

Poster Presentation

Session Information and Guidelines

- You will be able to hang up your poster from **16:00 on June 10**.
Visit the Registration desk upon arrival, and a WABF facilitator will provide mounting options for hanging the poster.
- Please hang your poster at your earliest, but **no later than 12:00 on June 11**.
- The posters will be displayed alongside other presenters in a dedicated Poster area (Mastrafjorden B) and will be visible during the entire conference.
- There will be a dedicated Poster Festival on Day 3 (June 13) of the conference, where authors are encouraged to stand by their posters to engage with other conference attendees.

Poster Festival Friday, June 13, 12:15 – 13:15

There will be a dedicated **Poster Festival** session on Friday, June 13, at 12:15 – 13:15. The session combines a graphic display of materials with informal discussions between presenters and attendees.

The **Best Poster Award** will be presented to the poster that makes the most significant contribution to the conference. During the conference, a committee of 5 representing members from different scientific disciplines and practitioners will evaluate the posters regarding both content and layout. The winner will be announced at the end of the Poster Festival.

If you would like to participate in the Best Poster Award, please send your Poster as a PDF no later than **June 2** to the following email with subject field “*Best Poster Award*”: wabf@uis.no.

Make sure to name the PDF with your **ID#**.

Poster Specifications

- Recommended Size: A0 Portrait-format: 841 mm width x 1189 mm height
- Recommended font size 18-24 e.g. Arial or Helvetica.

- Print the poster using a printing house/printshop if your organization does not have a printer for this big format.
- A Poster example and Key Elements for an Effective Poster can be found below.

Example Poster with font and size



Font size

This example body text size 30. Heading size 55.

1. It is not recommended to use smaller size than 18 (!)
2. Lorem ipsum dolor sit amet, consectetur adipiscing elit.
3. Donec egestas eros sit amet venenatis mattis. Aenean placerat nibh et faucibus vestibulum.

What font do I use?

Use a font with high readability. This can be (but not limited to)

- Georgia
- Helvetica
- Open Sans
- Verdana

Something really important you want the audience to take home or a QR-code with link to your project/school/etc.

Use background colours/tables/figures

1. Limit the text and use simple, clear language.
2. Use photos, charts, graphs, or tables to convey your message.
3. Highlight the major points of your research clearly and briefly.
4. Your Poster should be in Portrait-format and size A0 (841 mm width x 1189 mm height)
5. There are multiple places you can download stock photos, but remember to check royalties, copyright and how the photographer want to be credited.
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REFERENCES

ARTIKKEL 1:
Øverland, K., Thorsen, A. A., & Størksen, I. (2012). The beliefs of teachers and day-care staff regarding children of divorce: A Q methodological study. *Teaching and Teacher Education*, 28(3), 312–323.
VEILEDER: Professor Ingunn Størksen
BIVEILEDER: Førsteamanuensis Arlene Arstad Thorsen

ARTIKKEL 2:
Øverland, K., Størksen, I., & Thorsen, A. A. (2012). Daycare children of divorce and their helpers. *International Journal of Early Childhood*. DOI: 10.1007/s13158-012-0065-y
VEILEDER: Professor Ingunn Størksen
BIVEILEDER: Førsteamanuensis Arlene Arstad Thorsen

ARTIKKEL 3:
Øverland, K., Størksen, I., & Thorsen, A. A., & Bru, E. (2012). Daycare staff emotions and coping related to children of divorce: A Q methodological study. *Scandinavian Journal of Educational Research*. DOI:10.1080/00313831.2012.732606
VEILEDER: Professor Ingunn Størksen
BIVEILEDER: Førsteamanuensis Arlene Arstad Thorsen

ARTIKKEL 4:
Størksen, I., Thorsen, A. A., Øverland, K., & Brown, R. (2012). Experiences of daycare children of divorce. *Early Child Development and Care*, 182 (7), 807–825.
VEILEDER: Professor Ingunn Størksen
BIVEILEDER: Førsteamanuensis Arlene Arstad Thorsen

Read-Alouds and Literary Conversations

HOW MULTILINGUAL 1ST GRADERS CREATE MEANING WITH A COGNITIVELY CHALLENGING PICTURE BOOK



Want to know more?

“The Day Nothing Happened”

is about a fox that finds a red backpack in the deserts. He picks it up and carries it around.

What is in it? The other animals ask. “Nothing”
What does it smell like? “Nothing”
How much does it weigh? “Nothing”

What happens when the other animals want it?
So much more than **nothing**!

The Background for this study

Studies in literary theory and second language education shows that second language learners are often exposed to both a simplified language and academic content in school and claims that teachers should give the multilingual children more complex challenges.

This can potentially be done with a cognitively challenging picture book because:

- Age-appropriate challenges
- Meaningful discussions with text

The Aim of this study

is to contribute knowledge about how the children negotiate meaning when they are read to from a picture book that's cognitively challenging because of the minimal verbal text, exciting details in the illustrations, and open interpretive possibilities.

I want to investigate the ways they utilize their linguistic resources and their overall language repertoire when they communicate about the specific picture book. How does the teacher contribute to these negotiations? What resources do they use, and which do they not?

The Research Questions is therefor

“What semiotic resources do multilingual children utilize in a read-aloud and literary conversation of a cognitively challenging picture book?”



The Participants in this study are

- 6 children in 1 reading group from the same mainstream class
- Age 5-6
- Their homeroom teacher

The Methods for this study

This is a qualitative study. For data collection, I used:

- Video- and audio recordings
- Observation and notes
- Informal conversations with the teacher before and after the read-aloud session

The Analysis Process of this study

Currently, I am in the initial phase of the analyzing process. I am planning to code, categorize and analyze the material through thematic analysis.

References

- Hofslundsengen, H., Magnusson, M., Nordling, M., Tjärå, S., Hjetland, H. N., & Alatalo, T. (2023). ECEC Teachers Reported Practices and Attitudes Toward Read-Alouds in Nordic Multilingual Classrooms. *Nordic Journal of Literacy Research*, Vol. 9(2), ss. 20-37. <http://doi.org/10.23865/njlr.v9.4035>.
- Langeloo, A., Lara, M. M., Deunk, M. I., Klitzing, N. F., & Stribos, J.-W. (2019). A Systematic Review of Teacher-Child Interactions With Multilingual Young Children. *Review of Educational Research*, 89(4), ss. 536-568. <https://doi.org/10.3102/0034654319855619>.
- Ommundsen, Å. M., Haaland, G., & Kümmerling-Meibauer, B. (2021). Exploring challenging picturebooks in education. *International perspectives on language and literature learning*. London and New York: Routledge.

DEFINITIONS AND UNDERSTANDINGS OF LIFE SKILLS IN PRIMARY EDUCATION: A SYSTEMATIC SCOPING REVIEW

Lone Hvalby, Astrid Guldbrandsen & Hildegunn Fandrem

INTRODUCTION

Education should stimulate students to become active and responsible citizens of the future (MER, 2017). Teaching life skills in primary education equips students with skills on how to handle life.

Globally, life skills education is frequently associated with preventive intervention initiatives aimed at adolescents, with a focus on mitigating high-risk behaviors such as tobacco, alcohol, and substance abuse (Bansal & Kapur, 2022; Botvin & Griffin, 2004). In Norway, life skills were implemented as an interdisciplinary topic as a health promotion strategy from a perspective of holistic and lifelong learning for children and young people.

While there are studies investigating life skills programs with specific outcomes, there is a gap about the understanding of the overarching concept of life skills and its definition (Dupuy et al., 2018). Consequently, this review aims to systematically identify and map the current scope of research concerning the definitions and understandings of life skills within the context of primary education, both in Norway and internationally.

"Life skills are abilities for **adaptive and positive behavior**, that enable individuals to **deal effectively** with the **demands and challenges** of **everyday life**"

(WHO, 1997, p. 1)

OBJECTIVES

The aim of this systematic scoping review is to investigate the empirical research on life skills as a topic in primary education, including definitions and understandings of the term. The review will address the following questions:

1. What characterizes the Norwegian and the international research on life skills in primary education?
 - a. What specific topics, focus areas, demographics, study designs, and methods are prominent?
2. How are life skills defined in Norwegian and international research within the context of primary education, and are there any differences?

METHODS

Two searches were conducted in the review, one in English and one in Norwegian. Inclusion and exclusion criteria were established (see Table 1).

The Norwegian search

The search string in the Norwegian search consisted of "livsmestring" (life skills in Norwegian). This search strategy was broad because there was limited research available.

The Norwegian search was conducted in the following databases:

- Idunn
- NORA
- Oria

The English search

The search string in the English search:

TI/AB/SU (("life skill*" OR "life-skill*") AND (school* OR educat* OR class* OR teach* OR learn* OR student* OR pupil*))

The English search was conducted in the following databases:

- Academic Search Premier
- ERIC
- PsycInfo
- Scopus
- SocINDEX
- Web of Science

Reference management and screening process

- References uploaded to EPPI-Reviewer
- Duplicate removal
- Double-blind screening on title and abstract
- Double-blind screening on full text

Data analysis

Data extraction forms were developed to collect descriptive details in EPPI-Reviewer related to RQ 1 & 1a. Data was extracted from the included studies by double-blind coding according to the pre-developed coding schemes. A thematic analysis was conducted related to RQ 2, using NVivo software.

Table 1. Inclusion and exclusion criteria

| | Inclusion criteria | Exclusion criteria |
|--|---|--|
| Population | Students aged 6-15 Teachers teaching students between the ages of 6-15 | Children younger than 6 years old and students older than 15 years old. Other school staff members or external professions. |
| Main concept: Life skills | Life skills | Life skills as basic skills (i.e., simple everyday tasks). Life skills with a main focus on diseases, disorders, reproductive health, sports, substance use, violence and others. |
| Other phenomena of interest: Inclusion | Inclusion in teaching, in terms of high-quality educational opportunity for everyone. | Inclusion in teaching, in terms of children with special needs. |
| Other phenomena of interest: Diversity | Diversity in the classroom related to students' backgrounds, values, interests, and aims. | Diversity in terms of a main focus on vulnerable groups. |
| Context | School setting | Outside of school context |
| Design of study | Empirical studies | No data included |
| Language | English and Norwegian | Other languages than English and Norwegian |
| Publication year | 2013-2023 | Older than 2013 |
| Publication type | Scientific peer-reviewed articles | Other than scientific peer-review articles |

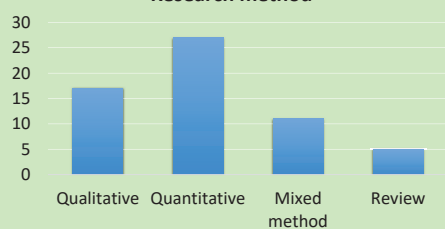
PRELIMINARY RESULTS

Number of articles

- 7725 records from database searches; 2916 duplicates removed
- 4809 titles and abstracts screened; of which 4660 were not considered relevant
- 149 full text reviewed
- In total 60 articles included for data extraction and analysis

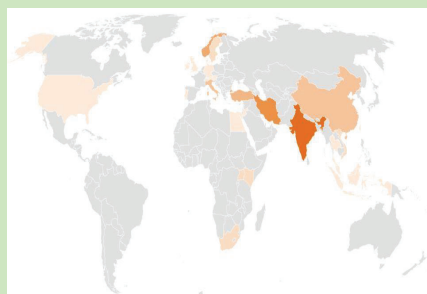


Research method



Prominent countries

- India: 11
- Turkey: 5
- Iran: 8
- China & Italy: 4
- Norway: 6

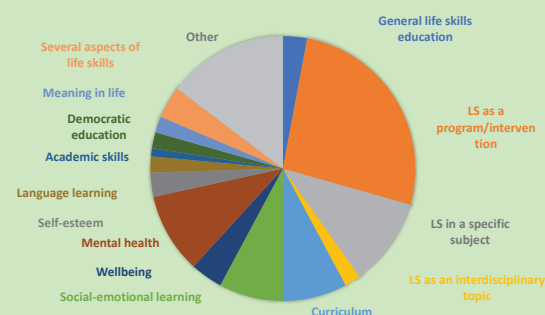


Definitions and understandings of life skills

- 63% of the studies provided a specific definition of life skills, meanwhile 37% did not include a definition.
- The preliminary findings suggest that the studies with a definition of life skills mainly used WHO's definition, and others used UNICEF or other sources.

Explicit focus areas

- Life skills as a program or intervention
- Life skills in a specific subject
- Mental health
- Social-emotional learning
- Curriculum



CONCLUSION

The preliminary findings suggest that Norwegian and international research on life skills in primary education is characterized by life skills programs, mental health perspectives, social and emotional learning, and others. Further, the preliminary results show that definitions and understandings of life skills within primary education in Norwegian and international research is mostly related to WHO's definition of life skills.

REFERENCES



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ICSEI
International Congress for
Special Education and Inclusion