



Newsletter 2

May 2016

LiRe2.0 Presented at 21st Century Skills Seminar

The Lifelong Readers 2.0 (LiRe2.0) project was presented by Prof. Margarida Morgado of Instituto Politécnico de Castelo Branco (IPCB) to teachers, librarians, and researchers at the Universidade da Beira Interior, Covilhã, Portugal, on 11 May 2016. The project was presented in the framework of an in-service seminar on 21st century literacies and skills that ran in April and May 2016. Several European projects were presented and discussed, but the LiRe2.0 project raised a lot of interest and many participants in audience showed eagerness in getting involved in the project's development phase.



LiRe2.0 presented in LMETB Newsletter



As part of the dissemination activities of the LiRe2.0 project, an article about EU Projects was published in the May 2016 Edition of the Louth Meath Education and Training Board (LMETB) Newsletter. The article mentioned the innovative work done within the projects, as well as the many staff members that are involved in the European projects. The partner countries of Romania, Greece, Cyprus, Portugal, and Italy were also mentioned. A picture of the partners from the LiRe2.0 kick-off meeting in Cyprus was also included. It is anticipated that regular promotion of the project will encourage all staff members throughout the two counties in Ireland to become aware and interested in the projects and the results and resources that are generated from them.

LiRe2.0 Information Disseminated at Digital Literacy Forum

“Books and the Digital Age: the Greek Reality” was a forum that took place on May 24, 2016 at the Panteio University in Athens (<http://www.eanagnostis.gr/vivlii-psifiaki-epohi-panteio-imerida/>). Members of the Greek LiRe2.0 team attended the sessions. Scholars and representatives from the publishing domain projected their views about the role of libraries in the digital age, the use of innovative practices in literacy, and the role of authors, publishers, book sellers, and journalists/bloggers in the digital environment. The LiRe2.0 project members contacted two key figures at the forum, Prof. N. Bakounakis, specializing in story-telling techniques, and Michael Kalamaras from eAnagnostis and informed them about the LiRe2.0 project. The latter runs the vivl.io Project that uses innovative means to entice readers to unlock the great potential found in digital books. We anticipate future collaboration with these contacts.





Completion of LiRe2.0 IO1 and IO2



The LiRe2.0 project consortium has successfully completed the first two Intellectual Outputs of the project, which will set the groundwork for the further development of the project's phases and outputs. More specifically, IO1 consisted of a collective research report, composed of national research reports produced by the project partners. The purpose of the report was to present the findings from the transnational research (desk-based and field-based research) that emerged through the national research reports prepared by each partner organization within the framework of the project. The report identified through empirical and theoretical evidence the current situation in Ireland, Cyprus, Portugal, Romania, Greece, and Italy with

respect to literacy levels, as well as best practices and innovative strategies towards the sustainable use of ICT for literacy reading enhancement.

The second Intellectual Output, IO2, involved desk-based research conducted by all project partners, consisting of reviewing past programs, projects, and reports from the European Union and outside of it. The six project partners from Ireland, Cyprus, Portugal, Romania, Greece, and Italy have identified Best Practices in the field of sustainable use of ICT for reading promotion for pupils and teenagers of 10-18 years old. The 58 identified Best Practices are described in the report in a common, standardized format. Elements that can be used and adapted to other contexts and situations, for facilitating the creation of reading cultures and communities among pre-teens and teenagers, university students, and working adults, through the use of Web 2.0 technologies and other forms of digital/social reading and "book-talking" are pointed out within these descriptions. In its last part, the report provides teachers with conclusions and recommendations on how to promote reading through ICT and Web2.0 technologies among their students.

