

## ASSOCIATE PROFESSOR HELLE PIA LAURSEN. DANISH SCHOOL OF EDUCATION. AARHUS UNIVERSITY (AU)

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Research profile: [http://pure.au.dk/portal/da/persons/helle-pia-larsen\(ccf4683a-5a06-4498-bbbc-e3e56dda28e1\).html](http://pure.au.dk/portal/da/persons/helle-pia-larsen(ccf4683a-5a06-4498-bbbc-e3e56dda28e1).html)

### Key research

Literacy and linguistic diversity//Multilingual and subject-didactic perspectives on reading and writing//

### Education

2000 Ph.D., The Danish Pedagogical University, Copenhagen

### Employment history

2009- Associate professor, The Danish School of Education, AU  
2008-2011 Associate professor, Department of Learning, University of Greenland (part time)  
2002-2009 Senior lecturer, University College Copenhagen  
2005- Lecturer, Department of Scandinavian Studies and Linguistics, University of Copenhagen  
2000-2002 Lecturer, Danish School of Education  
1993-2000 Senior Lecturer, Zahle Teacher Training College, Copenhagen  
1995-2001 International expert in the Latvian Language Programme Unit, UNDP, Riga

### Research leadership and project participation (selected)

- 2008-: Project leader: *Signs of Language* - a collaborative research and development study between The Danish School of Education (DPU) at Aarhus University, VIA University College, University College North Jutland, University College Lillebaelt, University College Copenhagen (UCC), the municipalities of Aarhus, Aalborg, Vejle, Odense and Copenhagen and the Ministry of Education.
- 2009-2011: Participant in the NOS –HS explorative network Nordic citizens in knowledge society: literacy practices in transition
- 2006-2007: Project leader: *Sproget med i alle fag* [Language in All Academic Disciplines]. Funded by the Ministry of Education
- 2004-2005: Project leader: *Dansk som andetsprog i relation til danskfaget* [Danish as a Second Language in the Subject Area Danish]. Funded by the municipality of Copenhagen.
- 2003-2004: Project leader: *Den sproglige dimension i naturfagsundervisningen* [Linguistic Dimensions in Science Teaching]. Funded by the municipality of Copenhagen.

### Selected peer-reviewed academic publications (2007-2017)

- Holm, L. & Laursen, H.P. (2011). Migrants and literacy crises. *APPLES - Journal of Applied Language Studies* 5 (2), 3-16.
- Daugaard, L. M., and Laursen, H.P. (2012). Multilingual classrooms as sites of negotiations of language and literacy. In A. Pietikänen-Huhta & L. Holm (Eds.). *Literacy Practices in Transition* (pp. 103-118). Clevedon: Multilingual Matters.
- Laursen, H. P. & Fabrin, L. (2013). Children Investing in Literacy. *Linguistics and Education* 24 (4), 441-453.
- Laursen, H. P. (2013). Umbrellas and Angels Standing Straight - a Social Semiotic Perspective on Multilingual Children's Literacy. *Journal of Bilingual Education and Bilingualism* 16 (6), 690-706.
- Laursen, H.P. (ed.) (2013). *Literacy og sproglig diversitet* [Literacy and Linguistic Diversity]. Aarhus: Aarhus Universitetsforlag
- Laursen, H. P. (2013). Bilingualitet og skriftsprogstilegnelse. Literacypraksisser i de første skoleår [Bilinguality and Language Acquisition. Literacy Practices in Primary School] (pp. 11-48). In H. P Laursen (Ed.)
- Laursen, H.P. (2016). Mange dansksprogetheder – andre andetsprogetheder? [Many Danish language-ness'es – another second language-ness?] *Nordand* 11(1), 57-85.
- Laursen, H. P. & Dahlstrup, N. D. (2016a). Timespacing competence: multilingual children's linguistic worlds. *Social Semiotics* 26 (5), 563-581.
- Laursen, H. P. & Dahlstrup, N. D. (2016b). Language competence in movement: a child's perspective, *International Journal of Multilingualism*, 13(1), 74-91.
- Laursen, H.P. & Kolstrup, K.L. (2017). Multilingual children between real and imaginary worlds. Language play as resignifying practice. *Applied Linguistics*. DOI: <https://doi.org/10.1093/applin/amw049>

### Other

- The European Language Label for the research project Signs of language (2014)
- Co-founder of the Nordic Network LLL (Language, Literacy and Learning) [www.ju.se/ccd/lll](http://www.ju.se/ccd/lll)
- Head supervision of one PhD student, who has completed her studies. Ongoing supervision of four PhD students.