BOOK OF ABSTRACTS

MEDIATING SOCIAL CHALLENGES
ART, STORYTELLING & TEACHING PRACTICES

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Greetings from the Conference Organizing Committee

Dear participants of the conference,

We offer a warm welcome and are thrilled to have you all here with us at the University of Graz in Austria. In the face of social inequalities, digital divides, hegemonic power relations, capitalist conflicts of interests, asymmetric gender relations and international border and migration regimes, educational and social actions are becoming more and more challenging. These multifaceted challenges demand innovative methods and approaches that can address their complexities while valuing individual dimensions.

Art, storytelling, and critical pedagogical practices offer valuable tools to mediate these social challenges. By reflecting on our societal challenges from diverse individual and collective perspectives, cultural representations and storytelling can create ideal terrain for educational considerations, following bell hooks' call to "teach to transgress."

As our lives are increasingly intertwined with each other due to globalization and technological advancements, digitalization plays an essential role in critically reflecting and understanding our complex times. Alongside art-based practices, literary and cultural engagement in classrooms and beyond, digital storytelling and other media methodologies are worthwhile to consider.

This conference aims at addressing the proposed issues and to engage in fruitful and stimulating discussions across fields and expertise. We are very much looking forward to a productive conference. Welcome to Graz!

The Conference Organizing Committee,

Roberta Maierhofer & Nicole Haring

Conference Program

May 5, 2023

Time		Location
8.30-9.00	Registration	Heinrichstr. 36
9.00-10.30	**Conference Opening** Roberta Maierhofer (Conference Organizer, Director of Center for Inter-American Studies, University of Graz) Elisabeth Pecina (OeAD: Austria's Agency for Education and Internationalization) **Keynote I: Vicky Macleroy** (Goldsmith University London, UK) How can the Filmmaking, Poetry and Artwork of Multilingual Digital Storytelling Create Spaces for Activist Citizenship, Stories of Hope and Resilience, and Multilingual Literacy? *Chair: Nicole Haring*	Heinrichstr. 36 11.01
10.30-11.00	Coffee Break	Heinrichstr. 36
11.00-12.45	Panel I: **Digital Storytelling** *Chair: Julie Prochinig* Digital Storytelling as Transgressive Pedagogy: Promoting Students' Multiliteracy Skills in Translator and Interpreter Education **Claus Michael Hutterer** and **Stefan Baumgarten** (University of Graz, Austria) Using Digital Storytelling in EFL Teacher Education at the University of Pécs **Réka Lugossy** and **Mónika Fodor** (University of Pécs, Hungary) "Stop comparing yourself to a wrong stereotype": Taking Action in the ELT Classroom through Combining Young Adult Literature with Digital Storytelling **Fabiana Fazzi, Marcella Menegale, Carmel Mary Coonan, Maria Elisa Fina, Elisa Da Lio,** and **Sofia Guzzon** (Ca'Foscari University Venice, Italy) Intergenerational Digital Storytelling with Educators – A Feminist Approach **Nicole Haring** (University of Graz, Austria)	Heinrichstr. 36 11.01

12.45-13.30	Lunch	Uni Café at Heinrichstr. 36
13.30-15.00	Panel II: **Storytelling & Museums** *Chair: Nicole Haring* Whose (hi)story is it anyway? – Using Digital Storytelling to Diversify Representation in the Museum **Julia Baier** (University of Graz, Austria) Developing Critical Literacy Skills through Stories and Exhibitions **Nóra Wünsch-Nagy** (University of Pécs, Hungary) Migrant Students' Translingual Podcasts across the Classroom and the Museum: Benefits and Challenges **Claudia Meneghetti** and **Fabiana Fazzi** (Ca' Foscari University Venice, Italy)	Heinrichstr. 36 11.01
15.00-15.15	Coffee Break	Heinrichstr. 36
15.15-16.15	**Keynote II: Victoria Showunmi** (University College London, UK) Visible, Invisible Women in Higher Education *Chair: Nicole Haring*	Heinrichstr. 36 11.01
16.15-16.30	Coffee Break	Heinrichstr. 36
16.30-18.45	Panel III: **Young Adult Literature & Reading Practices** *Chair: Fabiana Fazzi* Balancing Facts and Fiction in Climate Change Literature for Young Adults **Andrea Färber** (University of Graz, Austria) The Narrative Re-Creation Model: A Multimodal Approach to Inter- and Transcultural Literary Learning **Nina Reibenschuh** (University of Graz, Austria) Young Adult Literature in the EFL Classroom: Designing a Digital Social Reading Project with Actively Learn **Sofia Guzzon** (Ca' Foscari University Venice, Italy) The Role of Interactive Books in the Development of Reading and Reading Comprehension **Emőke Varga** and **Gabriella Daróczi** (University of Szeged, Hungary)	Heinrichstr. 36 11.01
19.00	Mayor´s Reception	City Hall Graz

May 6, 2023

Time		Location
9.30-10.30	**Keynote III: Adelina Sánchez Espinosa** (University of Granada, Spain) Researching Pedagogically for Social Intervention: The "Gender-Response-able Literary and Visual Labs (ResLab)" in the Context of Feminist Transnational Networks *Chair: Nicole Haring*	Heinrichstr. 36 11.01
10.30-11.00	*Coffee Break*	
11.00-12.30	Panel IV: **Combating Inequalities in the Classroom** *Chair: Anamari Slemensek* Shame, Fear and the Feeling of Not-Belonging: Reflecting on Class and Classism through Storytelling **Iris Mendel** and **Lisa Scheer** (University of Graz, Austria) Urban Pedagogy **Jorge Eliecer Chaparro Marino** (University of Bielefeld, Germany) Fostering Cultural Diversity and Critical Thinking through Socially Conscious Art History Pedagogy **Vanessa S. Troiano** (City University New York, USA)	Heinrichstr. 36 11.01
12.30-13.15	Lunch Break	Uni Café at Heinrichstr. 36
13.15-14.45	Panel V: **Mediating Social Challenges in the Americas** *Chair: Julie Prochinig* Beauty is a Beast: Mediating Body Pedagogy through Disney **Lisa Buchegger** (University of Graz, Austria) 'Wealth' and 'Money' as a Representative Symbol of the American Society - A Critical Review of F. Scott Fitzgerald's Selected Novels **Fatmir Ramadani** (AAB College Prishtina, Kosovo) Passage and Moodle: Humanizing the Plight of Haitian Migrants in The Bahamas in the University Classroom **Saskia Fürst** (University of The Bahamas, Bahamas) ***Conference Closing***	Heinrichstr. 36 11.01
15.30-17.00	Graz Museum Tour	Graz Museum
17.00	Drinks and Dinner (at own expenses)	

Keynote

How can the Filmmaking, Poetry and Artwork of Multilingual Digital Storytelling Create Spaces for Activist Citizenship, Stories of Hope and Resilience, and Multilingual Literacy?

Vicky Macleroy (University of London, UK)

What happens when young people begin to frame their stories through the lens of a camera? How can critical and creative engagement with digital technology enable young people to construct alternative narratives and imagine otherwise? In this presentation, I will look at how multilingual digital storytelling can open up spaces for multiple ways of knowing (personal, experiential, affective, sensorial, aesthetic, dialogic). The research presented here is part of a larger global literacy 'Critical Connections Multilingual Digital Storytelling Project' (2012-ongoing) working across 15 countries (Algeria, Australia, Cyprus, Egypt, England, Germany, India, Italy, Luxembourg, Malaysia, Palestine, Switzerland, Taiwan, Turkey, U.S.A.) in over 36 languages. We build on the critical literacy research of Janks (2010) in South Africa who argues that in creating texts, such as digital stories, with an 'ethic of social justice … to protect our own rights and the rights of others' (p. 98) children have to navigate tensions existing within cultures, languages and communities. In our research, we look at what happens when children create their own digital narratives, interrogating these tensions surrounding ideas and realities of social justice, and decide how to represent their lives and the lives of others (Chung & Macleroy, 2022, p. 257). I analyse excerpts from selected multilingual digital stories (created in schools in England, Germany, India, Italy, Taiwan) to demonstrate how learners (6–18-year-olds) become expert meaning makers and learn to think in in poetic, artistic, imaginative, and equitable ways about their languages, cultures and global communities.

Vicky Macleroy is a Professor of Language and Literacy, Head of the MA Children's Literature programme, and Head of the Centre for Language, Culture and Learning at Goldsmiths, University of London. Her work focuses on literacy and digital storytelling; language development, poetry and multilingualism; activist citizenship and transformative pedagogy; linguistic diversity, multimodality and children's/Young Adult literature. Underpinning her research is a commitment to research methodologies that embrace collaborative and creative ways of researching. Vicky is co-director of an international literacy project 'Critical Connections Multilingual Digital Storytelling' (2012-ongoing) that uses digital storytelling to support engagement with language and literacy.

Visible, Invisible Women in Higher Education

Victoria Showunmi (University College London, UK)

This talk will present findings from the analysis of experiences of women in workplace with a focus on the intersection of gender and race. The audience will be invited to challenge their beliefs as we explore well-known phenomena through the fresh lens of unacknowledged and hidden forms of sexism and racism. We will uncover the true extent of the impact of discrimination on the well-being of Black women in a range of contexts. We will also consider how Black women can deploy strategies to combat racism. They have the power to 'flip the script and change the narrative'.

Victoria Showunmi (University College London, UK) has developed a national and international reputation for her work on identity and leadership. The emerging themes of are gender identity and race in the context of leadership, and the implications for the experiences of learners and educators, as well as young Black women's experiences of education in the context of their well-being. She has been the principal and co-principal investigator for five research projects: the UK WomenKind project, BELMAS; Coaching and Mentoring, Gender and Leadership in Higher Education in Pakistan, and Black Girls/Young Black women's experiences in education. These projects have led to publications in peer-reviewed journals such as EMAG and Curriculum Inquiry and "The Role of the 'Black Girls Club' Challenging the Status Quo Feminist Pedagogy, Practice and Activism". She is also currently co-authoring a book with Carol Tomlin entitled: *Managing Everyday Racism* (Lexington Rowman & Littlefield) and an edited book –*The Bloomsbury Gender Handbook on Educational leadership and Management* (Bloomsbury).

Researching Pedagogically for Social Intervention. The "Gender Response-able Literary and Visual Labs (ResLab)" Experience in the Context of Feminist Transnational Networks

Adelina Sánchez Espinosa (University of Granada, Spain)

In this plenary, I will present an Andalusian R&D project of excellence: "Gender Responsible Lecturing Labs: Interfacing cultural and visual cultures as agents for social intervention" (ResLab) in the context of feminist transnational networks. The objective of ResLab is to implement literature, visual cultures and their various interfaces as methodological tools to generate transgressive teaching and research (hooks, 1994; Buikema et al., 2011). We also believe in what we call "Researching Pedagogically" as a transnational, transdisciplinary and transgenerational collaboration not only within the ResLab group of researchers but also in friendly alliances with the participants in other international teaching and research projects. ResLab is, hence, congenially intervowen with networks such as the Erasmus Mundus GEMMA, the MSCA EUTERPE or the CHANSE DIGISCREENS consortia and its respective projects. My presentation will illustrate how the convergences cultivated by these affective nets have succeeded in transporting the knowledges generated in our gender response-able classrooms beyond the university realm. They are, we strongly believe, helping us all mediate our most immediate social challenges.

Adelina Sánchez Espinosa is senior Lecturer at the University of Granada and Scientific Coordinator of GEMMA: Erasmus Mundus Master and Consortium in Women's and Gender Studies; PI for the "Reception, modes and gender" Andalusian Research Group and the "Gender Responsible Lecturing Labs: Interfacing cultural and visual cultures" Andalusian Research Project of Excellence; UGR PI for H2020 MSCA EUTERPE Project (EUTERPE: European Literatures and Gender in Transnational Perspective") and a Horizon Chanse project: DIGISCREENS Identities and Democratic values on European digital screens: Distribution, reception and representation. She is Series Editor of the Researching with GEMMA collection (Peter Lang) She was the Vice-President of AOIFE (Association of Institutions for Feminist Research and Education in Europe); Director of International Relations for the UGR, Executive Secretary of the UGR Women's Studies Research Institute and Series Editor for the UGR "FEMINAE" Book collection. Some of her latest publications are: "Feminist Counter-Cinema and Decolonial Countervisuality: Un'ora sola ti vorrei and Pays Barbare" (with Calderón Sandoval, Studies in Documentary Film, 2021); Seeking Eccentricity. Special Issue for Sociology and Technoscience Journal and Feminist Research Alliances: Affective Convergences (Peter Lang, 2022)

List of Panels, Abstracts, and Biographies

Panel I: Digital Storytelling

> Digital Storytelling as Transgressive Pedagogy: Promoting Students' Multiliteracy Skills in Translator and Interpreter Education
> **Claus Michael Hutterer** and **Stefan Baumgarten** (University of Graz, Austria)

In today's digital and globalizing age, professional translation and interpreting require a growing set of ever more complex skills. At the same time, techno-capitalist digitalization and an increasingly polarizing global political landscape have called forth novel pedagogical approaches aiming to challenge classical models of education (e.g., Giroux 2011). Within this context, we aim to present a set of case studies from the field of translation pedagogy not only in relation to the narrative approach known as digital storytelling but also against the backdrop of critical pedagogical approaches (e.g., Freire 2005/1975; Baumgarten et al. 2009). Traditionally, classical skills necessary to become a good translator, interpreter or communications expert included near-native or bilingual language proficiency in at least one language pair, sophisticated code-switching skills as well as a great deal of cultural knowledge. Due to the unprecedented recent success of neural machine translation, however, the range of tasks and skills is transforming and expanding considerably. Hence, the skilled use of language technologies and the post-editing of machine-translated materials is becoming increasingly important. Today, the real challenge in training intercultural and transcultural communication experts is to develop sophisticated communication and digital – hence multiliterate – skills, on which they can build during the course of their professional careers whilst embarking on a journey of lifelong learning. Some traditionalist educators, however, appear to be bent on the idea of task-based learning, questioning the practicability of a skills-based pedagogy by arguing that a didactic focus on ostensibly abstract skills remains an unworkable promise. For them, teachers first need to set clearly-defined tasks before students are able to develop procedural and in turn professional skills. According to Nickols (2011; emphasis added), a task is a time-bound work activity; it has a beginning and an end. Further, it is a prefigured work activity, that is, someone has specified in advance the what and how of the task. […] A skill is an inferred capability. We observe someone cope successfully with a wide range of difficult situations […] Skills enable us to perform a very different kind of work – configured work, that is, work in which the performer must figure out what to do and how to do it, including, perhaps, specifying the result to be achieved. As a flexible and socio-constructivist teaching method, digital storytelling has the potential to kill many birds with one stone in modern translator and interpreter education. Over the course of one semester, students can develop multiliterate translation skills through project-based assignments. By allowing students to configure and thus shape their own learning experience, they may reach the higher levels proposed in Bloom's (1956) revised taxonomy (cf. Anderson & Krathwohl 2001), which affords a more efficient action-based and cognitively-oriented design of learning processes. In our presentation, we would like to discuss the experience we have gained with digital storytelling in translation theory and translation practice classrooms and why we consider it to be a suitable tool for the development of multiliterate skills. Significantly, however, we would like to set these experiences in a broader

context of liberationist transgressive pedagogies, which, paradoxically, keep blossoming in an ever more commodifying (inter)national educational landscape.

Stefan Baumgarten is currently head of the Department of Translation Studies at the University of Graz. He is also heading the research area Translation, Society and Digital Transformation. His research centers on (critical) translation theories, the social impact of translation technologies, and on critical translation pedagogy. He is co-editor (with J. Cornellà-Detrell) of the special journal issue *Translation in Times of Technocapitalism* (Target, 2017) and of *Translation and Global Spaces of Power* (Multilingual Matters, 2018). Some of his relevant articles include 'Translation and Hegemonic Knowledge under Advanced Capitalism' (Target, 2017), and 'Adorno Refracted: German Critical Theory in the Neoliberal World Order' (Key Cultural Texts in Translation, 2018).

Claus Michael Hutterer is a trained translator, conference interpreter, teacher and proofreader (language combination: English, German, Hungarian). In 2004, he worked as a project manager for an organisation representing the interests of small and medium-sized enterprises at the European Parliament in Brussels. From 2004 to 2014 he taught at Eötvös Loránd University, Budapest, at the School of German Studies and the Department of Translation and Interpreting. He earned a PhD in Translation Studies in 2011. His research focuses on various types of audiovisual translation including subtitling and audio description, as well as on translation and interpreter education. Currently, he is a lecturer at the Department of Translation Studies at the University of Graz

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Using Digital Storytelling in EFL Teacher Education at the University of Pécs
Réka Lugossy and **Mónika Fodor** (University of Pécs, Hungary)

The use of narratives as a complex frame for learning, including perspectives on meaningful cultural content and research methods, has become an integral part of teacher education programs. In the socio-cultural theory of literacy, narrative appears to be essential in literacy development as it provides a gateway to learning social practices and contexts and engaging in meaning-making practices. Digital literacy practices are rooted in print-based literacy, completed with an understanding of computer skills. Digital literacy transforms traditional reading and writing into highly interactive, often non-linear, multimodal practices (Jones & Hafner, 2012). Inspired by the ERASMUS+ project titled 'Lit Up Your Phones: A Digital Toolkit for ESL/EFL Classroom to Combat Social Inequalities in Times of Covid19 Crisis' we decided to integrate traditional narrative frames with experiential digital storytelling in two teacher training courses at the University of Pécs. In this paper, we will evaluate how experiential digital storytelling in teacher training courses facilitates the students' understanding of their own language and social skills development. By analyzing students' digital narratives, we concluded that digital storytelling:

• helped students understand how narrative has a complex relationship with language development as they had to "realize the most complex synthesis of all [their] linguistic resources" (Brockmeier, 2019, p. 822);

● increased students' motivation by enhancing the willingness to explore their understanding of young adult literature and probe their interpretive and reflective skills. They learned to own these stories by relating to them;

● broadened students' access to their interlanguage, which they could reflect on as outsiders, thus expanding valuable class time for meaningful and authentic communication through complex narrative frames;

● helped students understand how individual storytelling is also a culturally embedded act constructing and maintaining communities;

● increased tutors' experimenting attitude and risk-taking in developing and using innovative teaching materials.

Réka Lugossy is an Associate Professor at the Department of English Applied Linguistics, University of Pécs, Hungary. She has published on the influence of narratives, particularly picture books on children's language and literacy development, on L2 teachers' beliefs and teacher cognition, and on the role of narratives in identity construction. Her current research explores the role of multiple languages and symbolic communities in the lives of historical minorities.

Mónika Fodor works as an Associate Professor in the Department of English Literatures and Cultures at the University of Pécs. She has published on the conversational and discourse analysis of narratives, identity, ethnicity, oral histories, narrative and memory in ethnic identity construction and using culture as content in the EFL classroom. Her recent research focuses on the role of intergenerational memory in narrative meaning making.

Intergenerational Digital Storytelling with Educators – A Feminist Approach
Nicole Haring (University of Graz, Austria)

Educational systems are active agents in the (re)production of social and cultural norms, and thus play an important role in the mediation of gender norms. Investigating this (re)production, this talk presents research findings from an intergenerational digital storytelling intervention with educators from three different life stages and different generations: university students in education, educators from schools and universities, and retired educators. Inspired by the feminist method "the intergenerational feminist mic" (Chazan and Machnab 2018), the research intervention in the form of participatory research was designed to create a knowledge transfer among generations to discuss their perceptions of the role the educational systems play in reproducing heteronormative gender norms. This transfer was enabled by creating groups of 3 (one from each life stage), where each of them functioned once as interviewer, interviewee, and photographer to create a storytelling process that resulted in short digital stories. Additionally, this project expanded Chazan and Machnab's (2018) method by combining the tool of digital storytelling with literary analyses of texts prior to the storytelling process to engage with a variety of narratives within the intervention. The participants engaged with the reading and interpretation as stimuli for the storytelling process. Using digital storytelling as a social science method provided possibilities for feminist research but also showed its disadvantages, which this talk will lay out in order to present a feminist analysis of the methodology.

Nicole Haring is a PhD candidate at the Center for Inter-American Studies at the University of Graz, Austria working on gender studies and cultural gerontology. She holds two master's degrees, one in education (English & Geography) and one in English and American Studies both from the University of Graz. Recently, she has finished a Fulbright scholarship at the University of Oklahoma (2019-2020) and was the holder of the Elisabeth-List-Fellowship for Gender Studies at the University of Graz (2020-2021). Currently, she holds the DOC Fellowship from the Austrian Academy of Science (2021-2024) to work on her dissertation project on intergenerational storytelling in education.

Panel II: Storytelling and Museums

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Whose (hi)story is it anyway? – Using Digital Storytelling to Diversify Representation in the Museum

Julia Baier (University of Graz, Austria)

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Museums are places that generate narratives, experiences and memories, while also teaching and educating about history and culture. For the longest time the (hi)stories presented in museums were told from a mono-cultural perspective; essentially denying other perspectives to be seen and experienced. One and the same object can illicit different reactions, emotions and memories in different people. Objects, places and events carry with them and are connected to stories. Although these stories are diverse, most museums, heretofore, have been presenting one story, one perspective. Still influenced by their colonial background, history museums therefore have been silencing other (hi)stories and other voices. This presentation will look at ways to use digital storytelling in a history museum to help bring in diverse voices and (hi)stories. Further it will be discussed how digital storytelling in the museum can be used to bring together people, communities and generations. Digital storytelling can be used to give voice to those who have been silenced and marginalized in the past. By bringing in various different voices and perspectives museums can diversify who is being represented in a museum context and through this diversify the (hi)stories presented in a museum.

Julia Baier earned a Bachelor degree in Archaeology, as well as English and American studies from the University of Graz. She is currently enrolled in the Master program for English and American studies with a special focus on cultural studies. She is working as a cultural educator at Graz Museum and Graz Museum Schlossberg. In 2022 she was the project coordinator for cultural education for the exhibition Jewish Life in Graz at the Graz Museum. Her research interests focus on the fields of gender studies, feminist studies, historical gender studies, and museum studies, especially new museology and cultural representation in the museum.

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Developing Critical Literacy Skills through Stories and Exhibitions

Nóra Wünsch-Nagy (University of Pécs, Hungary)

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Teacher trainees need to be prepared to respond to a range of social issues in their future roles, and helping them face this challenge has become an important aspect of teacher education. One way of addressing this pedagogical task is working with authentic texts in real-life situations. My approach to exploring important issues was the integration of storytelling and exhibition visits in courses for teacher trainees of English as a foreign language. For five semesters, I worked with teacher trainees within a course dedicated to multimodal literacy development, and the exhibition visits became the center of each course. The visits were organized in a small local gallery, engaging with the theme that was available at the time of the courses, for example, skateboarding and its social impact; the mythological story of the Minotaur; comic book art about growing up; and a photograph exhibition about childhood. The sessions at the exhibitions were informed by inquiry-based, dialogic and multimodal pedagogical approaches. In my presentation, I will illustrate the steps of the learning cycle built

around the visits, the task types that prepared teacher trainees to engage with the exhibitions meaningfully, and the strategies to deal with their responses to the questions raised by the exhibitions. My aim is to highlight ways of integrating exhibition visits into university courses in order to develop critical and disciplinary literacy skills.

Nóra Wünsch-Nagy is an assistant lecturer in Linguistics at the University of Pécs. She also writes about language and reading education for Helbling English, an ELT publisher. She holds a PhD in Linguistics with a specialization in Applied Linguistics and TESOL from the University of Pécs. She has had over twenty years of experience in teaching in secondary and higher education both in Hungary and Italy. Her research interests include multimodality, social semiotics, museum education and arts integration; picture books and illustrated fiction; Legitimation Code Theory; genre-based pedagogy and Systemic Functional Linguistics.

Migrant Students' Translingual Podcasts across the Classroom and the Museum: Benefits and Challenges
Claudia Meneghetti and **Fabiana Fazzi** (University Ca' Foscari, Venice, Italy)

Following the so-called multilingual turn (May 2014) there has been a growing interest in the promotion of translingual practices in and outside the classroom. Among such practices, arts-based and multimodal projects are said to enable learners to experiment with their linguistic resources and critically reflect on how they use them (Anderson 2018), while also promoting their creativity, self-expression, and active citizenship (de los Ríos 2022). With this in mind, our research team and the Peggy Guggenheim Collection (Venice) collaboratively designed the project *Io vado al museo*, aimed at promoting linguistic diversity and social inclusion through pre-, during-, and post-visit translingual object-based activities across the classroom and the museum. In this presentation, we will mainly focus on the post-visit phase in which migrant students aged 16 to 19 were engaged in the creation of a translingual podcast aired on the university radio. Specifically, we will look at how students deployed, meshed, and orchestrated their varied linguistic and other semiotic resources to reflect their encounters with the museum objects and their personal experience as plurilingual and pluricultural individuals. In doing so, we will discuss the value of working on translingual podcasts but also the challenges encountered by looking at both the composing process and the final products.

Claudia Meneghetti is a PhD candidate in Educational Linguistics at Ca' Foscari University of Venice with a project aimed at studying how translanguaging and museum-based pedagogies can be integrated. Her research focuses on plurilingual education in formal and non-formal contexts, L2 teaching, and teacher professional development. In 2020, she co-founded the MILE (Museums and Innovation in Language Education) research group.

Fabiana Fazzi is a postdoctoral researcher in Educational Linguistics at Ca' Foscari University (Venice). Her research interests lie in the areas of language learning beyond the classroom, CLIL, teacher professional development, translanguaging, and multiliteracies. In 2020, she co-founded the MILE (Museums and Innovation in Language Education) research group, aimed at researching and promoting language education across the classroom and the museum.

Panel III: Young Adult Literature & Reading Practices

Balancing Facts and Fiction in Climate Change Literature for Young Adults
Andrea Färber (University of Graz, Austria)

The effects that climate change has on the planet are undeniable. Scientists have been warning the general public for decades. However, climate change is a 'slow violence', whose catalyst does not immediately show repercussions. Therefore, only few people are already severely affected. Most still turn a blind eye to it either for their own comfort, economic benefits, or due to fear – because to really think about climate change and its repercussions on our lives would be immensely transformative. This gap between the knowledge we possess of the threat and our behavior towards it is referred to as "splitting", a coping-response to shield us from the anxiety that comes with the topic. Struggling with the question of how to change peoples' perceptions before climate change becomes fatally destructive, the arts and humanities have picked up the topic and provide a depiction of not only apocalyptic futures, but also current realities of those who are already suffering the consequences. If adults already have difficulties coping with the truth, it raises even more questions about how we can educate future generations without instilling fear into them that could paralyze them in their activism. Contemporary Young Adult Literature that aims to raise awareness of climate change is faced with the question of how to approach the topic. It needs to be sensitive of its impact without distorting the truth. In this paper, I will provide an analysis of Jamie Bastedo's *On Thin Ice* (2006) as an example of how to portray the threat empathetically for young readers. The novel is set in the Arctic and provides a balancing act of putting climate change and its struggles at the forefront without becoming overbearing. While the novel offers no easy way to fix the issue at hand, it empowers young readers by providing a spark of hope amidst the gloom that they can be part of the solution. I argue that this novel succeeds in doing so by blending traditional ecological knowledge with western science while teaching the importance of interconnectedness between humans and nature to a young audience through the eyes of the heroine.

Andrea Färber is a PhD student at the American Department of English and American Studies at the University of Graz, Austria. Furthermore, she works as a research assistant at the Centre for Intermediality Studies in Graz (CIMIG). Her research interests particularly focus on climate change literature and the representation of and interaction with the more-than-human in literary texts. She is the deputy chairwoman of TINT, an ESL Literary Journal and Association.

The Narrative Re-Creation Model: A Multimodal Approach to Inter- and Transcultural Literary Learning
Nina Reibenschuh (University of Graz, Austria)

Literature plays an important role in fostering intercultural citizenship education at a time when globalization, technological advancements, and migration have become increasingly significant. Eminent scholars assert that engaging with literature in class fosters students 'empathy, inspires activism and change in society, culture, and politics, demands personal transformation,

and re-negotiates boundaries between self and others (Byram 2020, Deardorff 2009, Hoff 2019, Matos & Melo-Pfeifer 2020). Hence, it is the aim of this research project to shed light on the pedagogical value of literature by presenting a new pedagogical tool termed the Narrative Re-creation Model (NRM), which aims at engaging with multimodal dimensions of a text. The NRM was developed by the author of this study and builds upon the first results of an interview study with Austrian high school teachers, which explores the role inter- and transcultural learning based on literary texts plays and can play in foreign language teaching and learning. The presented ideas are to be regarded as work in progress. The Narrative Re-creation Model (NRM) is a multimodal and interactive approach to literature in the foreign language classroom with the aim to transform the reading process into creative and participatory narrative experiences. As a pedagogical tool, the NRM is a non-linear dynamic method consisting of flexible pedagogical approaches (constructivist, reflective and collaborative) on different levels (textual, sociocultural, affective), which allows educators to adjust the method to their learners' needs. By providing a contextual framework and inducing a stimulating and reflective learning environment, students are encouraged to critically, collaboratively and emotionally engage with prevalent notions in a text, explore diverse interpretations and become creators and agents of meaning. The didactic examples presented were conducted at a vocational school in Austria, where learners developed their own avatars in an immersive virtual environment as part of their literary experience. By using avatars, virtual embodiments of ideas, learners can mediate multiple viewpoints and share ideas beyond the physical classroom.

Nina Reibenschuh has been working as a Spanish and English teacher at a vocational school in Austria since 2018. Her professional passion is to build creative and interdisciplinary learning experiences to help create a peaceful and sustainable future. She is also certified to promote peer mediation and learning assistance programs at school. Aside from teaching, she is also a PhD student at the Center for Inter-American Studies in Graz. Her research interests lie in the fields of literary and cultural studies, inter- and transcultural learning, and educational research.

Young Adult Literature in the EFL Classroom: Designing a Digital Social Reading Project with *Actively Learn*
Sofia Guzzon (Ca' Foscari University of Venice, Italy)

FL education has proven to be a resource for a successful access to the global society. Research in the field of EFL teaching has been trying to incorporate young adult literature (YAL) and digital reading (DR) in language teaching to boost language proficiency, self-awareness and global-issue oriented critical thinking by means of interactive reading content, accessible from anywhere via smartphone. The present project aims at designing new EFL-high-school-activities addressed to the DigLit project students to help them understand the value of English YAL and tech-tools in terms of personal growth and engagement in society. Research questions: How can a digital reading activity be designed based on DigLit students' preferences? How can digital reading activities on a YAL book help students reflect on their personal growth and on broader social and global issues of our times? A questionnaire was used to investigate students' reading habits and preferences in terms of time dedicated to reading, preferred genres, topics of interest and device use. Results suggested that students feel attracted by books with dynamic plots and teenage protagonists: a general interest was

found also for topics related to contemporary global issues. Data showed that students read mostly on paper or on smartphones. As a product, a digital social reading activity composed of a set of pre-, while- and post- reading activities on *The Giver* by Lois Lowry was created on the Actively Learn platform. The activity contains videos, social-network links, images and website links which focus on how to support students during their teenage years, how to teach them about the UN SDGs (specifically: mental health, environmental issues and climate change, equality and racism, hunger and food supply problems) in order to stimulate a pro-active approach towards individual and social issues. To conclude, we hope that this DR activity could provide teachers with new ideas about how to incorporate literature and technology in their lessons.

Sofia Guzzon has recently completed her Master's in Language Sciences at Ca' Foscari University of Venice. Guzzon is interested in educational linguistics, EFL teaching and learning, technology in FL teaching. Besides research, she teaches Italian as second and foreign language online at the Europass Italian Language School in Florence. She has recently gained a TEFL certificate. She firmly believes that language education along with digital skills is an essential element in promoting individual empowerment in contemporary European societies in order to sustain diversity and stimulate cooperation.

The Role of Interactive Books in the Development of Reading and Reading Comprehension

Gabriella Daróczi (University of Szeged, Hungary) and **Emőke Varga** (Eötvös Loránd University/ Eszterhazy Károly Catholic University, Hungary)

The presenters were invited to investigate the possibilities of implementing interactive books in the classroom in 2019-2020. 34 public education institutions, 100 teachers and 2219 pupils participated in the research. The interactive book on smart devices, which is the primary research material of the presentation and which offers a revolutionary opportunity to sustain the literary interest of the young population, to develop their digital literacy culture and habits and their reading comprehension skills, was (also) studied from the point of view of the mediating teachers' opinion formation.

We assumed

I. that teachers in Hungarian public schools (teachers of 8–12-year-olds and teachers of Hungarian language and literature) have little or no knowledge of interactive book applications and are reluctant to implement multimedia tools in the classroom without goal-oriented information and good practice.

II. that interactive books foster: (1) word-level knowledge, (2) syllable-based reading at word-, sentence – and text level that lay the foundations for reading comprehension. (3) facilitate and stabilize meaning identification primarily through animations and interactions, result in better performance in understanding time-space relationship.

In the conference presentation, we would like to present the results of our investigation, which confirmed our hypotheses: the positive teacher opinions regarding the use of the digital tool in the classroom, as well as the positive transfer effect of the digital tool on the text comprehension skills of children.

Emőke Varga is a professor with habilitation at the University of Szeged JGYPK. She's the author of over 100 publications and has held over 70 lectures at national and international conferences as a guest speaker as well as upon receiving a teaching scholarship (Amiens; Nitra). Her main field of research: text-image relationships, illustration theory, interactive books [The Interactive Book. Theories and examples (2020)]; She is the leader of teacher development courses on interactive books and as the editor of the first Hungarian monograph on the topic. Currently a secretary of the Madách Literature Society and the leader of the SZTE JGYPK MűOK, she is a thesis advisor at the SZTE BTK Doctoral School of Philosophy.

Gabriella Daróczi is a senior lecturer with PhD at the Eötvös Loránd University and at the Eszterhazy Károly Catholic University. She's author of over 50 publications and has held over 30 lectures at national and international (Manchester, Stockholm) conferences as a guest speaker. She has international educational experiences (Aarhus University; Universitat de Barcelona). Her main field of research: education to become a reader in childhood; esthetical experience in childhood; interactive books, silent books.

Panel IV: Combating Inequalities in the Classroom

Shame, Fear and the Feeling of Not-Belonging. Reflecting on Class and Classism Through Storytelling
Iris Mendel and **Lisa Scheer** (University of Graz, Austria)

In times of increasing social inequality and child poverty, issues of class and classism play a crucial role in pedagogy and teacher training. However, class and classism seem to be very difficult topics to address. A lot of authors like Bell Hooks (2020), Francis Seeck (2020) or Andreas Kemper und Heike Weinbach (2009) who have contributed to bringing up issues of class and classism in the academic and public discourse have also emphasized its invisibility. Classism is often articulated indirectly through feelings of fear and shame and it is strongly supported by the hegemonic bourgeois norms, values and – in particular educational – institutions, that is, it seems "normal", almost "natural". Drawing on results from our research project "Habitus.Macht.Bildung" (University of Graz, 2019-2021) and teaching experiences we will present two approaches of storytelling to reflect on class and classism in the classroom. One way to break up the taboo of class and find a language for something that seems natural is through working with – autobiographical, autoethnographical, autofictional, socioanalytical – narratives of others (most famously Eribon 2016). We draw on a collection of portraits of "class passengers" that illustrate the intersectionality of class, gender and race (Aumair & Theißl 2020). Dealing with narratives of others, we argue, may enable becoming aware of class privilege or disadvantage and help to understand (in Bourdieu's sense) oneself and others, that is to link personal experiences with social structures of power. A second approach of addressing social inequalities and hegemonic power relations is through assignments in which students apply storytelling. One of the presenters and her colleague let students write scripts for explanatory videos which were used to produce videos for a massive open online course (MOOC). The students were very creative in telling stories about classism in education (institutions) and habitus reflexivity and were able to show their deep understanding of classism.

Iris Mendel has a background in philosophy, social sciences and teaching and is currently working at the Department of Education Research and Teacher Education at the University of Graz. Her research interests include feminist-materialist theories, education and social inequality and critical pedagogy. She is particularly interested in the role of experience in knowledge production and questions of writing experiences. Iris has worked in different research institutions and universities in Vienna, Berlin and Toronto. She has recently participated in the project "Habitus.Macht.Bildung" producing teaching material on the role of social inequality in education and pedagogical reflexivity (Froebus, Kink-Hampersberger, Mendel, Schubatzky & Scheer 2021, https://habitusmachtbidung.unigraz.at/de/materialien/im-projekt-entwickeltes-material/).

Lisa Scheer combines sociological and instructional design perspectives in her work at the University of Graz Competence Centre for University Teaching. Based on previous activities in the project Habitus.Macht.Bildung (Habitus.Power.Education, open education resources at https://habitusmachtbildung.uni-graz.at/de/materialien/im-projekt-entwickeltesmaterial/) and in the Coordination Centre for Gender Studies and Equal Opportunities, she is particularly

concerned with questions of diversity-sensitive teaching, power-critical teaching and learning, social inequality (in tertiary education) and reflexive learning.

Urban Pedagogy
Jorge Eliecer Chaparro Marino (University of Bielefeld, Germany)

During 2021, Colombia was the scene of social protests that evidenced the discontent of the population against state policies, the economic-social crisis, and the management of the COVID 19 pandemic (Bringel & Domingues, 2022). The protests demonstrated a crisis in the legitimacy of Duque's government, who responded with repression and silencing of protesters using the official discourse of "enemigo interno" or "vándalo-terrorista" (Valencia, 2022). Although protests gradually diminished by June 2021, some protesters were persecuted and legally accused on charges such as terrorism and torture during the second half of 2021 and beginning of 2022 (Montes, 2022). In response, protesters created counterstrategies to face silencing and state repression that focused on seeking citizens' approval and legitimization of the protests. My proposal shows the results of my MA thesis for the InterAmerican Studies program in Bielefeld, Germany. Based on a qualitative-interpretative approach, I analyzed thirty-one excerpts taken from nine video-interviews with citizens of Bogotá (including members of the "Primera Línea") between January and February 2022. The discourses were analyzed using Critical Discourse Analysis (van Dijk, 2003) and highlighting an innovative emerging counterstrategy called "Urban Pedagogy" and its relationship with Freire's Pedagogy of the Oppressed (1968/2005). Urban Pedagogy can be defined as a process of information exchange and persuasion that, through the contrast of "dialogical" and "anti-dialogical" actions, aims to achieve a "cultural synthesis" or understanding of a given problem to make oppressed people aware of their reality. It has the potential to lay the foundations for liberation or emancipation. The citizens take the role of empiric teachers while interacting with others from a horizontal dialogue (Kaltmeier, 2020). The counterstrategy takes place in groups and in spaces of everyday life such as family gatherings, conversations with neighbors, street events, cultural displays or digital environments. It also articulates with proposals of collective self-organization (Dinerstein, 2013). I will show how counterstrategy emerged, its potential as a popular education tool and its entanglements with critical thinking and critical pedagogy.

Jorge Eliecer Chaparro Marino is a language teacher and researcher from Bogotá, Colombia. He earned an M.A. degree in Applied Linguistics to Teaching English from Universidad Distrital Francisco José de Caldas, where he researched on the implementation of a Feminist Pedagogy in a classroom of young adults. Marino also holds a M.A. in Linguistic, Literary and Cultural Studies from Universidad de Sevilla (Spain). He is currently finishing an M.A. in Interamerican Studies at Universität Bielefeld (Germany). His areas of expertise include TEFL, ELE, Discourse Analysis, Linguistics, Gender Studies, Cultural Studies, Protest and Political Affairs in the Americas.

Fostering Cultural Diversity and Critical Thinking through Socially Conscious Art History Pedagogy

Vanessa S. Troiano (City University New York, USA)

The City University of New York (CUNY) is the largest urban public university in the United States of America. Founded on the principle that all students deserve a first-rate education regardless of their socioeconomic background, CUNY today is one of the country's most diverse and affordable universities: 75% of students identify as either Black, Hispanic, or Asian; approximately 40% speak a language other than English at home; over 40% are among the first generation in their family to attend college; 60% report an annual household income of less than $30,000; 12% support children of their own. CUNY's liberal arts curriculum requires all undergraduates to study a variety of disciplines, irrespective of their major, to cultivate a broad range of knowledge and skills necessary for any career. Hence, most students take an introductory Art History course to fulfill CUNY's general education requirements without planning to major in the discipline. In this paper, I reflect on how I have developed my Art History pedagogy over the last decade to help mediate the social challenges faced by CUNY's diverse student body. Like other academics, I initially taught the art survey the way I learned it as a student with discipline-specific training through textbook-based lectures emphasizing the traditional Western, predominantly white-male canon. Realizing that reproducing this paradigm lacked practical relevancy to my students, I have restructured my instruction of Art History to meet their needs better. I will discuss how I have built upon disciplinary methods to develop multiliteracy and critical thinking skills through collaborative writing projects that foster community. Mindful that "story" is critical to art history, I will describe my efforts to broaden perspectives through assignments that engage students in alternate forms of storytelling by researching art created from marginalized subject positions. I also plan to detail some inclusive practices I implement through zero-cost Open Educational Resources (OER) and other digital technologies that make the survey more accessible.

Vanessa S. Troiano is an educator and Ph.D. candidate in Art History at The Graduate Center, City University of New York (CUNY). A Fulbright Austria teaching assistantship launched her career in education, and she continues to promote cultural diversity in her instruction of Art History. She has taught international graduate students at Sotheby's Institute of Art and undergraduates at CUNY's Brooklyn and Queensborough campuses. She also curates Baruch College's annual lecture series, "A Tour of the World in Six Artworks." Vanessa's current research engages in feminist approaches to revisionist art history. Her work has appeared in Routledge Research in Art History, Smarthistory, and Art History Teaching Resources.

Panel V: Mediating Social Challenges in the Americas

Beauty is a Beast: Mediating Body Pedagogy through Disney
Lisa Buchegger (University of Graz, Austria)

The Walt Disney Company, with its films and merchandise, is much more than just a highly successful entertainment provider: Their stories and characters have become role models and cultural icons – they operate on a highly educational level and often provide viewers with their first and most powerful instances of moral education, allowing them to learn about right and wrong. This form of moral education that children experience via watching Disney films is equal to, if not even more powerful than more traditional forms of education communicated in schools, churches, or by caregivers. Thus, Disney films can be called means of digital storytelling with pedagogic functions. In particular, I want to focus on body pedagogy in my presentation: In the age of extensive exposure to social media and highly unrealistic beauty standards, and during a time when plastic surgeries and other bodily treatments are blooming, I want to address that visual representations of Disney characters largely correspond to the personalities they assume within the narratives. Moral characters' bodies are depicted as unrealistically beautiful and hyper-heterosexual, whereas villains are exaggerated and unattractive, even bordering on transgenderism. Thus, they have the power to teach us which looks are 'good,' and which are 'bad,' by equating a beautiful appearance with morality, positive character traits, romantic fulfillment, and better life outcomes. This equation of appearance and personality has not remained constant over the years, however, which is why this presentation shall also address how beauty ideals in Disney films have changed over the years, reacting to and reflecting social challenges concerning body pedagogy, both by portraying more diversity, as well as more symmetric gender relations.

Lisa Buchegger is currently a PhD student (English and American Studies) at the University of Graz. Her main research interests are (American) film studies, children's entertainment (e.g., animation, fairy tales), as well as gender and minority studies. Her bachelor's thesis had the title "'It's Good to be Bad' – The Performance of Villainy in Disney's Frozen and Zootopia," and her master's thesis, entitled "'The Fairest One of All': Appearance and Body Images in Disney's Feature Films," tackled beauty ideals through the lens of Disney productions.

'Wealth' and 'Money' as a Representative Symbol of the American Society - A Critical Review of F. Scott Fitzgerald's Selected Novels
Fatmir Ramadani (AAB College Prishtina, Kosovo)

The themes of F. Scott Fitzgerald's works are highly influenced and inspired by his own life and ideas of the American society. The writer has never been very fond of Hollywood and the American society in his personal life which is clearly evident in the description of events in his books as well as his foundation of the characters. One of the most important and recurring themes in his works is the concept of the 'American Dream'. The works of the writer are greatly popular owing to the realistic and raw depiction of people's obsession with social status, wealth, materialism, in a highly artistic manner. However, with time, Fitzgerald's works started to gather

less praise and appreciation, some say owing to the influence of Europe and the respective culture on his works. This review paper is aimed at exploring the themes of 'money' and 'wealth' in Fitzgerald's works which are used as a representative symbol to describe the true nature of the American society. The paper also discusses Fitzgerald's views on Hollywood which are greatly evident in the majority of his texts. This study has reviewed the existing literature to explore the said themes in Fitzgerald's *The Great Gatsby*, 'The Rich Boy', and *The Love of the Last Tycoon*.

Fatmir Ramadani has obtained PhD in English and American studies from the University of Graz. His research was focused on Anglo-Saxon Women travel writers. He worked for several years as an English language teacher in secondary school, also he worked for various international organizations in Kosovo as a language assistant, administrative assistant, translator and interpreter. Currently he works as a full-time professor at "AAB College" in Prishtina, Kosovo, where he teaches courses of English and American literature, and courses related to translation and Interpretation.

Passage and Moodle: Humanizing the Plight of Haitian Migrants in The Bahamas in the University Classroom
Saskia Fürst (University of The Bahamas, Bahamas)

Within The Bahamas, including the stories and experiences of transnational Haitians serves a critical pedagogical function to deconstruct social inequalities that is expeditated via digital literacies in the university classroom. As numerous Caribbean scholars have noted, there is a biased attitude toward Haitians migrants in The Bahamas (Fielding, et al. 48-49). Unfortunately, this has led to poor working conditions and even the exploitation of Haitians via human trafficking. Particularly, the inhumane conditions of illegally smuggling Haitians to the US is criticized by Bahamian director Kareem Mortimer in his short film Passage, which humanizes the struggles Haitian transnationals face when exploited by local Bahamians for risking such a journey. At the University of The Bahamas (UB), where first- and second-year students must take a general education class on Writing and Rhetoric that has a Bahamian Cultural Component as a graded task, this short film, available on YouTube, provides an engaging opportunity to challenge local Bahamian stereotypes. Using UB's LMS, Moodle, students must read certain scholarly articles on the topic (that I chose and uploaded), watch the short film, and conduct their own independent research via the internet on the topic. They are then required to write a short response essay, indicating how the film may or may not have changed their views on the subject, and if they see these stereotypes re-iterated in local (news and/or social) media or challenged, and finally upload the essay to Moodle via the integrated plagiarism tool, Turnitin. Using digital methods provides students with the ability to self-reflect on their own attitudes and beliefs on how Haitian migrants should be treated in The Bahamas, at their own pace, as well as realize how media can influence their opinions. Ultimately, discussing this social injustice in the (digital) classroom environment should encourage students to be more vocal in challenging local (government) practices that treat Haitian transnationals inhumanely.

Saskia Fürst is an Assistant Professor in the Department of English at the University of The Bahamas. She completed her PhD on the representations of older Black women in US literature and print advertisements at the University of Salzburg (Austria). Her article "Palimpsests of

Ancestral Memories: Black Women's Collective Identity Development in Short Stories by Edwidge Danticat and Dionne Brand" is published with the English Academy Review (2017). She recently contributed a chapter on visions of Black Girlhood in the Afrofuturist emotion picture Dirty Computer by Janelle Monáe in *Women: Opportunities and Challenges* (Nova 2020).
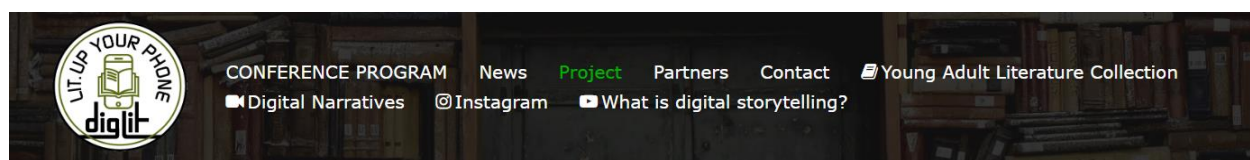
DigLit Erasmus+ Project

This conference is the final event of the Erasmus+ project DigLit: Lit. Up Your Phones: A Digital Toolkit for the ESL/EFL Classroom to Combat Social Inequalities in Times of Covid19 Crises.

The project runs from June 2021 to May 2023. The project partners are the University of Graz (Austria- lead), Ca'Foscari University of Venice (Italy), University of Pécs (Hungary), Ursulinen High School Graz (Austria), IIS Tronzanella High School (Italy), and Babits High School Pécs (Hungary).

The DigLit project created a toolkit and material collection for English teachers to share and embed digital education to enhance awareness of social inequalities, diversity, and equity through the usage of Young Adult Literature in combination with Digital Storytelling using popular smart phone apps. The materials aim at increasing pupils' cultural and equality awareness which will eventually influence their critical thinking, as well as their social and civic competences.

On the DigLit website (www.diglit.eu), an interactive Young Adult Literature collection, teaching materials, workshop guides, training videos, and a collection of digital stories can be found and downloaded.

CONFERENCE PROGRAM   News   Project   Partners   Contact   📖Young Adult Literature Collection
🎥Digital Narratives   📷Instagram   ▶️What is digital storytelling?

Develop ESL/EFL methodologies to support school use of the DigLit Toolkit integrated in the curriculums

Create a Pupil Guide to facilitate the application of the toolkit

Produce a collection of Young Adult Literature for ESL/EFL available on the website

Produce a collection of media files to use in school and community settings

General Information

Reception, Lunch, and Coffee Breaks

Lunches, coffee breaks, and the reception at the Mayor's Town Hall are included in the conference.

Lunches

On Friday and Saturday, hot lunches will be served at the conference venue outside of the seminar rooms at Uni Café.

Coffee Breaks

Coffee, tea, and other drinks will be served with snacks at the conference venue outside of the seminar rooms during the coffee breaks indicated in the program.

Reception at the Mayor's Town Hall

Buffett and drinks will be served at the Mayor's Reception in the Graz Town Hall on Friday night.

Public Transportation and Taxi

Public Transport Graz: www.holding-graz.at

From Jakominiplatz (central transfer point)

Bus: Line 30 direction Geidorf to stop "Mozartgasse" and Line 31 direction Uni- Resowi to stop "Uni Mensa"

From main train station (Hauptbahnhof)

Bus

-line 58 direction Mariagrün to stop "Mozartgasse"

-line 63 direction St. Peter Schulzentrum to stop "Universität"

Taxi Graz

-**Graz Taxi 24**: +43 (0) 316 812 190

-**Graz Taxi 878**: +43 (0) 316 878

-**Taxi Graz**: +43 (0) 676 510 1993

Museum Visit

On Saturday after the final panel, we have organized a tour at the Graz Museum on top of Schlossberg. The tour is included in the conference fee and we will walk there together.

Find more info for the museum here:

Book Table: Bibliobox

The book table at the conference is organized by Bibliobox, which is an Austrian online book retailer that sells books by diverse authors with the goal to diversify the literary landscape. It is their mission to educate through reading and by doing so, to contribute to making society more socially just. Bibliobox also offers workshops for schools and educators on how to diversify literature in schools.

Find more info here:

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Organizational Committee

Roberta Maierhofer

Roberta Maierhofer is Professor of American Studies and Director of the Center for Inter-American Studies (C.IAS) at the University of Graz, Austria. From 1999 to 2011, she held a series of Vice-Rector positions for International Relations (1999-2003), International Relations and Affirmative Action for Women (2003-2007), and International Relations and Interdisciplinary Cooperation (2007-2011). Her expertise in regional and interregional collaboration has been fundamental to her leadership role at the Center for Inter-American Studies, which she has directed since February 2007, and determined how the University of Graz established a second regional focus area in terms of North-, Central- and South America in 2012. She also acts as a co-advisor in terms of the Joint Degree in English and American Studies. Since 2004, she has been directing the Graz International Summer School Seggau, which was established as an interdisciplinary and intercultural platform in the fields of European and Inter-American Studies.

Nicole Haring

Nicole Haring is a PhD candidate at the Center for Inter-American Studies at the University of Graz, Austria. She holds two master's degrees, one in education (English & Geography) and one in English and American Studies, both from the University of Graz. Her research interests focus on feminist theory and pedagogy, gender studies, and aging studies. She received a Fulbright Scholarship for the University of Oklahoma and the Elisabeth-List Fellowship for Gender Studies from the University of Graz. Currently, she holds a doctoral fellowship from the Austrian Academy of Science to work on her dissertation project on intergenerational storytelling on gender. Additionally, she is a researcher in the MascAge Project (www.mascage.eu) and part of the Erasmus+ project DigLit (www.diglit.eu). She has published on intersectional feminist theory and is the co-editor of the transcript publication *Gender and Age/Ageing in Popular Culture* (2023).

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