

9ICOM Conference Programme

| WEDNESDAY | THURSDAY | FRIDAY |
|---|--|--|
| 07:45-08:30 Registration | | |
| 08:30-09:00 Welcome (O100) | 08.30-09:00 Morning event on Carl Nielsen (Campus Square outside O100) | 8:30-09:00 Morning event on Hans Christian Andersen (O100) |
| 09:00-09:50 Plenary keynote speaker: Theo van Leeuwen (O100) (Chair: Nina Nørgaard) | 09:00-09:50 Plenary keynote speaker: Louise Ravelli (O100) (Chair: Morten Boeriis) | 09:00-09:50 Plenary keynote speaker: Giorgia Aiello (O100) (Chair: Theo van Leeuwen) |
| 09:50-10:20 Break | 09:50-10:10 Break | 09:50-10:10 Break |
| 10:20-11:50 Parallel sessions #1 | 10:10-11:40 Parallel sessions #1 | 10:10-11:40 Parallel sessions #1 |
| 11:50-12:50 Lunch | 11:40-12:40 Lunch | 11:40-12:40 Lunch |
| 12:50-14:20 Parallel sessions #2 | 12:40-14:10 Parallel sessions #2 | 12:40-14:40 Parallel sessions #2 + Poster session |
| 14:20-15:35 Break | 14:10-15:25 Break | 14:40-15:00 Break |
| 15:35-16:35 Parallel sessions #3 | 15:25-16:25 Parallel sessions #3 | 15:00-15:50 Plenary keynote speaker: Gunther Kress (O100) (Chair: Sumin Zhao) |
| 16:35-16:45 Break | 16:25-16:35 Break | 15:50-16:00 Conference closing (O100) |
| 16:45-17:35 Plenary keynote speaker: Anna-Malin Karlsson (O100) (Chair: Thomas Hestbæk Andersen) | 16:35-17:25 Plenary keynote speaker: Robert Hodge (O100) (Chair: Theo van Leeuwen) | |
| 17:35-17:45 Relaunch: <i>Visual Communication</i> . Janina Wildfeuer, Louise Ravelli, Elisabetta Adami, Morten Boeriis (O100) | | |
| (19:00-20:00 Odense city walk –) | (19:30 Conference dinner – Restaurant Nordatlanten) | |

Wednesday – Parallel session #1

| O100 | O99 | O97 | O96 | O95 | O94 | U82 | O77 |
|--|---|--|---|---|--|---|---|
| Chair: Ingerpuu-Rümmel | Chair: Elise Seip Tønnessen | Chair: Victor Lim Fei | Chair: Per Holmberg | Chair: Carmen Daniela Maier | Chair: Ken Tann | Chair: Martin Kaltenbacher | |
| <p>Jingjing Huang:</p> <p>A Qualitative Study of Multimodality in Multimodal Language Teaching and Learning in English Classes of Chinese Schools</p> | | <p>Doran and Maton:</p> <p>Complexity and Context-Dependence in Multimodal Texts: Semantic Density and Semantic Gravity for Images and Language</p> | <p>Godhe, Magnusson, Hashemi:</p> <p>Digital Competence and Multimodality in Swedish Curricula: Possibilities, Challenges and Tensions</p> | <p>Raappana-Luuro:</p> <p>Commercial Illustration – A Process of Adaptation of Meanings</p> | <p>Björkvall, Westberg, Van Meerbergen, Borgström:</p> <p>Risk, Indexicality and Affordance at the International Airport</p> | <p>Jana Holsanova:</p> <p>Audio Description and Multimodality: Accessing Meaning-Making in Popular Scientific Texts</p> | <p>PANEL:</p> <p>Duffy, Manghi & Canale: Multimodality, Ethnography and Education in South America</p> |
| <p>Qu Congyi Joy:</p> <p>Gesture and the Acquisition of L2 English Tense and Aspect</p> | <p>Jane Tanner:</p> <p>The Value of Viewing Modalities in a Digital Story Résumé</p> | <p>Tiina Pitkääjärvi:</p> <p>Employing Affect as a Semiotic Resource in Multimodal Theorizing</p> | <p>Anna Åkerfeldt:</p> <p>Educational Technologies and Formative Assessment</p> | <p>Vigild Poulsen, Ernst, Worm:</p> <p>Digital Resemiotization of Financial Counselling as a Social Practice</p> | <p>Christine Price:</p> <p>Using Student-Selected Precedent and Guiding Themes in Landscape Architectural Meaning-Making Trajectories</p> | <p>Larysa Makaruk and Nataliya Kashchshyn:</p> <p>Types and Characteristics of English Non-verbal Graphic Means</p> | <p>PANEL (cont.):</p> |
| <p>Schümchen, aus der Wieschen:</p> <p>Moving in and out of Being “on Record” by Gaveling</p> | <p>Yu-Feng Yang:</p> <p>Intercultural Blending in English Digital Storytelling</p> | <p>Suren Zolyan:</p> <p>On Mechanisms of Sense Formation and Textualization in Social and Cultural Communication</p> | <p>Dylan Yamada-Rice and Kevin Walker</p> <p>Using Information Experience Design and Multimodality to make sense of experiences in physical and virtual curated spaces</p> | <p>Vlado Sušac, Ivana Lozo:</p> <p>Multimodal Interplay of Tropes in Tourism Advertising</p> | <p>Elisabetta Adami:</p> <p>Vernacular Semiotics in Public Places: The Case of Leeds Kirkgate Market</p> | <p>Jensen, Ebbesen:</p> <p>Multimodal Social Semiotic and Other Semiotic Approaches to Designed Material Artefacts - Similarities, Differences and Possibilities</p> | <p>PANEL (cont.):</p> |

Wednesday – Parallel session #2

| O100 | O99 | O97 | O96 | O95 | O94 | U82 | O77 |
|---|---|--|---|--|--|-----|--|
| Chair: Arne Krause | Chair: Cristiana Barbosa Nunes da Silva | Chair: Eva Maagerø | Chair: Ed Campbell | Chair: Staffan Selander | Chair: Signe Kjær Jensen | | |
| <p>Alex Bezerra Leitão:</p> <p>Multimodal Narratives on Teaching Spanish as a Foreign Language to Students with Autistic Spectrum Disorder</p> | <p>Mia Heikkilä:</p> <p>Artefacts as Central to Computer Programming in Early Childhood Education Settings</p> | <p>Eva Insulander:</p> <p>Representations of Migration, Borders and Memories in Exhibitions: A Multimodal Text Analysis</p> | <p>Julie Byrne:</p> <p>Computer Based Composition: Modes and their Meaning in a Secondary School Music Classroom</p> | <p>Chen & Wei:</p> <p>Brand Image Projection from Multimodal Metaphor and Metonymy - A Comparative Analysis of HUAWEI's Chinese and Overseas Video Advertisements</p> | <p>Martin Engebretsen:</p> <p>Interacting with Data Visualizations in the News Media</p> | | <p>PANEL:</p> <p>Tseng, Van Leeuwen, Djonov, Macken-Horarik & Danielsson:</p> <p>Intermediality and Learning: Materiality and Knowledge Representation Across Media Borders</p> |
| <p>Tao, Qu:</p> <p>Teaching Vocabulary to EFL Learners: A Multimodal Corpus Approach</p> | <p>Janine Knight:</p> <p>Types of Agency and Language Learners' Screen-Based Semiotic Work</p> | <p>Nina Nørgaard:</p> <p>Theorising "New" Semiotic Resources: Paper</p> | <p>Helene Dahlström:</p> <p>Multimodal Digital Story-Creation, Affordances and Students' Agency</p> | <p>DAI Hui:</p> <p>Contextualization of Compositional Modes: A Multimodal Study of Traffic Signs in China</p> | <p>Arlene Archer:</p> <p>Exploring Academic Argument in Data Visualizations</p> | | <p>PANEL (cont.):</p> |
| <p>Natalia Norte Fernandez-Pacheco:</p> <p>The Influence of Multimodal Ensembles on EFL Students' Audio-Visual Comprehension</p> | <p>Fredrik Lindstrand:</p> <p>Signs of Multimodal Genre Awareness in Young YouTubers' Online Engagements</p> | <p>Joshua Han:</p> <p>Towards the Metafunctional Configurations of Movement and Music</p> | <p>Margarita Felipe Fajardo:</p> <p>Unconscious Representations in Students' Drawings: How Prevailing Discourses Go Unchallenged</p> | <p>Kate Cowan, John Potter:</p> <p>Playing the Archive: Multimodal Perspectives on Children's Play</p> | <p>Giovanni Parodi, Cristóbal Julio:</p> <p>When Words and Graphs Move the Eyes: How Do Experimental Eye-Tracking Data Complement with an Opinion-Based Survey?</p> | | <p>PANEL (cont.):</p> |

Wednesday – Parallel session #3

| O100 | O99 | O97 | O96 | O95 | O94 | U82 | O77 |
|--|---|--|--|--|---|-----|-----|
| Chair: Eva Svärde Åberg | Chair: Christina Olin- Scheller | Chair: Carmen Aguilera- Carnerero | Chair: Øystein Gilje | Chair: Tiyaisha Sengupta | Chair: Aslaug Veum | | |
| <p>Akisha Pearman:</p> <p>Multimodal awareness in writing centre tutor training in higher education using visual narratives</p> | <p>Soares Barbosa, Dilamar Araújo:</p> <p>The Grammar of Visual Design at College: Teaching Future Teachers to Read Images</p> | <p>Mona Blåsjö:</p> <p>The Smallness of Small. The Role of Small Texts and Text Elements in a Big World</p> | <p>Heidi Kristensen, Erik Knain:</p> <p>Action Competence by Way of a Representation Focus</p> | <p>Martina Dodl:</p> <p>From Static Texts to Personalized Dynamic Advertising: What Has Changed and How Does it Influence Our Understanding of the Notion of <i>Text</i>?</p> | <p>Ruth Swanwick, Elisabetta Adami:</p> <p>Making Meaning, Making Signs: Semiosis through the Lens of Deaf-Hearing Interaction</p> | | |
| <p>Melissa Shamini Perry:</p> <p>Multimodality and Creativity through Transmedia Storytelling in the Malaysian Higher Education Context</p> | <p>Kirsten Linnea Kruse:</p> <p>Digital Collage as Play Material for Students' Composing of Multimodal Picture Books</p> | <p>Agnieszka Lyons:</p> <p>Kineticons: Looking at Text-Based Mobile Communication Multimodally</p> | <p>Sophia Diamantopoulou:</p> <p>Designs for Learning as Political and Social Achievements: Recognising the Use of <i>Semiotic Practices</i> in Children's Visual Representations</p> | <p>Carmen Daniela Maier, Jan Engberg:</p> <p>Multimodal and Hypermodal Knowledge Management Across Audiences: An Empirical Investigation of <i>Harvard Business Review's</i> Communication and Dissemination Strategies</p> | <p>Li-Wen CHANG:</p> <p>Investigating Note-Taking in Consecutive Interpreting from a Visual Communication Perspective</p> | | |

Thursday – Parallel session #1

| O100 | O99 | O97 | O96 | O95 | O94 | U82 | O77 |
|--|--|---|--|---|--|--|-----|
| Chair: Akisha Pearman | Chair: Janine Knight | Chair: Ben Clarke | Chair: Kate Cowan | Chair: Sophia Diamantopoulou | Chair: Nikolaj Elf | Chair: Mona Blåsjö | |
| John Airey: Using Variation and Unpacking to Help Students Decode Disciplinary-Specific Semiotic Resources | Viviane M. Heberle: Looking at Videogames, Children’s Picture Books and Museum Exhibits Multimodally: An Integrated Multiliteracies Project | Kate Maxwell and Lilli Mittner: Multimodal Evangelism, or, Is Everything Really Multimodal? Reflections on Multimodality and Gender | Yufei He: Animation and the Remediation of School Physics | Silja Nikula: Simplified Visual Language: Graphic Abstraction in Finnish Crossword Puzzles | Baeza, Manghi, Vásquez: The Resemiotization of the Notion of Educational Inclusion from the Official Voice: Multimodal Critical Analysis of the Website of the Chilean Ministry of Education | Arlene Archer, Anders Björkqvall: Discourses in and Around Upcycled Artefacts as Instantiations of Discourse | |
| Robert Prince: Assessment of Multimodal Academic Numeracy Practices | Vânia Soares Barbosa, Araújo: Picture Books at College: A Multimodal Reading Experience | Yaegan Doran: Seeing Knowledge Through Field: Multimodal Meaning in Science | Tobias Fredlund, Erik Knain: Analysing School Science Group Work in Terms of Multimodal Text Development and Its Interplay with the Context of Situation | Cristiana Barbosa Nunes da Silva: Playing Games with Multimodalities: The Usage of Typography in the Construction of Digital Games Characters | Preet Hirdhar: Multimodal Expressions of Identities in Websites of South Asian Diasporas | Per Holmberg: Runes in gold. Analyzing Bracteates as Multimodal Texts | |
| Nora Nagy: Cultivating a Multimodal Gaze: A Classroom Research Study in a Higher Education English Studies Program | Laura Triviño-Cabrera: Multimodality in the Teaching of Social Sciences in the Spanish Educational System: Current Landscape, Challenges and Proposals | Yufei He: Re-reading Hjelmslev’s Notion of Sign and Its Application in Multimodal Discourse Analysis—Focusing on Animation in the Educational Context | Granly Foss, Øidvin Burgess: Negotiating the Social and Physical Complexities of Anthropogenic Climate Change within the School Science Discourse | Ana Aymá: Truth, Image and Politics: The Visual Discourse of the "Alianza Cambiemos" | Hui Wang, Cheng-Hung Lo: Image Creation and Localization on the Corporate Homepage: A Multimodal Approach | | |

Thursday – Parallel session #2

| O100 | O99 | O97 | O96 | O95 | O94 | U82 | O77 |
|---|---|--|---|--|--|---|--|
| Chair: Stephanie Reid | Chair: Melissa Shamina Perry | Chair: Thilde Emilie Møller | Chair: Mai Lill Suhr Lunde | Chair: Martin Engebretsen | Chair: Martin Siefkes | Chair: Julie Byrne | |
| <p>Elise Seip Tønnessen:</p> <p>Multimodality in Digital Visualizations Used in Education; How Semiotic and Technological Affordances Interplay in Meaning Making</p> | <p>Huynh, Angela Thomas, Vinh Thi To:</p> <p>East Meets West? Identifying Points of Contestation When Mediating Understandings About Eastern Picturebooks with Children.</p> | <p>Leticia Tian Zhang, Sumin Zhao:</p> <p>A cultural taxonomy of online video-sharing: A contrastive analysis of YouTube and Chinese-language platforms</p> | <p>Dewali Chand, Kenny, Fraser:</p> <p>Using Multimodality in Science Learning: A Fijian Learning Space Perspective</p> | <p>Carmen Aguilera-Carnerero:</p> <p>Visual Hate Speech and Popular Culture: The Case of Islamophobic Memes</p> | <p>Hong Zhang:</p> <p>Activity Types of Semiotic Graffiti: Official and Unofficial Negotiation</p> | <p>Záira Bomfante dos Santos and Clarice Lage Gualberto:</p> <p>Multimodality in the Brazilian Context: The State of the Art</p> | <p>SYMPOSIUM:</p> <p>Insulander, Gilje & Lindstrand</p> <p>Discussant: Björkvall</p> <p>Multimodal Ethnography – Understanding Meaning Making in Practices and across Contexts</p> |
| <p>Ed Campbell:</p> <p>Digital Technologies in Initial Teacher Education: Shifting the Focus from ‘the Digital’ to ‘Multimodality in Contexts’</p> | <p>Emilia Djonov:</p> <p>Semiotic Artefacts in Multimodal Events: Picture Books and Other Props in Library Storytime Sessions Ngoc Tai</p> | <p>Xiaoping Wang:</p> <p>An Embodied View of Physical Signs in News Cartoons</p> | <p>Cedric Linder, Susanne Wikman, Anne Linder:</p> <p>Transduction Practices in the Learning of Stereochemistry: Towards Developing a Multimodal Theory of Emergent Learning</p> | <p>Christopher A. Smith:</p> <p>Fake News and Memes</p> | <p>Ken Tann, Lyn Teo:</p> <p>Multimodality in Social Practice: Unravelling Contextual Ambiguity of Fashion in Museums</p> | <p>Teng Man:</p> <p>Colors in Dan Mu: Emerging Meaning-Making Norms and Community Online</p> | <p>SYMPOSIUM (cont.)</p> |
| <p>Eva Svärde Åberg:</p> <p>Academic Argument within Multimodal Representations – A Study of Students’ Communication within a Blended Learning Environment in Higher Education</p> | <p>Kunkun Zhang:</p> <p>Towards a Social Semiotic Framework for Researching Literacy Practices: Integrating Multimodal Analysis and Jacobson’s Functional Linguistics</p> | <p>Lisbeth Thorlacius:</p> <p>Aesthetical Taste Discourses in Web Design</p> | <p>Malin Norberg:</p> <p>Children Making Meaning of Mathematics Textbooks - A Multimodal Study</p> | <p>Ievgeniia V. Bondarenko:</p> <p>Meme as a Tool of Political Manipulation: Cross-Cultural Aspect in Multimodality</p> | <p>Larysa Makaruk:</p> <p>Identifying Features of Multimodal Structures Used in Modern Mass Media Discourse</p> | <p>Martin Kaltenbacher:</p> <p>Krampus, Hollywood and the Semiotics of Fear</p> | <p>SYMPOSIUM (cont.)</p> |

Thursday – Parallel session #3

| O100 Chair: Heidi Kristensen | O99 Chair: Sylvia Jaki | O97 Chair: Jana Holsanova | O96 Chair: Tom De Smedt | O95 Chair: Vlado Sušac | O94 Chair: ZHAO Hong | U82 Chair: Andressa Biancardi Puttin | O77 |
|--|---|---|--|---|---|--|---|
| <p>Daniele Franceschi: Physician-Patient Communication: An Integrated Multimodal Approach for Teaching Medical English</p> | <p>Maria Papadopoulou, Magda Vitsou, Eleni Gana: Multimodal Communication through Puppets in a Project with Refugee Children</p> | <p>P. J. Wheeler: When the Object is the Speaker: A Test Case for Multimodal Analysis</p> | <p>Georgios H. Potamias: Multimodal Teaching and Learning in Greek History Class as an Alternative to Traditional Educational Approaches</p> | <p>Giuseppe Balirano, Sole Alba Zollo: Promoting Diversity and Inclusion in Public Service Announcements: A Critical Multimodal Analysis of Public Campaigns</p> | <p>Shao Shan: Interpersonal and Interactive Meanings in TED Speech Videos</p> | <p>Aranca García Pinar: Motivation in ESP Multimodal Practice</p> | <p>PANEL: Serafini, Moses & Kachorsky: Understanding Young Readers' Use of Semiotic Resources to Construct Meanings with Picturebooks</p> |
| <p>Ting Jiang, Jianwei Kang: A Multimodal Study of the Textbooks for the Doctoral course of <i>English for Academic Communication</i> in Mainland China</p> | <p>Maagerø, Hogga Siljan, Veum: Who am I? A Multimodal Self-Presentation by Newly Arrived Young Immigrants</p> | <p>Rumiko Oyama: On the Relations Between Modes: How Writing System Can Affect Visual Semiosis in Multimodal Texts</p> | <p>Gustav Westberg & Henning Årman "We are never cold. To shiver is to show weakness" - The multisemiotics of neo-Nazi activism in Sweden.</p> | <p>Staffan Selander: Security and Danger – How to Foster Public Behaviour by Way of Visual Representations</p> | <p>Yiqiong Zhang: Scifotainment: Evolving Multimodal Engagement in Online Science News</p> | <p>Wang Hongli Chenying & Yan Kailun: A Study on Appraisal Resources in Argumentative Essays by non-English Major</p> | <p>PANEL (cont.):</p> |

Friday – Parallel session #1

| O100 | O99 | O97 | O96 | O95 | O94 | U82 | O77 |
|---|---|--|--|---|--|---|-----|
| Chair: Malin Norberg | Chair: Jingjing Huang | Chair: Viviane M. Heberle | Chair: Arlene Archer | Chair: Gustav Westberg | Chair: Emilia Djonov | Chair: Elisabetta Adami | |
| <p>John Airey, Zachary Simpson:</p> <p>Multimodal Science and Engineering Teaching: Perspectives from 8ICOM</p> | <p>Puttin, Bomfante dos Santos:</p> <p>The English Language Teaching Mediated by the Textbook from Multimodality Approach in the Brazilian Context</p> | <p>Emanuela Marchetti:</p> <p>If it Looks Like a Duck. Names as Shared Signifiers for Discussing “Cuteness” in Healthcare Robotics</p> | <p>Jin WANG:</p> <p>Visualizing English as a Symbol: A Multimodal Discourse Analysis of the Early Education Program Flyers in China</p> | <p>Dimitrios Chaidas:</p> <p>Narratology in the Analysis of Multimodal Legitimation: An Introduction</p> | <p>Sunčana Tuksar, Juraj Dobrila:</p> <p>Towards Multimodality: Transmedial Nature of Film</p> | <p>ZHAO Hong:</p> <p>A Comparative Multimodal Discourse Analysis of Sino-US Front Page News Reports</p> | |
| <p>Kate le Roux, Bruce Kloot:</p> <p>A Social Semiotic Perspective on Multimodal Language Practices for Teaching Coriolis Acceleration in Engineering Dynamics</p> | <p>Vanessa Tiburtino:</p> <p>Multiliteracies and Multimodality: A Focus on Additional Language Teaching</p> | <p>Christiane Zehrer:</p> <p>Aligning Human and Machine Perspectives on Multimodality: Epistemological Questions in an Age of Artificial Intelligence</p> | <p>Bjørnar Ødegårdstuen:</p> <p>Wall-Texts and Signs of Learning</p> | <p>Sylvia Jaki, Tom De Smedt:</p> <p>Offense and Defense in German Populist Rhetoric: A Multimodal Case Study of AfD (Alternative für Deutschland)</p> | <p>Signe Kjær Jensen:</p> <p>Multimodal Depth in Film: A Proposal for a Multimodal <i>and</i> Sound-Oriented Approach to Intersemiotic Analysis</p> | <p>Ben Clarke:</p> <p>Interpersonal Representations of Syrian Refugees in Images from the UK National Print Press: A Short-Term Diachronic Perspective</p> | |
| <p>Zach Simpson:</p> <p>Interim Representation as a Pedagogic Strategy in Civil Engineering Education</p> | <p>Ingerpuu-Rümmel:</p> <p>Teachers and Learners Constructing Meaning for New Words in the Foreign Language Classroom</p> | <p>Victor Lim Fei:</p> <p>Developing Multimodal Literacy in Students – A Pedagogical Approach</p> | <p>Zhifeng Kang, Dan Jiao:</p> <p>All-Encompassing Theory and “MM+EM” Interpreting Teaching</p> | <p>Tiyasha Sengupta:</p> <p>Heroes and Saviours: The Bengali Hero in Children’s Comics during the Bangladeshi Struggle for Liberation, 1971</p> | <p>KONG Youqi:</p> <p>A Multimodal Discourse Analysis of Unreliable Narrative in Detective Films</p> | <p>Hongqiang Zhu:</p> <p>Interplay Between the Verbal and the Visual Realization of Stance Markers in the Discourse of Broadcast News Reports</p> | |

Friday – Parallel session #2

| O100 Chair: Robert Prince | O99 Chair: Vânia Soares Barbosa | O97 Chair: Shao Shan | O96 Chair: Dylan Yamada-Rice | O95 Chair: Kirsten Linnea Kruse | U82 Chair: Anders Björkval | Campus square |
|---|---|--|--|---|---|----------------|
| <p>Suhr Lunde, Mathiassen, Fredlund, Knain:</p> <p>Student Teachers' Perspective of Representations in Science Teaching and Learning</p> | <p>QU Congyi Joy:</p> <p>Teaching EFL Secondary School Students to Critically Read Literary Classics: A Discourse Analysis of "The Merchant of Venice"</p> | <p>Nathaly Gonzalez-Acevedo:</p> <p>Analyzing Videos of Dynamic Preschoolers. Complexities and Challenges from a Social Semiotic Multimodal Perspective.</p> | <p>Øystein Gilje:</p> <p>Multimodality, Software Studies and Contributory Modes – A Critical Discussion</p> | <p>Anette Hagen:</p> <p>Rhythm and Dialogue as Parts of Multimodal Cohesion and the Interplay Between the Modes in Picture Book Apps</p> | <p>Frank Serafini and Stephanie Reid:</p> <p>Multimodal Content Analysis</p> | Poster Session |
| <p>Moa Eriksson, Urban Eriksson, Cedric Linder:</p> <p>Multimodal Situated Configurations in a Physics Interactive Learning Environment Dealing with Circular Motion</p> | <p>Arne Krause:</p> <p>Dialogic Reading as a Tool for Fostering Language – An Example of Applied Multimodality</p> | <p>Thilde Emilie Møller:</p> <p>Embodied Collaboration in a Film Production Practice with iPads</p> | <p>Blaine E. Smith, Carita Kiili, Miika Marttunen:</p> <p>Multimodality and Persuasion: A Mixed Methods Study of How Students Interpret Multiple Modes in a Digital Video</p> | <p>Wang Jing:</p> <p>A Discourse-Based Approach to Analyze Image-Text Relations in Children's Picture Books</p> | <p>Martin Siefkes:</p> <p>The exhibition 'Gestures – in the past, present, and future'</p> | Poster Session |
| <p>Elias Euler, Elmer Rådahl, Bor Gregoric:</p> <p>Spontaneous Use of Dance in an Astronomy Activity</p> | <p>Elf, Gilje, Olin-Scheller, Slotte:</p> <p>Multimodality in L1 Steering Documents and Classroom Practice: Nordic Status and Research Implications</p> | <p>Nora Nagy:</p> <p>'How Do You Illustrate the Atmosphere of a Story?' A Multimodal Social Semiotic Approach to Making Illustrated Books for Language Learners</p> | <p>Godhe, Magnusson, Hashemi:</p> <p>Teaching and Assessment of Digital, Multimodal Texts – Exploring the Possibilities to Support Educational Practices</p> | | | Poster Session |