

Virtual Exchange
Spring 2022
Barcelona – Padova – Bergen

**Dialogic and child-centred approaches to children's
literature**
COIL project – 2nd Edition

Description

This virtual course is organised by three children's literature scholars teaching at the three universities taking part in the project:

- Nina Goga, Western Norway University of Applied Sciences (Norway)
- Marnie Campagnaro, University of Padua (Italy)
- Maria Pujol-Valls, Universitat Internacional de Catalunya (Catalonia, Spain)

There will be four engaging lessons and a final task spanning from April 20th to May 11th 2022. The students of the course are all in- or pre-service teachers studying children's literature and literature didactics.

Short interviews with former participants can be viewed here:

<https://drive.google.com/drive/u/1/folders/116ivdSkjndWz-UVhcSAaK0IaZc37QWhS>

Goal

Through lectures, workshops and dialogues, the main purpose is to apply and exchange theoretical and didactic perspectives on child-centred approaches in children's literature (from 1959 to the present) with a particular emphasis on children's literature as an arena for transmitting children's rights (see The United Nations Convention on the Rights of the Child (1989), <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>).

Activities

The theoretical framework will be presented and applied to children's literature by the three scholars at the first part of the lessons. In the second part the students will collaborate in groups to prepare a video assignment to analyse a children's book selected by the group. The selected book should be analysed within the theoretical framework presented in the lessons (child-centered approach and dialogic teaching).

The assignment shall be submitted no later than May 25. The evaluation by the teachers will be communicated no later than June 8.

English will be the working language in all sessions.

Theoretical framework

The didactic approach to both lessons and workshops builds on theoretical ideas about dialogic teaching with a special focus on literature conversations and critical and collaborative competency. These ideas correspond with the child-centered critical approach (CCA) to the literary examples studied in the course. CCA acknowledges children's heterogeneity and unique ways of creating meaning, it rests more specifically on the idea of children as individuals with rights and responsibilities. The main aim of a CCA is to disrupt childism in children's literature (as, for example, feminist literary theory disrupts sexism). According to Superle (2016, p. 151) literary "texts can aid in preparing the groundwork for a more empathetic and empowered childhood that helps enable children to be participants in their lives and literature, rather than relegated to the status of passive, protected recipients". In the same way we believe that, through international dialogic teaching, this digital exchange may empower student teachers to be participants in their own education and learning process.

Schedule

Each lesson will concentrate on a few selected children's rights and a selected corpus of influential and/or significant children's literature from the geographical areas of the organising universities (Catalonia/Italy/Scandinavia):

WHEN	WHO	WHAT & WHICH RIGHTS	PLENARY + STUDENTS' WORK IN BREAKOUT ROOMS + DISCUSSION
April 20, 2022 16.00 - 17.45	Maria Pujol-Valls	Catalan children's literature Article 2. No discrimination Article 38. Protection in war	Plenary and workshop in group with students from 3 different universities (Catalonia, Italy and Norway) Dialogic feedback Texts in focus: Joana Raspall (illustrations by Ignasi Blanch). <i>Podries</i> . Takatuka (2017) (<i>You could</i>) Joan Portell (illustrations by Ignasi Blanch). <i>Fill de rojo</i> . Tantàgora (2007) (<i>Son of a red</i>) Optional bibliography: Pujol-Valls, M. (2017). Violence in the distance: preserving the collective memory in Catalan children's and young adult's fiction. Ramos, A. M., Mourão, S., Cortez, M. T. (Eds.) <i>Fractures and</i>

			<i>Disruptions in Children's Literature</i> , Cambridge Scholars Publishing, pp. 101-118.
April 27, 2022 16.00 - 17.45	Marnie Campagnaro	Italian Children's literature Article 29. Aims of Education Article 31. Rest, play, culture, arts	Plenary and workshop in group with students from 3 different universities (Catalonia, Italy and Norway) Dialogic feedback Texts in focus: Gianni Rodari, <i>Favole al telefono</i> [<i>Telephone Tales</i>] (1962) (see padlet: online selection of a read-aloud videos of Gianni Rodari's <i>Telephone Tales</i>) Bruno Munari, <i>Cappuccetto Giallo</i> [<i>Little Yellow Riding Hood</i>] (1972) Bruno Munari, <i>I Prelibri</i> [<i>Prebooks</i>] (1980) Optional bibliography: Campagnaro, M. (2016). The Function of Play in Bruno Munari's Children's Books. A Historical Overview. <i>Ricerche di Pedagogia e Didattica – Journal of Theories and Research in Education</i> , 11 (3), 93-105. DOI: 10.6092/ISSN.1970- 2221/6449
May 4, 2022 16.00 - 17.45	Nina Goga	Scandinavian children's literature Article 13. Sharing thoughts freely Article 17. Access to information	Plenary and workshop in group with students from 3 different universities (Catalonia, Italy and Norway) Dialogic feedback Texts in focus: Astrid Lindgren: Ronja the Robber's Daughter (1981) Kim Fupz Aakeson: Vitello wants a Dad (2008), see also author's reading (Danish) Nora Dåsnes: Cross My Heart and Hope to Die (2020) (pdf, also in padlet)

			Optional bibliography:
May 11, 2022 16.00 - 17.45		Workshop time	
May 25, 2022		Submit video assignment on padlet	Output: One 5 minutes video assignment per each international group

Methodology

What is virtual exchange?

- › Virtual exchange is an expedient practice to promote internationalization in the study programs (internationalization at home/internationalization of the curriculum).
- › Virtual exchange emphasizes cooperation and communication between people / groups of people who are geographically separated from each other using technology.
 - › Inclusive
 - › Student-centered learning - focus on learning outcomes
 - › "Learning by doing"
- › Virtual exchange provides skills that are crucial to the global workplace
 - › 21st Century skills - soft skills
 - › problem solving
 - › teamwork
 - › creativity
 - › intercultural competence



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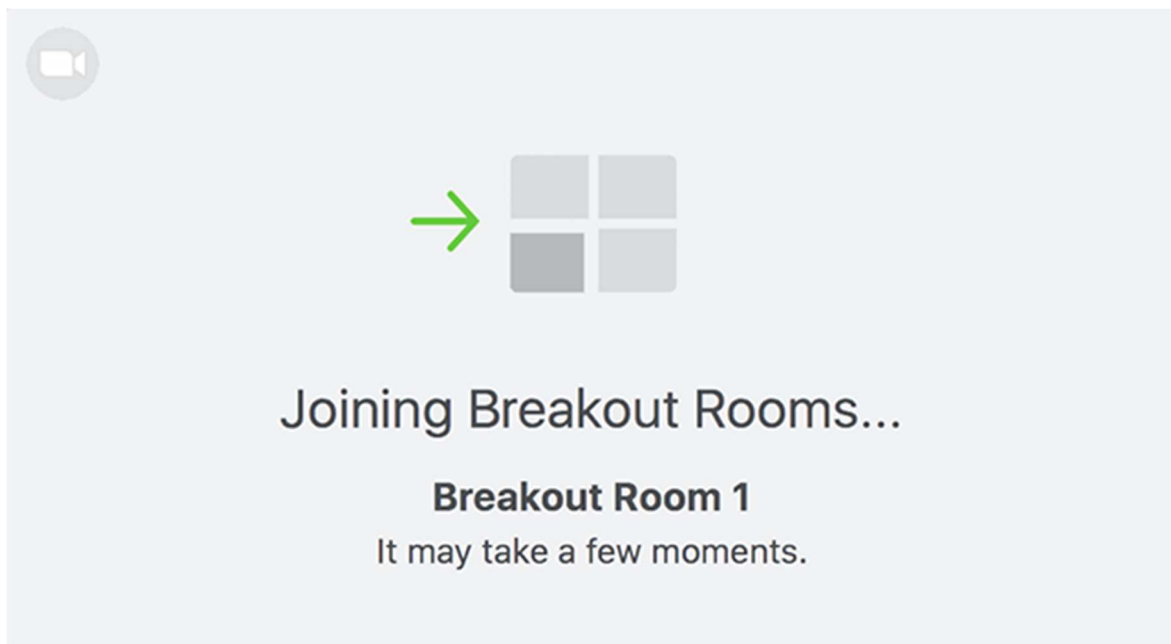
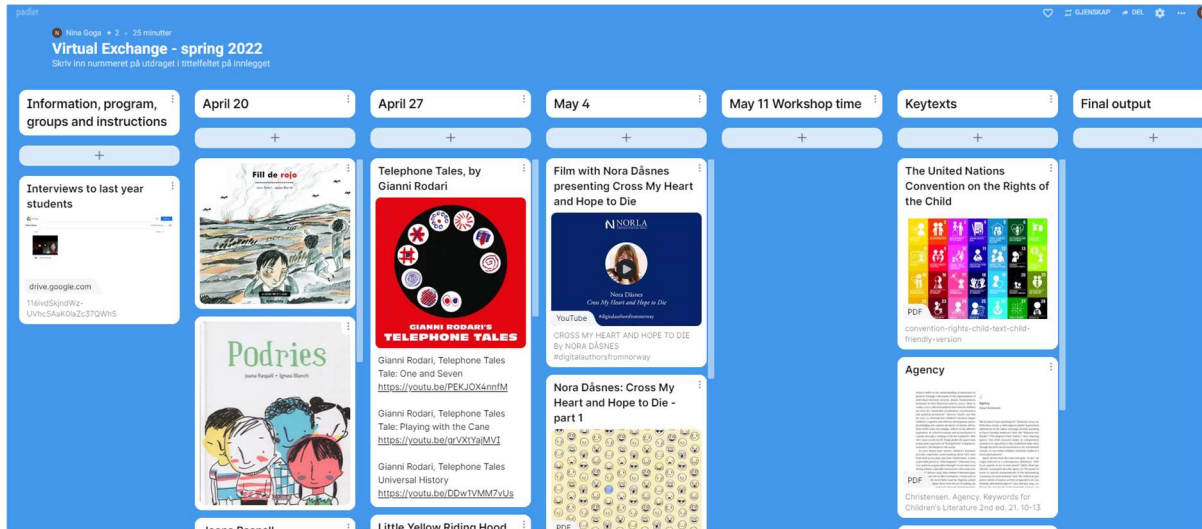
Collaborative Online International Learning – A Learning Method

- › Collaborative – both students and academic staff collaborate.
 - › Academic staff collaborate to facilitate a project between their students.
 - › Students collaborate to complete the project.
- › Online – the interaction between the students and between academic staff takes place mainly online.
- › International – meaningful interaction between students and academic staff from two or more countries. The interaction leads to international and intercultural competence.
- › **Learning** – a COIL module is a learning activity and is integrated into the study program / course.



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Tools: Padlet + Zoom (Breakout rooms)



Scholars

Maria Pujol-Valls is an adjunct lecturer in children's literature at the Faculty of Education Sciences from Universitat Internacional de Catalunya, in Barcelona (Catalonia, Spain). She teaches on children's literature and language and literature didactics at the degrees in Pre-primary and Primary education, as well as in the master's degree in Language Acquisition and Teaching English as a Foreign Language. Her latest publications are: "Ecocritical engagement with picturebook through literature conversations about Beatrice Alemagne's *On a Magical Do-Nothing Day*" (with Nina Goga, *Sustainability*, 2020, 12); "The Representation of Ants in Catalan Contemporary Poetry for Children" (in Nina Goga, Lykke Guanio-Uluru, Bjørg Oddrun Hallås & Aslaug Nymes, *Ecocritical Perspectives on Children's Texts and Cultures*, Palgrave Macmillan UK, 2018); "Translating Landscape. Maria Parr's *Tonje Glimmerdal* from an Ecocritical Perspective" (*Barnboken*, 2018, 41, pp. 1–17); "Holistic Approaches to Develop Sustainability and Research Competencies in Pre-Service Teacher Training" (with Sílvia Albareda, Salvador Vidal, Mónica Fernández, *Sustainability*, 2018, 10).

Marnie Campagnaro is Assistant Professor at the Department FISPPA, University of Padova and didactic coordinator of a postgraduate course in Children's Literature. Her main research fields include picturebooks, fairy-tales, architecture, sustainability, fashion and Italian children's writers and artists. Her most recent works are *Green Dialogues and Digital Collaboration on Nonfiction Children's Literature* (2021, co-written with Nina Goga), *Picturebooks and aesthetic literacy in early childhood education* (in Ommundsen, Haaland & Kümmerling-Meibauer (Eds.), 2021), *Stepping into the world of houses. Children's picturebooks on architecture* (in Goga, Iversen & Teigland (Eds.), 2021), *Materiality in Bruno Munari's Book Objects: The Case of Nella notte buia and I Prelibri* (*Libri & Liberi*, 2019).

Nina Goga is Professor of Children's Literature at Western Norway University of Applied Science. Her most recent works are "[Green Dialogues and Digital Collaboration on Nonfiction Children's Literature](#)" (2021, co-written with Marnie Campagnaro), *Verbal and visual strategies in nonfiction picturebooks: Theoretical and analytical approaches* (2020, co-edited with Sarah Hoem Iversen & Anne-Stefi Teigland), *Ecocritical Perspectives on Children's Texts and Cultures* (2018, co-edited with Lykke Guanio-Uluru, Bjørg Oddrun Hallås & Aslaug Nymes) and *Maps and Mapping in Children's Literature. Landscapes, Seascapes and Cityscapes* (2017, co-edited with Bettina Kümmerling Meibauer).

