Friday, March 17

9:00 am  Registration and welcome

9:30 am  **Keynote: Rosalind Ridley**  
Room G08  
“J. M. Barrie's exploration of cognition and consciousness in the Peter Pan stories”  
*Chair: Maria Nikolajeva*

10:00 am  Break and poster presentations

**Parallell Sessions I**

11:00 am  **Picturebooks and young readers**  
Room G08  
*Chair: Anne Moray*

Åse Marie Ommundsen “What difference may the picturebook make in elementary reading education? An empirical work on young people’s engagement with picturebooks”

Soumi Dey “I do not like loud lions! Children reading Little Mouse's feelings in Emily Gravett's picturebooks”

Sarah Jackson “Seeing is believing: Picturebooks, cognition and the pre-school literary experience”

11:00 am  **Cognition, diversity and ethics**  
Room G09  
*Chair: Laura Tosi*

Karen Sands-O’Connor “Getting to know ourselves: Identity/politics, picturebooks and cognitive theory”

Christopher Owen “Representation matters: A cognitive approach to diversity in children's literature”

Vera Veldhuizen “Developing an understanding of empathy, ethics and justice through reading – a cognitive approach”

12:00 pm  Lunch

**Parallell Sessions II**

1:30 pm  **Empathy and memory**  
Room G08  
*Chair: Lydia Kokkola*

Debbie Pullinger “What’s love got to do with it?”

Anna Purkiss “Increasing empathy for blindness through *The Black Book of Colours*”

Magdalena Jennings “Explorations in empathy and narrative perspective in video games”
1:30 pm  **Cognition and ideology**  
Room G09  
Chair: Claudia Nelson

Malin Alkestrand “Aetonormativity in a dystopian world? Scripts regarding adolescent power in the Blood Rain Series”

Scott Harshbarger “Golding’s lost boys and the fragility of conscience”

Natalie Palkovich “The altruistic author: A cognitive aesthetic approach to moral values in Roald Dahl’s novels for children”

3:00 pm  **Break and poster presentations**

3:30 pm  **Plenary Session**  
Room G08  
Chair: Anna Savoie

Anne Morey and Claudia Nelson “Using cognitive theory to organize neo-classical texts for children”

Laura Tosi and Pia Masiero “The (difficult) rehabilitation of the fairy-tale villain: Narrative strategies and empathetic engagement”

Lydia Kokkola “Envisaging ‘our’ nation: Affects in Meänkieli literature for children”

**Posters**

Maria Nilson “Mapping dystopia – understanding young adult dystopian novels as hybrids”

Camilla Bjørke and Gro-Anita Myklevold “Children’s literature in early start EFL-text books”

Anna Harrison “*Where’s his jacket?*”
Saturday, March 18

9:00 am  **Parallell Sessions III**

**Literature, cognition and education**  Room G08

*Chair: Åse Marie Ommundsen*

Eva Fjällström “Figures, grounds and young readers’ engagement with fiction”

Gro-Anita Myklevold “To ‘foster an awareness of how a story works’: metacognition and metafiction in Dahl, Sczieska and Williams”

*Stretching break*

Liu Zixian “Learning how to reason: Knowledge representation in children’s graphic novels”

Thomas Illum Hansen “Stig Toke Gissel and Stine Reinholdt Hansen, Presentation of an inquiry-based approach to teaching literature”

**Cognition, language and multimodality**  Room G09

*Chair: Karen Sands-O’Connor*

Sara Van Den Bossche “Diving into the past: Crossing cultural and generic boundaries in a Dutch-Antillean picturebook”

Julia Wang “The effects of competing calls for immersive and empathic identifications in Shaun Tan’s *The Lost Thing*”

*Stretching break*

Barbara Zorman “Face to face with picturebooks: Picturebooks and intersubjective experience”

Marcello Giovanelli, Chloe Harrison and Jessica Mason “‘Stories don’t end with the writers, however many started the race’: A cognitive stylistic account of *A Monster Calls*”

11:00 am  **Break**

11:30 am  **Keynote: Karen Coats**  Room G08

“Possible worlds of children’s poetry”  

*Chair: Debbie Pullinger*

12:30 pm  **Conference Conclusion**

1:00 pm  **Lunch and departure**