



# JURE 2023 PROGRAMME BOOK

JURE 2023  
The 27th Annual JURE Conference  
for Research on Learning and Instruction  
20 - 21 August 2023  
Thessaloniki, Greece

[EARLI.org/events/JURE2023](https://EARLI.org/events/JURE2023)

## ORGANISED BY



## PROFESSIONAL CONGRESS ORGANISER



## SUPPORTED BY





# CONFERENCE VENUES



### 3. UNIVERSITY OF MACEDONIA



#### Conference Halls

##### 3. University of Macedonia (UoM)

UOM_CH	UOM_A06	UOM_R01
UOM_A03	UOM_A07	UOM_R02
UOM_A02	UOM_A08	UOM_R03
UOM_GYM	UOM_A09	UOM_R04
UOM_CR	UOM_A10	UOM_R05
UOM_W	UOM_A11	UOM_R08
UOM_A04	UOM_A12	UOM_R09
UOM_A05	UOM_A13	



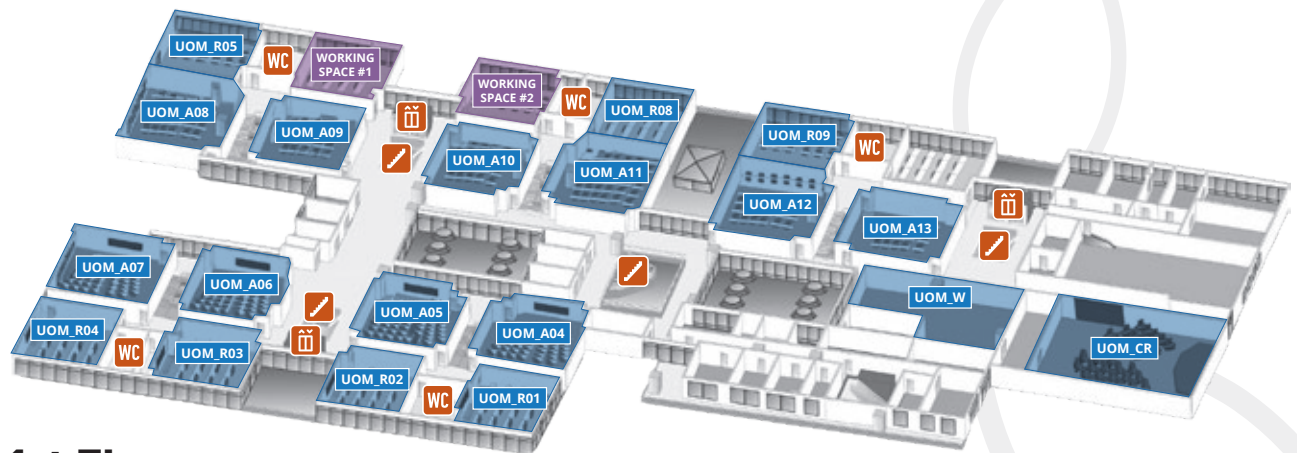
#### DISTANCES (WALKING)

3	→	1	UOM to HELEXPO_CC	7'
3	→	2	UOM to AUTH_CH	9'
3	→	4	UOM to AUTH_T	5'
3	→	5	UOM to AUTH_DC	5'



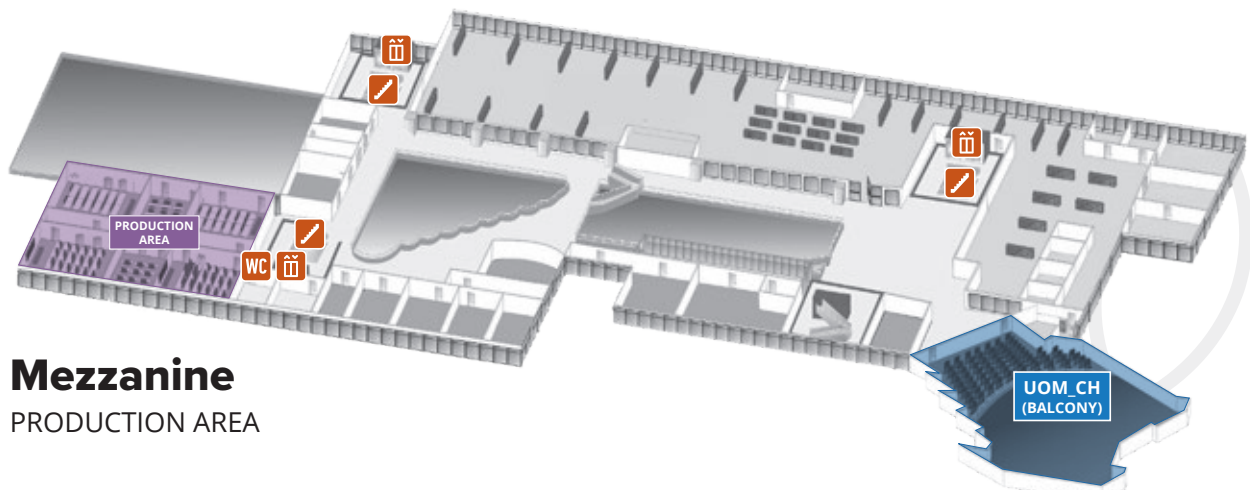
## FLOOR PLANS

UNIVERSITY OF MACEDONIA (UOM)



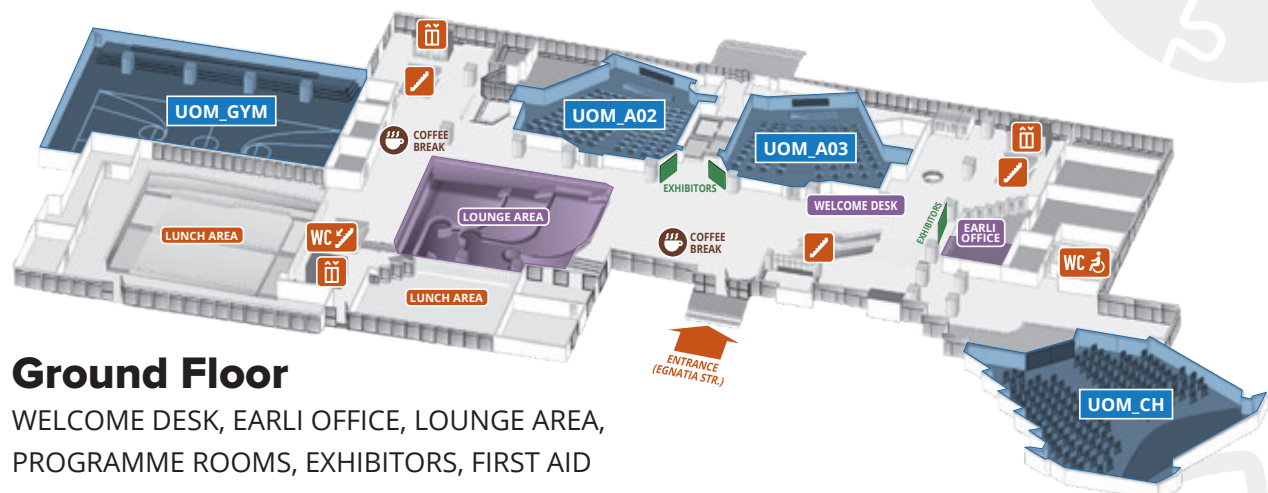
## 1st Floor

## PROGRAMME ROOMS, WORKING SPACES, MEETING ROOMS



## Mezzanine

## PRODUCTION AREA



## Ground Floor

WELCOME DESK, EARLI OFFICE, LOUNGE AREA,  
PROGRAMME ROOMS, EXHIBITORS, FIRST AID

## VENUES' PRACTICAL INFO



### Volunteers

More than 150 volunteers, mostly students of the two collaborating universities, are happy to welcome you and assist you during your attendance at the conference! You can recognize them by their distinct t-shirts. You will find them in venue entrances, programme rooms, meeting rooms and every other step of your way at EARLI 2023!



### Accessibility

All venues are accessible by wheel chair, accessible toilet facilities are provided, and the Local Organising Committee has marked the easiest path within all conference buildings. However, be mindful that city pavements and streets might be narrow and less comfortable to go through.

Therefore, we advise anyone requiring assistance, to contact the Welcome Desk upon arrival in order to be able to help you if needed at all times during the conference.



### Catering

The Local Organising Committee has focused a lot on offering to all delegates some unique and healthy (including vegetarian and vegan) options from the Greek/Mediterranean cuisine. Coffee breaks and lunches will be provided at all conference venues (AUTH\_DC will be accommodated at AUTH\_T). **For the purpose of balanced distribution of portions, you are strongly advised to be served at the location where the session last attended ends.** Regarding special allergies, please make sure you ask the catering staff about the exact ingredient of each menu plate.



### Canteens

For anyone wishing to have a coffee or snack in between breaks, you can easily access the two canteens on the Ground Floor of the University of Macedonia (UOM) and the Tower Building (AUTH).



### Water

It is summertime in Greece and we all need to hydrate! This is why you will find a water cooler in many different spots, in all venues. You can fill and refill your EARLI water bottle as many times as you wish and is needed, but please note that there are no plastic cups as we are making an effort to be as sustainable as possible. Freshen also yourself with your personal EARLI hand fan!



### Computer Lab

Since we all have nowadays a computer in our hands and our bags, there is no computer lab provided. However we have 2 allocated Lounge Areas (in more busy foyers) and Working Spaces (in quieter rooms) where you can take a break from the conference programme and work as much as you wish!



### Lounge Areas

All venues have a space for you to sit and take a break. However our designated Lounge Areas are on the Ground Floor of the University of Macedonia and the 1st Floor of the Tower Building,





### Information Desk

Any information you may need you can contact us at the Welcome Desk at the Ground Floor of the University of Macedonia, or ask the designated Desks at each venue.



### Working Spaces

Sometime common spaces can become too crowded and noisy: if you wish to work in a quieter space, you are more than welcome to use one of the two Working Spaces on the First Floor of the University of Macedonia (marked on the floor plans).



### Meeting Rooms

In case you need to have a meeting with a working group or some colleagues, we will definitely be able to assist you with one of our available Meeting Rooms located in UOM, AUTH\_T and AUTH\_DC. Please contact the Welcome Desk in order to be able to check availability and book a room for you.



### Relax & Prayer Room

If you wish to relax or it is that time of the day for praying, you can isolate yourself from the conference buzz and pause conference time by using the designated room at AUTH\_T (Tower Building) and specifically on the underground level of the outer building, In case you wish to locate a specific Place of Worship in the city, please contact the Welcome Desk.



### Childcare Service

EARLI 2023 strongly believes in making the event available to everyone in the community, and as part of that effort, daycare is offered at a small cost to parents attending EARLI 2023. We have partnered with the Social Cooperative Enterprise (SCE) EPTTA, an experienced and highly recommended professional daycare for children provider, who will be on-site on the conference floor keeping your children safe, entertained and happy. The children will be supervised by trained and skilled staff at all times.

**More info: [www.earli2023.gr](http://www.earli2023.gr) (DESTINATION/PRACTICAL INFO)**

(please contact the Welcome Desk if you require a room for breastfeeding or nursing)



### Yoga Service

Harmony between mind and body is what we may require during some intense conference days: therefore EARLI2023 provides organised YOGA sessions

- every morning (7:00 am) at the Umbrellas on the city's waterfront, and
- every lunch break (13:30 pm) in the Yoga Room at AUTH\_TE.

If you wish to join, please make sure you inform us by email or at the Welcome Desk the day before!



### Wayfinding

There is always enough time between sessions (15 minutes) to move from venue to venue. You will get familiar with all buildings and routes after the first conference day, but you can always consult the website, the app and the signage available in the entrance of each venue with detailed maps and orientation tips.

**More info: [www.earli2023.gr](http://www.earli2023.gr) (VENUES/ORIENTATION TIPS)**

A panoramic view of a city, likely Istanbul, with a large body of water (Bosphorus) in the background. In the foreground, five people are sitting on a stone wall, looking out over the city. The city features a mix of modern and traditional architecture, including a large white dome and a tall glass skyscraper. The text "REGISTRATION USEFUL INFO" is overlaid in white on a blue background in the upper right.

# **REGISTRATION USEFUL INFO**



# REGISTRATION

## Welcome Desk

This will be your reference point at all times and for any reason!

**The EARLI/JURE2023 Welcome Desk will be open as follows:**

Dates	Hours	Location
Sunday 20/8 & Monday 21/8	8:00-18:00	University of Macedonia (UoM)
Tuesday 22/8	8:00-18:00	"Ioannis Vellidis" Congress Centre (HELEXPO_CC)
Wednesday 23/8 to Saturday 26/8	8:30-18:00	University of Macedonia (UoM)

We are more than happy to welcome you and provide you with all necessary information about the conference.

## Registration

Upon your arrival at the conference, please contact the Welcome Desk for the final stage of the registration process, to pick up your material and to let us know you are here!

- **For JURE:**

Sunday 20/8 & Monday 21/8: 8:00-18:00, University of Macedonia (UoM)

- **For EARLI:**

Tuesday 22/8: 8:00-18:00, "Ioannis Vellidis" Congress Centre (HELEXPO\_CC)

Wednesday 23/8 to Saturday 26/8: 8:30-18:00, University of Macedonia (UoM)

Please note that the registration process will take place in a different venue on the first day of EARLI conference.

## Earli Office / SYMVOLI team

You can find the EARLI Office & SYMVOLI Conference & Cultural Management (Local Conference Managers) here:

Dates	Location
Sunday 20/8 & Monday 21/8	University of Macedonia (UoM), Ground floor
Tuesday 22/8	"Ioannis Vellidis" Congress Centre (HELEXPO_CC)
Wednesday 23/8 to Saturday 26/8	University of Macedonia (UoM), Ground floor

***We look forward to meeting you and welcoming you to EARLI 2023!***

## Nametags

This will be the most valuable piece of information for all conference days!

**Nametag Self Printing:** upon arrival scan the barcode you have received by email and print your nametag. A fast and easy way, at the Welcome-Registration Desk and Welcome Kiosks.

If you want to register on site or have any queries regarding payments, please address the EARLI Office.

**Do not forget to wear your nametag at all times, especially social events!**

## USEFUL INFO



### Internet Access

5 venues but 1 network! Get internet access by using the info below:

**Wi-Fi: EARLI2023**

**Password: hope!2023**



### An effort to be green & sustainable.

In this rapidly changing world that we live in, the EARLI2023 Local Organising Committee, in compliance with EARLI's policy, has made an effort for an -as much as possible- sustainable meeting, taking the following initiatives:

- choosing merchandising materials that are either from recycled or recyclable material
- providing personal water bottles to avoid the use of any plastic cups for water coolers
- offering many options in catering menus that are based on vegetables/plants, and healthy materials
- securing that any food not consumed will be provided to those in need (homeless or poor people in collaboration with local organizations)
- avoiding prints for the total number of 2.500 participants (ex printed invitations, coupons etc) and avoiding the use of a plastic case for the nametag
- designing the reuse of any branded material (ex banners) for future conference

***Every step we take towards a more sustainable environment and society can make a difference!***



### Emergency / First Aid

On the ground floor of the University of Macedonia, a First Aid service (with professional personnel and medical service) will be available during all conference days and times. In case of an Emergency, either medical or other, please contact immediately the Welcome Desk or call the Emergency numbers 166 or 112 from any mobile phone.



### Code of Conduct

EARLI 2023 is dedicated to providing an enjoyable and safe conference experience for everyone. As a community, we value and respect all people, regardless of race, ethnicity, gender identity, sexual orientation, religion, neurodiversity, disability, or any other aspect that, in fact, makes our community diverse and more inclusive. Both the EARLI 2023 organisers and the EARLI EC will not tolerate vilification, abuse, or harassment in any form. In the unpleasant situation you feel unsafe or harassed, notice that someone else is being harassed, or have any other concerns, please be aware of the procedure following and contact our Safe Conference Care Team.

**More info: <https://www.earli.org/events/earli2023#section-code-of-conduct>**



### Lost & Found

In case you lose a personal belonging or find something which someone probably lost, please contact the Welcome Desk. We will have a Lost & Found box, which we hope is never really full!



## Photocopying

There are copy shops in close proximity to the conference venue.

For small scale prints (size A4, up to 5 pages) you can use the Printing Room (AUTH\_T, 1st floor).

For printing services you may contact the print shop ΞΗΡΟΓΡΑΦΙΑ, which is located really close to the Aristotle University.

### CONTACT INFO:

XIROGRAFIA

K. Melenikoy str 7, 54 635 Thessaloniki

T: +30 2310 209211 | E: info@xirografia.grv



## Social Media

Looking forward to interact with all of you on EARLI2023 social media!

Check out frequently our social media wall at the UOM Ground Floor!

Share your thoughts!

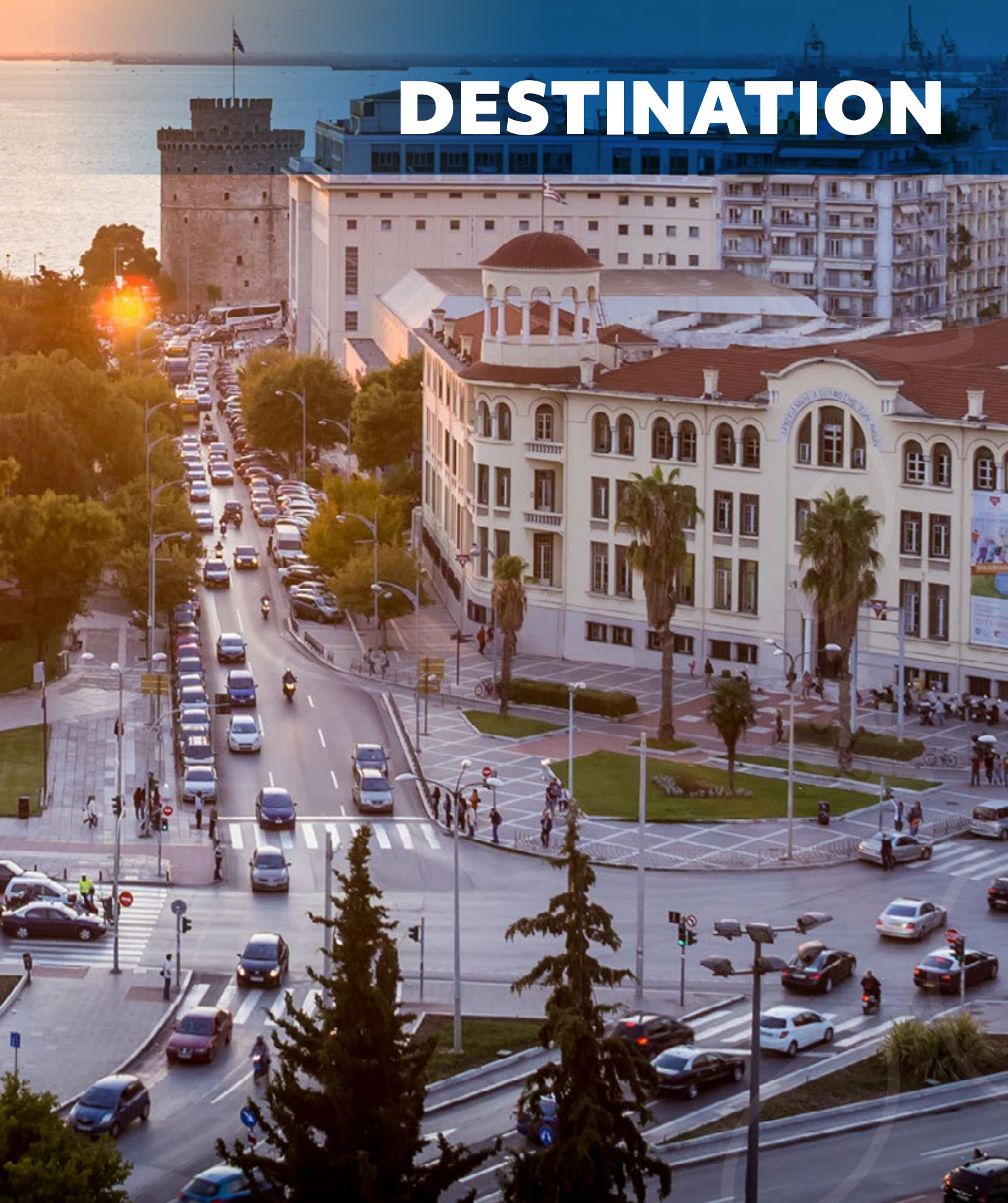
**#EARLI2023**



## SPOTIFY LIST

Music is everything and everywhere! And EARLI2023 has its own playlists on Spotify. One inspired from the conference theme (EARLI2023) and another introducing delegates to the basics of Greek Music (EARLI 2023). You can find them both by scanning the QR code.

# DESTINATION





Port of ideas International Crossroad  
Cultural Adventure Gastronomic extravaganza  
Endless vivacious waterfront Local tradition  
and urbanity Never-ending diverse nightlife

We choose to introduce the hosting  
city of Thessaloniki by its brand phrase:  
“many stories, one heart”

A compact human-scale city, influenced in its 3.000 year of history by its focal point in the region and its waterfront location, is a vibrant city of multicultural identity both in the past (Roman, Byzantine, Ottoman) and the present, a youthful destination due to its academic community as an educational hub, and a unique city break often preferred for its food and entertainment culture, being ranked by National Geographic Travel in the top 10 Nightlife Cities.



To discover EARLI2023 host city, here is some information!



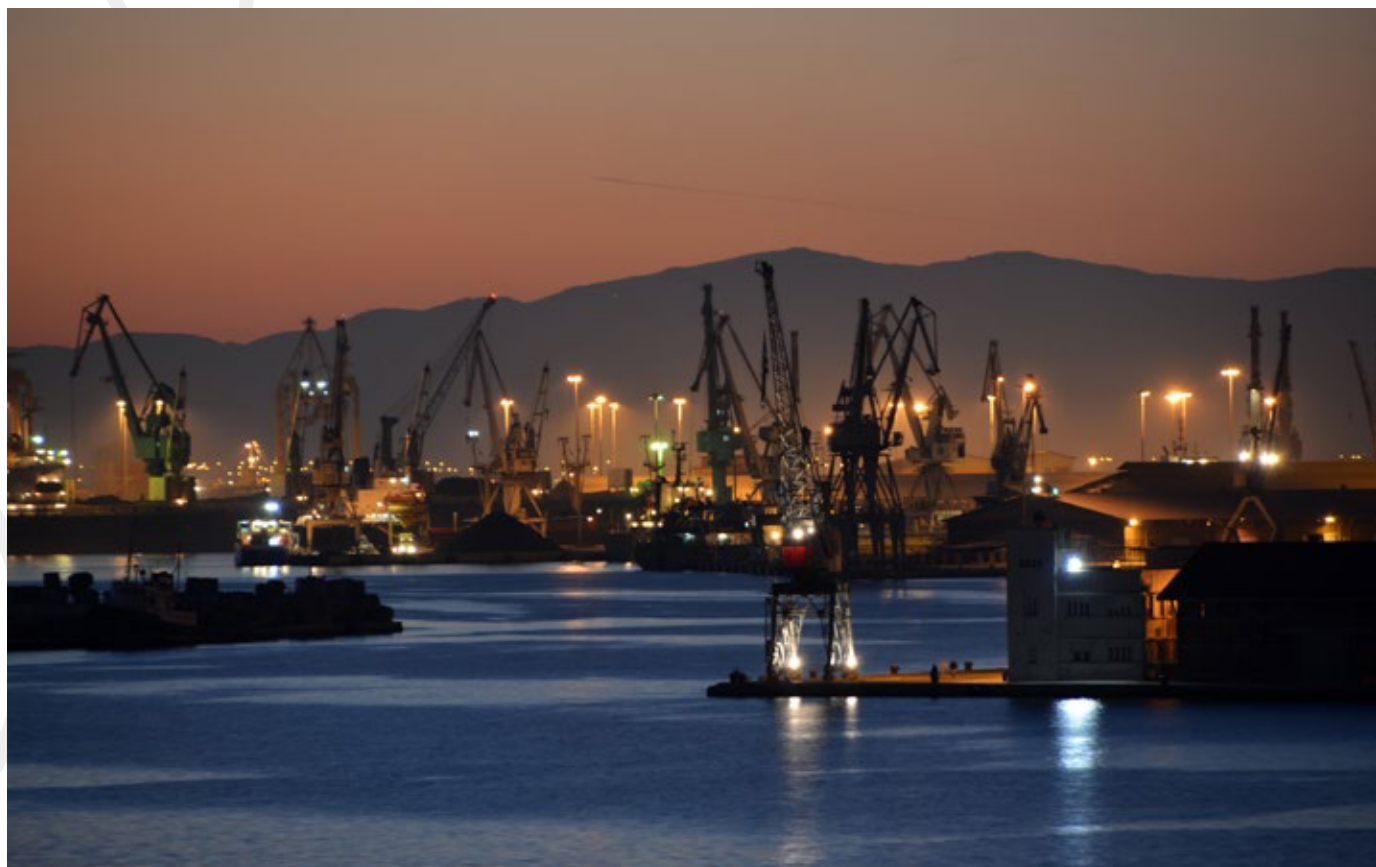
<https://thessaloniki.travel/>



<https://thessalonikiconventionbureau.gr/>



[https://earli2023.gr/destination/  
destination](https://earli2023.gr/destination/destination)  
(download the MAPS available)



## DESTINATION USEFUL INFO



### Airport transportation

Welcome to Thessaloniki!

Transit bus service is provided between the Airport and the city of Thessaloniki, with connections to the Central Railway Station and the “Makedonia” Regional Coach Terminal (KTEL).

Taxi companies operate 24-hour call centers, ready to receive your order or make an advance booking for you. A taxi to the airport will cost between 20 –30 €.

Check the special FREENOW voucher for all EARLI2023 participants:

<https://earli2023.gr/while-in-thessaloniki/conference-services-experiences>



### Public Transportation

The conference area is easy to reach by public transportation. Buses run frequently throughout the day. Check the Thessaloniki Urban Transport Organization website (<https://oasth.gr>) for more information. **REGULAR FARE – SINGLE TRIP TICKETS: 0,90 €**

**Bus service from the city center to Aristotle University of Thessaloniki (AUTH) & University of Macedonia (UOM):**

- 01X AIRPORT - INTERCITY BUS TERMINAL (VIA CITY CENTRE)
- 02K A.S.IKEA - KTEL MAKEDONIA
- 07 AG. IOANNIS - PANEPISTIMIO
- 10 CHARILAOU - N.S.STATHMOS
- 17 TRIANDRIA - N.S.STATHMOS
- 24 PL. ELEFThERIAS - CHILIA DENDRA
- 27 STAVROUPOLI - PANEPISTIMIO
- 28 T.S. EFKARPIAS - SKLABENITIS – PANEPISTIMIA
- 31 VOULGARI - KTEL

**Bus service from the city center to “Ioannis Vellidis” Convention Centre:**

- 11 PILEA - N.S. STATHMOS
- 12 KTEL - KATO TOUMPA
- 39 KIFISIA - DIKASTIRIA



### SPECIAL TAXI SERVICE for EARLI2023 delegates by FREENOW

FREENOW offers to all EARLI2023 delegates two vouchers (2 X 5€) for their transportation in Thessaloniki!

Download the FREENOW app on your phone (if not already a user). By inserting the code **EARLIRIDE23** in the section “Vouchers and credits” of the app, passengers will receive 2 vouchers of 5€ for rides from 19/08/23 08:00 am until 27/08/23 23:59 pm. The vouchers will be valid with in-app payment.

*(important note: taxi services in Greece are relatively cheap compared to other European countries, with an average city center ride being from 5 to 7 €)*



### BIKE RENTAL

You can discover Thessaloniki from another perspective and navigate through the city and its most important sightseeing by bike, always being cautious of the car drivers around you! Thessaloniki offers a bicycle network of approximately 12 km, mainly in the seafront. There are numerous bike rentals in Thessaloniki, a Google search will help you locate them. One of them is BikeIT rental shop at 2 Leof. Meg. Alexandrou, where you can find bikes for adults or for groups, from 10:00am to 22:00pm.

For more information visit the website: <https://www.bikeitrentals.com/en/homepage/>





### Parking

For anyone requiring parking next to the conference venues, EARLI delegates can use the parking space next to the Tower Building, accessed from the 3rd Septemvriou str. Please contact the Welcome Desk for more information.



### Post Office

The closest post office is located next to the Ceremony Hall of Aristotle University. The working hours are Monday through Friday, 7:30-14:45.



### ATM

The closest 24-hour ATM is located just outside the University of Macedonia (next to the main entrance). A Google search will help you find more spots.



## WHILE IN THE CITY

### EARLI Conference Spots

Find a complete list (QR) of proposed restaurants and bars at the city center, where EARLI participants can meet and enjoy local delicacies. Some of them (TCB Members) offer also special EARLI discounts!

**More info:**

<https://earli2023.gr/while-in-thessaloniki/conference-spots-sig-dinners>



### EARLI Conference Services

Apart from our culinary proposals and an event calendar, we have also collected a few other services you might need during your stay.

**More info:**

<https://earli2023.gr/while-in-thessaloniki/conference-services-experiences>



### What is on during EARLI: Thessaloniki version

Find out what's on in Thessaloniki! Discover the best things to do & events in the city; explore cultural and musical events, art shows, and a lot more.

**More info:**

<https://earli2023.gr/while-in-thessaloniki/what-s-on-thessaloniki>

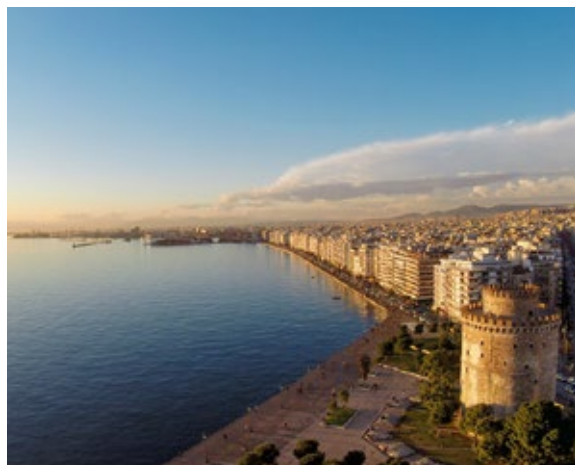


## WHEN IN THESSALONIKI...TAKE A TOUR!

This conference would not be complete without a great array of specially-designed tours and excursions, made to fit every schedule and every interest. Choosing among city walks, archaeological visits and outdoor activities, there will not pass a day without an experience! Please ask at the Welcome Desk about available tickets.



**More info:** <https://earli2023.gr/while-in-thessaloniki/tours-in-the-city>



### **Monday, August 21st** **Welcome City Tour: Thessaloniki at a Glance**

Pick up: Conference venue at 17:00

Duration: 3 hours

Price: 30 € per person

Includes: Professional guide & transfer with coach bus

### **Tuesday, August 22nd** **Waterfront Walk & Boat Trip: Thessaloniki's stories told from the sea**

Pick up: White Tower entrance at 17:00

Drop off: Conference Venue

Duration: 2 hours

Price: 30 € per person

Includes: Professional guide & transfer by boat



### **Wednesday, August 23rd** **The Kaleidoscope Walk: Exploring the many colors and images, the many stories of Thessaloniki**

Pick up: White Tower of Thessaloniki at 18:30

Duration: 2,5 hours

Price: 20 € per person

Includes: Professional guide



**Thursday, August 24th**  
**Food on foot! Flavors & aromas of a diverse culinary tradition (accompanying people)**

Pick up: Aristotelous Square at 17:00

Duration: 3 hours

Price: 35 € per person

Includes: Professional guide & Food tasting



**Friday, August 25th**  
**Sailing Tour: a history & sports experience in the Thermaikos Gulf**

Pick up: White Tower of Thessaloniki at 10:00

Duration: 3 hours

Price: 50 € per person

Includes: coffee and a sandwich

**Saturday, August 26th**  
**Winery visit: a local tradition, a pleasure worldwide**

Pick up: White Tower of Thessaloniki at 13:00

Duration: 3 hours

Price: 35 € per person



**Sunday, August 27th**  
**Dion: The sacred city in the foothills of Mount Olympus / Palaios Panteleimonas: a picturesque village in the mountains**

Pick up: White Tower of Thessaloniki at 09:00

Duration: 7 hours

Price: 90 € per person

Includes: coach bus transportation, professional tour guide, entrance fees, lunch

In case you wish to explore other options, please also check also the Conference Services section on the website.





Keynote: 1

Time: 09:30-10:30

Location: UOM\_CH

**JURE 2023 KEYNOTE: CRITICAL THINKING AS A LIFELONG LEARNING GOAL****Chair**

Evropi Efthymiadou, Aristotle University of Thessaloniki, Greece

**Critical Thinking as a lifelong learning goal**

Panayiota Metallidou, Aristotle University of Thessaloniki, Greece

Session A: 1

Time: 11:00-12:30

Location: UOM\_A07

**INVITED SYMPOSIUM: THE ENGAGED STUDENT: EMOTION AND MOTIVATION AND ITS ROLE IN METACOGNITIVE PROCESSES****Chairs**

Kerstin Kisielski, TU Dresden - Psychology of Learning and Instruction, Germany; Elissavet Papageorgiou, Delft University of Technology, Netherlands

**Organisers**

Ahsen Çini, University of Oulu, Finland; Laura Menschaart, TU Delft, Netherlands

**Discussant**

Jacqueline Wong, Utrecht University, Netherlands

**The Interplay between Task Difficulty and Emotions**

Ahsen Çini, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland; Muhterem Dindar, Tampere University, Finland

**CANCELLED: Development of self-regulated learning and achievement emotions (...)**

Laura Menschaart, TU Delft, Netherlands; Martine Baars, Erasmus University Rotterdam, Netherlands; Annoesjka Cabo, Delft University of Technology, Netherlands

**Exploring the impact of task-structure on self-regulated learning and motivation**

Kerstin Kisielski, TU Dresden - Psychology of Learning and Instruction, Germany; Susanne Narciss, TU Dresden, Germany

**Examining the multifaceted nature of student engagement in online mathematics homework**

Elissavet Papageorgiou, Delft University of Technology, Netherlands; Jacqueline Wong, Utrecht University, Netherlands; Annoesjka Cabo, Delft University of Technology, Netherlands

ANNOTATIONS:  
SIG 16 INVITED SYMPOSIUM

Session A: 2

Time: 11:00-12:30

Location: UOM\_A11

**SINGLE PAPER: MOTIVATION AND ACHIEVEMENT IN HIGHER EDUCATION****Chair**

Tessa Consoli, University of Zurich, Institute of Education, Switzerland

**Relevance of motivation for use of feedback: Role of goals, self-efficacy, task value, and attitudes**

Melanie V. Keller, University of Augsburg, Germany; Markus Dresel, University of Augsburg, Germany; Martin Daumiller, University of Augsburg, Germany

**The moral dimension of university students' behavioural intentions towards social exclusion**

Mareike Brehmer, University of Agder, Norway; Jennifer Meyer, Leibniz Institute for Science and Mathematics Education, Germany

**Role of Course Design and Emotions in Dropout Behavior: Flipped Classroom versus Traditional Course**

Theresa Bauer, Technical University of Munich, Germany; Manuel Förster, Technical University of Munich, Germany; Andreas Maur, Johannes Gutenberg-Universität Mainz, Germany

**Identity and vocational interests as predictors of academic success in higher education**

Nicky de Vries, Vrije Universiteit Amsterdam, Netherlands; Martijn Meeter, Vrije Universiteit Amsterdam, Netherlands; Brenda Jansen, University of Amsterdam, Netherlands; Mariette Huizinga, Vrije Universiteit Amsterdam, Netherlands

Session A: 3

Time: 11:00-12:30

Location: UOM\_A05

**SINGLE PAPER: PRE-SERVICE TEACHERS' PROFESSIONAL DEVELOPMENT****Chair**

Anastasia Mavridou, University of Macedonia, Greece

**Technological Pedagogical Content Framework for the vocational teacher education in Germany**

Niklas Sanger, Universitat Paderborn, Germany

**Complex requirement situations - learning opportunities for student teachers**

Liana Pirovino, Padagogische Hochschule Zurich, Switzerland; Annelies Kreis, University of Teacher Education Lucerne (PH Luzern), Switzerland

**Emotional experience and emotion regulation of teacher training students – a diary study**

Alexander Will, University of Paderborn, Germany

**How pre-service teachers change views of inquiry after participating in an inquiry-based practicum**

Natalia Contreras, Universitat Ramon Llull, Spain; Eva Liesa, Ramon Llull University, Spain; Mireia Giralt-Romeu, Universitat Autonoma de Barcelona, Spain

Session A: 4

Time: 11:00-12:30

Location: UOM\_A09

**SINGLE PAPER: TEACHING IN SECONDARY EDUCATION****Chair**

David Zamorano, Universidad de Deusto, Spain

**A comparative study of secondary school teachers' conceptions of learning processes in China and UK**

Xibei Jia, University of Bristol, United Kingdom

**How debating in English is perceived by Japanese EFL teachers and students.**

Yukari Abe, Kyoto University, Japan; Emmanuel Manalo, Kyoto University, Japan

**Science Teachers Experiences, Self-Efficacy, and Attitudes towards Nature of Science education**

Lotte Boven, University of Antwerp, Belgium; Peter Van Petegem, University of Antwerp, Belgium; Rianne Pinxten, University of Antwerp, Belgium; Jelle De Schrijver, Antwerp University &amp; Odisee university college, Belgium

**In Search for Significance: A Change Laboratory Intervention with Adolescent Students**

Pauliina Rantavuori, Tampere University, Finland; Yrj Engestrom, University of Helsinki, Finland

Session A: 5

Time: 11:00-12:30

Location: UOM\_A06

**SINGLE PAPER: ACHIEVEMENT IN MATHEMATICS AND NUMERACY****Chair**

Helene Uppin, Tallinn University, Estonia

**Interleaved practice in elementary school mathematics and the role of prior knowledge and NFC**

Lea Nemeth, University of Kassel, Institute of Educational Science, Germany; Frank Lipowsky, University of Kassel, Germany

**Not Adding It Up: Grade 1 mathematics outcomes in two South African provinces**

Irene Pampallis, University of the Witwatersrand, South Africa; Nic Spaul, Stellenbosch University, South Africa; Cally Ardington, University of Cape Town, South Africa; Ingrid Sapire, University of the Witwatersrand, South Africa; Permie Isaac, Funda Wandu, South Africa

**Mathematics anxiety hinders the retention of fraction arithmetic knowledge**

Hilma Halme, University of Turku, Department of Teacher Education, Finland; Minna Hannula-Sormunen, University of Turku, Finland; Jake McMullen, University of Turku, Finland

**Self-downing Beliefs, Coping Strategies and Math Performance: a Rational Emotive Education approach**

Alexandra Katsiki, National &amp; Kapodestrian University of Athens, Greece; Alexander Minnaert, University of Groningen, Netherlands



Session A: 6

Time: 11:00-12:30

Location: UOM\_R02

## POSTER PRESENTATION: TEACHERS' PROFESSIONAL DEVELOPMENT

**Chair**

Rebecca Kreutz, Universität zu Köln/ University of Cologne, Germany

**Effects of a short online pedagogical course on university teachers' pedagogical development**

Trang Nguyen, University of Turku / Faculty of Education, Finland; Henna Vilppu, University of Turku, Finland; Ilona Södervik, University of Helsinki, Finland; Mari Murtonen, University of Turku, Finland

**Factors Influencing Primary School Teachers' Attitudes Towards Evidence-Based Teaching**

María Rodríguez Alcolea, Utrecht University, Spain; Despoina Georgiou, Utrecht University, Netherlands

**The Power of Time (in implementation)**

Lisa Fohlin, Stockholm University, Sweden

**Mentoring among university teachers: on the way to pedagogically productive talk**

Barbora Nekardova, Masaryk University Department of Educational Sciences, Czech Republic

**Self-study of a facilitator of a professional development program on dialogic teaching**

Marisol Gómez, Universidad Alberto Hurtado, Chile; MARIBEL CALDERON, Universidad Católica Silva Henríquez, Chile

**The impact of European programmes on the professional development of teachers in Greece**

Theodoros Zevgitis, University of Ioannina, Greece; Anastassios Emvalotis, University of Ioannina, Greece

**Teachers' professional growth in teaching social scientific reasoning**

Thomas Klijnstra, University of Amsterdam, Netherlands; Gerhard Stoel, Radboud University, Nijmegen, Netherlands; Geerte Savenije, University of Amsterdam, Netherlands; Gerard Ruijs, University of Amsterdam, Netherlands; Carla Van Boxtel, University of Amsterdam, Netherlands

**Onboarding measures of cross-entry into the teaching profession of secondary general education**

Claudia Weinzettl, PH NÖE, Austria

**Analysis of professional development of teachers (ISCED 2 level) in the Czech Republic**

Kristýna Šejnohová, Institute for Research and Development of Education, Faculty of Education, Charles University in Prague, Czech Republic

**Understanding University Teachers' Multi-level Learning Designing Process**

Liu liukun, The University of Hong Kong, Hong Kong; Nancy Law, University of Hong Kong, Hong Kong; Jianhua Zhao, Southern University of Science and Technology, China

Session A: 7

Time: 11:00-12:30

Location: UOM\_A10

## ROUNDTABLE: BEST OF JURE - ROUNDTABLES

**Chair**

Meropi Simou, Aristotle University of Thessaloniki, Greece

**The influence of enjoyment on self-regulated learning from texts**

Celina Safferthal, University of Education Karlsruhe, Germany; Anja Prinz-Weiß, University of Education Karlsruhe, Germany

**Enhancing problem-solving skills in preschool through assessment for learning: A field experiment**

Joris Van Elsen, University of Antwerp, Belgium; Sven De Maeyer, Antwerp University, Belgium; Joke Torbeyns, KU Leuven, Belgium

**Low-educated adults' motives for learning: a multilayered self-determination perspective?**

Bea Mertens, University of Antwerp, Belgium; Sven De Maeyer, Antwerp University, Belgium; Vincent Donche, University of Antwerp, Belgium

Session A: 8

Time: 11:00-12:30

Location: UOM\_R05

**ROUNDTABLE: MOTIVATION AND EMOTION****Chair**

Christina Schoina, Aristotle University of Thessaloniki, Greece

**Students' perfectionism: Gender differences and development in upper secondary education**

Anna Kuusi, University of Eastern Finland, Finland; Heta Tuominen, University of Eastern Finland, Finland; Markku Niemivirta, University of Eastern Finland, Finland

**The relationship between L2 anxiety and EFL motivation in online lessons**

Haruka Murakami, Kyoto University, Japan; Emmanuel Manalo, Kyoto University, Japan

**Networks and dynamics of secondary students' momentary expectancies, values, costs, and engagement**

Kukka-Maaria Polso, University of Helsinki, Finland; Heta Tuominen, University of Eastern Finland, Finland; Petri Ihanola, University of Helsinki, Finland; Markku Niemivirta, University of Eastern Finland, Finland

**The value of service-learning – its short- and long-term effectiveness on study motivation**

Jonas Breetzke, University of Hamburg, Germany; Derya Özbacgi, University of Hamburg, Germany; Carla Bohndick, University of Hamburg, Germany

Session A: 9

Time: 11:00-12:30

Location: UOM\_R01

**POSTER PRESENTATION: EDUCATIONAL TECHNOLOGIES****Chair**

Sophia Braumann, University Utrecht, Netherlands

**'Who's gonna watch our video?': When students think of the audience in a learning-by-teaching task**

Jesús Ribosa, UAB Universitat Autònoma de Barcelona, Spain; David Duran Gisbert, Universitat Autònoma de Barcelona, Spain

**Visual perspective taking in primary school robotics: Can embodied learning promote programming?**

Amy Hughes, Cardiff University, United Kingdom; Sarah Gerson, Cardiff University, United Kingdom; Johanna van Schaik, Radboud University Nijmegen, Netherlands

**Developing socio-digital cultural skills in primary school visual art education**

Sini Hyppänen, University of Helsinki, Finland; Martina Paatela-Nieminen, University of Helsinki, Finland; Kalle Juuti, University of Helsinki, Finland

**Fostering self-regulated learning with metacognitive prompts in an online learning environment**

Rebecca Pape, Catholic University of Eichstätt-Ingolstadt, Germany

**Discovering the Long-Term Effects of Educational Videos**

Kevin Ackermans, Open Universiteit, Department of Online Learning and Instruction, Netherlands

**The use of leaderboards in gamified educational settings: A systematic review**

Chunqi Li, The University of Hong Kong, Hong Kong; Luke K. Fryer, The University of Hong Kong, Hong Kong

**The relationship between stress and mountain rescue performance during simulation**

Stefan Hanus, University of Regensburg, Germany; Helen Jossberger, University of Regensburg, Germany; Hans Gruber, University of Regensburg, Germany

**Learning Analytics Dashboard in Higher Education: A Preliminary Study**

Tania Vieites, Universidad de La Coruña, Spain; Ludmila Martins Gironelli, University of Barcelona, Spain



Session B: 1

Time: 13:30-15:00

Location: UOM\_A11

**SINGLE PAPER: FEEDBACK****Chair**

Yong Liu, Doctoral School of Education, University of Szeged, Hungary

**Validation of the German Version of the Receptivity to Instructional Feedback (RIF) Scale**

Luca Bahr, Leibniz Institute for Science and Mathematics Education (IPN), Germany; Lars Höft, IPN - Leibniz Institute for Science and Mathematics Education, Germany; Jennifer Meyer, Leibniz Institute for Science and Mathematics Education (IPN), Germany; Thorben Jansen, Leibniz Institute for Science and Mathematics Education (IPN), Germany

**The Power of Feedback: on the effects of different variants of feedback on reading philosophy texts**

Arjan Koek, GION - University of Groningen, Netherlands

**Characteristics of first-year engineering students' most impactful feedback experiences**

Kurt Coppens, KU Leuven, Belgium; Lynn Van den Broeck, KU Leuven (BE), Belgium; Naomi Winstone, University of Surrey, United Kingdom; Greet Langie, KU Leuven, Belgium

**Video-based feedback in a Chilean teacher program: focus and arguments from supervisors and students**

Jocelyn Gaete, Pontificia Universidad Católica de Chile, Chile; Magdalena Müller, Pontificia Universidad Católica de Chile, Chile

Session B: 2

Time: 13:30-15:00

Location: UOM\_A06

**SINGLE PAPER: TEACHERS' PROFESSIONAL DEVELOPMENT****Chair**

Barbora Nekardova, Masaryk University Department of Educational Sciences, Czech Republic

**A systematic review of in-service mentoring expertise from a transformative learning perspective**

Xuewei Wang, Faculty of Educational Science, University of Helsinki, Finland; Jukka Husu, University of Turku, Finland; Auli Toom, University of Helsinki, Finland

**How the Perception Is Related with the Competencies in the Lifelong learning**

Win Phyu Thwe, University of Szeged, Doctoral School of Education, Hungary; Anikó Kálmán, University of Szeged, Doctoral School of Education, Hungary

**Teacher Educators analyze a Lesson Plan - Content Validity of a Stimulus**

Madlena Kirchhoff, Leibniz University Hannover, Germany; Katharina Mueller, Leibniz University Hannover, Germany

Session B: 3

Time: 13:30-15:00

Location: UOM\_A07

**SINGLE PAPER: INCLUSIVE EDUCATION****Chair**

Ahsen Çini, University of Oulu, Finland

**Lesbian-parent families in Greece: the experience of preschool and primary school teachers**

Dimitris Tsekouras, MSc Counseling, Department of Early Childhood Education National and Kapodistrian University of Athens, Greece., Greece; Lida Anagnostaki, MSc., PhD. Assistant Professor of Psychology (Psychodynamic Perspectives in Developmental Psychology) Department of Early Childhood Education National and Kapodistrian University of Athens, Greece

**Benefits of exposure to sign language for non-verbal adult with ASD: analysis of filmed interactions**

Christelle Gérard, Université Paris 8, France; Brigitte Garcia, Paris 8 University, France; Sabine Zorn, National higher institute for training and research on special needs education (INSHEA), France

**The inclusion and education of pupils with PIMD: What contributions from specialised institutions?**

Mélodie Bourger-Bouweret, Paris Nanterre University, INS HEA, France; Esther Atlan, INS HEA, France; Minna Puustinen, INS HEA, France

Session B: 4

Time: 13:30-15:00

Location: UOM\_A04

**SINGLE PAPER: EDUCATIONAL TECHNOLOGIES****Chair**

Michelle Laux, PH Freiburg, Germany

**Learning styles unmasked – Conceptual change among pre-service teachers using podcasts and texts**

Julia Götzfried, University of Kassel, Institute of Educational Science, Germany; Lea Nemeth, University of Kassel, Institute of Educational Science, Germany; Victoria Bleck, University of Kassel, Institute of Educational Science, Germany; Frank Lipowsky, University of Kassel, Germany

**Examining Twitter and Reddit use to make sense about personal finance**

Stephanie Bowles, Penn State, United States; Jose Sandoval-Llanos, Penn State, United States

**We've added beliefs to the SELFIE. This is what happened.**

Adriaan Vervoort, UHasselt, Belgium; Nuria Gonzalez Castillano, Hasselt University/University of Jaén, Belgium; Lisa Koutsoviti Koumeri, Hasselt University, Belgium; Katrien Struyven, Hasselt University / Vrije Universiteit Brussel, Belgium; Koen Vanhoof, UHasselt, Belgium

**Gaps Between Teaching and Learning in Music MOOCs: Perception and Reality**

Giorgio Zampirolo, The Open University, United Kingdom, United Kingdom; Naomi Barker, The Open University, United Kingdom; Bart Rienties, Open University, United Kingdom

Session B: 5

Time: 13:30-15:00

Location: UOM\_A09

**SINGLE PAPER: WELL-BEING****Chair**

Mary Ann Isaacs, Vrije Universiteit Brussel (VUB), Belgium

**The Relationship between Well-being, Engagement, and Achievement of Swiss Secondary School Students**

Jakob Schnell, University of Bern, Institute of Educational Science, Switzerland; Katja Saxer, University of Bern, Institute of Educational Science, Switzerland; Julia Morinaj, University of Bern, Switzerland; Tina Hascher, University of Bern, Institute of Educational Science, Switzerland

**School well-being profiles among elementary school students and relations to academic performance**

Linda Osterholm, Åbo Akademi University, Faculty of Social Sciences, Finland; Anna Widlund, Åbo Akademi University, Finland; Johan Korhonen, Åbo Akademi University, Finland

**Validation of the Burnout Assessment Tool for university students in the Dutch context**

Piermarco Consiglio, University of Groningen, Netherlands; Marjon Fokkens-Bruinsma, University of Groningen, Netherlands; Ellen Jansen, University of Groningen, Netherlands; Joke Fleer, University of Groningen, Netherlands

**The Role of Teacher–Student and Student–Student Relationships for Well-Being in Secondary Education**

Katja Saxer, University of Bern, Institute of Educational Science, Switzerland; Jakob Schnell, University of Bern, Institute of Educational Science, Switzerland; Julia Morinaj, University of Bern, Switzerland; Tina Hascher, University of Bern, Institute of Educational Science, Switzerland

Session B: 6

Time: 13:30-15:00

Location: UOM\_R02

## POSTER PRESENTATION: COGNITIVE DEVELOPMENT

**Chair**

Lorenzo Miani, University of Bologna, Alma Mater Studiorum, Italy

**Learning from errors in the classroom with a joint intervention on mindset and metacognition**

Cristina Pascua, Mondragon University. Faculty of Humanities and Education, Spain

**Effects of Executive Function Training in Children and Adolescents: a Meta-Analysis**

Sophie McMullin, Université du Québec à Montréal (UQAM), Canada; Steve Masson, Université du Québec à Montréal (UQAM), Canada

**Effects of Advanced Theory of Mind and Executive Functions on Undergraduates' Sourcing Skills**

Yann Dyoniziak, CeRCA UMR7295 Université de poitiers, France; Anna Potocki, LaRAC Université de Grenoble, France; Émilie Dujardin, CeRCA UMR7295 Université de poitiers, France; Jean-François Rouet, CeRCA UMR7295 Université de poitiers, France

**An Intersectionality Perspective on Investigating Diverse Kindergarteners' Cognitive Flexibility**

Sejla Subasic, CITY College, Serbia; Lito Eleni Michalopoulou, Aristotle University of Thessaloniki, Greece

**Effect of dialogic instruction and storybook on children's knowledge construction**

Xuanyi WU, The Education University of Hong Kong, Hong Kong; James Ko, The Education University of Hong Kong, Hong Kong

**Exploring Student's Performance on Mathematical Creative Thinking through An Ethnomathematics**

Suherman Suherman, University of Szeged, Hungary; Tibor Vidákovich, University of Szeged, Hungary

**A Pedagogical Innovation On Enhancing Creativity: A Bourdieuan analysis of ICT-Play in a preschool**

Elaine Lam, The Education University of Hong Kong, Hong Kong; Yasmin Fong, The Education University of Hong Kong, Hong Kong; James Ko, The Education University of Hong Kong, Hong Kong; Jin Sun, The Education University of Hong Kong, Hong Kong

**The influence of teachers' professional knowledge on diagnostic judgments about learner conceptions**

Mathias Lutz, University of Education Heidelberg, Germany; Hendrik Lohse-Bossenz, University Greifswald, Germany; Markus Rehm, PH Heidelberg, Germany



Session B: 7

Time: 13:30-15:00

Location: UOM\_R01

## POSTER PRESENTATION: ASSESSMENT AND FEEDBACK

## Chair

Liana Pirovino, Pädagogische Hochschule Zürich, Switzerland

**Social Cues in Online Feedback Processes and Their Effects on Non-Cognitive Aspects of Learning**

Theresa Ruwe, Humboldt-Universität zu Berlin, Germany; Elisabeth Mayweg, Humboldt University of Berlin, Germany

**The effectiveness of written corrective feedback and its contextual variables**

Doris Kristina Raave, University of Tartu, Estonia; Anu Treikelder, University of Tartu, Estonia; Sara Bédard-Goulet, University of Tartu, Estonia

**Assessing Computational Thinking: A Validation and Comparison of Computational Thinking Measures**

Seppe Hermans, University of Antwerp, Belgium; Peter Van Petegem, University of Antwerp, Belgium; Francis Wyffels, Ghent University, Belgium

**Students' assessment of authentic pedagogy when learning to evaluate the trustworthiness of sources**

Maartje van der Eem, University of Amsterdam, Netherlands; J.P. van Drie, University of Amsterdam, Netherlands; Saskia Brand-Gruwel, Zuyd, University of Applied Sciences, Netherlands; Carla Van Boxtel, University of Amsterdam, Netherlands

**Measuring an Essentially Contested Concept**

Markus Alafifi, University of Uppsala, Sweden

**Reading Strategies of majors in Kazakhstan**

Aigul Akhmetova, Pavlodar Pedagogical University, Kazakhstan, Kazakhstan; Suherman Suherman, University of Szeged, Hungary; Ijtihadi Kamilia Amalina, University of Szeged, Doctoral School of Education, Indonesia; Gaysha Imambayeva, Innovative Eurasian University, Kazakhstan; Benő Csapó, University of Szeged, Hungary

**Teachers attitudes towards classroom assessment - Constructing and testing an instrument**

Isabel Berger, University of Leipzig, Germany; Brigitte Latzko, University of Leipzig, Germany; Katrin Gottlieb, University Leipzig, Germany

**Inclusive admission: Adverse impact and predictive bias of various university admission instruments**

Pieter van Lamoen, Erasmus University Rotterdam, the Netherlands, Netherlands; Annemarie Hiemstra, Erasmus University Rotterdam, Netherlands; Marieke Meeuwisse, Erasmus University Rotterdam, Netherlands; Arends Lidia, Erasmus University Rotterdam, Netherlands; Sabne Severiens, Erasmus University Rotterdam, Netherlands

**The Italian evaluation reform tries to change teaching methods: can professional development help?**

Laura Landi, Università di Modena e Reggio Emilia, Italy

Session B: 8

Time: 13:30-15:00

Location: UOM\_R05

## ROUNDTABLE: TEACHING PRACTICES

## Chair

Xiaoshan Huang, McGill University, Canada

**Developing scripted videos for teacher education: A design-methods review for "best-practice" tips**

Meg Farrell, Technische Universität München, Germany; Kristin Moyer, Technical University of Munich, TUM School of Education, Germany; Tina Seidel, Technische Universität München, Germany

**Teacher Practices Shape Classrooms as Practice Grounds for Democracy: Does Diversity Matter?**

Minke Krijnen, Leiden University, Netherlands; Bjorn Wansink, Utrecht University, Netherlands; Jan van Tartwijk, Utrecht University, Netherlands; Tim Mainhard, Leiden University, Netherlands

**Teaching Visual Problem Solving**

Christine van Nooijen, Erasmus University Rotterdam, Netherlands

**Shadow education in Dutch secondary education and its impact on the publicness of education**

Nynke Douma, University of Groningen, Netherlands; Matthijs Warrens, Rijksuniversiteit Groningen, Netherlands; Anouk Zuurmond, Rijksuniversiteit Groningen, Netherlands

Session B: 9

Time: 13:30-15:00

Location: UOM\_A10

**ROUNDTABLE: SELF-REGULATED LEARNING****Chair**

Maria Fernanda Esqueda Villegas, University of Groningen, Netherlands

**How do students regulate their motivation across a Bachelor course? An intraindividual approach**

Linda Zenger, University Utrecht, Netherlands; Barbara Flunger, Utrecht University, Netherlands; Tamara Van Gog, Utrecht University, Netherlands

**Longitudinal connections between students' self-efficacy in self-regulation and strengths**

Minna Ikävalko, University of Eastern Finland, Finland; Erko Sointu, University of Eastern Finland, Finland; Jaana Viljaranta, University of Eastern Finland, Finland; Matthew Lambert, University of Nebraska-Lincoln, United States

**An intervention for NEETs to support their continuation of the learning path.**

Kerli Kõiv, University of Tartu, Institute of Educational Science, Estonia; Katrin Saks, University of Tartu, Estonia

**Metacognition and the Transition into Subject-Based Teaching in Polish Primary Schools**

Julia Mier, University of Warsaw, Poland

Session C: 1

Time: 15:30-17:00

Location: UOM\_A11

**INVITED SYMPOSIUM: ON THE FRONTLINE OF ONLINE MEASURES: EXPLORING LEARNING PROCESSES WITH MULTIMODAL DATA****Chair**

Tiina Susanna Törmänen, University of Oulu, Finland

**Organisers**

Tiina Susanna Törmänen, University of Oulu, Finland; Kateryna Zabolotna, University of Oulu, Finland, Finland

**Discussant**

Julia Morinaj, University of Bern, Switzerland

**Combining electrodermal activity with self-report measures to unravel text genre effects**

Yi-Lun Jheng, University of Antwerp, Belgium; Leen Catrysse, Open Universiteit, Department of Online Learning and Instruction, Belgium; Sander Van de Cruys, University of Antwerp, Belgium; Karolien Poels, University of Antwerp, Belgium; David Gijbels, University of Antwerp, Belgium

**Exploring collaborative learning processes in group interactions through the lens of multimodality**

Kateryna Zabolotna, University of Oulu, Finland, Finland; Jonna Malmberg, University of Oulu, Finland; Daniel Spikol, University of Copenhagen, Denmark; Emma Lehtoaho, University of Oulu, Finland

**CXL: Informing Educational Methods using Physiological Correlates of Self-Reported Motivation&Stress**

Abdul Karim Ismail, University of Oxford, United Kingdom; Lars-Erik Malmberg, University of Oxford, United Kingdom; Sonali Nag, University of Oxford, United Kingdom

**Exploring students' self-assessment and external feedback through eye-tracking and self-report data**

Leire Pinedo, Universidad de Deusto, Spain; Ernesto Panadero, Universidad Deusto, Spain; Pablo Delgado, University of Sevilla, Spain; Fernando Díez, Universidad de Deusto, Spain; Maite Aurrekoetxe, University of Deusto, Spain

ANNOTATIONS:  
SIG 27 INVITED SYMPOSIUM

Session C: 2

Time: 15:30-17:00

Location: UOM\_A05

**SINGLE PAPER: DOCTORAL EDUCATION****Chair**

Clara Kuhn, University of Salzburg, Austria

**Validation and investigation of a questionnaire: PhD students' English academic writing abilities**

Wai Phyo, University of Szeged, Myanmar; Marianne Nikolov, University of Pecs, Hungary; Agnes Hodi, University of Szeged, Hungary

**Validation and investigation of a questionnaire: PhD students' research skills and writing abilities**

Wai Phyo, University of Szeged, Myanmar; Marianne Nikolov, University of Pecs, Hungary; Agnes Hodi, University of Szeged, Hungary

**Research Time Investment of Young Faculty in Chinese Research Universities: A Qualitative Study**

Anding Shi, University of Oxford, United Kingdom

**Value of the PhD within and beyond academia: characteristics of work conditions and job satisfaction**

Marina García-Morante, Blanquerna, Universitat Ramon Llull, Spain; Anna Sala Bubaré, Ramon Llull University, Spain; Montserrat Castelló, Ramon Llull University, Spain

Session C: 3

Time: 15:30-17:00

Location: UOM\_A06

**SINGLE PAPER: MOTIVATION AND SELF-DETERMINATION****Chair**

Mareike Brehmer, University of Agder, Norway

**Students enacted SRL strategies in a writing task – insights from digital trace data and interviews**

Olli Aksela, University of Oulu, Finland; Joni Lämsä, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland

**The role of self-system processes in engagement and school attendance**

Suvi Kanerva, University of Helsinki, Finland

**Dropout intention in doctoral studies: A self-determination theory approach**

Christina Schoina, Aristotle University of Thessaloniki, Greece; Eleftheria Gonida, Aristotle University of Thessaloniki, Greece; Kioseoglou Grigoris, Aristotle University of Thessaloniki, Greece

**Teachers' Differential Need Support: Students' Socioeconomic Status and Teachers' Prejudice**

Jonne Bloem, Utrecht University, Netherlands; Barbara Flunger, Utrecht University, Netherlands; Kim Stroet, Leiden University, Netherlands; Lisette Hornstra, Utrecht University, Netherlands

Session C: 4

Time: 15:30-17:00

Location: UOM\_A07

**SINGLE PAPER: MOTIVATION IN SECONDARY EDUCATION****Chair**

Daniel Sanchez, University of Oslo, Norway

**An Investigation into Students' Effort in English Classrooms: A Multilevel Latent Profile Analysis**

Robin Nagy, UNSW, Australia; Rebecca Collie, University of New South Wales, Australia; Andrew Martin, University of New South Wales, Australia

**Adolescents' Academic Possible Selves, Self-Regulation and School Achievement in uncertain times**

Evropi Efthymiadou, Aristotle University of Thessaloniki, Greece; Eleftheria Gonida, Aristotle University of Thessaloniki, Greece

**The effect of goal orientations on student participation and performance in an Ancient Greek course**

Georgia Stavropoulou, Aristotle University of Thessaloniki, Greece; Eleni Karastergiou, Aristotle University of Thessaloniki, Greece; Dimitrios Stamovlasis, Aristotle University of Thessaloniki, Greece

Session C: 5

Time: 15:30-17:00

Location: UOM\_A04

**SINGLE PAPER: LEARNING AND SKILLS IN HIGHER EDUCATION****Chair**

Kai Yin Chan, Loughborough University, United Kingdom

**Difficulties in reasoning about causality hinder comprehensive discussion about climate change**

Tomi Kiviluoma, University of Helsinki, Finland; Ilona Södervik, University of Helsinki, Finland

**21st-Century Skills Important for Social Science Students' Career Sustainability: A Systematic Review**

Ayşegül Karaca-Atik, Erasmus University Rotterdam, Netherlands; Marieke Meeuwisse, Erasmus University Rotterdam, Netherlands; Marjan Gorgievski, Erasmus University Rotterdam, Netherlands; Guus Smeets, Erasmus University Rotterdam, Netherlands

**Moderated Mediating Effects of Gender in Critical Thinking Disposition Components for Undergraduates**

Yong Liu, Doctoral School of Education, University of Szeged, Hungary

**The context matters: Exploring students' use of the resonance concept in organic chemistry tasks**

Irina Braun, Justus-Liebig-University Giessen, Germany; Nicole Graulich, Justus-Liebig-University Giessen, Germany



Session C: 6

Time: 15:30-17:00

Location: UOM\_R01

## POSTER PRESENTATION: BEST OF JURE - POSTERS

## Chair

Dimitrios Moustakas, Aristotle University of Thessaloniki, Greece

## Does Constructive Retrieval Enhance Lasting Learning of Complex Material in Physics?

Johanna Böhm, University of Freiburg, Germany; Tino Endres, University of Freiburg, Germany; Claudia von Aufschnaiter, University of Giessen, Germany; Andreas Vorholzer, Technical University of Munich, Germany; Alexander Eitel, University of Giessen, Germany; Alexander Renkl, University of Freiburg, Germany

## Effects of familiarity and complexity on inhibitory control in science learning: preliminary results

Élisabeth Bélanger, Université du Québec à Montréal (UQAM), Canada; Lorie-Mariène Brault Folsy, Université du Québec à Montréal (UQAM), Canada; Steve Masson, Université du Québec à Montréal (UQAM), Canada; Patrice Potvin, Université du Québec à Montréal, Canada; Emmanuel Ahr, Université du Québec à Montréal (UQAM), Canada; François Thibault, Université du Québec à Montréal (UQAM), Canada

## Developing a digital cognitive training for understanding proof in higher education

Svenja Kaiser, Pädagogische Hochschule Heidelberg, Germany; Markus Vogel, Heidelberg University of Education, Germany; Leif Döring, Universität Mannheim, Germany; Stefan Münzer, Universität Mannheim, Germany

Session C: 7

Time: 15:30-17:00

Location: UOM\_R02

## POSTER PRESENTATION: COLLABORATIVE LEARNING AND PEER INTERACTION

## Chair

Dimitris Tsekouras, MSc Counseling, Department of Early Childhood Education National and Kapodistrian University of Athens, Greece., Greece

## Understanding social emotions and their regulation in online CSCL

Sabrine Hassane, Open University of the Netherlands, Netherlands; Jorrick Beckers, Open University of the Netherlands, Netherlands; Karel Kreijns, Open University of the Netherlands, Netherlands

## Socio-cognitive conflicts in managers' collaborative small group learning process

Markku Laajala, University of Jyväskylä, Finland

## The role of interaction in satisfying students' educational needs in blended learning

Yaroslav Opanasenko, H.S. Skovoroda Kharkiv National Pedagogical University/ University of Tartu, Estonia

## Talking Transactivity: Various Perspectives and a Possible Direction for Automated Analysis

David Otten, University of Twente, Netherlands; Pantelis Papadopoulos, University of Twente, Netherlands; Maaike Endedijk, University of Twente, Netherlands

## Are peer interaction during school recess and motor performance related in 6- to 8-year olds?

Dagmar Derikx, University Medical Center Groningen / University of Groningen, Netherlands; Marina Schoemaker, University Medical Center Groningen / University of Groningen, Netherlands; Suzanne Houwen, University of Groningen, Netherlands; Esther Hartman, University Medical Center Groningen / University of Groningen, Netherlands

## The effect of cultural self-construal on conformity to other's facial expression and gaze allocation

Kirara Kuroboshi, Kyoto University, Japan; Emmanuel Manalo, Kyoto University, Japan

## CORONA-19 pandemic as a source of professional growth for Estonian museum educators

Helene Uppin, Tallinn University, Estonia; Inge Timoštšuk, Tallinn University, Institute of Educational Sciences, Estonia

Session C: 8

Time: 15:30-17:00

Location: UOM\_A10

## ROUNDTABLE: WRITING AND LITERACY

## Chair

Weiwei Li, University Groningen, Netherlands

## Let's Talk about Writing – A Poster on Academic Writing Habits for Researcher Education

Christian Thurn, ETH Zurich, Switzerland

## Exploring a university teacher's feedback practices and reasons underlying her choices

Listiani Listiani, University of Szeged, Hungary

## Exploring the relevance of an EFL teacher's feedback practice with good feedback practice principle

Listiani Listiani, University of Szeged, Hungary

## Strength-Based Support in Reading Literacy Instruction for Students' Success

Diana von Börtzell-Szuch, Stockholm University, Sweden

Session C: 9

Time: 15:30-17:00

Location: UOM\_R05

**ROUNDTABLE: HIGHER EDUCATION AND INFORMAL LEARNING****Chair**

Maiki Vanahans, Tallinn University, Estonia

**Knowing and learning in crowdwork practices: Informal education for digital work?**

Karen Schwien, Helmut Schmidt University, Germany

**Predicting Training Outcomes in the Ability to Avoid Bias in Statistical Reasoning**

Rowan Haen, University Utrecht, Netherlands; Eva Janssen, Utrecht University, Netherlands; Peter Verkoeijen, Avans Hogeschool / Avans University of Applied Sciences, Netherlands; Lara van Peppen, Avans Hogeschool / Avans University of Applied Sciences, Netherlands; Tamara Van Gog, Utrecht University, Netherlands

**Exploring access to higher education courses in Irish further education through a Bourdieusian lens**

Touria Jouilla, University of Aberdeen, Ireland

Workshops I: 1

Time: 17:15-18:45

Location: UOM\_A09

**JURE INVITED WORKSHOP: LATENT CLASS ANALYSIS: APPLICATIONS TO LEARNING AND INSTRUCTION RESEARCH****Chair**

Dimitrios Moustakas, Aristotle University of Thessaloniki, Greece

**Latent Class Analysis: Applications to Learning and Instruction Research**

Julie Vaiopoulou, Aristotle University of Thessaloniki, Greece

**ANNOTATIONS:**

PRE-REGISTRATION IS REQUIRED TO ATTEND THIS WORKSHOP.

Workshops I: 2

Time: 17:15-18:45

Location: UOM\_A04

**JURE INVITED WORKSHOP: AN INTRODUCTION TO MULTILEVEL ANALYSIS WITH R****Chair**

Charleen Brand, Ruhr University Bochum, Institute of Educational Research, Germany

**An Introduction to Multilevel Analysis with R**

Markus Weber, Ruhr-University Bochum, Germany

**ANNOTATIONS:**

PRE-REGISTRATION IS REQUIRED TO ATTEND THIS WORKSHOP.

Workshops I: 3

Time: 17:15-18:45

Location: UOM\_A10

**JURE INVITED WORKSHOP: AN INTRODUCTION TO EYE TRACKING****Chair**

Athena Daniilidou, University of Macedonia, Greece

**An Introduction to Eye Tracking**

Jo Van Herwegen, UCL Institute of Education, United Kingdom

Workshops I: 4

Time: 17:15-18:45

Location: UOM\_CH

**JURE INVITED WORKSHOP: ACADEMIC PUBLISHING****Chair**

Katerina Nerantzaki, Aristotle University of Thessaloniki, Greece

**Academic Publishing**

Hans Gruber, University of Regensburg, Germany; Nina Bonderup Dohn, University of Southern Denmark, Denmark

Workshops I: 5

Time: 17:15-18:45

Location: UOM\_A05

**JURE INVITED WORKSHOP: "I'VE ALWAYS WANTED TO BE A PART OF A PODCAST"****Chair**

Meropi Simou, Aristotle University of Thessaloniki, Greece

**"I've always wanted to be a part of a podcast"**

Stefan T. Siegel, University of St.Gallen, Switzerland

**ANNOTATIONS:**

PRE-REGISTRATION IS REQUIRED TO ATTEND THIS WORKSHOP.

Workshops I: 6

Time: 17:15-18:45

Location: UOM\_R05

**JURE INVITED WORKSHOP: SOCIALLY SUSTAINABLE LEARNING COMMUNITIES AS A HOPE IN UNCERTAIN TIMES****Chair**

Anastasia Mavridou, University of Macedonia, Greece

**Socially Sustainable Learning Communities as a Hope in Uncertain Times**

Marja Vauras, University of Turku, Finland; Anne-Elina Salo, Universities of Turku and Jyväskylä, Finland; Virve Valtonen, University of Turku, faculty of Law, Finland

Workshops I: 7

Time: 17:15-18:45

Location: UOM\_A11

**JURE INVITED WORKSHOP: IMPLEMENTING OPEN SCIENCE PRACTICES IN QUALITATIVE RESEARCH METHODS****Chair**

Tania Vieites, Universidad de La Coruña, Spain

**Implementing Open Science Practices in Qualitative Research Methods**

Szilvia Zörgő, Maastricht University, Netherlands



## Workshops II: 1

Time: 09:00-10:30

Location: UOM\_R05

**JURE INVITED WORKSHOP: EDUCATOR-CHILD INTERACTIONS AND CHILDHOOD SOCIAL AND EMOTIONAL LEARNING: A PUBLIC HEALTH APPROACH****Chair**

Christina Schoina, Aristotle University of Thessaloniki, Greece

**Educator-child interactions and childhood social and emotional learning: A public health approach**

Helen Skouteris, Monash University, Australia

## Workshops II: 2

Time: 09:00-10:30

Location: UOM\_A04

**JURE INVITED WORKSHOP: AN INTRODUCTION TO MULTILEVEL ANALYSIS WITH R****Chair**

Athena Daniilidou, University of Macedonia, Greece

**An Introduction to Multilevel Analysis with R**

Markus Weber, Ruhr-University Bochum, Germany

**ANNOTATIONS:**

PRE-REGISTRATION IS REQUIRED TO ATTEND THIS WORKSHOP.

## Workshops II: 3

Time: 09:00-10:30

Location: UOM\_A09

**JURE INVITED WORKSHOP: LATENT CLASS ANALYSIS: APPLICATIONS TO LEARNING AND INSTRUCTION RESEARCH****Chair**

Georgia Stavropoulou, Aristotle University of Thessaloniki, Greece

**Latent Class Analysis: Applications to Learning and Instruction Research**

Julie Vaiopoulou, Aristotle University of Thessaloniki, Greece

**ANNOTATIONS:**

PRE-REGISTRATION IS REQUIRED TO ATTEND THIS WORKSHOP.

## Workshops II: 4

Time: 09:00-10:30

Location: UOM\_A11

**JURE INVITED WORKSHOP: GAZING AT THE LEARNING BRAIN: A REFLECTIVE AND INTERACTIVE OVERVIEW OF NEUROSCIENCE AND EDUCATION****Chair**

Charleen Brand, Ruhr University Bochum, Institute of Educational Research, Germany

**Gazing at the learning brain: a reflective and interactive overview of neuroscience and education**

Stephan Vogel, University of Graz, Austria; Dietsje Jolles, Universiteit Leiden, Netherlands; Giannis Kostikas, National &amp; Kapodistrian University of Athens, Greece

**ANNOTATIONS:**

PRE-REGISTRATION IS REQUIRED TO ATTEND THIS WORKSHOP.

## Workshops II: 5

Time: 09:00-10:30

Location: UOM\_CH

**JURE INVITED WORKSHOP: PUBLISHING A PAPER: THE AUTHOR, THE REVIEWER, AND THE EDITOR****Chair**

Katerina Nerantzaki, Aristotle University of Thessaloniki, Greece

**Publishing a paper: The author, the reviewer, and the editor**

Anastasia Efklides, Aristotle University of Thessaloniki, Greece

## Workshops II: 6

Time: 09:00-10:30

Location: UOM\_A05

**JURE INVITED WORKSHOP: PRESENTING AT CONFERENCES: PREPARING A PROPOSAL AND PREPARING AND GIVING A PRESENTATION****Chair**

Evropi Efthymiadou, Aristotle University of Thessaloniki, Greece

**Presenting at Conferences: Preparing a Proposal and Preparing and Giving a Presentation**

Deborah Mudd, Stanford University, United States

## Workshops II: 7

Time: 09:00-10:30

Location: UOM\_A10

## JURE INVITED WORKSHOP: OPENING THE BLACK BOX OF SCHOOL INTERVENTIONS

## Chair

Meropi Simou, Aristotle University of Thessaloniki, Greece

## Opening the Black Box of School Interventions

Chloé Tolmatcheff, University of Groningen, Netherlands

## Session D: 1

Time: 11:00-12:30

Location: UOM\_A07

## SINGLE PAPER: STUDIES IN SECONDARY EDUCATION

## Chair

Felipe Sanchez, Lancaster University, United Kingdom

## The predictive accuracy of Dutch end of primary school tests for educational attainment in 9th grade

Nynke Douma, University of Groningen, Netherlands; Matthijs Warrens, Rijksuniversiteit Groningen, Netherlands; Erik Fleur, Dienst Uitvoering Onderwijs, Netherlands; Monique Dijks, University of Groningen, Netherlands; Hanke Korpershoek, University of Groningen, Netherlands

## Historical narratives among students and their meaning-making function

G.M. Gaans, University of Amsterdam, Netherlands

## A Contribution to Conceptual Change Research: Investigating of Students' Mental Models of Force

Eleni Kanellia, Aristotle University of Thessaloniki, Greece; Dimitrios Stamovlasis, Aristotle University of Thessaloniki, Greece

## To Read Digitally or Not? Effects on Reading Time, Comprehension, and Calibration in Adolescents

Angelica Ronconi, University of Padova, Italy; Antonio Calcagni, University of Padova, Italy; Lucia Mason, University of Padova, Italy

## Session D: 2

Time: 11:00-12:30

Location: UOM\_A05

## SINGLE PAPER: CITIZENSHIP EDUCATION

## Chair

Yaroslav Opanasenko, H.S. Skovoroda Kharkiv National Pedagogical University/ University of Tartu, Estonia

## Language teaching for marginalized adults – policy and practice in education and research

Karin Ingesson, Jönköping University, Sweden

## Children's collective laughter – hopeful events for democratic living in a grade one classroom.

Lene Sirevåg, Institute of Education, University of Agder, Norway

## Right-wing attitudes of pupils in a study on conceptions of and identification with Europe

Saskia Langer, Trier University, Germany

## Religious Literacy of Estonian Basic and Upper Secondary School Graduates

Aleksandra Sooniste, University of Tartu, Estonia

## Session D: 3

Time: 11:00-12:30

Location: UOM\_A04

## SINGLE PAPER: TEACHERS' PROFESSIONAL DEVELOPMENT

## Chair

Touria Jouilla, University of Aberdeen, Ireland

## How do different kind of resources matter during school based long-term internships?

Hanna-Sophie Homann, Leuphana University Lüneburg, Germany

## Prompts vs. Specific Task Instruction: An Eye-Tracking Study to Promote Professional Vision

Sylvia Gabel, Universität Augsburg, Germany; Andreas Gegenfurtner, University of Augsburg, Germany

## Comparing three different approaches to teach programming and computational thinking in 5th grade.

Kevin Sigayret, Université Paul Valéry Montpellier 3, France; Nathalie Blanc, Université Paul Valéry Montpellier 3, France; André Tricot, Université Paul Valéry Montpellier 3, France

## An Eye Tracking-Study: Attention Distribution and Attitudes of Teachers in Heterogenous Classrooms

Özün Keskin, University of Augsburg, Germany; Andreas Gegenfurtner, University of Augsburg, Germany

Session D: 4

Time: 11:00-12:30

Location: UOM\_A09

**SINGLE PAPER: MATHEMATICS AND NUMERACY****Chair**

Elissavet Papageorgiou, Delft University of Technology, Netherlands

**Using learning progress monitoring to promote scholastic skills? A meta-analysis**

Amelie Fuchs, Leibniz Institute for Science and Mathematics Education (IPN), Germany; Anika Radkowsch, Leibniz Institute for Science and Mathematics Education (IPN), Germany; Daniel Sommerhoff, Leibniz Institute for Science and Mathematics Education, Germany

**Individual Differences in Mathematical Word Problem-Solving: A Systematic Review and Meta-Analysis**

Terhi Vessonen, University of Helsinki, Finland; Maria Dahlberg, Åbo Akademi University, Faculty of Education and Welfare Studies, Finland; Heidi Hellstrand, Åbo Akademi University, Faculty of Education and Welfare Studies, Finland; Anna Widlund, Åbo Akademi University, Faculty of Education and Welfare Studies, Finland; Patrik Söderberg, Åbo Akademi University, Faculty of Education and Welfare Studies, Finland; Johan Korhonen, Åbo Akademi University, Faculty of Education and Welfare Studies, Finland; Pirjo Aunio, University of Helsinki, Finland; Anu Laine, University of Helsinki, Finland

**Psychometric Evidence of an Integrated STEM-based Mathematical Problem-Solving Test**

Ijtihadi Kamilia Amalina, University of Szeged, Doctoral School of Education, Indonesia; Tibor Vidákovich, University of Szeged, Hungary

**Mathematics ability in autism: a systematic review and meta-analysis**

Sheeza Mahak, Loughborough University, United Kingdom; Kinga Morsanyi, Loughborough University, United Kingdom; Colin Foster, Loughborough University, United Kingdom; waqas sarfraz, Loughborough University, United Kingdom

Session D: 5

Time: 11:00-12:30

Location: UOM\_A10

**SINGLE PAPER: SELF-REGULATED LEARNING IN HIGHER EDUCATION****Chair**

Katerina Nerantzaki, Aristotle University of Thessaloniki, Greece

**How Feedback Valence and Students' Self-Efficacy affect Challenge-Threat Response**

Florence Lucas, Utrecht University, Netherlands; Eva Janssen, Utrecht University, Netherlands; Maaïke Taheij, Utrecht University, Netherlands; Tamara Van Gog, Utrecht University, Netherlands

**Balanced Coping and Student Success: Emotion and Problem Focused Coping Self-Efficacy Contributions**

Meg Kapil, University of Victoria, Canada; Ramin Rostampour, University of Victoria, Canada; Allyson Hadwin, University of Victoria, Canada

**Fostering motivation and motivational regulation in a combined training in higher education**

Sophie von der Mülbe, University of Augsburg, Germany; Markus Dresel, University of Augsburg, Germany

**University students' professional goals journey: from goal-setting to goal achievement.**

Heleen van Ravenswaaij, UMC Utrecht, Netherlands

Session D: 6

Time: 11:00-12:30

Location: UOM\_A06

**SINGLE PAPER: LEARNING ANALYTICS****Chair**

Maxi Eileen Brausch-Böger, Technical University of Munich, Germany

**Learners' Presence Patterns and Their Relationship with Peer Feedback in Digital Social Reading**

Xiaoshan Huang, McGill University, Canada; Shan Li, Lehigh University, United States; Tingting Wang, McGill University, Canada; Susanne Lajoie, McGill University, Canada

**Towards becoming a Professional Teacher with the support of Learning Analytics**

Tiiu Leibur, University of Tartu, Estonia; Katrin Saks, University of Tartu, Estonia

**The role of learning analytics in supporting teachers in hybrid learning environments**

Rogers Kaliisa, University of Oslo, Faculty of Education, Norway; Crina Damsa, University of Oslo, Norway



Session D: 7

Time: 11:00-12:30

Location: UOM\_A11

**SINGLE PAPER: READING, WRITING AND NUMERACY DEVELOPMENT****Chair**

Laura Landi, Università di Modena e Reggio Emilia, Italy

**Cerebral lateralization for writing in children at risk for dyslexia using fTCD ultrasonography**

Anastasia-Konstantina Papadopoulou, National & Kapodestrian University of Athens, Biomedical Research Foundation of the Academy of Athens, Greece; Filippos Vlachos, Department of Special Education, University of Thessaly Volos, Greece, Greece; Panagiota Pervanidou, Laboratory of Developmental Psychophysiology and Stress Research, Unit of Developmental and Behavioral Pediatrics, First Department of Pediatrics, School of Medicine, National and Kapodistrian University of Athens, 'Aghia Sophia' Children's Hospital, Athe, Greece; Sofia Anesiadou, Laboratory of Developmental Psychophysiology and Stress Research, Unit of Developmental and Behavioral Pediatrics, First Department of Pediatrics, School of Medicine, National and Kapodistrian University of Athens, 'Aghia Sophia' Children's Hospital, Athe, Greece; Faye Antoniou, Department of Educational Sciences, National and Kapodistrian University of Athens, Athens, Greece, Greece; Phivos Phylactou, Department of Rehabilitation Sciences, Faculty of Health Sciences, Cyprus University of Technology, Greece; Nicholas Badcock, School of Psychological Science, The University of Western Australia, Australia, Australia; Marietta Papadatou-Pastou, School of Education, National and Kapodistrian University of Athens, Athens, Greece & Biomedical Research Foundation, Academy of Athens, Athens, Greece, Greece

**Compensation in children with (a risk of) reading difficulties: A scoping review**

Sanne Appels, University Utrecht, Netherlands; Sietske van Viersen, University Utrecht, Netherlands; Lisette Hornstra, Utrecht University, Netherlands; Sara van Erp, University Utrecht, Netherlands; Elise de Bree, Utrecht University, Netherlands

**The effects of a numerical relational and motor skills intervention on preschooler's early numeracy**

Pinja Jylänki, University of Helsinki, Finland; Arja Sääkslahti, University of Jyväskylä, Faculty of Sport and Health Sciences, Finland; Pirjo Aunio, University of Helsinki, Finland

**Effects of an literacy intervention on theory of mind and empathy**

Sarah Pariser, Université Paris 8, France; André Tricot, University Paul Valéry, Montpellier, France, France; Caroline Viriot-Goeldel, Université Paris Est Creteil, France; Alexia Lefebvre--Boccadifuoco, Université Paul Valéry Montpellier 3, France

Session D: 8

Time: 11:00-12:30

Location: UOM\_R02

**POSTER PRESENTATION: TEACHERS' DIGITAL LITERACY****Chair**

Athena Daniilidou, University of Macedonia, Greece

**How can we teach about simulations? - a design-based research study**

Sonja Bleymehl, Pädagogische Hochschule Ludwigsburg, Germany; Christine Bescherer, Pädagogische Hochschule Ludwigsburg, Germany

**Teaching and Learning in the 21st century – Classrooms in 2022 with a focal point on digital tools**

Johan Bäcklund, University of Jönköping, School of Education and Communication, Sweden

**Technostress, TPACK, and Self-efficacy: A new tool to measure special needs teachers' use of ICTs**

Benedetta Ragni, University of Foggia, Italy; Francesco Sulla, University of Foggia, Italy; Guendalina Peconio, University of Foggia, Italy; Martina Rossi, University of Foggia, Italy; Alessia Scarinci, University of Bari, Italy

**Pre-service teachers' perceptions of the impact of digital stories on critical thinking.**

Mary Ann Isaacs, Vrije Universiteit Brussel (VUB), Belgium; Jo Tondeur, Vrije Universiteit Brussel, Belgium; Joost Vaesen, Vrije Universiteit Brussel (VUB), Belgium

**Using video modeling examples to foster pre-service teachers' ability to critically judge evidence**

Lea Nemeth, University of Kassel, Institute of Educational Science, Germany; Luisa Nägel, University of Kassel, Institute of Educational Science, Germany; Frank Lipowsky, University of Kassel, Germany

**The (D)FIT-Choice Scale: Measuring Digital Factors Influencing Teaching as a Career Choice**

Judit Martínez Moreno, University of Education Zurich / University of Zurich, Switzerland; Dominik Petko, University of Zurich, Switzerland

**Teachers' classroom digital technology integration practices**

Doris Kristina Raave, University of Tartu, Estonia; Margus Pedaste, University of Tartu, Estonia; Katrin Saks, University of Tartu, Estonia; Eric Roldan Roa, Center for Scalable Data Analytics and Artificial Intelligence, Germany

Session D: 9

Time: 11:00-12:30

Location: UOM\_R01

## POSTER PRESENTATION: MOTIVATION AND EMOTION

## Chair

Azusa Nakata, University of Oulu, Finland

**Antecedents and Effects of Boredom during Classroom Instruction at Vocational Schools**

Katrín Rehr, Paris - Lodron University Salzburg, Austria

**Development and Validation of a Motivational Questionnaire Based on Mindset Theory**

Jérémie Blanchette Sarasin, Université du Québec à Montréal (UQAM), Canada; Steve Masson, Université du Québec à Montréal (UQAM), Canada; Martin Riopel, Université du Québec à Montréal (UQAM), Canada

**Mathematics exam results and students' self-beliefs**

Getrín Aaviste, University of Tartu, Estonia; Karin Täht, University of Tartu, Estonia

**Predicting Academic Effort and Academic Achievement? Testing the Transferability of the CONIC Theory**

Laura Fink, University of Passau, Germany; Detlef Urhahne, University of Passau, Germany

**Optimism Going Down The Hill – Changes In Optimism For The Future Across Lower Secondary Education**

Jana Šimon, Institute for Social Research in Zagreb, Croatia

**Experiences of foreign language speaking anxiety under manipulations of attentional focus**

Rebecca Paterson, Kyoto University, Japan; Emmanuel Manalo, Kyoto University, Japan

**Exploring the Development of Achievement Goals During the PhD**

Raven Rinas, Augsburg University, Germany; Martin Daumiller, University of Augsburg, Germany

**Students' perceived academic demands in schools**

Saskia Prediger, Leibniz Universität Hannover, Germany; Moritz Börner-Ringleb, Leibniz University Hannover, Germany

Session D: 10

Time: 11:00-12:30

Location: UOM\_R05

## ROUNDTABLE: INCLUSIVE EDUCATION

## Chair

Marcus Kindlinger, University of Duisburg-Essen, Germany

**A scoping review of the field of Gifted Students and Physical Activity in School Settings.**

Felicja Augustsson, University of Karlstad, Sweden

**Exploring sensitive contents in children's literature through multisensory books**

Radel James Gacumo, University of Stavanger, Norway

**Characteristics of Successful Collaboration in Early Childhood Education and Care in Finland**

Riina Kovanen, University of Eastern Finland, Finland; Aino Äikäs, University of Eastern Finland, Finland; Noora Heiskanen, University of Eastern Finland, Finland; Eija Kärmä, University of Eastern Finland, Finland

**Teaching methods and individual learning patterns: a refugee entrepreneur perspective.**

Colin Kay, Universitat Autònoma de Barcelona, Germany

Session E: 1

Time: 13:30-15:00

Location: UOM\_A07

## SINGLE PAPER: BEST OF JURE - PAPERS

## Chair

Evropi Efthymiadou, Aristotle University of Thessaloniki, Greece

**Achievement goal theory and didactic practices: an empirical research**

Georgia Stavropoulou, Aristotle University of Thessaloniki, Greece; Dimitrios Stamovlasis, Aristotle University of Thessaloniki, Greece; Eleftheria Gonida, Aristotle University of Thessaloniki, Greece

**Bachelor Students' Experiences with the Acquisition of Interdisciplinary Understanding**

Jennifer Schijf, University of Groningen, Netherlands; Ellen Jansen, University of Groningen, Netherlands; Greetje van der Werf, University of Groningen, Netherlands

**Pilot Study: Language Assessment Literacy Training Needs for Yemeni English Language Teachers**

Sabah Al-Akbari, University of Szeged, Doctoral School of Education, Hungary

Session E: 2

Time: 13:30-15:00

Location: UOM\_A04

**SINGLE PAPER: DEVELOPMENTAL PROCESSES IN SECONDARY EDUCATION****Chair**

Nynke Douma, University of Groningen, Netherlands

**The effects of an entrepreneurial project on career choice readiness of secondary school students**

Maxi Eileen Brausch-Böger, Technical University of Munich, Germany; Manuel Förster, Technical University of Munich, Germany

**Multiplicity matters: The development of interest profiles during dynamic institutional transitions**

Jael Draijer, University Utrecht, Netherlands; Larika Bronkhorst, Utrecht University, Netherlands; Barbara Flunger, Utrecht University, Netherlands; Sanne Akkerman, Utrecht University, Netherlands

**An instrument to assess sourcing skills in middle school students: preliminary analysis**

Oriana Incognito, University of Florence, Italy; Christian Tarchi, University of Florence, Italy

**Investigating adaptive (rational) number knowledge in upper secondary school students**

Irene Pampallis, University of the Witwatersrand, South Africa; Koen Veermans, University of Turku, Finland; Jake McMullen, University of Turku, Finland

Session E: 3

Time: 13:30-15:00

Location: UOM\_A09

**SINGLE PAPER: WRITING AND LITERACY****Chair**

Lisa Fohlin, Stockholm University, Sweden

**The reciprocal relationship between writing performance and self-assessment accuracy**

Lucas Liebenow, Leibniz Institute for Science and Mathematics Education (IPN), Germany; Johanna Fleckenstein, Leibniz Institute for Science and Mathematics Education (IPN), Germany; Jennifer Meyer, Leibniz Institute for Science and Mathematics Education (IPN), Germany

**Relevance of executive functions and handwriting processes on spelling in beginning writers**

Lidia Jana Truxius, PHBern, University of Teacher Education, Switzerland; Judith Säggerer, University of Teacher Education Bern, Switzerland; Michelle N. Maurer, University of Oslo, Norway; Claudia Roebers, University of Bern, Switzerland

**Analysis of Instructional Design of Writing Interventions Conducted with ICTs: an Empirical Review**

María Victoria González Laguna, University of León, Spain; Raquel Fidalgo, University of León, Spain; Gert Rijlaarsdam, University of Amsterdam, Netherlands

**Multimodal poetry analysis with the application Explain Everything**

Cornelia C Egge, NLA University College/ NLA Høgskolen, Norway; Øystein Gilje, Faculty of Educational Sciences; University of Oslo, Norway

Session E: 4

Time: 13:30-15:00

Location: UOM\_A10

**SINGLE PAPER: SOCIAL AND EMOTIONAL ASPECTS OF LEARNING****Chair**

Mirna Sumatic, University of Oxford, United Kingdom

**How may learning feel? A way of integrating emotion and affection in the learning process.**

Felipe Sanchez, Lancaster University, United Kingdom; Christian SEBASTIÁN, Pontificia Universidad Católica de Chile, Chile

**Systematic Review: Empirical Studies of Socio-Emotional Aspects of Collaborative Learning**

Azusa Nakata, University of Oulu, Finland; Hanna Jarvenoja, University of Oulu, Finland

**Connecting Gaze Activity to Socially Shared Regulation of Learning**

Ridwan Whitehead, University of Oulu, Finland; Andy (Khanh Xuan) Nguyen, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland

**Understanding learning, research and art as «an» experience.**

Felipe Sanchez, Lancaster University, United Kingdom



Session E: 5

Time: 13:30-15:00

Location: UOM\_A05

**SINGLE PAPER: EDUCATIONAL POLICY AND CURRICULUM DEVELOPMENT****Chair**

Theodoros Zevgitis, University of Ioannina, Greece

**Schools' Policies and their Relationship with Teachers' Grade Retention Beliefs and Practices**

Natalie de Nóbrega dos Santos, ISPA-Instituto Universitário, Portugal; Vera Monteiro, ISPA- Instituto Universitário, Portugal

**Double First-Class Initiative : An application of performance-based funding at a Chinese university**

Iat Fei Lam, The Chinese University of Hong Kong (CUHK), Hong Kong; Manhong Lai, The Chinese University of Hong Kong, Hong Kong

**School Culture and Reform: An Analysis of Attributions and Satisfaction with a new Curriculum**

Marina Grgic, Pädagogische Hochschule Bern, Switzerland; Michelle Jutzi, University of Teacher Education Bern, Switzerland

**Investigating the factors that influence secondary school enrolment using multilevel modelling**

Bridget Azubuike, University of Bristol, United Kingdom

Session E: 6

Time: 13:30-15:00

Location: UOM\_A11

**SINGLE PAPER: SCHOOL LEADERSHIP AND EDUCATIONAL POLICY****Chair**

Mette Mari Wold Johnsen, Norwegian University of Science and Technology (NTNU), Norway

**Pedagogical leadership of pedagogical development**

Alex Mäkiharju, Åbo Akademi University, Faculty of Education, Finland

**Leadership for cooperative professional development in an educational reform**

Tiina Lindfors, University of Helsinki, Finland; Raisa Ahtiainen, University of Helsinki, Finland; Lauri Heikonen, University of Helsinki, Finland; Auli Toom, University of Helsinki, Finland

**A literature review of an informal learning environment and connections with educational policy goals**

Ashley Bough, University College Dublin, Ireland

**Pathways for a successful implementation of media and information literacy in elementary schools**

Thomas Wicki, PHBern, University of Teacher Education, Switzerland

Session E: 7

Time: 13:30-15:00

Location: UOM\_R02

**POSTER PRESENTATION: SELF-REGULATED LEARNING AND BEHAVIOUR****Chair**

Lene Sirevåg, Institute of Education, University of Agder, Norway

**Why and why not? Reasons and Misconceptions of young Students Self-Regulated Learning Strategy Use**

Bernadette van Berk, Technical University of Dortmund, Germany; Charlotte Dignath, TU Dortmund University, Germany

**Exploring the cue-utilization framework for learning activity choices in self-regulated learning**

Klara Schröder, TU Dresden, Germany; Susanne Narciss, TU Dresden, Germany; Antje Proske, TU Dresden, Germany

**Training self-regulated learning skills: Exploring conditions and obstacles for successful transfer**

Jane Piepenbosch, Utrecht University, Netherlands; Gesa van den Broek, Utrecht University, Netherlands; Vincent Hoogerheide, Utrecht University, Netherlands; Ewa Miedzobrodzka, Utrecht University, Netherlands; Tamara Van Gog, Utrecht University, Netherlands

**Through the lens of Scarcity. How perceived scarcity shapes student mindsets and learning experience**

Jessica Schulz, Albert-Ludwigs-University Freiburg, Germany; Matthias Nückles, University of Freiburg, Germany

**Self-opt-in Productive Failure: interaction between effective strategy selection and categorization**

Heli Aomets, Tallinn University, Estonia

**Effects of growth mindset interventions on the self-regulated use of retrieval practice**

Jingshu Xiao, Erasmus University Rotterdam, Netherlands; Martine Baars, Erasmus University Rotterdam, Netherlands

**Young adults' self-regulation of learning and behavior during COVID-19: The role of purpose in life**

Christina Koretsidou, Aristotle University of Thessaloniki, Greece; Eleftheria Gonida, Aristotle University of Thessaloniki, Greece

**First results on teacher awareness of student self-regulated learning behaviour in the classroom**

Kateryna Horlenko, Vytautas Magnus University, Lithuania; Lina Kaminskienė, Vytautas Magnus University, Lithuania; Erno Lehtinen, University of Turku, Finland

Session E: 8

Time: 13:30-15:00

Location: UOM\_R01

## POSTER PRESENTATION: CITIZENSHIP EDUCATION AND SUSTAINABLE DEVELOPMENT

## Chair

Sheeza Mahak, Loughborough University, United Kingdom

## Global Changes Require Special Skills: What about Cultural Intelligence and Futures Literacy?

Claudia Ortner, University of Salzburg, Austria

## Supporting Sustainability Competencies in ESD Teacher Education: A Systematic Literature Review

Liisi Pajula, University of Tartu, Estonia

## Gender equality in international comparison - Development of gender gaps and educational policies

Jonas Stampka, University Heidelberg, Germany; Nina Jude, University Heidelberg, Germany

## Exploring the pro-environmental uses of Instagram by secondary school students and teachers

Rosemberg ross.franco, Pontificia Universidad Católica de Chile, Chile

## Generating active hope through uncertainty in a future-oriented course on climate change

Lorenzo Miani, University of Bologna, Alma Mater Studiorum, Italy; Olivia Levrini, University of Bologna, Italy

## Emotions and social identity as drivers for environmental activism

Barbara Hrabetz, Universität Regensburg, Germany

## Non-formal religious education: Worship service communities supporting families in changing society

Sini Niemelä, University of Eastern Finland, Finland

## Exploring lived experiences of Colombian rural communities and their relationship with finance

Jose Sandoval-Llanos, Penn State, United States; Priya Sharma, The Pennsylvania State University, United States

Session E: 9

Time: 13:30-15:00

Location: UOM\_R03

## POSTER PRESENTATION: MATHEMATICS, SCIENCE AND STEM

## Chair

YUXIN LIU, University College London, IOE, United Kingdom

## Promoting pedagogical content knowledge in mathematics teachers' education

Monika Grigaliuniene, Vytautas Magnus University, Lithuania; Erno Lehtinen, University of Turku, Finland

## Differentiated instruction (DI): development and initial validation of a framework

Antje Kenis, University of Antwerp, Belgium

## The effect on the working memory resource depletion on the spacing effect

Kai Yin Chan, Loughborough University, United Kingdom; Ouhaio Chen, Loughborough University, United Kingdom; Tim Jay, Loughborough University, United Kingdom

## Interventions to Enhance Students' STEM Motivational Outcomes: A Systematic Review

Zhixing Guo, The University of Hong Kong, Hong Kong; Kai Guo, The University of Hong Kong, Hong Kong; Lishi Liang, The University of Hong Kong, China; Luke Fryer, The University of Hong Kong, Hong Kong

## How do familiarity and complexity influence the need for inhibitory control in high school science?

Karène Brindle, Université du Québec à Montréal, Canada; Lorie-Marlene Brault-Fois, Université du Québec à Montréal, Canada; Élisabeth Bélanger, Université du Québec à Montréal, Canada; Steve Masson, Université du Québec à Montréal, Canada; Patrice Potvin, Université du Québec à Montréal, Canada

## Promoting interest in high school science among Palestinian students in East Jerusalem

Mohamed Amine Mahhou, University of Quebec in Montreal, Canada; Olivier Arvisais, Université du Québec à Montréal (UQAM), Canada; Patrice Potvin, Université du Québec à Montréal, Canada

Session E: 10

Time: 13:30-15:00

Location: UOM\_R05

## ROUNDTABLE: TEACHERS' PROFESSIONAL DEVELOPMENT

### Chair

Özün Keskin, University of Augsburg, Germany

### Websites valued by teachers for professional knowledge and the criteria by which they are judged

Samuel Fowler, University of South Australia, Australia

### Fostering pre-service teachers' knowledge integration by an interlinked learning opportunity

Anna-Lena Molitor, Bergische Universität Wuppertal, Germany

### How pedagogical experiences are reflected: A script-theory approach to reflecting on videos

Katrin Arendt, Universität des Saarlandes, Germany; Lisa Stark, Saarland University, Germany; Anja Friedrich, Universität des Saarlandes, Unknown; Roland Bruenken, Saarland University, Germany; Robin Stark, Saarland University, Germany

### Disciplinary culture in pre-service teacher education at a German university

Tahnee Herzig, Justus-Liebig-Universität Giessen, Germany

Session F: 1

Time: 15:30-17:00

Location: UOM\_A10

## INVITED SYMPOSIUM: MOTIVATION AND EMOTION IN EDUCATION IN UNCERTAIN TIMES

### Chair

Julia Morinaj, University of Bern, Switzerland

### Organisers

Julia Morinaj, University of Bern, Switzerland; Juliane Schlesier, University of Vechta, Germany

### Discussant

Barbara Moschner, Carl von Ossietzky Universität Oldenburg, Germany

### Cognitive Appraisals and Dimensions of Achievement Emotions

Elisabeth Graf, University of Vienna, Austria; Lisa Stempfer, University of Vienna, Austria; Johanna Donath, University of Vienna, Austria; Wolfgang Steiner, University of Vienna, Austria; Thomas Götz, University of Vienna, Austria

### Emotions, actions, and epistemic engagement with a controversial social media post

Christiana Varda, Cyprus University of Technology, Cyprus; Eleni Kyza, Cyprus University of Technology, Cyprus

### Elementary students' self-control, intrinsic and extrinsic motivation, and engagement during class

Charlotte Baez, Sankt Gallen University of Teacher Organisation, Switzerland; Franziska Vogt, St.Gallen University of Teacher Education, Switzerland; Doris Kunz Heim, PH FHNW, Switzerland

ANNOTATIONS:  
SIG 8 INVITED SYMPOSIUM

Session F: 2

Time: 15:30-17:00

Location: UOM\_A04

## SINGLE PAPER: TEACHERS' PROFESSIONAL DEVELOPMENT

### Chair

Theresa Bauer, Technical University of Munich, Germany

### Teacher learning of academically productive talk: a transcontextual analysis of revoicing

Merav Sara Levin, The Hebrew University of Jerusalem, Israel; Christa Asterhan, Hebrew University of Jerusalem, Israel; Adam Lefstein, The Hebrew University of Jerusalem, Israel

### Contextually aware methods for investigating epistemic cognition in teacher professional learning

Samuel Fowler, University of South Australia, Australia; Lesley Johnson, University of South Australia, Australia

### Rapports with students: conceptualized roles of the instructors at a Central European university

Zsófia Frányó, ELTE University, Faculty of Education and Psychology, Hungary

### Autobiographical Narratives and Peer Reflection as a source of Teacher Professional Learning

Emily Hills, University of Canberra, Australia

Session F: 3

Time: 15:30-17:00

Location: UOM\_A11

**SINGLE PAPER: LEARNING AND DEVELOPMENT IN EARLY CHILDHOOD****Chair**

Alexandra Katsiki, National &amp; Kapodestrian University of Athens, Greece

**Are online development programmes an attractive setting for early childhood educators?**

Sarah Feierabend, University of Graz, Austria; Eva Pölzl-Stefanec, University of Graz, Austria

**How to understand Creative Thinking in kindergarten children from Teacher-Child interactions**

Yasmin Fong, The Education University of Hong Kong, Hong Kong; James Ko, The Education University of Hong Kong, Hong Kong; Jin Sun, The Education University of Hong Kong, Hong Kong

**Intercultural interpreter-mediated parent-educator talks in childcare centres**

Fabienne Bohler, University of Teacher Education St.Gallen, Switzerland; Franziska Vogt, St.Gallen University of Teacher Education, Switzerland

**Feasibility and fidelity in implementation of a peer-based intervention for social play**

Maria Gladh, Stockholm University, Sweden; Eva Siljehag, Stockholm University, Sweden; Mara Westling Allodi, Stockholm University, Sweden; Sam L. Odom, University of North Carolina, United States

Session F: 4

Time: 15:30-17:00

Location: UOM\_A07

**SINGLE PAPER: COLLABORATIVE LEARNING AND PEER FEEDBACK****Chair**

Christian Thurn, ETH Zurich, Switzerland

**Sending and receiving peer feedback: Influence on middle school students' writing performance**

Gyeonghoon Yoon, High School Attached to College of Education, Dongguk University, Republic of Korea; Hyeeyoun Kim, Dongguk University-Seoul, Republic of Korea

**An experimental study comparing assessor and assessee roles in peer assessment.**

David Zamorano, Universidad de Deusto, Spain; Maryam Alqassab, Universidad de Las Palmas de Gran Canaria, Spain; Ernesto Panadero, Universidad Deusto, Spain; Alejandro Amillano Solano, University of Deusto, Spain

Session F: 5

Time: 15:30-17:00

Location: UOM\_R01

**POSTER PRESENTATION: SPECIAL EDUCATION AND LEARNING DIFFICULTIES****Chair**

Aaron Peltoniemi, University of Jyväskylä, Finland

**Digitalisation of Education and its impact on education policy for Children with Special Needs**

Sara Grover, PH Zürich, Switzerland

**Teachers' Perceived Impact of Parents and School Leaders on Gifted Education**

Jessica Vergeer, Radboud University Nijmegen, Behavioural Science Institute, Netherlands; Marjolijn van Weerdenburg, Radboud University Nijmegen, Behavioural Science Institute, Netherlands; Trudie Schils, Maastricht University, School of Business and Economics, Netherlands; Anouke Bakx, Fontys University, Radboud University, Netherlands

**Co-teaching as a common space for teachers and students learning- a case study**

Maria Rönn-Liljenfeldt, Åbo Akademi University, Finland; Christel Sundqvist, Åbo Akademi University, Finland

**Road to Resilience in Reading**

Sanne Appels, University Utrecht, Netherlands; Sara van Erp, University Utrecht, Netherlands; Sietske van Viersen, University Utrecht, Netherlands; Lisette Hornstra, Utrecht University, Netherlands; Elise de Bree, Utrecht University, Netherlands

**Word decoding & reading comprehension of students with SLD-dyslexia in synthetic & natural speech**

Maria Zezou, University of Macedonia, Greece; Vassiliki Giannouli, University of Macedonia, Greece

**Experiences and Perceptions in Dialogue of Low vs. High-Achieving Students and their Teachers**

Dina Yosef, The Hebrew University of Jerusalem, Israel; christa asterhan, The Hebrew University of Jerusalem, Israel; tony gutentag, The Hebrew University of Jerusalem, Israel

**Are speech sound difficulties a marker of difficulties in language and later reading skills?**

Line Walquist Sørli, UiT The Arctic University of Norway, Norway; Trude Nergard Nilssen, UiT The Arctic university of Norway, Norway; Monica Melby-Lervåg, University of Oslo, Norway; Bjarte Furnes, University of Bergen, Norway; Ømur Caglar-Ryeng, UiT The Arctic University of Norway, Norway



Session F: 6

Time: 15:30-17:00

Location: UOM\_R02

## POSTER PRESENTATION: TEACHING AND TEACHER EDUCATION

**Chair**Dagmar Derikx, University Medical Center Groningen /  
University of Groningen, Netherlands**Assessment of preservice teachers' professional vision of adaptive teaching**

Caroline Burgwald, Goethe-Universität Frankfurt, Germany; Ilonca Hardy, Goethe-Universität Frankfurt, Germany

**Teachers' Innovative Work Behavior, Self-efficacy, and Irrational Beliefs: A Cusp Catastrophe Model**

Angelos Gkontelos, Aristotle University of Thessaloniki, Greece; Dimitrios Stamovlasis, Aristotle University of Thessaloniki, Greece

**Diversity in physics classes – effects of advanced teacher trainings under diversity aspects**

Ann-Katrin Krebs, University of Education Schwabisch Gmünd, Germany; Lutz Kasper, University of Education Schwabisch Gmünd, Germany

**Content and network analysis for exploring and evaluating pre-service teachers' epistemic beliefs**

Maria Gkevrou, Aristotle University of Thessaloniki, Greece; Dimitrios Stamovlasis, Aristotle University of Thessaloniki, Greece

**Teachers' beliefs and practices on social-emotional (SE) learning and children's SE development**

Hong Zhuang, The Education University of Hong Kong, Hong Kong

**Examining the Perceptions of Teachers and Students about Economics Education**

Jatupol Sangwanglao, The University of Hong Kong, China

**1st grade pupils experiences of their first year at primary school**

Reidun Hoff-Jenssen, Ostfold University College, Norway

**Changes in facilitating learning about landforms in Norwegian curricula (grade 1-10) from 1974-2020**

Rikke Lünell, Nord university, Norway

Session F: 7

Time: 15:30-17:00

Location: UOM\_R05

## ROUNDTABLE: MULTICULTURAL EDUCATION

**Chair**Mélodie Bourger-Bouveret, Paris Nanterre University, INS  
HEA, France**Estonian Preschool and Primary Teachers' Preparedness and Experience to Teach Migrant Students**

Maiki Vanahans, Tallinn University, Estonia; Inge Timoštšuk, Tallinn University, Estonia; Krista Uibu, University of Tartu, Estonia

**Teachers' teaching approaches: Estonian and Russian preschool classrooms**

Piia Varik, Tallinn University, Institute of Educational Sciences, Estonia; Eve Kikas, University of Tallinn, Institute of Psychology, Estonia; Maire Tuul, Tallinn University, Institute of Educational Sciences, Estonia

**Using Epistemic Network Analysis to examine dialogic teaching for promoting cultural literacy**

Jose Luna, University of Barcelona, Spain

**Addressing the white-dominant norm: decolonial explorations of Whiteness in Swedish Education.**

Asia Della Rosa, Jönköping University, Sweden

Session F: 8

Time: 15:30-17:00

Location: UOM\_A05

## ROUNDTABLE: COLLABORATIVE LEARNING

**Chair**

Yuri Uesaka, The University of Tokyo, Japan

**Teacher collaboration fostering collective teacher efficacy in low and high performing schools**

Helene Van Peteghem, Vrije Universiteit Brussel, Belgium; Ingeborg Placklé, Vrije Universiteit Brussel, Belgium; Machteld Vandecastelaere, KU LEUVEN, Belgium

**Automated Feedback and Learning Design for Collaborative Problem Solving in Simulation Scenarios**

Daniel Sanchez, University of Oslo, Norway; Rachelle Esterhazy, University of Oslo, Norway; Crina Damsa, University of Oslo, Norway

Session F: 9

Time: 15:30-17:00

Location: UOM\_R03

## POSTER PRESENTATION: WELL-BEING AND SOCIAL ASPECTS OF LEARNING

## Chair

Charleen Brand, Ruhr University Bochum, Institute of Educational Research, Germany

## Healthy Cafeterias at the Complutense University of Madrid: Procope Project

Cristina Orío-Aparicio, Universidad Complutense de Madrid, Spain; Sandra Gómez del Pulgar Cinque, Universidad Complutense de Madrid, Spain; Adrián Jesús López Sánchez, Universidad Complutense de Madrid, Spain; Lydia Serrano Gregorio, Universidad Complutense de Madrid, Spain

## The top predictors of students' life satisfaction: A cross-cultural study in 71 countries

Ronnel Bornasal King, The Chinese University of Hong Kong, Hong Kong; Yi Wang, The University of Macau, Macao; Lingyi Fu, The University of Macau, Macao; Shing On Leung, The University of Macau, Macao

## New Space for the School. The Environmental-Psychological Significance of the Learning Environment

Michelle Laux, PH Freiburg, Germany

## Predicting academic and psychological help seeking intentions among university students

Meropi Simou, Aristotle University of Thessaloniki, Greece; Eleftheria Gonida, Aristotle University of Thessaloniki, Greece

## The impact of grade retention and school retention on Portuguese students' psychosocial outcomes

Joana Pipa, ISPA - Instituto Universitário | Center for Research in Education, Portugal; Francisco Peixoto, ISPA - Instituto Universitário | Center for Research in Education, Portugal

## Investigating the longitudinal effects of student—teacher conflict and externalising behaviour

Mirna Sumatic, University of Oxford, United Kingdom

## Keeping Children Healthy During “Uncertain Times” In Kindergarten Context: A Heuristic Model

Elaine Lam, The Education University of Hong Kong, Hong Kong; James Ko, The Education University of Hong Kong, Hong Kong; Jin Sun, The Education University of Hong Kong, Hong Kong

Keynote: 1

Time: 17:15-18:15

Location: UOM\_CH

## JURE 2023 KEYNOTE: WELL-BEING IN SCHOOL: HOW TO MAKE WELL-BEING AN INTEGRAL PART OF SCHOOL LIFE?

## Chair

Dimitrios Moustakas, Aristotle University of Thessaloniki, Greece

## Well-being in School: How to make well-being an integral part of school life?

Julia Morinaj, University of Bern, Switzerland