III | International

Literacy Congress

LITERACY • JUSTICE • KNOWLEDGE

ENTANGLEMENT

October 4th to 6th **2023**

UNIVERSIDAD DE GUADALAJARA
Red Universitaria e Institución Benemérita de Jalisco

CUAAD
CENTRO UNIVERSITARIO DE
ARTE, ARQUITECTURA Y DISEÑO

Instituto
Transdisciplinar
en *Literacidad*

Maestría en Estudios
en Literacidad

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PROGRAMA UNIVERSITARIO
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**THE UNIVERSITY OF GUADALAJARA,
THE ART, ARCHITECTURE AND DESIGN CAMPUS AND
THE TRANSDISCIPLINARY LITERACY INSTITUTE
EXTEND AND INVITATION TO
THE 3rd INTERNATIONAL LITERACY CONGRESS (VIRTUAL MODE)**

LITERACY, JUSTICE AND KNOWLEDGE ENTANGLEMENT

The International Literacy Congress (CIL), organized on a yearly basis in its first two editions by the Transdisciplinary Literacy Institute (ITRALI) and the Art, Architecture and Design Campus (CUAAD) by the University of Guadalajara. This year, 2023, the Congress will be held from **October 4 to 6 in virtual mode.**

The International Literacy Congress is an opportunity for reflexive and purposeful interactions, where experiences ranging amongst academy, science, education, academic and vernacular literacies. This flow in different domains allows to think of how literacy practices are built and what are the expression and knowledge perspectives from which said practices are held. For it is clear that literacies are not constrained to academic, curricular and school conventions, thus making possible to create knowledge and critical thinking for life and the community.

In this **CIL 3rd edition**, the core theme to be addressed for reflection shall be the interconnections among disciplines, knowledge domains and how to build, the emerging field of literacy in our contexts. Additionally, we are interested in debating about what justice is today, along with the challenges that we face to place justice as a sense horizon in our societies.

Therefore, assuming that literacy is not a discipline and that in Mexico and Latin America it is an emerging domain, nurtured by the works performed in other geographical areas, for this CIL third edition, we are calling specialists and students in this field to participate as speakers by submitting presentations, research advances o Twitter threads to reflect on the following axes:

I. Literacies and knowledge

If we propose a wide and indetermined literacy genealogy, we could consider to start from reading as an elite practice preceding the sheer abilities to read and write, from a linguistic standpoint where societies go from rural environments to the settings of the first predecessors to contemporary western cities, to later on go to a functional literacy from a psycho-linguistic approach or what we could call education as discipline in industrialized societies.
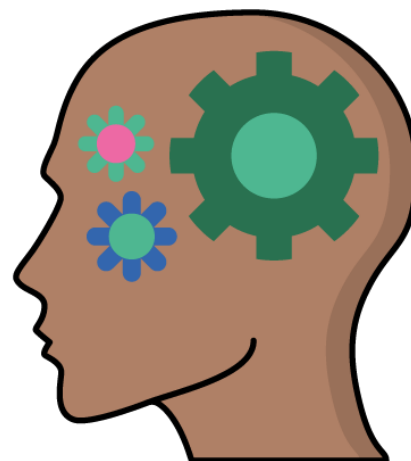
Afterwards, we would have to think of a social-cultural approach of reading or literacy itself, where text and context acquire a special relevance, since the discussion is not about reading and writing abilities acquired by individuals, but about the cultural forms in which said abilities are used by the individuals in social practices stemming from the structuring of the social world around us (Barton & Hamilton, 1998)[1]. Nowadays, we are moving from education as discipline to literacy as a domain. A domain in which interconnections among the different disciplines lead us to multidiscipline, interdiscipline and perhaps transdiscipline; therefore we ask:

- Is it possible to analyze literacy evolution from disciplinary logic and knowledge domains? Or should we think of transdiscipline and complexity scenarios? In other words, when can literacy be located within the development of knowledge?
- Is it possible to acknowledge literacy as a knowledge domain with some determined disciplines and which would they be?
- How is literacy pertinent from a science standpoint?
- What research evidence do we have on literacy constituted as a knowledge domain?
- What is literacy's ultimate end if we think of knowledge production through different knowledge development models in specific contexts?
- In the horizon of complexity, what transdisciplines, transcontexts, transcurriculum, will play an important role in literacy's development?
- Could it be said that literacy is a fashion, this is, a new way to teach reading and writing, a "natural" evolution of educations as a science?

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[1] Barton, D. y Hamilton, M. *Local Literacies: Reading and Writing in One Community*, Routledge.

- In the current context (artificial intelligence, pandemics, etc.), is literacy part of education or is education part of literacy?
- How has the notion of literacy been approached in different contexts and what implications have been brought forth?
- How has literacy approach changed?
- What does the notion of literacy mean nowadays?

II. Literacies from a social and cultural perspective

Literacies focus, among other things, on text comprehension and production within specific contexts, where text fulfills a social function and demands that participants be acknowledged, as well as their environment and, in academic and professional fields, of disciplines themselves. Therefore, thinking of literacy invites to include social and cultural elements that tend towards communicative interaction processes, which vary depending on the stakeholders and on discourse genders intervening therein. These elements can relate from aspects such as the symbolic capital at the school and the family, socializations environments, social-linguistic codes (elaborated and restricted) literacy practices (vernacular and dominating) present in the community. Therefore, it is troubling to find possible answers to some of these questions:

- What literacy practices are taught at home (by the family) and at school?
- How are pedagogy practices facing said teachings?
- How are literacy levels related to school performance?
- What role do school and academic community play at unexpected literacy levels?
- How do we help students with low literacy levels to achieve desirable levels?
- How do vernacular literacies relate to school literacies to profit from empirical knowledge?
- What challenges and opportunities come along with current research in the field of literacy?

III. Decolonizing decoloniality and its relationship with justice

The relationship between literacy, knowledge and social justice shall be also subject to scrutiny due to the dramatic and troubling direction that decolonial thinking boom is taking in our countries, where some governments and political actors are turning the education political agenda into epistemic and linguistic "decolonization". We need to rethink and discuss, from research and academia standpoints, those reductionist views that seem deny and reject any knowledge, language and literacy practices on account of coming from the outside during European colonialism.

Adopting and reducing decolonial scholars' claims, that our countries do not only need social justice, but also epistemic justice. Nowadays, all cognitive, linguistic and literacy practices from historically colonized and oppressed groups are honored and celebrated without knowing that some of those practices are the result of oppression and education inequities, as opposed to a free choice or of their ancestors' traditions and knowledge. Therefore, we propose that in this congress we approach, reflect and debate on questions such as the following:

- Should we as societies and as governments turn the so-called epistemic justice into political agenda? How do we do this without being reductionist or radically unproductive?
- Should we neglect and abandon all Western-European knowledge and language and substitute it with the ones that are "authentically ours"?
- Should the education system place the same value; hence, the same weight and time to the study of the standard language (literate) and to non-standard and quite unliterate variables?
- Are those decolonial academic discourses coming from European and North American institutions not also colonizing.
- What is the relationship between literacy, political structures, epistemic justice and social justice?
- What relationships can be woven among literacy, democracy and social, epistemic, social and linguistic justice?
- How are written culture, social justice and democracy related?
- To what extent is literacy a commitment to social justice?

PARTICIPATION MODES

Presentations, research advances and Twitter Threads.

a. Presentations and research advances

Consists of presenting works containing advances or research reports of theoretical contributions or literacies' experiences, this mode intends to generate knowledge which requires to deepen and theorize on questions posed by CIL.

Presentations shall include:

- Presentation title.

- Author's full name, institution, country, e-mail, (include information for each author – maximum three authors).

- Question or questions.

- Summary (maximum 500 words).

- Key words (maximum 5).

- Introduction.

- Development as per the criteria for each type of contribution.

- Discussion.

- References in APA format (Spanish 6th edition).

- Sign a license agreement (upon presentation acceptance).

- Presentation length (2,500 words including summary, development and references).

- Formal characteristics: Word format, font Times New Roman, 12 points, interlining 1.5.

b. Twitter Threads

A series of tweets through this network connected to the same person in microblogging no longer than 280 characters. It will be possible to express interest subjects around the theme axes of the 3rd International Literacy Congress.

Authors may present advances or research results as well as share experiences or innovating actions within the field of the theme axes intended for reflection during the congress.

Twitter Threads guidelines:

- May not exceed 15 tweets, communications shall be brief and appealing.

- Tweets may include any multimedia resource to enrich the presented theme, such as a meme, video, gif, link to a different website, etc.

- Tweets may contain humor to attract attention, as long as attention is paid to not losing the sense of the message on the theme to be developed.

- Language may informal as long as no violent or disrespectful language is used.

- Threads may contain questions that trap spectator, be formulated with attractive phrases or images, as long as they are linked to the theme being addressed.

- When opening threads, it is recommended to provoke spectators through a question or phrase evoking the problem to be addressed.

- An example can be seen in the link below:
https://twitter.com/billywoom/status/1266500837272141825?s=21

The Congress program shall allow time so that accepted Twitter threads are exhibited by their authors among the attendees. It is suggested to introduce the following items:

1. Describe Twitter thread creation process.

2. Introduce thread, even if it is from research, the intention is to offer information and results condensed in each thread and not a research or theory presentation in itself.

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3. It is possible to look in depth at matters relevant to research not exposed in the Twitter tread.

Twitter threads should be assessed at least by two members of the Science Committee, who will decide whether they are accepted or rejected.

PARTICIPATION BASES

1. Proposals shall be presented in Spanish, have a feasible title and a 500-word summary at most on the work to be developed.

2. Considered Proposal's theme axis shall be stated explicitly.

3. A resume summary no longer than 150 words shall be included where main academic works are underlined, as well as participant's institutional affiliation.

4. The deadline to receive proposals shall be **August 1st, 2023.** Proposals shall be examined by Science Committee who will select participating works based on quality and theme pertinence criteria. Committee's decision may not be appealed.

5. On **August 31st, 2023,** presenters shall be informed of the acceptation of their proposals.

6. Once presentations are accepted, text characteristics shall be as follows: 2,500 words long (10 double spaced sheets) to be read in a 20-minute maximum term.

7. Presenters shall fill in a form regarding authorship rights (copyright) and about the internet transmission of their intervention.

8. Submission dead line for full length presentations and twitter threads shall be on **September 30th 2023**.

9. Upon presentation's acceptance and delivery, author covenants to participate in the publication of a book prior academic assessment. CIL does not have an obligation to accept all submitted presentations.

10. Definite versions for publications shall be 3,000 to 5000 words, in length, citation format is APA (6th edition) and they shall be submitted to the corresponding academic assessment process.

11. The deadline to submit accepted texts for double blind assessment shall be on **November 30th, 2023**.

12. All summaries and biographical notes shall state the matter to be addressed during the presentation or in the Twitter tread. Said information shall be submitted by **August 1st, 2023** to the following e-mail address: **congreso.itrali@administrativos.udg.mx**

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IMPORTANT DATES

Activity	Deadline
Summaries reception	As of the publication hereof and until **August 1st, 2023.**
Assessment period	August 1st to 31st, 2023
Full length presentations' submission	**September 30th, 2023**
Congress	October 4th to 6th, 2023
Text submission for double blind assessment	November 30th, 2023
Book publication	**2024**

Summaries Reception
Until May 1st

Assessment period
May 1st to 31st

Full documents submission
August 14th

PUBLICATION

Resulting book shall be published pursuant to approved contribution deemed as "accepted" for publication by the double-blind assessment process in an electronic book with ISBN registration

INFORMATION

Transdisciplinary Literacy Institute (ITRALI) Information and contact: Ms. Beatriz Padilla congreso.itrali@administrativos.udg.mx

Science Committee

- University of Guadalajara (México)
- Autonomous Metropolitan University (Mexico)
- Antioquia University (Colombia)
- Envigado University Institution (Colombia)
- Bolivariana Pontific University (Colombia)
- University of Pennsylvania (United States of America)
- Teachers College, University of Columbia (United States of America)
- Fielding Postgraduate University (United States of America)
- Georgia University (United States of America)
- University of Oviedo (Spain)