PorTex test battery</p> <p style="text-align: center;">Kamila Urban Discussant</p>	<p>Broido Data visualization for text analysis</p> <p>Pasarin-Lavin Enhancing Executive Functions in Early RTI Models: A Neuropsychological Approach(...)</p> <p>Abín Using Digital Tools to Improve Reading Skills in Early RTi Models</p> <p>von Koss Torkildsen The Captain Morph vocabulary app – singleplayer and multiplayer modes</p> <p>Hess, Nottbusch, Torrance GetWrite for iPads (with Pencil)</p>	<p>Sánchez-Rodríguez, Santolària-Òrrios Development of written production and learning of grammar with 6 to 8 year-olds through (...)</p> <p>Cadime, Cruz, Rodrigues, Alves (vídeo) Promoting emergent literacy skills in preschool using a digital tool</p> <p>Gutiérrez, Siebert, Zegers, Yan, Durán, Catts, Petscher, Tempini (video) Early Literacy Measures: A Comparative Study of Bilingual English-Learners (...)</p> <p>Malpique, Dass, Pino Pasternak Early primary students' attitudes towards paper and computer-based writing: A mixed-methods study</p>	<p>Doroholschi, Băniceru, Bercuci “A more mature type of thinking”: Constructions of authorial identity in LLM- and student-produced (...)</p> <p>Pogner, Ankersborg Master Thesis writing and student-centred supervising in Danish / Scandinavian Higher Education</p>
15h30	<p>Coffee Break <i>Hall</i></p>			

Tuesday, March 11th

16h00

16h00	<p>Symposium <i>Room S11</i></p> <p>Chair: Markéta Caravolas</p>	<p>Symposium <i>Room S12</i></p> <p>Chair: José Pedro Amorim</p>	<p>Individual Papers <i>Room S14</i></p> <p>Chair: Janne von Koss Torkildsen</p>	<p>Individual Papers <i>Room S15</i></p> <p>Chair: Penelope Collins</p>
	<p>Literacy Testing Across Languages with the Multi-language Assessment Battery of Early Literacy: Insights from Research and Practice</p> <p>Caravolas, Mikulajová, Defior, Málková, Vale, Castro, Szczerbinski, Ewert, Kishchak On the creation of directly comparable assessments of early literacy skills: Insights from the MABEL tool</p> <p>Málková, Mikulajová, Defior, Caravolas A field survey of the MABEL tool in practice: Insights from clinical and educational professionals in (...)</p> <p>Castro, Vale, Mesquita, Correia, Caravolas How Letter Knowledge Paves the Way to Reading Ability: A Longitudinal Study with the Portuguese Version (...)</p> <p>Kishchak, Szczerbiński, Ewert Early literacy development: A longitudinal study of Ukrainian-Polish novice readers</p> <p>R. Malatesha Joshi Discussant</p>	<p>Adult literacy: What is our Utopia?</p> <p>Soeiro Maria's right to learn how to write: the urgency of guaranteeing the right to literacy education for older adults</p> <p>Mallows Crisis? What crisis? Scaremongering and adult literacy</p> <p>Amorim Does it still make sense to talk about "illiteracy"?</p> <p>António Fragoso Discussant</p>	<p>Dunn, Day Project SkribaTools: Developing an Open-Source Website of Resources to Support (...)</p> <p>Ivantsiv (cancelled) Integrating Cloud Subtitling in Translator Education: Building Skills for the Digital Age</p> <p>Kristensen, von Koss Torkildsen, Andersson Task and Person Covariates of Repeated Mistakes in App-Based Language Learning</p> <p>Mañas, Aparici, Rosado, Bello, Formiga On the fundamental role of connectivity devices in academic text processing</p>	<p>Alves-Wold, Walgermo, McTigue, Upstad The ABCs of writing motivation: a systematic review of factors emerging from K–5 students' self-reports as (...)</p> <p>Gómez Studies of reading motivation in Latin America, a scoping review of theoretical frameworks</p> <p>Villegas Motivation and Writing: The Role of Motivational Beliefs in Writing Achievement</p> <p>Aram, Sharon, Deitcher Are parents aware of their children's early literacy skills, and is it important?</p> <p>Arias-Gundín, Rodríguez, López How is the writing process for students with Learning Disabilities or Attention Deficit Hyperactivity Disorder?</p>
17h45	<p>General Assembly <i>A2 (105 - Hörsaalgebäude)</i></p>			
20h00	<p>Conference Dinner <i>Brahaus ohne Namen</i></p>			

Wednesday, March 12th

9h30

9h30	Symposium <i>Room S11</i> Chair: Susanne Seifert	Individual Papers <i>Room S12</i> Chair: Aline Alves-Wold	Round table <i>Room S14</i> Chair: David Mallows	Individual Papers <i>Room S15</i> Chair: Olga Arias
	<p>Evolving Trends in Reading Comprehension Assessment: Integrative Approaches (...)</p> <p>Schoefl, Steinmair Trochee-Based Reading for First Graders: Precursors and Assessment</p> <p>Schnitzler, Scheerer-Neumann Exploring the Intersection of Multilingualism and Specific Reading Comprehension Difficulties (...)</p> <p>Paleczek, Seifert Challenges and Insights in Developing a Dual-Mode Reading Comprehension Assessment (...)</p> <p>Seifert, Viertel, Paleczek Linguistic Skills Unveiled: Assessing Grammar and Vocabulary for a Complete Picture of Reading (...)</p> <p>Karin Landerl Discussant</p>	<p>Lillich, Utesch, Busse Effects of gender and migration background on writing quality of primary school students</p> <p>Crock, Cooper Borkenhagen, Kearns, Hiebert, Martini, Malyala, Sairam, Shontz, Razzakuddin (video) Building a BRIDGE between Orthographic and Phonetic Processing</p> <p>Martín-Aragoneses, del Río, Gallego, Cadime (video) Associations between home literacy environment, executive function and language in early child development</p> <p>Kim (video) Dynamic Relations Between Reading comprehension and Written Composition: A Longitudinal Study (...)</p> <p>Camacho, Silva, Cadima Profiles of students' socioemotional skills and their association with reading and academic performance in primary school</p>	<p>Amorim, Vieira, Oliveira, & Fragoso Literacy and Adult Education</p>	<p>Gianeselli, Bosco, Pastore (cancelled) The metacognitive training "Through the Glass" for Literacy Education: a best practice for the linguistic (...)</p> <p>De Smedt, Dewulf, Van Nieuwenhove, De Wever Literacy Proficiency Among Adults in Flanders: A Decade of Data from (...)</p> <p>Salas, Llauradó, Ventura Preemptive Interventions for High-efficacy Instruction on Writing</p> <p>Wengelin, Kraft (video) Did you write what I said? Investigating the accuracy of a mainstream speech-to-text system when used (...)</p>
11h00	Coffee Break <i>Hall</i>			
11h30	Keynote Kausalai Wijekumar, Texas A&M University Literacy is a human right – Achieving exceptional success for all children with Literacy.IO tools <i>A2 (105 - Hörsaalgebäude) Chair Yusra Ahmed</i>			
12h30	Lunch <i>Location</i>			
13h00	Poster discussion <i>Tagungsraum</i>			

Wednesday, March 12th
14h00

14h00	Symposium <i>Room S11</i> Chair: Egle Mocciaro	Individual Papers <i>Room S12</i> Chair: Marina Olujic	Individual Papers <i>Room S14</i> Chair: Dina Soeiro	Individual Papers <i>Room S15</i> Chair: Ana Camacho
	<p style="text-align: center;">Languages and literacy in migration contexts</p> <p>Czinglar, Karges, Förster, Golcher Measuring the Impact of L1 Literacy on Basic L2 Literacy in Adult Migrants in Germany</p> <p style="text-align: center;">Haznedar Literacy development in bilingual contexts</p> <p style="text-align: center;">Erduyan (Zoom) Alternative literacies in classroom discourse: Looking into an urban middle-school classroom (...)</p> <p style="text-align: center;">Fernanda Minuz Discussant</p>	<p style="text-align: center;">Yakhontova How Can Publishing Literacy Combat Unethical Practices in Publishing?: Insights from a (...)</p> <p style="text-align: center;">Olujic, Radošević, Hrastinski Linguistic skills related to text reading comprehension in prelingually deaf readers: A systematic review</p> <p style="text-align: center;">López, Arias-Gundín, Limpo Revision strategies and its contribution to text quality in upper-primary students</p> <p style="text-align: center;">Chamoun, Quémart, Casalis (video) Written language acquisition in -Arabic-French bilingual children: Impact of metalinguistic skills and (...)</p>	<p style="text-align: center;">Bouwer Dialogic Writing: how to support peer feedback conversations that promote meaningful revisions</p> <p style="text-align: center;">Collins, Li Considering the Source: Students' Perceptions of Formative Feedback from Peers and Generative AI</p> <p style="text-align: center;">Rickert, Cho Developing an Automated Feedback Tool for Student Thesis Introductions: A Data-Driven Approach Leveraging (...)</p> <p style="text-align: center;">Stopar, Jenko Teacher's identification of students with reading difficulties in the upper grades of elementary school</p>	<p style="text-align: center;">Schilcher, Wild, Knott Implementation and empirical review of students' writing strategy awareness in storytelling</p> <p style="text-align: center;">Saldaña, Rodríguez-Ortiz, Delgado, Rivero-Contreras, Fernández-Torres, Solis-Campos, Jiménez-Fernández, Moreno-Pérez, Erena-Guardia, Barea Adaptation of Reading Strategies in Adolescents with ADHD, Deafness, and Autism: An Eye-Tracking Study</p> <p style="text-align: center;">Joye, Raymond, Sontao Wong, Dockrell, Marshall A cross-orthographies comparison of spelling strategies in the primary years in French and English</p>
15h30	Coffee Break <i>Hall</i>			

**Wednesday, March 12th
16h00**

16h00	Symposium <i>Room S11</i> Chair: Halyna Kaluzhna, R. Alves	Individual Papers <i>Room S12</i> Chair:	Roundtable <i>Room S14</i> Chair:	Individual Papers <i>Room S15</i> Chair: Paula López
	<p>Transforming Ukraine's Educational Landscape through Social-Emotional Learning and Collaborative Writing</p> <p>Elkin, Marushchenko, Rasskazova, Valevska Initiating Educational Empowerment Through In-Person Social-Emotional Learning Experience</p> <p>Rasskazova, Hrynko, Kaluzhna, Vorovka Writing Alone or Writing Together: Exploring Collaborative Writing in Ukrainian Education</p> <p>Kaluzhna, Leontieva, Voloshyna, Davydiuk Collaborative Development of SEL Curricula: Insights from the Writing Group Participants at the SEL (...)</p> <p>Kaluzhna The Intersection of AI, Writing, and Social-Emotional Learning</p>	<p>Last-minute cancelations</p>	<p>Last-minute cancelation</p>	<p>Early, Jeffery, Buenker A Review of Qualitative Studies on Secondary Writing Instruction from 1963 to 2023</p> <p>Papadopoulos, Acartürk, Fella, Özkan, Klimek-Jankowska, Krejtz, Barkana Eye-tracking in Reading Research: A Systematic Review of Studies with Children of Varying Reading Ability</p> <p>Arrimada, Álvarez-Moreno, Fidalgo, Torrance, Real, López Effectiveness of an RTI-based digital tool to promote early writing competence</p> <p>Balade, Jiménez The Influence of Kindergarten Transcription, Oral Language, and Executive Functions on (...)</p>
17h45	<p>Closing Session <i>Room S11</i></p>			

Posters
March 10-12

Monday, March 10th 13h00 - 14h00 Tagungsraum	Tuesday, March 11th 13h00 - 14h00 Tagungsraum	Wednesday, March 12th 13h00 - 14h00 Tagungsraum
Chairs: Eylem Ahiskali & Gökhan Kayır	Chairs: Paul Rogers & Karyn E. Kessler	Chairs: Alina Jochims & Kerstin Nobel
<p style="text-align: center;">P1: Werbrouck, Van Keer Empowering Teachers' Competence: Implementing Lesson Study to Enhance Reading Instruction and Promotion in Prevocational Education</p> <p style="text-align: center;">P2: Filipe, Carneiro, Frota Enhancing Emergent Literacy Skills through Prosodic Training: A Pilot Study</p> <p style="text-align: center;">P3: De Smedt Enhancing Early Literacy: Teacher Insights on Kindergarten Skill Development</p> <p style="text-align: center;">P4: Díaz-Tejedor, Álvarez-Moreno, Arias-Gundín The role of oral language at the beginning of the teaching of writing from teachers' perspective</p> <p style="text-align: center;">P5: Díaz-Tejedor, Álvarez-Moreno, Arias-Gundín Does instructing in oral language improve writing in early childhood and primary education?</p> <p style="text-align: center;">P6: Sousa, Alves, Kalchhauser, Silva, Gouveia, Camacho Assessing general vs. task-specific writing motivation in beginning writers</p> <p style="text-align: center;">P7: Hubert, Frey, Bonnardel Effect of daily choral singing and creative writing on literacy-related language skills development in young children</p> <p style="text-align: center;">P8: Araujo, Faria, Martins Primary Teachers Classroom Writing Practices (2015-2025)</p> <p style="text-align: center;">P9: Santos, Alves Martins Reading comprehension of non-fiction texts: An intervention programme in primary school</p> <p style="text-align: center;">P10: Ahiskali, Alves, Kayır A Study on Determining the Fluent Handwriting Skills of Primary School Children (Age 7-10): An Example of Türkiye</p> <p style="text-align: center;">P11: Gerdzhikova Cultural and Social Considerations for the Writing Literacy of 13-14-year-old Pupils</p>	<p style="text-align: center;">P13: Zuo, Alhaddad, Longcamp A large-scale evaluation of handwriting and typing skills in French 3rd to 8th graders</p> <p style="text-align: center;">P14: Bayón, Fradejas Impact of a self-assessment program on teacher's reflection about teaching writing: an exploratory study</p> <p style="text-align: center;">P15: Salles, Koltermann, Borges, Silva, Piccolo, Silva Impact of the Covid-19 Pandemic on Reading Comprehension Skills in Brazilian Children</p> <p style="text-align: center;">P16: Robledo Analysis of the Family Writing Environment for Primary School Students through Focus Groups of Parents</p> <p style="text-align: center;">P17: Feyertag, Paleczek, Stabler From Concept to Classroom: EFADIL's Differentiated Digital Materials</p> <p style="text-align: center;">P18: Hauser Orthographic knowledge in bilingual children</p> <p style="text-align: center;">P19: Laina The development of literacies in school curricula: The case of the foreign language curriculum in upper secondary education in Greece</p> <p style="text-align: center;">P20: Herunter, Seifert Evaluation of a 5-part training series on the implementation of digital tools in individualized reading lessons at primary level</p> <p style="text-align: center;">P21: Kucerova, Kucharská, Jindrová, Laufková, Barteková Evaluation of Composition in Writing from the Perspective of a Counselling Psychologist</p> <p style="text-align: center;">P22: Fernández-Torres, Urrea, Rodríguez- Ortiz, David Saldaña Behind a great text, there will be a great picture: A systematic review.</p> <p style="text-align: center;">P23: Rogers, Kessler, Michiels Integrating Ideas: Building the Empirical Foundation of Writing Development and Source Integration in Writing</p> <p style="text-align: center;">P24: Pasarin-Lavin, Areces, García, Menendez, Cerezo ApprendeRTi: Innovation in the development of executive functions in primary education</p>	<p style="text-align: center;">P12: Soares, Lema, Pereira, Oliveira, Lages, et al. The Role of Pitch in Statistical Learning in Children with and without Developmental Dyslexia: Neural Evidence</p> <p style="text-align: center;">P25: Vanheeuvers, Gosse, Van Reybroeck Handwriting difficulties in children with dyslexia: Poorer legibility in dictation and alphabet tasks, slowness in the alphabet task</p> <p style="text-align: center;">P26: Zemánková, Málková Risks in the development of literacy in Czech children with developmental language disorder</p> <p style="text-align: center;">P27: Real, Loja, Arias-Gundín Assessing and Diagnosing Reading Learning Disabilities in Latin America A Systematic Review</p> <p style="text-align: center;">P28: Kogler, Gasteiger-Klicpera, Prinz, Paleczek Compounded Challenges: Examining the Co-occurrence of Reading and Socio-Emotional Difficulties in Austrian Second Graders</p> <p style="text-align: center;">P29: Méndez-Freije, Flores, Rodríguez Language Skills as Early Indicators to Detect Spanish Students at Risk of Learning Difficulties</p> <p style="text-align: center;">P30: Salvador, Alves-Martins Effective phonological awareness intervention using gamification strategies: A study with children at-risk of reading difficulties</p> <p style="text-align: center;">P31: Alturas, Santos, Alves, Camacho Development of a Dyscalculia Assessment Battery for Portuguese Children</p> <p style="text-align: center;">P32: Figueroa-Leighton Spelling, working, and procedural memory: differences between developmental language disorder and typical development</p> <p style="text-align: center;">P33: Rios The forest is a school</p> <p style="text-align: center;">P34: Knapp, Boeckmann PhyVerBER – Understanding, Describing and Explaining Physics</p>

Zoom links	
A2 (Keynotes, etc.)	<p>https://uni-koeln.zoom.us/j/93370228713?pwd=Bzp3i6bGfla57dZEnFYLXeuH297Rjw.1</p> <p>Meeting-ID: 933 7022 8713 Password: 098089</p>
S11	<p>https://uni-koeln.zoom.us/j/96434392620?pwd=n7g69SaAyEjFui60WwUB03CmaFnOh.1</p> <p>Meeting-ID: 964 3439 2620 Password: 046221</p>
S12	<p>https://uni-koeln.zoom.us/j/94925205890?pwd=sugeaXJhLf6v4pbea4IPaXbfermlqS.1</p> <p>Meeting-ID: 949 2520 5890 Password: 863878</p>
S14	<p>https://uni-koeln.zoom.us/j/92946051857?pwd=95DGPx9wLB4TucQ4zJDjuZ4uHZztkL.1</p> <p>Meeting-ID: 929 4605 1857 Password: 069661</p>
S15	<p>https://uni-koeln.zoom.us/j/93523696075?pwd=kbHy48L5iGhFewlotlh83zrhWpQ94a.1</p> <p>Meeting-ID: 935 2369 6075 Password: 183011</p>