**Horizon 2020**

**PROFILE FORM**

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| **Organization Name / Department** | University of Malta centre of Literacy | **Organization Short Name** | UoM CFL |
| **Organization Type** | University  Public Research Centre  Large Scale Enterprise  Small and Medium Scale Enterprise | Public Body  International NGO  National NGO | |
| **Research Fields** | Literacy  Basic Skills  Language Education  Specific Learning Challenges  IT in Education  Multilingual Education |  | |
| **Short Description**  **of the Organization / Department** | The Centre for Literacy is a research and development university centre that focuses on the area of literacy and other basic skills.  Its mission is to respond productively to the increased need for literacy and other basic skills issues to be addressed in both professional development and research.  Our Centre is involved in policy advice, consultancies and training for different educational and professional bodies, ministries, national agencies and institutions.  We strive to improve practice and inform policy through the generation of knowledge by creating a strong research culture and by developing professional practice.  It is committed to the promotion of high quality research and its effective communication, especially in areas related to children's literacy and to maintaining strong partnerships with schools and the wider educational community. | | |
| **Previous Related Projects / Research Experience** | University of Malta    Mifsud, C. L., Bus, A., Hoel, T., Aliagas, C., Jernes, M., Korat, O., & Van Coillie, J. (2019) Availability and quality of storybook apps across five less widely used languages. In O. Erstad, R. Flewitt, B. Kümmerling-Meibauer, & I.S.P. Pereira (Eds.), The Routledge handbook of digital literacies in early childhood, Routledge, UK. [https://doi.org/10.4324/9780203730638](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.4324%2F9780203730638&data=04%7C01%7Ctamara.b.schembri%40gov.mt%7C1801e78782b243c3c4f808d9098fe615%7C34cdd9f55db849bcacba01f65cca680d%7C0%7C0%7C637551337552525335%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=uK87eoG22w5CTdDOdyiRWXfI70eibwJvFZvKXR%2F1h2M%3D&reserved=0)    Mifsud, C. L., Wang, X. C., & Christ, T. (2019).  “iPad has everything!”: How young children with diverse linguistic backgrounds in Malta and the US process multimodal digital text. Early Child Development and Care, 102, 2563- 2580. [https://doi.org/10.1080/03004430.2019.1593157](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.1080%2F03004430.2019.1593157&data=04%7C01%7Ctamara.b.schembri%40gov.mt%7C1801e78782b243c3c4f808d9098fe615%7C34cdd9f55db849bcacba01f65cca680d%7C0%7C0%7C637551337552535324%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=%2BMTyo8Yr9yBU8qQZhlQFzSzGjXeIazBorPiYK%2Fg%2FH48%3D&reserved=0)    Milosevic, T., Dias, P., Mifsud, C., & Trültzsch-Wijnen, C. (2019). Media Representation of Children’s Privacy in the Context of the Use of ‘Smart Toys’ and Commercial Data Collection. Medijske studije/Media Studies, 9(18), 6–25    Mifsud, C. L. & Petrova, Z. (2018) Literacy education in the digital age. In M. Barzillai, J. Thomson, S. Schroeder & P. van den Broek (Eds.). Learning to read in a digital world (pp. 165-184). John Benjamins, Netherlands [https://doi.org/10.1075/swll.17.07mif](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.1075%2Fswll.17.07mif&data=04%7C01%7Ctamara.b.schembri%40gov.mt%7C1801e78782b243c3c4f808d9098fe615%7C34cdd9f55db849bcacba01f65cca680d%7C0%7C0%7C637551337552535324%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=AzmtueWQmVij6s2a6xQyH1ATES9cXSa3XficGCOYCkI%3D&reserved=0)    Mifsud, C. L. & Kupiainen (2017) The Internet of Toys and gender. In G. Mascheroni & D. Holloway (Eds.) The Internet of Toys: A report on media and social discourses around young children and IoToys (pp. 39-42). DigiLitEY [http://digilitey.eu/wp-content/uploads/2017/01/IoToys-June-2017-reduced.pdf](https://eur01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdigilitey.eu%2Fwp-content%2Fuploads%2F2017%2F01%2FIoToys-June-2017-reduced.pdf&data=04%7C01%7Ctamara.b.schembri%40gov.mt%7C1801e78782b243c3c4f808d9098fe615%7C34cdd9f55db849bcacba01f65cca680d%7C0%7C0%7C637551337552535324%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=1F3LpColNpdz54lTqEPwJty3mZEeMk1IB5ery7brqPU%3D&reserved=0)    Mifsud, C. L. & Zaman, B. (2017) Editorial: Young children’s use of digital media and parental mediation. Cyberpsychology: Journal of Psychosocial Research on Cyberspace, 11(3)  [https://doi.org/10.5817/CP2017-3-xx](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.5817%2FCP2017-3-xx&data=04%7C01%7Ctamara.b.schembri%40gov.mt%7C1801e78782b243c3c4f808d9098fe615%7C34cdd9f55db849bcacba01f65cca680d%7C0%7C0%7C637551337552545321%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=an6YuiQnYOt8VK5M3InPJCeWNm4GNFFOL9ndJeVIPHg%3D&reserved=0)    Mifsud, C. L. & Petrova, R. (2017) Young children (0-8) and digital technologies. Report for the EU Joint research Committee of the European Union  [https://www.um.edu.mt/\_\_data/assets/pdf\_file/0012/314400/YoungChildrenandDigitalTechnology-TheNationalReportforMalta.pdf](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.um.edu.mt%2F__data%2Fassets%2Fpdf_file%2F0012%2F314400%2FYoungChildrenandDigitalTechnology-TheNationalReportforMalta.pdf&data=04%7C01%7Ctamara.b.schembri%40gov.mt%7C1801e78782b243c3c4f808d9098fe615%7C34cdd9f55db849bcacba01f65cca680d%7C0%7C0%7C637551337552545321%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=Z6kHc36cw%2BSKBZ863IXcACGf4TPiXlIAtjtJoVEkYrk%3D&reserved=0)    Mifsud, C. L. & Grech, L. (2017). Literacy teaching with tablets in bilingual primary classrooms: The Malta TabLit Study. In N. Kucirkova & G. Falloon (Eds) Apps, technology and younger learners: International evidence for teaching. London: Routledge, UK.    Mifsud, C. L., Vella, R., & Camilleri, L. (2016). Attitudes towards and effects of the use of video games in classroom learning with specific reference to literacy attainment. Research in Education, 90(1), 32–52.  [https://doi.org/10.7227/RIE.90.1.3](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.7227%2FRIE.90.1.3&data=04%7C01%7Ctamara.b.schembri%40gov.mt%7C1801e78782b243c3c4f808d9098fe615%7C34cdd9f55db849bcacba01f65cca680d%7C0%7C0%7C637551337552555318%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=WH%2FYJefVDn4LS05ADryWeoTzuOdswAuhl8IjnRLxt%2B0%3D&reserved=0)    Mifsud, C.L. (2014) Multimodal and digital literacies in the early years, In Prepare for life! Raising awareness for early literacy learning. Stiftung Lesen, Germany. [https://www.lesen-in-deutschland.de/html/content.php?object=journal&lid=1219](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.lesen-in-deutschland.de%2Fhtml%2Fcontent.php%3Fobject%3Djournal%26lid%3D1219&data=04%7C01%7Ctamara.b.schembri%40gov.mt%7C1801e78782b243c3c4f808d9098fe615%7C34cdd9f55db849bcacba01f65cca680d%7C0%7C0%7C637551337552555318%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=zW0uplTEbBmxW%2BWVQ%2F6krXoccYoRAUSkxXGbIi78S1A%3D&reserved=0)    Mifsud, C.L., Granić, A. & Ćukušić, M., (2009). Design, implementation and validation of a pedagogical framework for e-Learning. Computers and Education, 53(4), 1052-1081 Elsevier, US. [https://doi.org/10.1016/j.compedu.2009.05.018](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.1016%2Fj.compedu.2009.05.018&data=04%7C01%7Ctamara.b.schembri%40gov.mt%7C1801e78782b243c3c4f808d9098fe615%7C34cdd9f55db849bcacba01f65cca680d%7C0%7C0%7C637551337552565311%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=dYcW9RlqcmLFzjfqg96kjWuGCGaCNFWUNTPKj0tanGY%3D&reserved=0)    Mifsud, C.L., Ćukušić, M., Granić, A., & Zammit, M. (2008) A best practices approach to the enhancement of e-and m-learning experiences: the UNITE approach. 7th European Conference on e-Learning, ECEL Aya Napa, Cyprus.    Mifsud, C.L., Granić, A., Ćukušić, M. & Zammit, M. (2007) National and school specifics as a prerequisite for successful design of an e-learning system: the UNITE approach. 18th International Conference on Information and Intelligent Systems, University of Zagreb, Varazdin, Croatia. | | |
| **Short Description of the Project idea**  **(if foreseeable)** | A research project focusing on child-robot interaction (CRI) in learning. We are particularly interested in learning in family and school contexts. The project covers the following research themes: Verbal and multimodal interaction in CRI Affective reactions to CRI Problem-solving situations in CRI Learning outcomes in CRI Parent's and teacher’s role as a facilitator or as a mediator in CRI In this project we study human–robot interaction (HRI). We focus particularly on child-robot interaction (CRI) in learning, in family and school contexts. Our objective is to study how verbal and multimodal interaction takes place between humans and robots. We are interested in how children respond verbally and emotionally to robots in learning situations as well as what kind of problem-solving situations children have in communicating with robots. In learning situations, the role of the parent or teacher changes to a facilitator or a mediator in the communication. | | |
| **Related Call/Topic** | HORIZON-CL2-2021-TRANSFORMATIONS-01-05: Integration of emerging new technologies into education and training | | |
| **Contact Person** | Charles L. Mifsud | | |
| **Position in the Organization** | Director | | |
| **Tel** | 00356 99428349 | | |
| **Email** | [charles.l.mifsud@um.edu.mt](mailto:charles.l.mifsud@um.edu.mt) | | |