

Session A: 1

Time: 11:00-12:30

Location: 1025

ROUNDTABLE: EQUITY, INCLUSION AND SOCIAL COHESION

Chair

Qian Jiang, University of Glasgow, UK, United Kingdom

Blind Spot Social Class? A Systematic Review in Special Education Research

Theresa Maria Steiner, University of Münster, Germany; Jürgen Wilbert, University of Münster, Germany

FROM INNOVATION TO IMPACT: Rtl APPROACHES TO REDUCE EARLY-LEARNING INEQUALITIES

Arina-Alma SUSAN, Université Grenoble Alpes, France

The European Dimension in Education as a Catalyst for Social Cohesion: Mapping Teachers' Constructs

Selina Sillan, University of Innsbruck, Austria

Session A: 2

Time: 11:00-12:30

Location: 1017

ROUNDTABLE: AI, EDTECH AND MOTIVATION IN DIGITAL HIGHER EDUCATION

Chair

Heli Aomets, Tallinn University, Estonia

AI Teaching Competence in Higher Education: Developing a Model for Learning in Transition

Julia Jochim, Euro-FH, Germany; Vera Lenz-Kesekamp, Euro-FH, Germany; Dana-Kristin Mah, Leuphana Universitaet Lueneburg, Germany

AI-Powered Measurement and Support for High-Quality Goals in Self-Regulated Learning

Maria Amoros-Teijeiro, University of Victoria, Canada

Community of Inquiry, Basic Psychological Need Satisfaction, and Motivation in Blended Learning

Mingyang Ma, Vrije Universiteit Brussel (VUB), Belgium; Chang Zhu, Vrije Universiteit Brussel, Belgium

Mapping the Estonian EdTech Ecosystem: Personalized Learning Paths as a Future-Oriented Narrative

Mirjam Puumeister, University of Tartu, Estonia

Session A: 3

Time: 11:00-12:30

Location: 1007

ROUNDTABLE: PARTICIPATION, INTERACTION AND COMMUNICATION IN LEARNING

Chair

Kaisa Johanna Vähi, University of the Arts Helsinki, Finland

Exploring Interaction and Child Participation in Everyday ECEC Care Routines

Christine Mager, University of Applied Sciences Potsdam, Germany; Heinke Hihn, IU Internationale Hochschule, Germany; Frauke Hildebrandt, Fachhochschule Potsdam, Germany; Karsten Krauskopf, Fachhochschule Potsdam, Germany

Professional Vision and Participatory Practice in Early Childhood Education

Hannah Merkel, Fachhochschule Potsdam und Universitaet Potsdam, Germany; Frauke Hildebrandt, Fachhochschule Potsdam, Germany; Karsten Krauskopf, Fachhochschule Potsdam, Germany

Learning Through Listener-Oriented Speaking in English as a Foreign Language Classrooms

Koki Sekitani, Toyo Eiwa University, Japan

Session A: 4

Time: 11:00-12:30

Location: 1026

ROUNDTABLE: PRE-SERVICE TEACHER EDUCATION, RESILIENCE AND PROFESSIONAL READINESS

Chair

Carla Álvarez, Universidad San Sebastián, Chile

Elaborating situations of adversity to improve teaching: the problem of tracking quality

Aina Franch Aguiló, Universitat de Lleida, Spain; Marc Clarà, University of Lleida, Spain

Pre-service Teacher Preparation for Sexuality Education: Theory versus Practice

Martina Böhmová, Masaryk University, Faculty of Education, Czech Republic; Martin Fico, Masaryk University, Czech Republic

Play to Reveal: A Pilot Study on Game-Driven Assessment of Coping Strategies in Pre-Service Teachers

Anna Pavlova, University of Bern, Switzerland; Tina Hascher, University of Bern, Institute of Educational Science, Switzerland; Melanie G. Nuoffer, University of Bern, Institute of Educational Science, Switzerland

Session B: 1

Time: 16:00-17:30

Location: 1025

POSTER PRESENTATION: ASSESSMENT AND LEARNING ANALYTICS

Chair

Kaisa Johanna Vähi, University of the Arts Helsinki, Finland

Curriculum Orientation and Achievement Inequality: A Multilevel Analysis of PISA 2022 Data

Eva Staudegger, Graz University, Austria

Technology-Enhanced Assessment: A Systematic Review of Affective-Motivational Effects

Arya-Ronahi Dogan, Europa-Universität Flensburg / IPN Kiel, Germany; Ecenaz Alemdag, Europa-Universität Flensburg, Germany; Marlit Annalena Lindner, Leibniz Institute for Science and Mathematics Education (IPN), Germany

Motivation and Performance in Adaptive and Non-Adaptive Computer-based Mathematics Assessment

Joonas Junttila, University of Helsinki, Finland

The Impacts of Psychological Profiles on Strategy-Performance Link in Online Multimodal Reading

Siyu Zhu, The Hong Kong Polytechnic University, Hong Kong; Xinhua Zhu, The Hong Kong Polytechnic University, Hong Kong; Choo Mui Cheong, The University of Hong Kong, Hong Kong; Yuan Yao, Central South University, China; Yachen Huang, The Hong Kong Polytechnic University, Hong Kong

Learning Progress Assessment in First Grade: Reliability, Test Equivalence, and Validity

Nils Goldboom, University of Wuppertal, Germany; Jasmin Walter, IPN Leibniz Institute for Science and Mathematics Education, Germany; Daniel Sommerhoff, IPN Leibniz Institute for Science and Mathematics Education, Germany; Natalie Foerster, University of Wuppertal, Germany

Session B: 2

Time: 16:00-17:30

Location: 1026

POSTER PRESENTATION: EARLY CHILDHOOD LEARNING AND DEVELOPMENT

Chair

Zehra Sultan Kumru Yağmurkaya, University of Innsbruck, Austria, Austria

Exploring Preschool Teachers' Beliefs and Practices on Creativity in the Czech Republic

Anna Pospichalová, Faculty of Education, Masaryk University, Brno, Czech Republic

"Reflecting on Froebelian principles, especially 'Unity and Connectedness',

Naiyana Locke, Anglia Ruskin University, United Kingdom

Play-Based Learning in Early Childhood Education: A Scoping Review

Aregash Hassen, Jimma University, Ethiopia; Berhanu Worku, Jimma University, Ethiopia; Tammy Schellens, Ghent University, Belgium; Tijs Rotsaert, Ghent University, Belgium

Session B: 3

Time: 16:00-17:30

Location: 1007

POSTER PRESENTATION: TEACHERS LEADERSHIP AND SCHOOL COMMUNITIES

Chair

Igal Galili, The Hebrew University of Jerusalem, Israel

Lonely among many: A topography of work-related loneliness among teachers

Sophie Laué, Universität Innsbruck, Austria

Trust in Principals and Teachers in Relation to Collaborative School Development

Henni Kuitunen, University of Helsinki, Finland; Raisa Carpelan, University of Helsinki, Finland; Lauri Heikonen, University of Helsinki, Finland; Risto Hotulainen, University of Helsinki, Finland

Addressing Matters: Implications for Teacher Education

Alexandra Warda, Ruhr-University Bochum, Germany

Feedback Interactions & Teachers' Expectations about Student Abilities – A video-based field study

Lukas Nebel, Pädagogische Hochschule Freiburg, Germany

Session B: 4

Time: 16:00-17:30

Location: 1017

POSTER PRESENTATION: ARTIFICIAL INTELLIGENCE AND DIGITAL LEARNING**Chair**

Anne Mari Roost, University of Tartu, Institute of Ecology and Earth Sciences, Center for Science Education, Estonia

Instructor Presence in Learning Videos: Effects on Learning for Visual and Auditory Information
Stefan Kessler, Pädagogische Hochschule Freiburg, Germany**Using AI-based chatbot to Support Metacognitive Reflection in Video-Based Mathematics Learning**

Leo Andrei Crisologo, National Sun Yat-sen University, Philippines; Ching-Huei Chen, National Sun Yat-sen University, Taiwan; Yu-Hui Chang, National Sun Yat-sen University, Taiwan

ImAlginig Schools as Simulators of Societal Transition through Deeper Learning

Yuan Wang, Heidelberg University, Germany

Towards the Conceptual Implementation of AI Generated Discourse within a Critical History Pedagogy

Nicholas Dalli, University of Malta (Universita' ta' Malta), Malta; Diane Vassallo, University of Malta, Malta

Foster Critical Thinking and AI Explainability through Co-creative Making with AI

Xiaoyu Wang, Technical University of Munich, Germany; Anna Keune, Technical University of Munich, Germany

Session B: 5

Time: 16:00-17:30

Location: 1024

POSTER PRESENTATION: TEACHER PROFESSIONAL DEVELOPMENT**Chair**

Tiina Lindfors, University of Helsinki, Finland

Teacher Professionalization in Substance Use Prevention: Links with Knowledge and Self-Efficacy

Lara Wippermann, Carl von Ossietzky Universität Oldenburg, Germany; Ute von Düring, Carl von Ossietzky Universität Oldenburg, Germany; Naska Goagosos, Carl von Ossietzky Universität Oldenburg, Germany

New Responsibilities and Challenges for Educational Staff in Vocational Practice Schools

Gwenda Gassel, University of Osnabrueck, Germany

Professional Development Program for Positive Teacher-Student Relationships: Teachers' Perspectives

Kristi Palk, University of Tartu, Estonia; Liina Lepp, University of Tartu, Estonia; Äli Leijen, University of Tartu, Estonia

Bringing the barriers down: Designing Online CPD Courses for an International Corporate Audience

Farzaneh Hafezi, Dyson Institute, United Kingdom; Manajit Chakraborty, The Dyson Institute of Engineering and Technology, United Kingdom

When Uncertainties Drive Learning: Student and Teacher Experiences in Transition

Aet Raudsep, University of Tartu, Estonia

Session C: 1

Time: 11:00-12:30

Location: 1007

SINGLE PAPER: EQUITY, ACHIEVEMENT & SOCIAL BACKGROUND**Chair**

Manajit Chakraborty, The Dyson Institute of Engineering and Technology, United Kingdom

Fairness in the Measurement of Engagement Among First-Generation Students

Andrea Espejo, Pontificia Universidad Católica de Chile, Peru; Edgar Valencia, Pontificia Universidad Católica de Chile, Chile; Carlos González, Pontificia Universidad Católica de Chile, Chile

Does having high-SES peers support reading? Evidence from a 7-year longitudinal study

Balázs Munkácsy, University of Szeged, Doctoral School of Education, Hungary

Student socioeconomic status and test results: the mediating role of teacher behavior

Eunseo Park, Universität Potsdam, Germany; Madita Frühauf, Freie Universität Berlin, Germany; Bettina Hannover, Freie Universität Berlin, Germany

The role of school absenteeism and gender in students' educational experiences

Suvi Kanerva, University of Helsinki, Finland; Sanna Oinas, University of Helsinki, Finland; Risto Hotulainen, University of Helsinki, Finland

Session C: 2

Time: 11:00-12:30

Location: 1022

SINGLE PAPER: METACOGNITION, SELF-REGULATED LEARNING & PROBLEM SOLVING**Chair**

Yaroslav Opanasenko, University of Tartu, Estonia

Exploring the Link Between Metacognitive Strategies, Emotions, and Math Performance: CB-SEM

Robiatal Adawiya, Szeged University, Hungary

Teachers' Actions to Support Self-Regulated Learning in Foreign Language Learning

Kirsten Roth-Kuppler, RPTU Kaiserslautern Landau, Germany

Visualization on Mathematical Problem Solving in Secondary Education: A Meta-Analysis

Windia Hadi, Doctoral School of Education, University of Szeged, Hungary, Hungary; Csaba Csikos, Institute of education university of szeged, Hungary

Session C: 3

Time: 11:00-12:30

Location: 1017

SINGLE PAPER: EDUCATION POLICY, SCHOOL TRANSITIONS & SUPPORT SYSTEMS**Chair**

Tiago Carvalho, University of Helsinki, Finland

Constructing Responsibility for School Transition in a Rural Czech Context

Tomáš Horčíčka, Faculty of Education, Masaryk University, Czech Republic

When Schools Close: Changes in family background effects on reading achievement

Carina Jüschke, Center for Research on Education and School Development (IFS), Technical University Dortmund, Germany; Ramona Lorenz, Center for Research on Education and School Development (IFS), Technical University Dortmund, Germany; Ulrich Ludwig, Institute for School Development Research, TU Dortmund University, Germany; Thomas Brüggemann, Center for Research on Education and School Development (IFS), Germany; Nele McElvany, Center for Research on Education and School Development (IFS), Technical University Dortmund, Germany

Promoting Thriving Interinstitutional EDI Doctoral Networks: Propellers and Barriers

Qian Jiang, University of Glasgow, UK, United Kingdom; Dely Elliot, University of Glasgow, United Kingdom; Zhihan Wu, University of Glasgow, United Kingdom; Ebenezer Ishola, University of Dundee, United Kingdom; Dean Smith, University of Stirling, United Kingdom; Anindya Raychaudhuri, University of Glasgow, United Kingdom

Learning Support in Transition: Private Tutoring Adaptation after China's Double Reduction Policy

Yutong Wu, Eötvös Loránd University, Budapest, Hungary

Session C: 4

Time: 11:00-12:30

Location: 1005

SINGLE PAPER: CURRICULUM, LEARNING DESIGN & INSTRUCTIONAL CHOICES

Chair

Lukas Nebel, Pädagogische Hochschule Freiburg, Germany

Conceptualizing Project-Based Learning: Defining Characteristics and Expressional Variations

Kristina Lahe, Tallinn University, Estonia; Rain Mikser, Tallinn University, Estonia; Maire Tuul, Tallinn University, Estonia; Eve Kikas, Tallinn University, Estonia

Does Wakeful Rest Support Learning From Text? Evidence From an Ecologically Valid Study

Peter Seban, Slovak academy of sciences, Slovakia; Radovan Šikl, Czech Academy of Sciences, Czech Republic; Júlia Faganová, University of Ss. Cyril and Methodius in Trnava, Slovakia; Barbora Poláková, University of Ss. Cyril and Methodius in Trnava, Slovakia; Kamila Urban, Slovak Academy of Sciences, Slovakia

When Choice Matters: Autonomy Support, Metacognition, and Emotions in the Classroom

Lia Grahl, University Greifswald, Germany; Sabine Schweder, University Greifswald, Germany; Gerda Hagenauer, University of Salzburg, Austria; Diana Raufelder, University Greifswald, Germany

Teachers' Perceptions of Curriculum Making in Finnish Basic and Higher Education

Martti Laivuori, University of Helsinki, Finland; Auli Toom, University of Helsinki, Finland; Kirsi Pyhältö, University of Helsinki, Finland; Lotta Tikkanen, University of Helsinki, Finland

Session C: 5

Time: 11:00-12:30

Location: 1006

SINGLE PAPER: INCLUSIVE EDUCATION, LEARNING DIFFICULTIES & DISABILITIES

Chair

Jobert Ngwenya, University of Jyväskylä, Finland

Exploring Tai Chi as a Neurocognitive Intervention for ADHD through Laban's Movement Analysis

Isabel Lam, Chelmsford County High School for Girls, United Kingdom; Ka Lee Carrie Ho, Anglia Ruskin University, United Kingdom

Exploring techniques and value of using drama to engage people with PMLD

Amber Linney, Anglia Ruskin University, United Kingdom

Late Identification and Psychological Suffering in Twice-Exceptional Adults

Felipe Queiroz Dias Rocha, University of Minho, Portugal

Session C: 6

Time: 11:00-12:30

Location: 1024

POSTER PRESENTATION: DIGITAL SOCIETY, BELONGING AND ONLINE PARTICIPATION

Chair

Heli Aomets, Tallinn University, Estonia

Prototyping social media platforms to address risks

Santiago Hurtado, Technical University of Munich, Germany

Burned Online, Broken or Stronger? How Cyber Flaming Affects Resilience through Sense of Belonging

Chiao Ling Huang, National Chi Nan University, Taiwan; Yilihamu Alimu, Xinjiang Medical University, China

From Home to Screen: Caregivers and Parenting Styles in College Students' Cyberbullying Experiences

Chiao Ling Huang, National Chi Nan University, Taiwan; Yilihamu Alimu, Xinjiang Medical University, China

Apple Pay Intimacy: Digital Affordances and the Erosion of Affective Weight across Generations

Yi-Fang Luo, SHU-TE University, Taiwan

Perceptions of Intercultural Communication and Sense of Belonging

Zhouer Li, University of Hamburg, Germany; Carla Bohndick, University of Hamburg, Germany

Citizenship Education: conceptualizations, pedagogies, and school practices

Jimte Ferwerda, GION - University of Groningen, Netherlands; Hanke Korpershoek, University of Groningen, Netherlands; Irene Poort, University of Groningen, Netherlands; Marjolein Deunk, University of Groningen, Netherlands

Session D: 1

Time: 16:00-17:30

Location: 1005

SINGLE PAPER: EDTECH, IMMERSIVE & COLLABORATIVE LEARNING**Chair**

Farzaneh Hafezi, Dyson Institute, United Kingdom

Model of testbeds for testing and developing EdTech innovations: results of scoping review

Yaroslav Opanasenko, University of Tartu, Estonia; Margus Pedaste, University of Tartu, Estonia; Michael Forsman, Södertörn University, Sweden; Emanuele Bardone, University of Tartu, Estonia

How Transactive Discussions Unfold in CSCL: The Role of Group Awareness Tools

Jara Martens, Universität des Saarlandes, Germany; Armin Weinberger, Saarland University, Germany

Learning Together or Alone in an Immersive Virtual Reality Chemistry Laboratory

Charlotte Diekmann, Bergische University Wuppertal, Germany; Claudia Schrader, Bergische Universität Wuppertal, Germany

Examining Student AI Dependency: The Role of AI Literacy, Self-Efficacy, and Strategies

Miriam Sarid, Western Galilee College, Israel; Rony Tutian, Western Galilee Cl., Israel; Hilit Maizel, Western Galilee Cl., Israel; Maya Halevi-Kalman, Western Galilee Cl., Israel

Session D: 2

Time: 16:00-17:30

Location: 1024

SINGLE PAPER: AI READINESS IN TEACHER EDUCATION**Chair**

Carina Jüschke, Center for Research on Education and School Development (IFS), Technical University Dortmund, Germany

Pre-service language teachers & AI tools - a course proposal based on content analysis

Tiago Carvalho, University of Helsinki, Finland

English Language Teachers' AI Readiness: A Continuum from Pre-service to In-service

Zehra Sultan Kumru Yağmurkaya, University of Innsbruck, Austria, Austria

Teacher Agency and AI: Between AI Education Specialists' Imaginaries and Classroom Realities

Jurgita Bagdonaite, Vilnius university, Lithuania

AI Readiness Assessment for Pre-Service Teacher Education: Development and Validation

Suherman Suherman, Universitas Islam Negeri Raden Intan Lampung, Indonesia; Nanang Supriadi, Universitas Islam Negeri Raden Intan Lampung, Indonesia

Session D: 3

Time: 16:00-17:30

Location: 1017

SINGLE PAPER: PRESERVICE TEACHER REASONING, GEOMETRY & SIMULATION**Chair**

Stefan Schreder, University of Regensburg, Germany

Student Teachers' Errors in Geometry through the Lens of Spatial Reasoning

Khin Mimi Kyaw, University of Szeged, Hungary

Development and Validation of a Geometric Reasoning Test for Myanmar Preservice Teachers

Khin Mimi Kyaw, University of Szeged, Hungary

Pedagogical Simulation as a Bridge Between Theory and Practice in Initial Teacher Education in Chile

Carla Álvarez, Universidad San Sebastián, Chile

Session D: 4

Time: 16:00-17:30

Location: 1026

SINGLE PAPER: WELLBEING, PHYSICAL ACTIVITY & SCHOOL AGGRESSION**Chair**

Kaisa Johanna Vähi, University of the Arts Helsinki, Finland

The Role of Teachers' Well-Being in Shaping Students' Well-Being

Carina Lohmeier, Center for Research on Education and School Development, TU Dortmund University, Germany; Katharina Molitor, Center for Research on Education and School Development, TU Dortmund University, Germany; Justine Stang-Rabrig, TU Dortmund University, Germany; Nele McElvany, Center for Research on Education and School Development, TU Dortmund University, Germany

Physically active academic learning promoting students' well-being in general upper secondary school

Nina Salmela, University of Oulu, Finland, Finland; Susanna Takalo, University of Oulu, Finland; Heidi Syväoja, JAMK University of Applied Sciences, Finland; Tuija Tammelin, JAMK University of Applied Sciences, Finland; Kati Mäkitalo, University of Oulu, Finland

School aggression and teacher well-being: the role of self-efficacy and engagement

Paulina Guzman, Universidad San Sebastián, Chile; Jorge Varela, Universidad del Desarrollo, Chile; Sarah Stilwell, University of Michigan-Ann Arbor, United States

Session D: 5

Time: 16:00-17:30

Location: 1004

SINGLE PAPER: SCIENCE LEARNING, STEM**Chair**

Amber Linney, Anglia Ruskin University, United Kingdom

Computational thinking tests for pre-service science teachers: Reliability and validity

Prasetyo Listiaji, Doctoral School of Education, University of Szeged, Hungary, Hungary; Rizki Nor Amelia, Science Education, Universitas Negeri Semarang, Indonesia; Gyöngyvér Molnár, University of Szeged, MTA-SZTE Digital Learning Technologies Research Group, Hungary

Measuring Individual Science Interest in Primary Education: Instrument Development and Validation

Marit Puusepp, University of Tartu, Estonia; Gerli Silm, University of Tartu, Estonia; Margus Pedaste, University of Tartu, Estonia

Why and how can social media videos about science be used in schools to improve scientific literacy?

Susanna Puecher, University of Verona, Italy; Roberta Silva, University of Verona, Italy

The Dice are rolling – Maker Education for 21st century skills in Primary Science Education

Ann-Katrin Krebs, RWTH Aachen University, Germany

Session D: 6

Time: 16:00-17:30

Location: 1022

SINGLE PAPER: TEACHER COMPETENCE, SELF-EFFICACY & SCIENCE TEACHING**Chair**

Nicholas Dalli, University of Malta (Universita' ta' Malta), Malta

Multiliteracies and pedagogical competence in language teacher education: Self-efficacy as mediator

Salim Nabhan, University of Szeged, Hungary; Anita Habók, University of Szeged, MTA-SZTE Digital Learning Technologies Research Group, Hungary

Self-efficacy development of facilitators during professional transition

Ella Hansen, TU Dortmund University, Germany; Rebekka Stahnke, IPN Leibniz Institute for Science and Mathematics Education, Germany

Interdisciplinary Science Teaching: Development of Self-Efficacy Beliefs in Teacher Education

Sophie Schuster, Georg-August-University of Göttingen, Germany; Susanne Bögeholz, Albrecht-von-Haller-Institut für Pflanzenwissenschaften, Germany

Session D: 7

Time: 16:00-17:30

Location: 1025

POSTER PRESENTATION: INCLUSION AND DIVERSE LEARNERS**Chair**

Ellen Fok, Hong Kong Polytechnic University, Bethel Bibe Seminary, Hong Kong

Teachers' Intervention in LGBTQ+ Bullying: Effects of Contact Intensity and Quality

Benita Julia Behrendt, Universität Augsburg, Germany

Documentary Analysis and Phenomenological-Interpretative Research on Twice-Exceptional Adults

Felipe Queiroz Dias Rocha, University of Minho, Portugal

LAB-DII Didactic Laboratory: Cultivating Good Practices for Inclusive Education in Colombia

Monica Patricia Muñoz Hernández, Universidad Metropolitana, Colombia; Yesenia Milena Manotas Guzmán, Universidad Metropolitana, Colombia

The Best Interests of the Child – Conceptualization in Reform of Support for Learning and Schooling

Aino Rytönen, University of Jyväskylä, Finland

Thematic Days and Inclusive School Culture: Teachers' Practices and Motivation

Patricija Karaman, Primary school Eugen Kumičić, Slatina, Croatia; ANJA MAJĐENIĆ, Osnovna skola Eugena Kumičića, Slatina, Croatia; Miodrag Beneš, Institute Sveti Rok, Croatia

Session E: 1

Time: 11:00-12:30

Location: 1024

SINGLE PAPER: TEACHER AGENCY, CIVIC EDUCATION & PROFESSIONAL VISION

Chair

Justyna Janik, University of the National Education Commission, Cracow, Poland

Mapping Teacher Professional Vision in Multicultural Classrooms: A Scoping Review

Nano Khetsuriani, Vytautas Magnus University, Lithuania; Lina Kaminskienė, Vytautas Magnus University, Lithuania

Teacher Learning in a Newly Established School in Sweden - value creation in dynamic school contexts

Bodil Merkel, Lunds universitet, Sweden

Civic learning across Europe: School resources, teachers' training and efficacy as predictors

Till Schröter, University of Münster, Germany

Teachers' Normative Beliefs about Student-Agency: Exploring Four Frameworks of Student Agency

Brigitte de Kok, Hogeschool Utrecht, Netherlands; Nicolette van Halem, Universiteit van Amsterdam, Netherlands; Monika Louws, Utrecht University, Netherlands

Session E: 2

Time: 11:00-12:30

Location: 1017

SINGLE PAPER: TEACHER BELIEFS, FEEDBACK & ASSESSMENT PRACTICES

Chair

Tiago Carvalho, University of Helsinki, Finland

How Do Teachers Respond to Student Errors? The Influence of Causal Attribution and Gender

Costanza Dini, University of Bologna, Italy; Annalisa Soncini, Université Libre de Bruxelles (ULB), Belgium; Maria Cristina Matteucci, University of Bologna, Italy

"Thank you for the feedback, but no!" Encountering the power of teacher feedback

Sam Passeport, Vrije Universiteit Amsterdam, Netherlands

When practice is as good as research: Evidence source framing & teachers' views on ChatGPT

Hanna Laura Hampe, University of Zurich, Switzerland; Katharina Neumann, University of Zurich, Institute of Education, Switzerland; Eliana Brianza, University of Zurich, Institute of Education, Switzerland; Dominik Petko, University of Zurich, Switzerland

Formative Assessment in Italian Secondary Schools: Intersecting Personal and Contextual Factors

Alessandro Oro, University of Bologna, Italy

Session E: 3

Time: 11:00-12:30

Location: 1026

SINGLE PAPER: SOCIETAL COMPETENCIES, CLIMATE ACTION & FINANCIAL LITERACY

Chair

Katre Kikkas, University of Tartu, Estonia

Operationalizing the Multi-Actor Approach: A 9 Competencies Framework

Hanne Cooreman, EV ILVO, Belgium; Jon Woning, EV ILVO, Belgium

Influence of Finfluencers on the Financial Literacy of their Audience: Results of a Scoping Review

Jana Franke, University of Education Freiburg, Germany, Germany; Franziska Birke, Institute for vocational training and economic education, Germany; Bernd Remmele, University of Education Freiburg, Germany

Art Education to Promote Action Competence for Climate Action

Jobert Ngwenya, University of Jyväskylä, Finland; Thabani Hilary Moyo, Centre for Talent Development, Zimbabwe; Abitha Chakrapani, University of Jyväskylä, Finland; LillieBeth Hadebe, Zimbabwe Open University, Zimbabwe

Do International Internships Enhance Employability? A Study of Master's Graduates in France

Chengcheng LI, UNIVERSITÉ CÔTE D'AZUR, France; Margarida Romero, Artificial Intelligence Research Institute(IIIA CSIC), Spain

Session E: 4

Time: 11:00-12:30

Location: 1025

SINGLE PAPER: PROFESSIONAL COMMUNITIES, ADAPTIVITY & TEACHER PRACTICES

Chair

Gwenda Gassel, University of Osnabrueck, Germany

Teacher Practices and Students' Learning Behaviours Through Past 10 Years

Tomas Kašėta, Vytautas Magnus University, Lithuania

Nurturing teachers professional learning through stimulated reflections in a Norwegian context

Senja Celius, Nord University, Norway; Elise Sivertsen Arnsby, Nord university, Norway

Barriers and facilitators in the implementation of a professional community for writing instruction

Marcia Elena Martínez Arce, Universidad San Sebastián, Chile; Gerardo Banales, Universidad Andres Bello, Chile; Marcelo Ortiz, Universidad Andrés Bello, Chile; María Lidia Torres Contreras, Universidad Andrés Bello, Chile

Conceptual Perspectives on Adaptivity in Education: A Systematic Meta-Review

Marie Pauline Godow, IPN Kiel / Europa-Universität Flensburg, Germany; Andreas Lachner, University of Tübingen, Germany; Marlit Annalena Lindner, IPN - Leibniz Institute for Science and Mathematics Education, Germany

Session E: 5

Time: 11:00-12:30

Location: 1004

SINGLE PAPER: AI SKILLS & DIGITAL COMPETENCIES

Chair

Eva Staudegger, Graz University, Austria

Reliability of Automated Scoring for Argumentation

Andreas Emter, University of Potsdam, Germany; Christian Mayer, University of Mannheim, Germany

Validating a Scenario-Based Instrument to Assess Basic AI Skills Across Diverse Populations

Atahan Karaman, Ludwig-Maximilians-Universität (LMU), Türkiye; Olga Chernikova, Ludwig Maximilian University, Germany; Venance Timothy, University of Dar es Salaam, Tanzania; Lixiang Gao, University of Munich, Faculty of Psychology, Germany; Yu Liu, Peking University, China; Christian Scheibenzuber, LMU Munich, Germany; Michael Sailer, University of Augsburg, Germany

AI Tool for Measuring Visual Distraction in Screen-Based Learning Environments

Mina Bishay, iMotions, Egypt; Divya Seernani, iMotions, Denmark

Eye-Tracking Support for Emotion Recognition Assessment in Educational Contexts

Alessandro De Santis, University of Foggia, Italy; Giusi Toto, University of Foggia, Italy; Martina Rossi, University of Foggia, Italy; Guendalina Peconio, University of Foggia, Italy; Pierpaolo Limone, University Pegaso, Italy

Session E: 6

Time: 11:00-12:30

Location: 1008

SINGLE PAPER: MOTIVATION, ENGAGEMENT & SELF-REGULATED LEARNING

Chair

Külli Kallas, University of Tartu, Estonia

Teachers' motivation and task formats predict intrinsic and extrinsic motivation in English learning

Mai Sri Lena, University of Szeged, Doctoral School of Education, Hungary

Examining Self-Regulation, Intrinsic Motivation, and English Achievement in Vietnamese EFL Learners

Minh Dong, University of Szeged, Hungary; Anita Habók, University of Szeged, MTA-SZTE Digital Learning Technologies Research Group, Hungary

Does Time matter? Temporal Framing, Future Time Perspective, and Engagement in Digital learning

Nomindelger Jargalsaikhan, University of Freiburg, Germany; Martin Daumiller, University of Freiburg, Germany; Markus Dresel, University of Augsburg, Germany

THE EXTRAVERSION PARADOX: HIGH ENGAGEMENT BUT LOWER LEARNING IN FLIPPED CLASSROOMS

Chamintsetseg Myagmarkhorloo, University of Szeged, Hungary; Anita Habók, University of Szeged, MTA-SZTE Digital Learning Technologies Research Group, Hungary

Session F: 1

Time: 16:00-17:30

Location: 1025

SINGLE PAPER: EARLY CHILDHOOD LEARNING ENVIRONMENTS & DIGITAL CONTENT**Chair**

Benita Julia Behrendt, Universität Augsburg, Germany

Vocabulary Learning Opportunities Throughout the Day in Low-SES Early Childhood Classrooms in Chile

Carla Varela, Universidad San Sebastián, Chile; Francisca Romo, Universidad Diego Portales, Chile

Supporting digital content creation skills in early childhood: parents' and teachers' beliefs

Külli Kallas, University of Tartu, Estonia

Perspective of children – learning engagement in preschool music lessons

Heddi Reinsalu, Tallinn University, Estonia; Inge Timoštšuk, Tallinn University, Estonia; Inkeri Ruokonen, University of Turku, Finland

From Outcomes to Experiences: Assessing Emotional Components of Physical Literacy in Preschool

Agnese Kretaine, Riga Technical University Liepaja Academy, Latvia; Helena Vecenane, Riga Technical University Liepaja Academy, Latvia; Svetlana Usca, Riga Technical University Rezekne Academy, Latvia

Session F: 2

Time: 16:00-17:30

Location: 1008

SINGLE PAPER: AI, GENAI & KNOWLEDGE CREATION**Chair**

Lukas Nebel, Pädagogische Hochschule Freiburg, Germany

The Relationship Between Students' Subjective Evaluations of Teaching Videos and Learning Outcomes

Xinlei Sun, University of Passau, Germany; Maximilian Sailer, University of Passau, Germany

GenAI and Critical Thinking in Secondary Students: A Systematic Review

Elena Kontolemi, Cyprus University of Technology, Cyprus

Assessing lower secondary school students' epistemic agency in AI-assisted knowledge creation

Jenni Jokilahti, University of Jyväskylä, Finland; Eija Räikkönen, University of Jyväskylä, Finland; Timo Salminen, University of Jyväskylä, Finland; Miika Marttunen, University of Jyväskylä, Finland

Reflexive Reciprocity Theory: When Instructional AI Systems Learn Too

Thomas Hallmark, Texas A&M University, United States

Session F: 3

Time: 16:00-17:30

Location: 1007

SINGLE PAPER: XR, GENAI & DIGITAL READING IN HIGHER EDUCATION**Chair**

Manajit Chakraborty, The Dyson Institute of Engineering and Technology, United Kingdom

The Impact of Repeated LLM-Feedback on Behavioral Task Engagement and Writing Performance

Hannah Pünjer, Leibniz-Institute for Science Education (IPN), Germany; Mira Tanz, Leibniz-Institute for Science Education (IPN), Germany; Lars Höft, IPN - Leibniz Institute for Science and Mathematics Education, Germany; Jonathan Schaller, Leibniz-Institute for Science Education (IPN), Germany; Thorben Jansen, Leibniz-Institute for Science Education (IPN), Germany

Presentation Modalities and Digital Features in Assessing Digital Reading Comprehension: A Review

Hong Thuy Dang, University of Szeged, Hungary; Anita Habók, University of Szeged, MTA-SZTE Digital Learning Technologies Research Group, Hungary

Supervisors Navigating GenAI in Thesis Writing: Contradictions and Emerging Practices

Patricia Diaz, UIC, Spain

XR Learning: The Potential of Volumetric Videos for Teacher Reflection

Patricia Bucher, Universität Konstanz, Germany; Viola Deutscher, Universität Göttingen, Germany; Stefanie Findeisen, University of Konstanz, Germany

Session F: 4

Time: 16:00-17:30

Location: 1004

SINGLE PAPER: PARENTAL SUPPORT, SELF-DETERMINATION & STUDENT MOTIVATION**Chair**

Sophia Jendrzejewski, University of Münster, Germany

Young adults' narratives of parental support during their school path

Arto Lehtola, University of Jyväskylä, Finland; Miia Sainio, University of Jyväskylä, Finland; Tanja Vehkakoski, University of Jyväskylä, Finland; Noona Kiuru, University of Jyväskylä, Finland; Kati Vasalampi, University of Jyväskylä, Finland

Student Well-Being and Motivation in Estonian Music Schools: Policy and Curriculum Analysis

Kaisa Johanna Vähi, University of the Arts Helsinki, Finland

How Do Estonian Parents Support Their Children's Motivation to Learn Mathematics?

Katre Kikkas, University of Tartu, Estonia; Äli Leijen, University of Tartu, Estonia; Krista Uibu, University of Tartu, Estonia; Aleksander Baucal, University of Belgrade, Serbia

Session F: 5

Time: 16:00-17:30

Location: 1017

SINGLE PAPER: ARTS, AESTHETIC PEDAGOGY & CREATIVE LEARNING**Chair**

Anne Mari Roost, University of Tartu, Institute of Ecology and Earth Sciences, Center for Science Education, Estonia

Expressive Arts in Children's Life Education: Symbolic Meaning-Making and Pedagogical Principles

Zhi Chie Low, National Sun Yat-sen University, Taiwan

Predictors of implementation fidelity in a classroom behavioral climate intervention

Valtteri Eskola, University of Jyväskylä, Finland; Vesa Närhi, University of Jyväskylä, Finland; Mika Paananen, University of Jyväskylä, Finland; Pilvi Peura, University of Jyväskylä, Finland; Mikko Aro, University of Jyväskylä, Finland

Effective Approaches of Poetry Education in Primary and Secondary Education: a Systematic Review

Jet Oosterheert, Rijksuniversiteit Groningen, Dept of Education and GION, Netherlands; Joëlle Ooms, Hanze University Groningen, University of Applied Sciences, Netherlands; Kila van der Starre, Utrecht University, Netherlands; Margreet Luinge, Hanze University Groningen, University of Applied Sciences, Netherlands; Matthijs Warrens, Rijksuniversiteit Groningen, Dept of Education and GION, Netherlands

Expert primary teachers' perspectives on the core components of the learning process

Kaidi Nurmik, Tallinn University, Estonia; Inge Timoštšuk, Tallinn University, Estonia

Session F: 6

Time: 16:00-17:30

Location: 1006

POSTER PRESENTATION: LEARNING ENVIRONMENTS, DESIGN AND INNOVATION**Chair**

Carina Jüschke, Center for Research on Education and School Development (IFS), Technical University Dortmund, Germany

Teachers' Design and Enactment of Knowledge-Rich Interdisciplinary Learning and Teaching Practices

Juuso Henrik Nieminen, Deakin University, Australia; Man Ho Adrian Lam, The University of Hong Kong, Hong Kong

Reflection, Uncertainty, and Situated Learning in Clinical Education

Marie Liebisch, Maastricht University, FHML, Dept. of Educational Research and Development, Netherlands

Video-Assisted Debriefing in Mountain Rescue: A Design-Based Approach

Stefan Schreder, University of Regensburg, Germany; Helen Jossberger, University of Regensburg, Germany; Matthias Jacob, Barmherzige Brüder, Klinikum St. Elisabeth, Straubing, Germany; Kathleen Stürmer, University of Regensburg, Germany; Hans Gruber, University of Regensburg, Germany

"Basic Ideas" of Makerspaces as an Informal Learning Environment

Gerrit Rüdebusch, Helmut Schmidt University / UniBW Hamburg, Germany

Session G: 1

Time: 11:00-12:30

Location: 1024

SINGLE PAPER: HIGHER EDUCATION TEACHING, PARTICIPATION & DIGITAL COMPETENCIES**Chair**

Kaisa Johanna Vähi, University of the Arts Helsinki, Finland

Mapping AI-related competencies into a digital teaching skills framework for higher education
Michael Eichhorn, Goethe University Frankfurt, Germany; Alexander Tillmann, Goethe-Universität Frankfurt, Germany

Intention to Use Screen-Based 360-Degree Panoramic Library Environments in Higher EFL Contexts

I Wayan Eka Dian Rahmamu, University of Szeged, Hungary; Gyöngyvér Molnár, University of Szeged, MTA-SZTE Digital Learning Technologies Research Group, Hungary

Teaching Practices as Identity in Higher Education: a Mixed-Methods Study in a Non-Western Context

HIJJATUL Qamariah, University of Szeged, Hungary; Mária Hercz, Eötvös Loránd University, Budapest, Hungary

Silent Embodied Participation in Active Learning: Evidence Thresholds for Participation Judgement

MANYAO GAO, University of Girona (UdG), Spain

Session G: 2

Time: 11:00-12:30

Location: 1026

SINGLE PAPER: COLLABORATIVE LEARNING, DIALOGUE & ARGUMENTATION**Chair**

Qian Jiang, University of Glasgow, UK, United Kingdom

Seeing collaboration across three layers: framing, enacting, and experiencing group work
Senja Celius, Nord University, Norway

A Systematic Review of Instructional Designs Supporting Argumentation and Social-emotional Skills

Shuxin Ji, The University of Auckland, New Zealand

Regulatory initiatives during collaborative learning and their relation to learning outcomes

Isis Tunnigkeit, Ruhr University Bochum, Germany; Sebastian Strauß, Ruhr-University Bochum, Germany; Nikol Rummel, Ruhr University Bochum, Germany

Session G: 3

Time: 11:00-12:30

Location: 1025

SINGLE PAPER: INCLUSIVE TEACHER EDUCATION & SCHOOL LEADERSHIP**Chair**

Eunseo Park, Universität Potsdam, Germany

Estonian Second-Grade Teachers' Needs for Professional Development in Inclusive Practices

Kerli Kasar, University of Tartu, Estonia; Liina Lepp, University of Tartu, Estonia; Äli Leijen, University of Tartu, Estonia

School leader's role in supporting and leading teacher learning

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

Development of inclusion-related pedagogical knowledge of prospective primary school teachers

Sophia Römer, Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU), Germany; Saskia Liebner, Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU), Germany; Christian Elting, Otto-Friedrich-Universität Bamberg, Germany; Sonja Ertl, Universität Augsburg, Germany

Session G: 4

Time: 11:00-12:30

Location: 1022

SINGLE PAPER: MATHEMATICS LEARNING**Chair**

Sophie Schuster, Georg-August-University of Göttingen, Germany

Why can't students remember the maths we taught them? Factors hindering transfer in higher education

Lavinia Lanting, University of Twente, Netherlands; Tracy Craig, University of Twente, Netherlands; Fulya Kula, University of Twente, Netherlands; Kim Schildkamp, University of Twente, Netherlands

Types of mathematics-related educational dialogue in Finnish first-grade classrooms

Anna-Elina Taskinen, University of Jyväskylä, Finland; Heli Muhonen, University of Jyväskylä, Finland; Tuire Koponen, University of Jyväskylä, Finland; Marianne Hustvedt, Volda University College, Norway; Jenni Salminen, University of Jyväskylä and University of Stavanger, Finland

Profiles of primary mathematics teachers and their links to students' achievement and motivation

Kristi Pikk, University of Tartu, Estonia

Student-created drawings as visual representations of understanding comparison word problems

Ana-Maria Purcar, University of Arts and Design Cluj-Napoca, Romania

Session G: 5

Time: 11:00-12:30

Location: 1007

SINGLE PAPER: FOREIGN LANGUAGE LEARNING, READING, WRITING & FEEDBACK**Chair**

Martti Laivuori, University of Helsinki, Finland

Language mindsets and their relationship to foreign language classroom anxiety in higher education

Matthew Billington, The University of Helsinki, Finland; Sonja Laine, University of Helsinki, Finland; Kirsi Tirri, University of Helsinki, Finland

Alignment and Mismatch in Written Feedback: Teachers' and Students' Perceptions and Practices

Abderrahim Mamad, ISGA Casablanca, Morocco; Hamza Chafki, Sultan Moulay Slimane University, Morocco

Discourse Markers and Rhetorical Moves in Research Article Introductions: A Genre-Based Study

Petrit Çitaku, Ss. Cyril and Methodius University, Faculty of Philology 'Blaze Koneski', Skopje, Republic of North Macedonia, Kosovo

Digital reading materials practices: Gaining insights into EFL teachers' beliefs

Nurul Fitriyah Almunawaroh, Reading Fluency and Comprehension Research Group, MTA-PTE, Hungary, Hungary; Janos Steklacs, University of Pecs, Hungary

Session G: 6

Time: 11:00-12:30

Location: 1008

INVITED SYMPOSIUM: LEARNING FOR ALL: INVESTIGATING INDIVIDUAL DIFFERENCES TO INFORM INSTRUCTIONAL DESIGN**Chair**

Nadine Scheller, University of Zurich, Switzerland

Organiser

Cristina Tulea, University of Zurich, Switzerland

Discussant

Leonard Tetzlaff, German Institute for International Educational Research (DIPF), Centre for International Student Assessment (ZIB), Germany

Co-designing the Babel Bear to support teaching and learning in multilingual classrooms

Charikleia Sparou, Radboud University, Netherlands; Oana Costache, Radboud University, Department of TEACHER education, Netherlands; Dimitris Nikitas, Independent researcher, Netherlands; Maran van der Oord, Behavioral Science Institute; National Education Lab Artificial Intelligence (NOLAI), Radboud University, Netherlands; Anouk Wezendonk, Marnix Academie (PABO), Netherlands; Elma Blom, Utrecht University, Netherlands; Rianne van den Bergh, Hogeschool IPABO Amsterdam/Alkmaar, Netherlands

Memory Cues in Primary Mathematics Learning: Application Knowledge and Encoding Specificity

Nadine Scheller, University of Zurich, Switzerland; Cristina Tulea, University of Zurich, Switzerland; Sascha Schneider, University of Zurich, Switzerland

The Increasing Knowledge Gap in Personalized Digital Instruction: Effects of Prior Knowledge

Cristina Tulea, University of Zurich, Switzerland; Nadine Scheller, University of Zurich, Switzerland; Sarah Zöchling, Institute of Education, University of Zurich, Switzerland; Maik Beege, University of Education Freiburg, Germany; Sascha Schneider, University of Zurich, Switzerland

From Market Experience to Economic Model – the moderating role of intermediate knowledge

Jonathan Heitzler, University of Education Freiburg, Germany; Franziska Birke, Institute for vocational training and economic education, Germany; Katharina Loibl, Department of Psychology, University of Education Freiburg, Germany; Timo Leuders, University of Education Freiburg, Germany

Session H: 1

Time: 16:00-17:30

Location: 1006

SINGLE PAPER: CULTURE, CITIZENSHIP & SOCIETAL PERSPECTIVES**Chair**

Eva Staudegger, Graz University, Austria

From bias to deliberative habits: a sociocultural account of prejudice in teacher education

Valentina Guzmán, Universidad Alberto Hurtado, Chile; Gabriel Fortes, Universidad Alberto Hurtado, Chile

Bridging Profession and Religion: How Support Programs Shape Ultra-Orthodox Identities in STEM

Ruth Edri, Technion - Israel Institute of Technology, Israel; Or shav-artza, Technion, Israel institute of technology, Israel; Yehudit Judy Dori, Technion, Israel institute of technology, Israel

Teaching Science in Retrospect – Summary Lecture. Considering Scientific Knowledge as a Culture

Igal Gallii, The Hebrew University of Jerusalem, Israel; Ehud Goren, Jerusalem Multidisciplinary College, Israel

Whose Culture? Museum Visits and Trust in Science in 9 Countries

Alexandra Dicks, IPN - Leibniz Institute for Science and Mathematics Education, Germany; Lisa Benckwitz, IPN Leibniz Institute for Science Education, Germany; Ricarda Ullrich, IPN - Leibniz Institute for Science and Mathematics Education, Germany; Olaf Köller, IPN - Leibniz Institute for Science and Mathematics Education, Germany

Session H: 2

Time: 16:00-17:30

Location: 1007

SINGLE PAPER: DIGITAL CHILDHOOD, READING, PRIVACY & FEEDBACK LITERACY**Chair**

Sophia Römer, Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU), Germany

KoaLadig – Cognitively activating reading tasks with digital support

Vanessa Jandl, Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU), Germany

Children, adolescents and online privacy: willingness to share personal information

Küllil Kallas, University of Tartu, Estonia

Embedding Technology in Teacher Feedback Literacy: A Primary School Framework's Pilot Study

Souha Aydi-Vallois, University of Szeged, Doctoral School of Education, Hungary; Tibor Vigh, Institute of Education, University of Szeged, Hungary

Session H: 3

Time: 16:00-17:30

Location: 1017

SINGLE PAPER: SCHOOL ENVIRONMENTS, SOCIAL INTERACTION & LEARNING PROCESSES**Chair**

Laila Manal Khalifa, University of Haifa, Faculty of Education, Israel

Reimagining the Pedagogy of Language in Aesthetic Experience

Mark Hyde, Education & Training Foundation, United Kingdom

Nature-based schoolyards as a catalyzing element to instruction and social interaction.

Andrea Corres, Universitat Oberta de Catalunya, Spain; Isabel Ruiz-Mallén, Faculty of Psychology and Educational Sciences, Universitat Oberta de Catalunya, Spain; Filka Sekulova, Universitat de Barcelona, Spain

From 'good pupil' to 'dangerously violent': pupil roles within the normative order of schooling

Laura Liukko, University of Eastern Finland, Finland

Session H: 4

Time: 16:00-17:30

Location: 1024

SINGLE PAPER: EMOTION, ANXIETY & CONCEPTUAL CHANGE**Chair**

Gwenda Gassel, University of Osnabrueck, Germany

Second-Career Teachers' Emotional Tendencies Towards Teaching during the Induction Phase

Natalia Molina Otero, University of Bern, Switzerland; Doreen Flick-Holtz, Institute of Education, University of Zurich, Switzerland; Silja Rohr-Mentele, University of Zurich, Institute of Education, Switzerland; Tina Hascher, University of Bern, Institute of Educational Science, Switzerland; Sarah Forster-Heinzer, University of Fribourg, Switzerland

Prompting Conceptual and Attitudinal Change Regarding Educational Misconceptions

Madeleine Müller, University of Erfurt, Germany; Isabell Tuscholka, TU Dortmund University, Germany

Goal Conflict and Synergy: Domain Configuration Impacting Faculty's Emotions

Wajeeha Nadeem, University of Freiburg, Germany; Johanna Ott, University of Augsburg, Germany; Ronja Steinhauser, University of Mannheim, Germany; Stefan Janke, University of Mannheim, Germany; Oliver Dickhaeuser, University of Mannheim, Germany; Markus Dresel, University of Augsburg, Germany; Martin Daumiller, Institute of Psychology, Germany

Session H: 5

Time: 16:00-17:30

Location: 1026

SINGLE PAPER: IDENTITY, SELF-EFFICACY & NEED SATISFACTION**Chair**

A.Nasir Abdelkareem, University of Kalba, Sharjah,, United Arab Emirates

Basic Psychological Need Satisfaction Among International Students: Age and Gender Differences

Sabrina Habbiche, University of Szeged, Doctoral School of Education, Hungary; Laszlo Kinyo, University of Szeged, Hungary

How I see myself matters: A meta-analysis on the links between ethnic identity and school adjustment

Mafalda Campos, EDUNOVA.ISPA - Interdisciplinary Research Centre in Education | ISPA - Instituto Universitário, Portugal; Joana Pipa, ISPA - Instituto Universitário | EDUNOVA.ISPA, Portugal; Francisco Peixoto, ISPA - Instituto Universitário | EDUNova.ISPA, Portugal

Life Orientation, Motivation, Self-Efficacy, and Procrastination in TVET

Hampfrey Achudho, University of Szeged, Doctoral School of Education, Hungary; Bettina Píró, University of Szeged, Hungary

Session H: 6

Time: 16:00-17:30

Location: 1022

SINGLE PAPER: TEACHER REFLECTION & SUSTAINABLE DEVELOPMENT**Chair**

Qian Jiang, University of Glasgow, UK, United Kingdom

Identifying pre-service teachers metacognitively aware reflective thinking profiles

Iina Pousi, University of Helsinki, Finland; Manne Kallio, University of Helsinki, Finland; Risto Hotulainen, University of Helsinki, Finland; Auli Toom, University of Helsinki, Finland

In-service and Pre-service Teachers' Views on Education for Sustainable Development

Suvi Hukkanen, University of Oulu, Finland; Jenni Korpi, University of Oulu, Finland; Hanni Muukkonen, University of Oulu, Finland

Shaping Futures: Pre-service Teachers' Readiness in Education for Sustainable Development

Jana-Marie Engl, Universität Innsbruck, Austria

Session I: 1

Time: 11:00-12:30

Location: 1007

ROUNDTABLE: SCHOOL ORGANISATION, LEARNING CONDITIONS AND TEACHING QUALITY**Chair**

Eunseo Park, Universität Potsdam, Germany

Hybrid and Remote Learning in Sparsely Populated Municipalities in Basic Education: A Scoping Review

Veronica Kuumwaar, University of Jyväskylä, Finland; Johanna Pöysä-Tarhonen, University of Jyväskylä, Finland; Jonna Pulkkinen, University of Jyväskylä, Finland; Piia Naykki, University of Jyväskylä, Finland

Developing a context-sensitive framework for assessing social-emotional competence

Marilyn Jurman, Tallinn University, Estonia; Elina Malleus-Kotsegarov, Tallinn University, Estonia; Eve Kikas, Tallinn University, Estonia

Primary Teachers' Pedagogical-Psychological Competence, Teaching Quality and Student Achievement

Damaris Wilk, TU Dortmund University, Germany; Madeleine Müller, University of Erfurt, Germany; Isabell Tucholka, TU Dortmund University, Germany; Isabel Eßling, University of Münster, Germany; Manfred Holodynski, University of Münster, Germany; Nicola Meschede, University of Münster, Germany; Mirjam Steffensky, University of Hamburg, Germany; Bernadette Gold, TU Dortmund University, Germany

A Typology of School Day and Week Structures in Estonia and the Reasons for Their Implementation

Kerstin Vestel, University of Tartu, Estonia

Session I: 2

Time: 11:00-12:30

Location: 1026

ROUNDTABLE: AGENCY, UNCERTAINTY AND DEVELOPMENT IN HIGHER EDUCATION**Chair**

Anne Mari Roost, University of Tartu, Institute of Ecology and Earth Sciences, Center for Science Education, Estonia

How Experiential Pedagogies Shape the Development of Affective-Behavioral Change Agency

Martin van Pul, Utrecht University, Netherlands; Frank van Rijnsoever, Utrecht University, Netherlands; Matthijs Punt, Utrecht University, Netherlands; Maryse Chappin, Utrecht University, Netherlands

Uncertainty in Academic Development: Sense-Making, Coping, and Reflexive Practice

Anita Sekyra, Center of Teaching and Learning in Higher Education Saxony (HDS), Germany

Learning to Be Qualified: Rural Female Students under Comprehensive Quality Evaluation in China

Ziqi Gao, University College London, United Kingdom

Session I: 3

Time: 11:00-12:30

Location: 1008

ROUNDTABLE: INNOVATION, TEACHER AGENCY AND PROFESSIONAL DEVELOPMENT**Chair**

Lukas Nebel, Pädagogische Hochschule Freiburg, Germany

Teachers' transformative professional agency in multi-level professional networks

Satu Kulmala, University of Helsinki, Finland; Kaiju Kangas, University of Helsinki, Finland; Kai Hakkarainen, University of Helsinki, Finland; Tiina Korhonen, University of Helsinki, Finland

Reading stories, reading selves

Ellen Fok, Hong Kong Polytechnic University, Bethel Bible Seminary, Hong Kong

Sustaining Educational Innovation Using an Elaborated Interconnected Model of Professional Growth

Brigitte de Kok, Hogeschool Utrecht, Netherlands; Maaïke Koopman, HU University of Applied Sciences Utrecht, Netherlands

Session I: 4

Time: 11:00-12:30

Location: 1022

ROUNDTABLE: DESIGN, SCIENTIFIC LITERACY AND EXPERT PERSPECTIVES**Chair**

Stefan Kessler, Pädagogische Hochschule Freiburg, Germany

What do expert surgeons and residents see differently in video-recorded laparoscopic surgeries

Fengyuan Wang, Wageningen University and Research Centre, Netherlands

Using Shannon Entropy to Quantify Creative Design Variability in Technology Education Classrooms

Mait Pinsel, University of Tartu, Estonia

Designing Community-Engaged Biomaking: A Pathway to Scientific Literacy for Young Learners

Shyong Quin Yap, Simon Fraser University, Canada; Yumiko Murai, Simon Fraser University, Canada

Session J: 1

Time: 14:00-15:30

Location: 1008

POSTER PRESENTATION: STEM LEARNING AND COGNITIVE PROCESSING**Chair**

Shyong Quin Yap, Simon Fraser University, Canada

Fostering Student Epistemic Agency via Teacher Adjustments in High School Science Inquiry

Yu-Hui Chang, National Sun Yat-sen University, Taiwan; Yueh-Chang Li, National Sun Yat-sen University, Taiwan; Leo Andrei Crisologo, National Sun Yat-sen University, Philippines; Chia-Long Wu, National Sun Yat-sen University, Taiwan

STEM Education: Benefits and Challenges of Using the Demonstration Method

Siu-Ping NG, The Education University of Hong Kong, Hong Kong; Chak-Him Fung, Hong Kong Baptist University, Hong Kong

Understanding How Learners Relate Concrete and Abstract Representations in Economic Education

Jonathan Heitzler, University of Education Freiburg, Germany; Franziska Birke, Institute for vocational training and economic education, Germany; Katharina Loibl, University of Education Freiburg, Germany; Timo Leuders, University of Education Freiburg, Germany

How 'Noisy' Is Learning? Auditory Classroom Characteristics and Children's Cognitive Performance

Sarah Münch, University of Wuppertal, School of Education, Germany; Claudia Kastens, Bergische University Wuppertal, Germany

Session J: 2

Time: 14:00-15:30

Location: 1004

POSTER PRESENTATION: MOTIVATION, EMOTION AND WELLBEING**Chair**

Julia Jochim, Euro-FH, Germany

Healthy Lifestyle and Professional Identity in Nursing Students: A Scoping Review

Marelle Grünthal-Drell, Tallinn University, Estonia

A Longitudinal Study Of Agentic Engagement, Peer Cohesion And Fear Of Negative Evaluation in School

Maddalena Vavassori, Università di Parma, Italy; Luisa Molinari, University of Parma, Italy; Valentina Grazia, Università degli studi di Parma, Italy

Reducing Anxiety in Vocal Music Performance

Sofia Vinhas, ISPA-Instituto Universitário, Portugal; Francisco Peixoto, ISPA - Instituto Universitário | EDUNova.ISPA, Portugal

What's Gender got to do with it? Pro-Environmental Orientation and Self-Efficacy in Youth

Sophia Jendrzewski, University of Münster, Germany

Science Anxiety, Uncertainty, and Self-Perceived Competence Among Estonian High School Students

Anne Mari Roost, University of Tartu, Institute of Ecology and Earth Sciences, Center for Science Education, Estonia; Miia Rannikmäe, University of Tartu, Estonia; Regina Soobard, University of Tartu, Estonia; Karin Täht, University of Tartu, Estonia

Session J: 3

Time: 14:00-15:30

Location: 1005

SINGLE PAPER: MULTILINGUAL, MIGRANT & REFUGEE LEARNERS**Chair**

Ellen Fok, Hong Kong Polytechnic University, Bethel Bibe Seminary, Hong Kong

Monolingual Early Childhood Educators Teaching Multilingual Children: A Scoping Review

Camila Jaramillo, Pontificia Universidad Católica de Chile, Chile

Co-creating a multilingual school program: a case of an Estonian school

Laura Kirss, Institute of Education, University of Tartu, Estonia

Adaptation Process and Academic Challenges of Ukrainian Refugee Children: A Scoping Review

Karyna Larshina, Tallinn University, Estonia; Olena Kozmenko, Volodymyr Dahl East Ukrainian National University (Ukraine), Ukraine; Aleksander Pulver, Tallinn University, Estonia; Kenn Konstabel, University of Tartu, Estonia

Session J: 4

Time: 14:00-15:30

Location: 1006

SINGLE PAPER: ASSESSMENT, SOCIO-EMOTIONAL SKILLS & TEACHER CONCEPTIONS**Chair**

Jobert Ngwenya, University of Jyväskylä, Finland

Relations between Personality, Socio-Emotional Skills, and Argumentation

Shuxin Ji, The University of Auckland, New Zealand; Stuart McNaughton, University of Auckland, New Zealand; Jacinta Oldehaver, The University of Auckland, New Zealand; Jialin Zhou, The University of Auckland, New Zealand

Developing and Validating a Classroom-Based Assessment of Higher-Order Scientific Thinking

Gilbert Langat, University of Szeged, Kenya; Gyöngyvér Molnár, University of Szeged, MTA-SZTE Digital Learning Technologies Research Group, Hungary

Teachers and their students' systems thinking. Preliminary findings.

Heli Aomets, Tallinn University, Estonia

Preservice Teachers' Assessment Conceptions: Validation and Implications for Teacher Education

Piseth Hull, University of Szeged, Cambodia; Tibor Vigh, University of Szeged, Hungary

Session J: 5

Time: 14:00-15:30

Location: 1025

SINGLE PAPER: LIFELONG, VOCATIONAL & PROFESSIONAL TRANSITIONS**Chair**

Katre Kikkas, University of Tartu, Estonia

The Role of Internship Quality during Lower Secondary Education for the Transition to VET

Julia Haas, University of Konstanz, Germany; Robin Busse, Technical University of Darmstadt, Germany; Stefanie Findeisen, University of Konstanz, Germany

Transferable skills of military career changers

Pauline Zuidema, Netherlands Organisation for Applied Scientific Research (TNO), Netherlands; Laura Haasper, Netherlands Organisation for Applied Scientific Research (TNO), Netherlands; Anna Hulshof, Netherlands Organisation for Applied Scientific Research (TNO), Netherlands; Esther Oprins, Netherlands Organisation for Applied Scientific Research (TNO), Netherlands; Heleen Pennings, HAN University of Applied Sciences, Nijmegen, Netherlands; Ard Lazonder, Radboud University, Netherlands

Customize DigCompOrg Framework for Nursing Education: Conceptual Approach and Empirical Findings

Friederike Kalkmann, University Osnabrück, Germany

Transitioning after incarceration: Learning and development through material mediation

Vrinda Gupta, University of Geneva, Switzerland