**Brief CV**

**Name** Karolin Renate Nicola **Last name** Kunde

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Nov. 2021 PhD in Arts and Education, Universitat de Girona, Narratives materials de l'àlbum il·lustrat. Una aproximació intermedial a la didàctica de la literatura (Picturebook's narrative materialities. An intermedial approach to Literature Didactics)**.**

Excellent cum laude. Special Award for Doctoral Degree.

Karo Kunde is a Serra Húnter lecturer in Language and Literature Teaching at the Universitat de Girona. Graduated in Humanities (Universitat Autònoma de Barcelona, 2011), master’s degree in research in Humanities (Universitat de Girona, 2012), and PhD in Arts and Education (Universitat de Girona, 2021). Her thesis is an intermedial approach to the didactics of literature, focusing on picturebook’s materiality and paratexts. She teaches on the Degrees in Pre-school and Primary Education at the Universitat de Girona and has taught on the same degrees at the Universitat Internacional de Barcelona. She has also taught the postgraduate course Introduction into Arts-Based Research at the Escola Univeristaria de les Arts (ERAM). She is a member of the research group in Education, Heritage and Intermedia Arts (GREPAI) and coordinator of the ICE Josep Pallach group of Reading Mediation. Her main research interests focus on children's literature, especially picturebooks, and foreign and second language learning, especially plurilinguism, through an intermedial approach. She has participated in different research and teaching innovation projectes with funding from the Universitat de Girona, the Generalitat de Catalunya, and the European Union. She has published several chapters in well-recognized publisher's in her field (Routledge, Tirant lo Blanch, Graó and Horsori) and has severel publication in international journals. Her most important contribuitions to her field are the following:

Masgrau-Juanola, M.and Kunde, K. (in press). *Wimmelbooks:* authentic materials to foster language acquisition. In S. Moruao and K. Bennett (eds.), *Mediation in Multimodal Literature, Education, and Translation: Picturebooks and Graphic Narratives*. Routledge Series on Multimodality.

**Index:** WoS, Scopus, SPI, 1st in international publishers' ranking in the disciplin of Education, (ICEE 119)

This chapter highlights the second language learning opportunities, focusing on lexical and syntaxi acquisition, of wimmelbooks and the teacher startegies needed to foster them.

Cañabate, D., Rodríguez, D., Kunde, K., Colomer, J. (2024). Cooperative videodance learning categories for preservice teachers' development*. Research in Dance Education*, 1-15. DOI: 10.1080/14647893.2024.2369769

**Index:** WoS (Q1), Scopus (Q1)

Through this article intermedial strategies which university students use to analyse there dancing learning are identified.

Kunde, K., Piderit, M.F. (2021). Desde la intermedialidad para la intermedialidad: una didáctica de los lenguajes. *Bellaterra Journal of Teaching & Learning Language & Literature, 14(1)*, e938. <https://doi.org/10.5565/rev/jtl3.938>

**Index:** Scopus (Q1), Latinindex (32/38), ERIH+, CIRC (C), ANEP (B), Dialent (Q1)

**Citations**: 1 (google scholar)

The research area of intermediality is analysed to identifiy how it contribuits to language teaching.

Piderit, M.F., Kunde, K. (2021). La intermedialidad en la literatura: entrevista a las docentes Alejandra Torres y Mariona Masgrau. *Bellaterra Journal of Teaching & Learning Language & Literature, 14(1)*, e943. <https://doi.org/10.5565/rev/jtl3.943>

**Index:** Scopus (Q1), Latinindex (32/38), ERIH+, CIRC (C), ANEP (B), Dialent (Q1)

**Citations**: 2 (google scholar)

Alejandra Torres and Mariona Masgraus contribuitions and refelctions on intermediality to language and literature teaching are reviewed through this interview.

Masgrau-Juanola, M,. Kunde, K. (2018). La intermedialidad: un enfoque básico para abordar fenómenos comunicativos complejos en las aulas. *Arte, individuo y sociedad, 30(3)*, 621-637. <https://doi.org/10.5209/ARIS.59812>

**Index**: WoS (Q1), Scopus (Q1), Carhus+ (B), Latinindex (36/36), ERIH+, ANEP (A) , CIRC (A), Fecyt (C1), Dialnet (Q1), REDIB (Q1)

**Citations**: 40 (google scholar) of which 4 (WoS)

Practical teaching experiences of language and literature teaching are reviewed to accentuate the necessity of an intermedial approach in primary school education.

**Projects**

**Project title** tRansformativE fooD valuE Systems reshapInG resilient urban LaNdscapes.

**Funding entity** DG Research and Innovation. European Commission (RTD)

**Grant reference** HORIZON-CL6-2024-COMMUNITIES-01

**Duration** 2025-2028

**Lead researcher** Dr. Nadia Fava, Dr. Jusit Onsès Segarra

**Project title** Bones pràctiques digitals de lectura literèria en la formació inicial de Mestres

**Funding entity** Agència de Gestió d'Ajuts Universitaris i de Recerca (AGAUR)

**Grant reference** 2020ARMIF00020

**Duration** 2021-2022

**Lead researcher** Dr. Moisés Selfa Sastre

**Project title** L'aprenentatge de les arts (música, moviment, dansa arts visuals i literatura) I el patrimoni cultural. Una recerca des d'enfocaments didàctics intermedials, emprenedors I transformadors

**Funding entity** Universitat de Girona

**Grant reference** MPCUdG2016/107

**Duration** 2016-2018

**Lead researcher** Dr. Roser Juanola Terradella, Dr. Maria Dolors Cañabate Ortiz

**Project title** Teacher 2020 - On the road to entrepreneurial fluency in teacher education

**Funding entity** Education, Audioviual and Culture Executive Agency(EACEA)

**Grant reference** 2014-1-ES01-KA201-004463

**Duration** 2014-2016

**Lead researcher** Dr. Mariona Masgrau Juanola