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Challenges in Uncertain Times*

Book of Abstracts

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Symposium 6

Literacy education in a changing global world: Bearing in mind teacher knowledge, technology, handwriting and dyslexia assessment

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Abstract

It is a constant, the world is continuously changing. But arguably, it has never changed at such a fast pace as today. Naturally, coping with these endless changes is a major challenge for education, and specifically for literacy education. In this symposium we identify four broad challenges, which a scientific approach can inform. How to best assure that teachers can have updated and accurate knowledge about literacy in multiple orthographies? How to best incorporate and wisely use technologies in handwriting instruction? Do the digital or analog qualities of early handwriting experiences matter for the development of early literacy skills? Which framework to use so to accommodate the diversity of orthographies and assessments of dyslexia around the world? In this symposium, Joshi et al., Silva et al., Kalchhauser et al., and Moore et al., respectively, will provide reasoned reflections and evidenced-based suggestions on how to partly address the aforementioned global challenges.

The importance of teacher knowledge in solving the reading puzzle

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Objectives of research

About 1 billion children in the world may have reading problems which has serious consequences like poverty, health issues, and societal problems. Hence, National Institute of Health has called 'illiteracy a national health issue.' While there might be several reasons for the riddle of illiteracy, perhaps reading teacher knowledge might be a major reason for this problem. Is this problem specific to U.S. or does this apply to