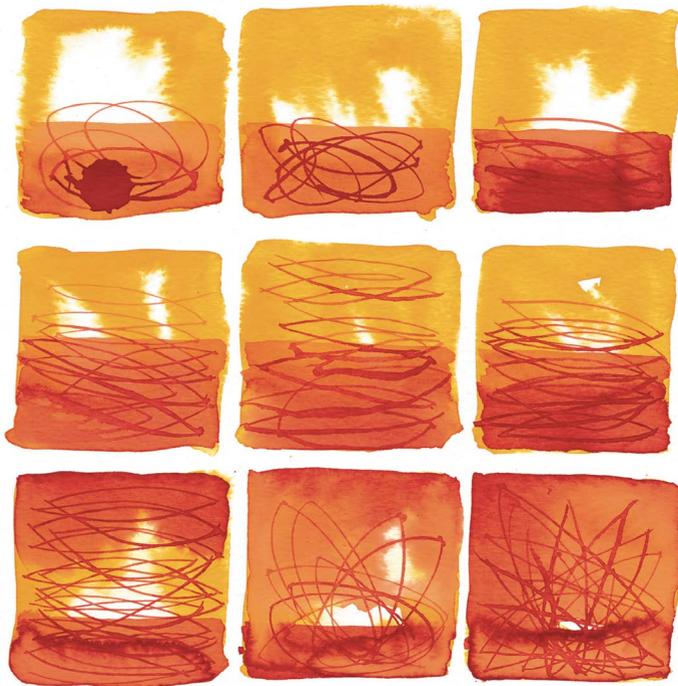


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International Conference
New Directions in Children's Literature Research

CROSSING PATHS

Exploring Research Methods in Children's Literature

Padova, 21-22 March 2024

Aula Nievo (Palazzo del Bo)
Complesso didattico Campagnola
Dipartimento FISPPA (via Beato Pellegrino 28)



UNIVERSITÀ
DEGLI STUDI
DI PADOVA





Presentation

The Research Group in Children's Literature (LETIN UNIPD) within the Department of Philosophy, Sociology, Pedagogy, and Applied Psychology FISPPA at the University of Padova is hosting the International Conference on "New Directions in Children's Literature Research." This conference brings together both Italian and international researchers to explore innovative approaches in the field of children's literature. The conference offers a unique opportunity to delve into the complexities of the subject through a variety of research methodologies.

The program will encompass both theoretical discussions and practical workshops, allowing attendees to gain hands-on experience with the tools and techniques employed by leading scholars. Children's literature, by its very nature, is a subject that invites diverse perspectives. The conference acknowledges this by embracing a truly interdisciplinary approach, from historical and comparative analysis to multimodal content studies, up to reader-response theory, life writing and biographical studies.

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21
March
2024

8:45

Registration

9:00

Welcome address

Daniela Mapelli, Rector Magnificus of University of Padova, Italy

Egidio Robusto, Dean of Department of Philosophy, Sociology, Education and Applied Psychology (FISPPA), University of Padova, Italy

Session 1: Plenary

Venue: Aula Nievo, Palazzo del Bo, University of Padova

Chair: **Marnie Campagnaro**, University of Padova

METHODOLOGICAL RESEARCH APPROACH - BETWEEN FICTION AND NONFICTION

Keywords: LIFE WRITING, LIFE NARRATIVES, BIOGRAPHICAL SUBJECTS

9:30

'Carnet de lecture,' from school to teacher training: subjective reading and life-writing

Anne Schneider, University of Caen Normandy

The reading journal (*carnet de lecture*) is a tool that has been part of the primary school's curriculum in France since 2002. Since then, it has demonstrated its richness and contribution to learning. As a subjective tool, regular note-taking enables pupils and student teachers not only to keep a record of what they have read, and to remember it, but also to develop a personal relationship with reading, so that they can take ownership of the works while making the link between school/university and private life. Both pupils and student teachers' reading journals will be analysed as case studies.

10:00

Framing female identities in biographical life narratives. Historical and ecofeminist perspectives

Chiara Malpezzi, University of Padova

Biographies about women have increased exponentially in recent years. Investigating how female figures are depicted in the biographical genre, historically characterised by anthropocentric perspectives, the research conveys the complexity of identity in its relational dimension, not only with other human beings but also with other living species and the environment. The content analysis carried out within the context of a doctoral research covering 60 years of biographies for children in Italy (1962-2022) highlights three intertwining dimensions: women are portrayed as role models, but also as icons with recurring visual traits and as symbols of crucial aspects of existence.

10:30 Discussion

10:45 Break

METHODOLOGICAL RESEARCH APPROACH - COLLABORATIVE READING AND READER-RESPONSE

Keywords: READERS, COLLABORATION, INTERACTION

11:15

Playworld and the Collaborative Reading of Children's Literature

Chrysogonus Siddha Malilang & Robert Walldén, Malmö University

Playworld, originally coined by Gunilla Lindqvist as a teaching approach in pre-school, highlights the intergenerational collaboration in reading children's literature. The collaborative reading between adults and children manifests in a play where the young readers are given more power to own and reshape the texts while adults participate and provide opportunities for creative expressions. This aetnonormative-defying process allows the formation of collective interpretation of the text, expanding the children's voice while still acknowledging the adult's role in structuring teaching activities. We would like to present the underlying principles behind this approach and how it could be used, citing examples from our studies.

11:45

Verbal, Visual, and Paratextual Strategies in Activity Informational Picturebooks

Krzysztof Rybak, University of Warsaw

This paper proposes a theoretical and methodological framework for analysing verbal, visual, and paratextual strategies in activity informational picturebooks. The first part focuses on the materiality of a picturebook, while the latter defines and elaborates on different modes and levels of interaction, engaging the reader both manually and intellectually, simultaneously requiring and developing cognitive skills (visual literacy, knowledge acquisition, etc.).

12:15 *Discussion*

12:30 *Lunch Break*

Session 2: Parallel Workshops

Venue: FISPPA Department, University of Padova

WORKSHOP 1 (Italian)

@Sala Seminari

14:30-16:00

16:15-17:45

Corina Laasch, LETIN Group, University of Padova

Reading together and beyond. Experiencing of an inclusive shared reading activity
(max. 20 participants)

The workshop proposes to experience a reading group activity based on different methods to foster social inclusiveness for all age groups and social contexts.

WORKSHOP 2 (English)

@Multimedia Room

14:30-15:30

WORKSHOP 3 (English)

@Multimedia Room

15:45 - 16:45

Krzysztof Rybak, University of Warsaw

How Activity Informational Picturebooks Work
(max. 20 participants)

The workshop will be a chance to test the theoretical framework for analysing verbal, visual, and paratextual strategies in activity informational picturebooks in reading – and not only reading – practice.

Rosalyn Borst, Tilburg University

You're Gonna Hear me Roar. Multimodal Analysis of Contemporary Picturebooks With Angry Wild Cats
(max. 20 participants)

During this workshop, a method to analyse constructions of anger in contemporary picturebooks from a gender perspective is introduced through group work on two case studies: two picturebooks that invoke the conceptual metaphor ANGER IS A DANGEROUS WILD CAT.

22
March
2024

9:30

Welcome, Workshops Sharing and Summing Up

Session 3: Plenary

Venue: Room 3, Complesso didattico Campagnola, University of Padova

Chair: Chrysogonus Siddha Malilang, Malmö University

METHODOLOGICAL RESEARCH APPROACH - CONTENT ANALYSIS

Keywords: INTERDISCIPLINARITY, VERBAL AND VISUAL ANALYSIS, PICTUREBOOKS

9:45

Multimodal Analysis Gendered Constructions of Anger in Contemporary Picturebooks

Rosalyn Borst, Tilburg University

This paper presents a method to analyse constructions of anger in contemporary picturebooks from a gender perspective. To examine how these picturebooks treat the silencing of female anger (do they possibly contest it, reinforce it, or adopt another stance?), the method draws on cognitive criticism and the framework for multimodal analysis of picturebooks and analyses the employed visual and verbal conceptual metaphors of anger within the visual and verbal narrative context.

10:15

Lost in Translation? A Historical and Visual Comparison of Neurath's Italian Adaptations

Marnie Campagnaro, University of Padova

Marie Neurath, a design pioneer, used visuals (Isotype) to explain complex ideas in engaging children's books. This paper explores how Italian adaptations of her books in the 1950s and 1960s reflect the educational landscape of the time. Through historical and comparative analysis, I will compare visual translations, revealing the reasons behind changes and offering insights into the evolution of visual education in Italian children's books.

10:45 *Discussion*

11:00 *Break*

Session 4: Master Class

Venue: Room 3, Complesso didattico Campagnola, University of Padova

Chair: Marnie Campagnaro, University of Padova

11:30-12:30

Watery Imaginings: Sequential Stories of Stains, Drops, and Silhouettes

Alessandro Sanna, painter and illustrator

The master class will focus on the artistic and narrative techniques of Alessandro Sanna. Unlike traditional storyboarding, Sanna's creative process involves a continuous flow of sequential images painted with water and colour. Instead of outlines, he uses silhouettes, allowing the technique to guide the narrative, which in turn shapes the structure of the marks and forms. The images sometimes inhabit the white space of the page and other times are enclosed within painted frames, without concern for precise contours.

12:30 *Lunch Break*

Session 5: Workshop GROW

Venue: Complesso didattico Campagnola, University of Padova

**Grow Workshop (English)
@Room 3**

14:30-16:00

16:15-17:45

**Rosalyn Borst, Chiara Malpezzi and
Krzysztof Rybak, Grow Group**

**Cross-cultural dialogues on adult-child
relationships in picturebooks from the
Netherlands, Italy, and Poland
(max. 20 participants)**

This workshop invites participants to engage in a comparative analysis of picturebooks from the Netherlands, Italy, and Poland. Through group work, participants will develop a critical lens for examining visual representations of adult-child relationships.

The activity is guided by Grow, a team of European early-career children's literature scholars who aim to stimulate transnational dialogue and collaboration among young scholars, focusing on non-anglophone works and research underrepresented in international academia. Grow fosters exchanges on children's literature and academic traditions from different countries, putting the spotlight on these often-overlooked perspectives.

[Instagram: Grow_childlitresearch](#)



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SPEAKERS



Rosalyn Borst PhD candidate at the Department of Culture Studies at Tilburg University in the Netherlands. Her PhD project explores which social-emotional values regarding expressed and diverted anger contemporary picturebooks for young children seem to disseminate. Before she started her PhD research, she published on fairy tales' historical reception and framing (2012) and 'evil' children in children's books (2014). In the context of her PhD project, she published on aggressive 'willful' female characters in contemporary fairy-tale picturebooks in *Marvels & Tales* (2022). In 2023, she was a fellow at the International Youth Library in Munich and a visiting scholar at the University of Glasgow. Together with Krzysztof Rybak and Chiara Malpezzi, she has started Grow, an initiative that aims at stimulating transnational dialogue and collaboration among young scholars of children's literature.

Marnie Campagnaro Associate Professor at the University of Padova. She directs a Postgraduate Course in Children's literature at the same Institution. Embracing the JEDI (Justice, Equity, Diversity, and Inclusion) principles within children's literature research, she actively contributes to major international projects focusing on children's imagery and heritage, fairy tales and fashion, literary and visual literacy, design, object-oriented criticism, and environmental children's literature. With over 90 publications, she has held visiting professorships at numerous foreign institutions and serves on the scientific and editorial boards of prestigious children's literary magazines.

Corina Laasch Member of the Research Group in Children's Literature (LETIN) coordinated by Professor Marnie Campagnaro at the University of Padova (FISPPA Department). Her research interests are on early/emergent literacy in early childhood and social inclusion through reading activities. She is currently involved in facilitating a reading group of mental healthcare service.

Chrysogonus Siddha Malilang Senior lecturer at the Faculty of Education and Society, Malmö University, where he teaches children's literature and creative writing. His current research interests lie in play and children's literature. Additionally, he is the current editor of *Bookbird: A Journal of International Children's Literature*.

Chiara Malpezzi PhD candidate and member of the Research Group in Children's Literature (LETIN) coordinated by Professor Marnie Campagnaro at the University of Padova (FISPPA Department). Her doctoral research focuses on female biographies for young readers. She has published about ecofeminist biographies (2024), the history of the Italian biographical genre (*Bookbird*, 2024) and female scientists' biographies' contribution to scientific dissemination (*MeTiS*, 2023). With Rosalyn Borst and Krzysztof Rybak, she has co-initiated Grow, a project that aims to promote dialogue and collaboration between young scholars and scholars of children's literature at international level.

Krzysztof Rybak Assistant professor at the Faculty of "Artes Liberales," University of Warsaw, Poland. Co-initiator of Grow (with Rosalyn Borst and Chiara Malpezzi), an initiative that aims at stimulating transnational dialogue and collaboration among young scholars of children's literature. He is the PI of "Informational Children's Book in the 21st Century: Trends - Research methods - Models of reading" (2021-2024) research project funded within a National Science Centre (Poland) Preludium grant. In 2018 and 2021 he was an International Youth Library in Munich fellow.

Alessandro Sanna Alessandro Sanna is painter, illustrator, and professor of illustration at the Academy of Fine Arts in Venice. He collaborates with dozens of writers and publishers, creating books that are translated and published worldwide. He has won three Andersen Awards and was appointed the first Italian Children's Laureate by the Association of Independent Children's Bookstores (Alir). His recent publications include the book "In canto" (Terre di Mezzo, 2023), with poetic text by Giusi Quarenghi. This book represents an evolutionary journey of mark and colour that began with the book *Fiume lento* (Rizzoli, 2013-2019), passing through *Moby Dick* (Rizzoli, 2012-2019), and *Pinocchio prima di Pinocchio* (Orecchio Acerbo, 2016), and *In canto* (Terre di Mezzo, 2023). *Come questa pietra* (Rizzoli, 2019) stands apart, with Sanna adopting a decidedly different stylistic register to create a world dense with visions carved with the tip of a blade.

Anne Schneider Associate Professor in French Language and Literature at the University of Caen Normandy (INSPE). She is a member of the "Lettres, Arts du Spectacle, Langues Romanes" (LASLAR) research laboratory at the University of Caen Normandie. Her research focuses on French-language children's literature, and more specifically on children's literature produced by Algerian immigrants, colonisation and the Algerian war in children's books, migrant children's literature and the teaching of French and literature. She is also President of the International Institut Charles Perrault (Eaubonne).

Robert Walldén Associate Professor at the Faculty of Education and Society, Malmö University. His extensive research activities, published in several international journals, include classroom work with literature, discourse-bridging interaction, and literacy practices in second-language education. Additionally, he serves as a Section Editor for L1 Education at the peer-reviewed journal *Acta Didactica Norden*.

Information:

The Conference is intended for students currently enrolled in the Children's Literature course within the Education Sciences programme, Primary Teacher Education and the postgraduate Course in Children's Literature at the University of Padova.

Scientific Committee

Marnie Campagnaro, University of Padova

Rosalyn Borst, Tilburg University

Chrysogonus Siddha Malilang, Malmö University

Krzysztof Rybak, University of Warsaw

Anne Schneider, University of Caen Normandy

Robert Walldén, Malmö University

Local Organising Committee

Marnie Campagnaro, University of Padova

Chiara Malpezzi, LETIN Group, University of Padova

Corina Laasch, LETIN Group, University of Padova

Segreteria organizzativa:

chiara.malpezzi@phd.unipd.it

University of Padova

Department of Philosophy, Sociology, Education and Applied Psychology (FISPPA) Via Beato Pellegrino, 28 35137 PADOVA - Italy

Website: childrensliterature-unipd.it

Instagram: [childrensliterature.unipd](https://www.instagram.com/childrensliterature.unipd)

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