

which allows its users create and write stories using their own pictures downloaded or taken by the iPhone. The application further develops the idea of easy storage and sharing of personalized stories and the multitude of forms and formats they can take. This format also has the potential for the exchange of stories between carers and the development of elearning and digital communities

By looking at various formats of personalized books - be it via applications on smart devices, electronic books on the computer or in their traditional paper form - we have endeavoured to acknowledge parents' multiple book-engagement preferences, as well as the varying resources at their disposal. We also have sought to remediate the research gap in relation to practical solutions of how to use and create personally meaningful, self-made books. What remains to be explored is the 'power' of personalised books to achieve traditional end results of shared book reading, i.e. to foster children's socio-cognitive skills and positive parent-child relationships.

8. Future work

Our investigation is at an early stage with our ultimate objective the design of a practical and efficient family based early literacy intervention. We plan to evaluate whether personalised story of various kind, is beneficial and appropriate for parents and children. Or, to put it more broadly, we plan to challenge the notion that supporting meaningful story sharing in a focused and supportive learning environment facilitated by the written form of stories, may represent viable alternative to the currently employed home book reading interventions.

Self-made personalized books in all their possible forms and formats will be investigated, underpinned by our commitment to an all-inclusive way of parents' and children's engagement in meaningful story sharing.

The planned project results fit with the current recommendations for socio-culturally parenting interventions and are likely to be of interest to policy makers, early years professionals and ultimately, researchers and parents.

9. Conclusion

Parent-child shared book reading constitutes an exemplary early literacy intervention. The socio-cultural relevance and economical sustainability of previous interventions has begun to be questioned by researchers. We have argued that there is a need to develop and evaluate interventions which are based around personalised books, as these are more likely to engage children and parents in contrast to interventions which simply provide books for families, or simply providing recommendations

from experts about the 'best' way to carry out activities which may not suit the child or the family. We believe that these books promote enjoyable parent-child interaction, are reflective of socio-cultural considerations, provide individualised contexts of learning and have heightened relevance to children. All this should lead to frequent, focused story sharing, and in turn, to positive parent-child relationship and child's increased socio-cognitive skills. By identifying the important design considerations in this area, our work provides a practical framework in which to consider the current need to realize the full potential of parent-child meaningful story sharing. The planned investigations will evaluate the view that personal stories shared through books (be it in their paper or digital form) have the potential to harness special benefits which go beyond those usually found in shared book reading, while recognising the power of family multimodal literacy resources and giving rise to meaningful parent-child interactions.

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