|  |  |  |
| --- | --- | --- |
| 08:30 –09:25 | **Registration**  |  |
| 09:30 –09:55 | **Welcome**  | **Jeffrey Hall** |
| 10.00 –11.00 | **Plenary** | **Sigrid Norris:**  “[***Multimodal (Inter)Action Analysis***](http://multimodalmethodologies.files.wordpress.com/2011/10/snabstract.pdf)” – **Jeffrey Hall** |
| 11:00-11:30 | **Coffee break** |  |
|  |  | **801Analysing Multimodal Texts** | **822 Digital Technologies** | **826 Multimodality, Media & Arts** | **828 Theory and methods** | **834 Multimodal texts & Interaction in Learning Environments** |
| 11:30-12:00 | **Parallel Papers** | Communicating corporate social responsibility in in-flight magazines – *Ivan Berazhny & Tuomo Hippala* | **Multimodality in digital texts and the literacy of written genres: Changes, challenges and possibilities**: 1. The remix aesthetics and the rhetoric of the implicit in digital sing-making: issues for writing – *Elisabetta Adami* | Constructing identity through turn-taking : A case study of a Chinese TV talk-show host. – *Zhu Meihui* | Perspectices do matter: Using multiple cameras to expand the analysis of multimodal process – *Patrick Sunnen, Béatrice Arend, Pierre Fixmer & Monika Sujbert* | Underneath the skin of Facebook: using multimodal theory in designs for learning – *Tim Shortis & Julie Blake* |
| 12:00-12:30 | Creating interaction between readers, viewers and designers of hotel brochures – *A. Jose Moya Guijarro & Jose Maria Gonzalez Lanza* | 2. Multimodal peer review in writing classes and scholarly journals – *Cheryl Ball* | “Reading the riots”: A Multimodal analysis of heteroglossic news web events – *Mariavita Cambria* | Video as epistemology – *Penny Lawrence* | Orchestration of multimodal resources: Pupils’ interaction and meaning making in a digital primary school context *– Anne Őman* |
| 12:30-13:00 | Aspects of multimodal communication in corporate videos:The strategic maintenance and renewal of corporate identity– *Carmen Daniela Maier* | 3. Multimodal aspects of writing in the context of Brazilian public institutions – *Danielle Almeida & Dilanar Araújo* | Semiotic realisation of meaning in newspaper texts: A diachronic approach – *Aslaug Veum* | Representation of visual empirical material: critical issues–*Anna-Lena Kempe & Anna Âkerfeldt* | Multimodal analysis of pre-schoolers’ interaction with a story-making iPad app – *Natalia Kucirkova* |
| 13:00-14:00 | **Lunch** |  |
| 14:00-14:30 | **Parallel Papers** | Vote us: A multisemiotic analysis of election manifestos – *Kumaran Rajandran* | A social semiotic multimodal analysis of two parenting websites – *Joe Winter* | A pragmatic approach to TV news reports as multimodal ensembles – *Roberta Piazza* | Writing, screenshot or drawing? Multimodal transcription of spontaneous web-based interactions – *Maria Grazia Sindoni* | Transmodal and transformational redesign in classroom music invention – *Michelle Tomlinson* |
| 14:30-15:00 | A multimodal analysis of political billboards within the interpersonal metafunction – *María Jesús Pinar Sanz* | How to stay in the shot? Accommodations of modalities in videoconferencing – *Thomas Bliesener* | Conveying the Tohoku earthquake: An illustration of Japanese codes and conventions of the visual mode in TV coverage of a natural disaster – *Dylan Yamada-Rice* | Music notation as a transcript tool – *Annika Falthin* | Playing drums or hitting pads: Use and expressions of musical skills and knowledge when “playing” the drum control in digital music games*– Jens Ideland* |
| 15:00-15:30 | **Afternoon tea** |  |
| 15:30-16:00 | **Parallel Papers** | “Building a Europe for and with children”: Raising awareness via child-friendly materials – *Sole Alba Zollo* | Semiotic technology, semiotic practice, semiotic creativity: The case of kinetic typography – *Theo Van Leeuwen & Emilia Djonov* | Searching for the effectiveness of sonic logos – *Anders Bonde* | Talking diagrams/drawings in interview elicitation: combining the graphical with the digital – *Tunde Varga-Atkins & Muriah Umoquit* | The role of semiotic assemblages or situated syntagms in multimodal composing processes *– Jason Ranker* |
| 16:00-16:30 | A multimodal analysis of Sun Minjing’s Historical photos – *Jianqiu Sun* | Smileys: Inappropriate or useful? Upper secondary school teachers’ thoughts on their use of emoticons – *Anna Annerberg* | Ideational meaning potentials of narrative media music – *Johnny Wingstedt* | Running, walking and dancing as multimodal communication of young children – *Abigail Hackett* | Embodied learning in early childhood: a reflection on sustained shared thinking – *Penny Lawrence* |
| 16:30-17:00 | Designing for dynamic diversity: Representing various senior citizens information sources: The impact of two discourse coalitions The eternally youthful seniors versus the frail needy seniors – *Eugene Loos* | Semiotic technology and practice – *Sumin Zhao* | The translation of the visual into the verbal for visually impaired users – the role of the metaphor and teh study of a corpus of audio descriptions of British and Spanish films – *M. Olalla Luque Colmenero* |  | Unfolding meaning: macrogenres, genres, transitions and semiotic options for teaching – *Dominique Manghi* |
| 17:30-18:30 | **Plenary** | **John Knox: (Public Lecture) Digital News and Online texts** |

**6ICOM – 22nd-24th August: Draft Programme**

|  |  |  |
| --- | --- | --- |
| 08:30 –09:00 | **Registration** |  |
| 09:00 –10:00 | **Plenary**  | **Arlene Archer:** [**Social Justice and multimodal pedagogy**](http://multimodalmethodologies.files.wordpress.com/2011/10/archer_abstract_multimodal-pedagogy.pdf) |
| 10:00-10:30 | **Coffee break** |  |
|  |  | **801 - Analysing Multimodal Texts** | **822 – Digital Technologies** | **826 Multimodality, Media & Arts** | **828 Multimodality & Workplace Learning** | **834 Multimodal texts & Interaction in Learning Environments** |
| 10:30-11:00 | **Parallel Papers** | Genre and officium in multimodality: a rhetorical perspective on annual reports – *Sabrina Mazzali-Lurati. Ioana Agatha Filimon & Chiara Pollaroli* | A multimodal journey into the cultural roots of an “Internet Civil Religion” – *Ilaria Moschini* | The logic of film discourse interpretation – *Janina Wildfeuer* | Understanding the nature of the tourism discourse for the tourist guides in Thailand: An investigation of the tourist guide students and professional tourist guides’ performances–*Waewalee Waechimplee* | Teaching student’s use of and reflections upon multimodality in teaching – *Ingrid Nilsson & Eva Hansson* |
| 11:00-11:30 | Multimodality and format – *Gunhild Kvale* | Religion online: The negotiation of faith on Norwegian Christian Websites – *Anne Foss* | Appraisal prosody and viewer engagement in multimodal film discourse – *Dezheng Feng* | Multimodality as an analytical approach within an (auto)ethnographic study–*Zachary Simpson* | What counts as signs of learning – Teachers’ recognition and interpretation of multiple forms of representations in the maths classroom – *Anna Teledahl* |
| 11:30-12:00 | Multimodality and marketing tourism: a case study of “Porto e Norte” website – *Flaviane Faria Carvalho* | The multimodality in the CD-ROM of Interchange Intro book – *Maria Eldelita Franco Holanda* | A multimodal generative model for the analysis and synthesis of narrative film – *Howard Riley & Angela Hughes* | A multimodal semiotic approach to jewellery design pedagogy – *Safia Salaam* | “Both dancer and dance”: A multimodal analysis of the genre of teaching university mathematics – *Janna Fox & Natasha Artemeva* |
| 12:00-12:30 | Textbook tasks designed to elicit multimodal learner texts – *Professor Aud Solbjoerg Skulstad* | 17th Century commonplace books – a model for digital remixes? – *Jon Hoem & Ture Schwebs* | Humour and gender relations in the Brazilian film “Se eu fosse voce” – *Sonia Maria de Oliveira Pimenta*  | Representation of the ‘other’: a socio-historic approach to analysing multimodal data – *Medee Rall* | Multimodality and science education: What gestures reveal about children’s science ideas – *Carol Callinan* |
| 12:30-13:30 | **Lunch** |  | **Multimodality texts & interaction in second language acquisition & EFL** |  |
| 13:30-14:00 | **Parallel Papers** | Multimodal meanings in Portuguese language (L2) textbooks: Analysing functionally-motivated visual continua with new pedagogic inferences *– Antonio Avelar* | Multimodality and the EFL exam – *Sigrid Orevik* | Self and war: A Multimodal analysis of code Geass – *Carman Ng* | SYMPOSIUM: Multimodal analyses of mediated action in a public museum – 1. Cyberlab: Data collection for large-scale, long-term multimodal analyses – *Shawn Rowe*  | REMAKE: Representations , resources and meaning-making. The Middle Ages as a knowledge domain in different learning environments – *Fredrik Lindstrand & Staffan Selander* |
| 14:00-14:30 | How textbooks construct the student: A multimodal analysis of Japanese science textbooks – *Rumiko Oyama* | Critical literacy and visual texts: An analysis of reading comprehension activities in English instructional websites- *Antonia Dilamar Araújo*  | Television and multimodality: Talk about the weather *– Paul Mercer* | 2. Video recording and playback for stimulated recall in a science center exhibition – *Kathryn Stofer* | Campus space – a place for learning? – *Marie Leijon* |
| 14:30-15:00 | A multimodal invitation: Challenges and possibilities in a literature textbook – *Christoffer Dahl* | Exploring modes in music videos and their impact on Modern Foreign Language (MFL) teaching and learning contexts – *George Cremona* | Educational television programmes: towards greater modal complexity – *Gaëlle Ferre* | 3. Museum visitors and volunteers as co-researchers - *Laura Dover-Good* | Transformation, transduction and ‘the transmodal moment’: instances from South African classrooms – *Denise Newfield* |
| 15:00-15:30 | The roles of visual semiotics in learning secondary school science – *Jack Pun Kwok Hung* | Hypertext and multimodality: Empowering the images in reading activities in English as a Foreign Language (EFL) – *Vania Soares Barbosa* | The interactive dimension of “Absolutely Fabulous” *– Josė Maria González Lanza & Jesús Moya Guijarro*   | The space race between USA and Soviet Union: a discourse of war? – *Arianna Maiorani & Jan Krasni* | Transcription - *Jeff Bezemer et al (tbc)* |
| 15:30-16:00 | **Afternoon tea** |  |  |  |  |  |
| 16:00-17:00 | **Plenary** | **Lorenza Mondada:** [**Interacting Bodies: Multimodal resources for the organization of social interaction**](http://multimodalmethodologies.files.wordpress.com/2011/10/mondada_abstract_multimodality_.pdf)  |

|  |  |  |
| --- | --- | --- |
| 08:30 –09:00 | **Registration**  |  |
| 09:00 –10:00 | **Plenary**  | **Diane Mavers:**  ***Analysing children’s drawing and writing*** |
| 10:00-10:30 | **Coffee break** |  |
|  |  | **801-Analysing Multimodal Texts** | **822 Multimodal texts & interaction in second language acquisition & EFL** | **826 Multimodality, Media & Arts** | **828 Gesture and Talk** | **834 Multimodal texts & Interaction in Learning Environments** |
| 10:30-11:00 | **Parallel Papers** | Uncovering the multimodal literacy practices in reading mange and the implications for pedagogy – *Cheng-Wen Huang* |  | The scramble for Africa: then and now – *Thaĭs Flores Nogueira Diniz*  | Analysis of multimodality in face-to-face interaction applied in a multicultural criminal context – *Ana Paula Lopes* | Video-based research on digital multimodality and its impact in children’s education – *Parven Akhter* |
| 11:00-11:30 | The enemy/other in Marvel’s comic book Civil War: a social semiotic approach to the study of comics – *Francisco Veloso* | Seeing into Chinese parents’ hearts: A multimodal analysis of children’s English learning leaflets in China – *Yanli Meng* | Sound and music as conveyors of notion of space in video game production – *Peter Falthin* | Language, the body and features of the material world as resources for resuming prior activites in multi-activity settings – *Marika Sutinen* | “It’s all in my head anyway”: film-making as a remodalisation process with pupils at lower secondary level – *Marthe Burgess* |
| 11:30-12:00 | “Be my guest”: A lifestyle offer from a Swedish masterchef – *Karin Milles*  | Multimodal storylines in language teaching – *Hege Emma Rimmereide* | A creative dossier and the aesthetics of mobility: “One Art” by Elizabeth Bishop - *S. Anastacio, R. Dias, S. Correa, S. Goes* | Embodied interactional competence: how do co-participants accomplish intersubjective understanding – *Misao Okada & Tomo Yanagimachi* | Screened representations: Young children’s trajectories of picture-making within different technological frameworks – *Mona Sakr* |
| 12:00-12:30 | Vagueness and decontextualisation in the visual representation of urban regeneration in the UK – *Joe Bennett* | The efficacy of gestures on second language development – *Kimi Nakatsukasa* | Multimodal orchestration in Japanese aesthetic ritual – *Lisa Nobeta* | Interpreter-mediated dialogues with young children – *Anne Nilsen* | Design for learning – Children’s meaning-making in science *– Annika Elm Fristorp* |
| 12:30-13:30 | **Lunch** |  |
| 13:30-14:00 | **Parallel Papers** | Graphical literacy as the imperative in transition from textbook to digital tradition in education of the blind – *Terëza Landra* | Use of multimodal digital resources in foreign language learning – *Eli-Marie Drange & Elise Seip Toennessen* | An approach to the functional analysis of movement – *Birgit Huemer* | Dance as embodied multimodal practice – *Annika Notér Hooshidar* | Can professional discourse be measured? Part 1: Developing an instrument for analysing Health Promotion artefacts – *Rachel Weiss* |
| 14:00-14:30 | Multimodal and technological imaginations in the design of Foundations of Sociology – *Stephen Relf & Jennifer Sappey* | Teacher, dictionary and laptop – learning new words in foreign language class – *Eva Ingerpuu-Rummel* | Correspondences and juxtapositions: What Messiaen and Eisenstein have to teach us – *Rowan Mackay* | Multimodal analysis of compliments in everyday English interactions – *Tiina Keisanen & Elise Kärkkäinen* | Prefabricated images in children’s text-making at school – *Charlotte Engblom* |
| 14:30-15:00 | Framing research as a social practice. Multimodal representations in the philosophy of science – *Corrado Matta & Anna-Lena Kempe* | Multimodality, meaning potential and cultural resources of design – *Sean McGovern* | The digital image bank as a mode – *Anders Bjőrkvall* | On the topic of instantation: systemic linguistics and gesture studies in dialogue – *Radan Martinec* | Running reindeer: A multimodal analysis of a collage created by Sámi children – *Eva Maagerǿ* |
| 15:00-15:30 | Knowledge representations and learning – *Anna-Lena Kempe & Tore West* |  |  | A multimodal analysis of situationally recoverable types of ellipsis: Which dace-to-face modalities are implicated? – *Ben Clarke* | A 4-step approach to the semiotic analysis of young children’s drawings – *Pauline Agnieszka Duncan* |
| 15:30-15:45 | **Coffee break** |  |
| 15:45-16:45 |  | **Gunther Kress et al.: Multimodality, learning and recognition** |