

Session Wed 10, 11:15 - 12:45:1

Time: 11:15-12:45

Location: Main Building, U4075

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 2**Chair**

Marjolein Deunk, University of Groningen, Netherlands

How do experienced teachers conceptualize students' talent compared to student teachers?

Julia Klug, PH Salzburg, Austria; Silke Rogl, PH Salzburg/ÖZBF, Austria; Kathrin Hamader, PH Salzburg, Austria

Beginning primary school teachers' work characteristics related to well-being and intention to quit

Fenny van Daalen-Visscher, University of Groningen, Netherlands; Hanke Korpershoek, University of Groningen, Netherlands; Matthijs Warrens, University of Groningen, Netherlands; Thibault Coppe, Université Libre de Bruxelles (ULB), Belgium

Profiles of work characteristics of beginning teachers in primary education

Fenny van Daalen-Visscher, University of Groningen, Netherlands; Hanke Korpershoek, University of Groningen, Netherlands; Matthijs Warrens, University of Groningen, Netherlands; Thibault Coppe, Université Libre de Bruxelles (ULB), Belgium

Teacher and Student Beliefs Towards Multilingualism: A Multilevel Analysis

Victoria Bertram, DIPF | Leibniz-Institute for Research and Information in Education, Germany; Katharina Maria Schneider, University of Konstanz, Germany; Valentina Reitenbach, BUW | University of Wuppertal, Germany; Jasmin Decristan, University of Wuppertal; IDeA-Research Center, Germany; Dominique Rauch, Ludwigsburg University of Education, Germany

Session Wed 10, 11:15 - 12:45:2

Time: 11:15-12:45

Location: Porthania P724

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 15**Chair**

Marieke Thurlings, Eindhoven University of Technology, Netherlands

Entrepreneurial Pedagogy in Teacher Education: Insights from Finnish Teacher Educators

Katharina Schild, Thurgau University of Teacher Education, Switzerland

How to promote early career teachers' work engagement

Liyuan E., University of Helsinki, Finland; Jenni Sullanmaa, University of Helsinki, Finland; Kirsi Pyhältö, University of Helsinki, Finland; Auli Toom, University of Helsinki, Finland

The effect of numeric feedback on coaching conversations and teacher skill development

John Papay, Brown University, United States; Julie Cohen, University of Virginia, United States

Identifying topical needs for and designing leadership education for teachers and principals

Janni Alho, University of Jyväskylä, Finland; Elina Fonsén, University of Jyväskylä, Finland; Eija Hanhimäki, University of Jyväskylä, Finland

Session Wed 10, 11:15 - 12:45:3

Time: 11:15-12:45

Location: Porthania P668

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 37**Chair**

Anne Haarala-Muhonen, University of Helsinki, Finland

The Reflective Architecture of Simulation: How Modalities Shape Reflective Learning

Orna Levin, Achva Academic College, Israel; Heidi Flavian, Achva Academic College, Israel

Designing for Reflection: Metacognitive Activation in Teacher Education Simulations

Orna Levin, Achva Academic College, Israel; MARÍA LAURA ANGELINI, UNIVERSIDAD CATÓLICA DE VALENCIA, Spain

Reflective Practice Among First-Year Students: Reflecting on Action for Study Skills Development

Anne Haarala-Muhonen, University of Helsinki, Finland; Anna Parpala, University of Helsinki, Finland

Examining interdisciplinary collaborative learning in medical interprofessional education

Crina Damsa, University of Oslo, Norway; Hanni Muukkonen, University of Oulu, Finland; Rachelle Esterhazy, Oslo Metropolitan University, Norway

Session Wed 10, 11:15 - 12:45:4

Time: 11:15-12:45

Location: Porthania P723

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 33

Chair

Janne Sääntti, University of Helsinki, Finland

Bridging Academic and Vocational Knowledge: Professionalization in Vocational Teacher Education

Niklas Sängner, Paderborn University, Germany; Tobias Jenert, Paderborn University, Germany

Social identification of teachers in preparatory service at vocational schools

Jule Hangen, Goethe University Frankfurt, Germany

From Critical Incidents to Reflective Learning: Communicative Competence in Vocational Training

Lara Wahrhausen, Universität Potsdam, Germany

Competence Discourse in Finnish Teacher Education: Critiques and Emerging Tensions

Johanna Annala, University of Jyväskylä, Finland; Janne Sääntti, University of Helsinki, Finland; Mikko Puustinen, University of Helsinki, Finland; Jyri Lindén, University of Tampere, Finland

Session Wed 10, 11:15 - 12:45:5

Time: 11:15-12:45

Location: Language Center 203

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 1

Chair

Päivi Kinnunen, University of Helsinki, Finland

~~**"One Emotion You Felt There": Teacher Emotional Discourse in Professional Development**~~~~Dana Vedder-Weiss, Ben-Gurion University of the Negev, Israel; Karin Garfat-Shaulov, Ben-Gurion University of the Negev, Israel~~**Changes in Student Teachers' Self-Efficacy and Motivational Factors During the Teaching Practice**

Katrin Poom-Valickis, Tallinn University, Estonia; Maile Käsper, Tallinn University, School of Educational Sciences, Estonia

Going through emotions – to show or not to show your emotions when teaching

Päivi Kinnunen, University of Helsinki, Finland; Virginia Grande, Uppsala University, Sweden; Mihaela Sabin, University of New Hampshire, United States; Matthew Barr, University of Glasgow, United Kingdom; Anne-Kathrin Peters, The Royal Institute of Technology (KTH), Sweden; Matilde Sanchez-Pena, University at Buffalo, United States

Factors promoting occupational wellbeing: teachers' and principals' views

Olli-Pekka Heinimäki, University of Helsinki, Finland; Lauri Hietajärvi, University of Helsinki, Finland; Katja Upadyaya, University of Helsinki, Finland; Mallis Elomaa, University of Helsinki, Finland; Hiroyuki Toyama, University of Helsinki, Finland; Kelly Ferber, University of Helsinki, Finland; Minna Huotilainen, University of Helsinki, Finland

Session Wed 10, 11:15 - 12:45:6

Time: 11:15-12:45

Location: Main Building U4080

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 40

Chair

Cécile Vassaux, UNIGE, Switzerland

Which Teacher Characteristics Matter? A Meta-Analysis of Longitudinal Evidence

Nikolaus Bönke, University of Freiburg, Germany; Gyde Wartenberg, Humboldt-University Berlin, Educational Research and Educational Psychology, Germany; Uta Klusmann, Humboldt-University Berlin, Germany; Tamar Voss, University of Freiburg, Germany

Unpacking the Individualized Nature of Transfer of Training Among In-Service Teachers

Bastian de Jong, University of Amsterdam, Netherlands

Role models in teachers' in-service professional learning: validating the status–attitude framework

Brent Theys, Ghent University, Belgium; Noel Clycq, University of Antwerp, Belgium; Ruben Vanderlinde, Ghent University, Belgium

Teaching practices and academic success in higher education: a multilevel analysis

Mikaël De Clercq, Université catholique de Louvain (UCL); Académie de Recherche et de l'Enseignement Supérieur (ARES), Belgium; Amélie Duguet, Université de Bourgogne Europe, France

Session Wed 10, 11:15 - 12:45:7

Time: 11:15-12:45

Location: Porthania P617

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 30

Chair

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

Teaching approaches at the University of Trento: What approaches do lecturers adopt?

Daniele Agostini, University of Trento (I), Italy; Elena Benini, University of Trento (I), Italy; Ligia Tomazin, University of Trento (I), Italy; Paola Venuti, University of Trento (I), Italy; Anna Serbati, University of Trento (I), Italy

Burnout profiles and psychological flexibility in an ACT-based online course for university staff

Veera Lampinen, University of Helsinki, Finland; Nina Katajavuori, University of Helsinki, Finland; Viktoria Balla, University of Helsinki, Finland; Ella Kämper, University of Helsinki, Finland; Henna Asikainen, University of Helsinki, Finland

USING DESIGN-BASED RESEARCH TO INNOVATE IN BUSINESS EDUCATION

Ellinor Allen, Monash University, Australia; Colin Jevons, Monash University, Australia

IS A LACK OF PRIOR KNOWLEDGE HAMPERING CRITICAL THINKING SKILLS DEVELOPMENT IN ACCOUNTING STUDENTS?

Colin Jevons, Monash University, Australia; Ellinor Allen, Monash University, Australia

Session Wed 10, 11:15 - 12:45:8

Time: 11:15-12:45

Location: Porthania P722

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 13

Chair

Jenni Sullanmaa, University of Helsinki, Finland

Preservice Teacher Identity in European Teacher Education: A Systematic Review from 2014 to 2024

Çagil Çetinkaya, University of Jyväskylä, Finland; Sotiria Varis, University of Jyväskylä, Finland

"I'm going to quit this shit" – dilemmas in professionalisation processes of early career teachers

Vanessa Pieper, University of Wuppertal, Germany; Rosi Ritter, Bergische Universität Wuppertal, Germany; Anna-Lena Molitor, University of Wuppertal, Germany; Michael Rochnia, University of Wuppertal, Germany; Judith Schellenbach-Zell, University of Wuppertal, Germany

Non-cognitive skills as early predictors of completion in initial teacher training

Sandra Dietrich, University of Leipzig, Germany; Kristofer Jachnow, Leipzig University, Germany; Brigitte Latzko, Leipzig University, Germany

Understanding Preservice Teachers' Futures Consciousness: Development and Validation of the TFC Scale

Xinlan Zhang, University of Helsinki, Finland

Session Wed 10, 11:15 - 12:45:9

Time: 11:15-12:45

Location: Language Center 206

SYMPOSIUM: CROSS-CULTURAL STUDIES IN HIGHER EDUCATION AND TEACHER EDUCATION

Chair

Julia Mendzheritskaya, Goethe-Universität Frankfurt, Germany

Organiser

Miriam Hansen, Goethe-Universität Frankfurt, Germany

Discussant

Jan Vermunt, University of Limassol, Cyprus

Cross-Cultural Comparison of Higher Education Teachers' Approaches to Teaching

Miriam Hansen, Goethe-Universität Frankfurt, Germany; Daniele Agostini, University of Trento (I), Italy; Irene Corvacho del Toro, University of Siegen, Germany; Ida Dringo-Horvath, Karoli Gaspar University of the Reformed Church in Hungary, Hungary; Marian Ilie, West University of Timisoara, Romania; Julia Mendzheritskaya, Goethe-Universität Frankfurt, Germany; Velibor Mladenovici, West University of Timisoara, Romania; Anna Parpala, University of Helsinki, Finland; Liisa Postareff, HAMK University of Applied Sciences, Finland; Uwe Richter, ARU Cambridge, United Kingdom; Anna Serbati, University of Trento (I), Italy; Ligia Tomazin, University of Trento (I), Italy

Pre-Service Teachers' Orientations to Learning to Teach and Self-Efficacy in Germany and Slovenia

Ann-Kathrin Quarda, Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU), Germany; Lisa Pösse, Justus Liebig University Giessen, Germany; Florian Hofmann, Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU), Germany; Berit Breins, Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU), Germany; Michaela Gläser-Zikuda, University of Erlangen-Nürnberg, Institute for Educational Science, Germany

AI Literacy Across Cultures: Testing the Short Version of the Meta AI Literacy Scale (MAILS-S)

Maria Zirenko, Goethe-Universität Frankfurt, Institute of Psychology, Germany; Sabine Fabriz, Goethe-Universität Frankfurt, Germany; Daniele Agostini, University of Trento (I), Italy; Mariana Crasovan, West University of Timisoara, Romania; Miriam Hansen, Goethe-Universität Frankfurt, Germany; Velibor Mladenovici, West University of Timisoara, Romania; Anna Serbati, University of Trento (I), Italy; Ligia Tomazin, University of Trento (I), Italy; Sittipan Yotyodying, Goethe University Frankfurt, Institute of Psychology, Germany

Session Wed 10, 11:15 - 12:45:10

Time: 11:15-12:45

Location: Language Center 204

SYMPOSIUM: COHERENCES WITHIN AND DIFFERENCES BETWEEN INITIAL TEACHER EDUCATION (ITE) PROGRAMMES**Chair**

Ruben Vanderlinde, Ghent University, Belgium

Organiser

Hannah Bijlsma, Radboud University, Netherlands

Discussant

Esther Canrinus, University of Agder, Norway

Coherence in Teacher Education: Insights from Student Teachers and Teacher Educators in Iceland

Berglind Gísladóttir, University of Iceland School of Education, Iceland

The networked teacher educator: ITE curriculum coherence through the lens of social capital theory

Pieter Flamand, Ghent University, Belgium; Thibault Coppe, Université Libre de Bruxelles, Belgium; Laura Thomas, Ghent University, Belgium; Ruben Vanderlinde, Ghent University, Belgium; Melissa Tuytens, Ghent University, Belgium

Differences between curricula of ITE-programmes in the Netherlands: A systematic analysis

Hannah Bijlsma, Radboud University, Netherlands

Session Wed 10, 11:15 - 12:45:11

Time: 11:15-12:45

Location: Porthania P673

SYMPOSIUM: BEYOND DIGITAL SKILLS: RETHINKING TEACHERS' PEDAGOGICAL DIGITAL COMPETENCE DEVELOPMENT**Chair**

Kairit Tammets, Tallinn University, Estonia

Organisers

Guy Cohen, Tel Aviv University, Israel; Yildiz Isaoglu, University for Continuing Education Krems, Austria; Hanna Järvenoja, University of Oulu, Finland; Tobias Ley, University for Continuing Education Krems, Austria; Tabea Rosenkranz, Ulm University, Germany; Tina Seufert, Ulm University, Germany; Marlene Wagner, University for Continuing Education Krems, Austria; Kateryna Zabolotna, University of Oulu, Finland, Finland

Discussant

Kirsti Lonka, University of Helsinki, Finland

Beyond SRL Skills: Self-Efficacy as a Foundation for Pre-Service Teachers' PDC Development

Kateryna Zabolotna, University of Oulu, Finland, Finland; Emma Lehtoaho, University of Oulu, Finland; Hanna Järvenoja, University of Oulu, Finland

Evaluating Pre-Service Teachers' Promotion of SRL in GenAI Settings through Lesson Plans

Guy Cohen, Tel Aviv University, Israel; Chen Bitton, Tel Aviv University, Israel; Anat Cohen, Tel Aviv University, Israel

Beyond Tech Skills: Situated Learning Builds Deeper Pedagogical Knowledge in Teacher Training

Tabea Rosenkranz, Ulm University, Germany; Tina Seufert, Ulm University, Germany; Aileen Herold, Ulm University, Germany; Anita Radi-Pentz, Ulm University Institute of Psychology and Education, Germany

Evaluating Teacher Training for Digital Competence: A Co-Designed Cost-Benefit Framework

Yildiz Isaoglu, University for Continuing Education Krems, Austria; Tobias Ley, University for Continuing Education Krems, Austria; Marlene Wagner, University for Continuing Education Krems, Austria

Session Wed 10, 11:15 - 12:45:12

Time: 11:15-12:45

Location: Language Center 205

SYMPOSIUM: CRITICAL ONLINE MEDIA AND AI USE BY STUDENTS IN HIGHER EDUCATION: INNOVATIVE MULTIMODAL ANALYSES**Discussant**

Patricia Alexander, University of Maryland, United States

Three-Wave Cross-Cohort Study of Students' AI and Media Engagement Across Four Academic Domains

Lukas Trierweiler, Johannes Gutenberg University of Mainz, Germany; Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University Mainz, Germany; Marie-Theres Nagel, Johannes Gutenberg University Mainz, Germany; Tobias Scherer, Johannes Gutenberg Universität Mainz, Germany; Elias Griesbeck-Bachmann, Johannes Gutenberg University Mainz, Germany; Christian Schemer, Johannes Gutenberg University Mainz, Germany; Marcus Maurer, Johannes Gutenberg University Mainz, Germany

How University Students' Online Source Quality Varies Across Contexts in Critical Online Reasoning

Elias Griesbeck-Bachmann, Johannes Gutenberg University Mainz, Germany; Tobias Scherer, Johannes Gutenberg Universität Mainz, Germany; Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University Mainz, Germany; Christian Schemer, Johannes Gutenberg University Mainz, Germany; Marcus Maurer, Johannes Gutenberg University Mainz, Germany; Marie-Theres Nagel, Johannes Gutenberg University Mainz, Germany; Lukas Trierweiler, Johannes Gutenberg University of Mainz, Germany

Critical Use of Online Sources by University Students: Narrative Analyses to Detect Authority Bias

Amina Touzos, Johannes Gutenberg-Universität Mainz, Germany; Mita Banerjee, Johannes Gutenberg-Universität Mainz, Germany; Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University Mainz, Germany; Carla Schelle, Johannes Gutenberg-Universität, Germany; Dominik Braunheim, Johannes Gutenberg-Universität, Germany; Patricia Alexander, University of Maryland, United States

University Students' Framing and Rational Reasoning in Open-Web Tasks: A Reconstructive Approach

Dominik Braunheim, Johannes Gutenberg-Universität, Germany; Carla Schelle, Johannes Gutenberg-Universität, Germany; Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University Mainz, Germany; Mita Banerjee, Johannes Gutenberg-Universität Mainz, Germany; Amina Touzos, Johannes Gutenberg-Universität Mainz, Germany

Session Wed 10, 14:00 - 15:30:1

Time: 14:00-15:30

Location: Main Building, U4075

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 21

Chair

Liisa Myrny, University of Helsinki, Finland

Approaches to learning and sense of belonging predicting study progress among science students

Liisa Myrny, University of Helsinki, Finland; Veera Kallunki, University of Helsinki, Finland

Socio-emotional skills and academic achievement in higher education: A systematic literature review

Janine JONGBLOED, Université de Montpellier, France; Manuel Bächtold, University of Montpellier, France; Laurent Brun, University of Montpellier, France

Does background matter? Application motives and performance of underrepresented students

Henna Kevarinmäki, University of Turku, Finland; Tommi Kokkonen, University of Turku, Finland; Hanna Nori, University of Turku, Finland; Jake McMullen, University of Turku, Finland

Fostering Pre-Service Teachers' Technological Pedagogical Reasoning

Kirsten Gronau, Carl von Ossietzky University Oldenburg, Germany; Ulrike-Marie Krause, Institute of Education, Carl von Ossietzky University Oldenburg, Germany

Session Wed 10, 14:00 - 15:30:2

Time: 14:00-15:30

Location: Porthania P724

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 32

Chair

Veera Lampinen, University of Helsinki, Finland

Practice self-efficacy changes across teacher education field practice: Is the devil in the detail?

Tine Nielsen, UCL University College, Odense, Denmark; Anders Houe Wisnewski, UCL University College, Odense, Denmark

From silos to synergy: Interprofessional education for supporting children at risk

Esther Canrinus, University of Agder, Norway; Camilla Herlofsen, University of Agder, Norway; Inger Marie Dalehefte, University of Agder, Norway; Anne Karin Vikstøl Olsen, University of Agder, Norway; Nataly García, University of Agder, Norway

Evidence-Informed Classroom Management in Physical Education: Mindsets, Beliefs, and Self-Efficacy

Johanna Korte, Department of Educational Science, University of Freiburg, Germany; Katrin Weller, Department of Educational Science, University of Freiburg, Germany; Tamar Voss, University of Freiburg, Germany

Navigating Linguistic Diversity: Pre-Service Teachers' Self-Efficacy in Providing Explanations

Saskia Samland, Leuphana University of Lüneburg, Germany; Poldi Kuhl, Leuphana Universität Lüneburg, Germany

Session Wed 10, 14:00 - 15:30:3

Time: 14:00-15:30

Location: Porthania P617

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 31

Chair

Susanna Hartikainen, University of Helsinki, Finland

Undergraduate students' conceptions of critical thinking

Ellinor Allen, Monash University, Australia; Colin Jevons, Monash University, Australia

Reflective writing in an experiential learning context to foster intellectual empathy and humility

Colin Jevons, Monash University, Australia; Ellinor Allen, Monash University, Australia

Epistemological Beliefs and Critical Online Reasoning Skills Among First-Year Students

Lisa Martin de los Santos, Johannes Gutenberg-University Mainz, Germany; Eric Klopp, Saarland University, Germany; Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University Mainz, Germany; Anna Horrer, Institute of Medical Education, LMU University Hospital, LMU Munich, Germany; Jan Zottmann, Institute of Medical Education, LMU University Hospital, LMU Munich, Germany

Medical Students' Online Reasoning: Navigating Health Information and Commercial Bias

Amina Touzos, Johannes Gutenberg-Universität Mainz, Germany; Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University Mainz, Germany; Mita Banerjee, Johannes Gutenberg-Universität Mainz, Germany; Carla Schelle, Johannes Gutenberg-Universität Mainz, Germany; Dominik Braunheim, Johannes Gutenberg-Universität Mainz, Germany

Session Wed 10, 14:00 - 15:30:4

Time: 14:00-15:30

Location: Porthania P723

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 9

Chair

Bastian de Jong, University of Amsterdam, Netherlands

Open Educational Practices for fostering Critical Digital Competence in Teacher Education

Maria Carme Peguera-Carré, Universitat de Lleida, Spain; Sara Buils, Universitat Jaume I, Spain; Daniel Gutiérrez-Ujaque, University of Lleida, Spain; Victoria I. Marín, University of Lleida, Spain

Teacher Well-Being With Digital Technologies: Social Representations of Finnish Pre-Service Teachers

Cécile Vassaux, UNIGE, Switzerland; Eija Juntunen, University of Helsinki, Finland; Joris Felder, Yllyl, Switzerland; Gaëlle Molinari, TECFA, Université de Genève, Switzerland; Katja Upadyaya, University of Helsinki, Finland

From Digital Tools to Digital Teaching: Strengthening Pre-Service Teachers' Digital Competence

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

Designing learning cycles: How variations shape student teachers' self-efficacy for a core practice

Hanne Jensen, UCL University College, Denmark; Christopher Neil Prilop, University of Aarhus, Denmark; Stefan Ting Graf, UCL University College, Denmark

Session Wed 10, 14:00 - 15:30:5

Time: 14:00-15:30

Location: Porthania P722

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 36

Chair

Dominik Petko, University of Zurich, Switzerland

Emotional Discourse as a Space for Identity construction in Pre-Service Teacher Education

Naama Ben-Dor, Ben-Gurion University of the Negev, Israel; Rotem Trachtenberg-Maslaton, Ben-Gurion University of the Negev, Israel; Dana Vedder-Weiss, Ben-Gurion University of the Negev, Israel

Pedagogical Empathy in EMI: How Teacher Educators Respond to Linguistic Challenges.

Charles Selorm Dzormeku, University of Helsinki, Finland; Koen Veermans, University of Turku, Finland; Alex Adobaw-Bansah, University of Cape Coast, Ghana

Inside Out: Heutagogy Driving Educational Activism via Initiative-Based Academic Retraining

Mirit Israeli, Kaye College of Education, Israel; Dafna Armoza-Levi, Kaye College of Education, Israel

Noticing through pupils' eyes: Using GenAI-mediated feedback to enhance relational noticing

Rikke Maagaard Gregersen, Aarhus University, Denmark; Christopher Neil Prilop, Aarhus University, Denmark; Birgitte Lund Nielsen, VIA University College, Denmark

Session Wed 10, 14:00 - 15:30:6

Time: 14:00-15:30

Location: Language Center 207

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 34

Chair

Laura Felby, Aarhus University, Denmark

Teachers' Discourses on the Future of Teaching and Assessment in Higher Education

Nina Katajaviuori, University of Helsinki, Finland; Pyörälä Eeva, University of Helsinki, Finland; Veera Kallunki, University of Helsinki, Finland; Päivi Kinnunen, University of Helsinki, Finland; Liisa Myyry, University of Helsinki, Finland

Do we need a numeric assessment? University students' conceptions of gradeless assessment

Veera Kallunki, University of Helsinki, Finland; Liisa Myyry, University of Helsinki, Finland; Milla Räisänen, University of Helsinki, Finland; Pyörälä Eeva, University of Helsinki, Finland; Nina Katajaviuori, University of Helsinki, Finland

Time, emotions and moral judgements: How university students position GenAI within their study

Margaret Bearman, Deakin University, Australia; Tim Fawns, Monash University, Australia; Thomas Corbin, CRADLE, Deakin University, Australia; Michael Henderson, Monash University, Australia; Scott Liang, University of Queensland, Australia; Glenys Oberg, University of Queensland, Australia; Kelly Matthews, University of Queensland, Australia

Adapting and maintaining self-set generic skills goals during a two-years graduate program

Heleen van Ravenswaaij, UMC Utrecht, Netherlands

Session Wed 10, 14:00 - 15:30:7

Time: 14:00-15:30

Location: Porthania P668

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 7**Chair**

Katri Kleemola, University of Helsinki, Finland

Students' perceptions of contextual resources contributing to their agency in university courses

Maarit Arvaja, University of Jyväskylä, Finland; Päivikki Jääskelä, University of Jyväskylä, Finland

Interventions to enhance students' social and academic integration: A systematic literature review

Cindy Verboven, KU Leuven - University of Leuven, Belgium; Lynn Van den Broeck, KU Leuven (BE), Belgium; Tinne De Laet, KU Leuven, Belgium; Carolien Van Soom, University of Leuven, Belgium

Medical students' professional vision in video thin slices of patient's room situations

Annalena Kolb, University of Augsburg, Germany; Ann-Kathrin Schindler, University of Augsburg, Germany; Petra Anders, University of Augsburg, Germany; Thomas Rotthoff, University of Augsburg, Germany; Ellen Kok, Utrecht University, Netherlands; Martin Gartmeier, TUM Medical Education Center, Germany; Marius Ott, University of Augsburg, Germany

Engagement Profiles and the Role of Guided Drop-In Sessions in First-Year University Mathematics

Jenni Bäckman, University of Eastern Finland, Finland; Johanna Rämö, University of Eastern Finland, Finland; Sanna Väisänen, University of Eastern Finland, Finland; Laura Hirsto, University of Eastern Finland, Finland

Session Wed 10, 14:00 - 15:30:8

Time: 14:00-15:30

Location: Language Center 203

SYMPOSIUM: UNDERSTANDING TEACHERS' EVIDENCE-INFORMED THINKING: CURRENT RESEARCH TRENDS AND FINDINGS**Chair**

Thamar Voss, University of Freiburg, Germany

Organiser

Thamar Voss, University of Freiburg, Germany

Discussant

Marc Kleinknecht, Leuphana University Lueneburg, Germany

Trends in the types and variety of evidence that educational researchers present (2010-2024)

Izaak Dekker, Amsterdam University of Applied Sciences (AUAS), Netherlands; Martijn Meeter, Vrije Universiteit Amsterdam, Netherlands

Beliefs before action: The inquiry habit of mind as a bottleneck in evidence-informed education

Jana Groß Ophoff, University of Teacher Education Thurgau, Germany; Jürgen Schneider, German Institute for International Educational Research (DIPF), Germany; Colin Cramer, University of Konstanz, Germany

When beliefs and teaching practice diverge from evidence

Thamar Voss, University of Freiburg, Germany; Julia Kienzler, Universität Freiburg, Germany

Session Wed 10, 14:00 - 15:30:9

Time: 14:00-15:30

Location: Porthania P673

SYMPOSIUM: FACTORS INFLUENCING HIGHER EDUCATION TEACHERS' TEACHING AND PROFESSIONAL COMPETENCE**Chair**

Liisa Postareff, HAMK University of Applied Sciences, Finland

Organisers

Milla Räisänen, University of Helsinki, Finland; Anna Parpala, University of Helsinki, Finland; Petri Nokelainen, Tampere University, Finland; Liisa Postareff, HAMK University of Applied Sciences, Finland

Discussant

Juuso Henrik Nieminen, Deakin University, Australia

Supporting Teachers' Pedagogical Regulation: The Role of Leadership and Work Environment

Mari Murtonen, University of Turku, Finland; Emmi Saariaho-Räsänen, University of Turku, Finland; Henna Vilppu, University of Turku, Finland

Higher Education Teachers' Teaching and Well-Being: The Mediating Effect of Mindfulness in Teaching

Milla Räisänen, University of Helsinki, Finland; Anna Parpala, University of Helsinki, Finland; Petri Nokelainen, Tampere University, Finland; Ilmari Puhakka, Tampere University, Finland; Merly Kosenkranius, Häme University of Applied Sciences, Finland; Liisa Postareff, HAMK University of Applied Sciences, Finland

Co-Thinking with AI - How AI Reconfigures Teacher Collaboration in Higher Education

Essi Ryymin, Häme University of Applied Sciences, Finland; Taina Civil-Hirvonen, Häme University of Applied Sciences, Finland; Aleksi Räsänen, Häme University of Applied Sciences, Finland; Liisa Postareff, HAMK University of Applied Sciences, Finland

Develop University Teaching for Student Engagement: Insights from Teachers and Students

Irene Douwes-van Ark, University of Groningen, Netherlands; Marjon Fokkens-Bruinsma, University of Groningen, Netherlands; Jan Folkert Deinum, University of Groningen, Netherlands; Hanke Korpershoek, University of Groningen, Netherlands

Session Wed 10, 14:00 - 15:30:10

Time: 14:00-15:30

Location: Language Center 205

SYMPOSIUM: LONGITUDINAL PERSPECTIVES ON TEACHER SELF-EFFICACY**Chair**

Jennifer Paetsch, University of Bamberg, Germany

Discussant

Prof. Tina Seidel, Technical University of Munich, Germany

Teachers' Self-Efficacy and Motivation in Teacher Education: Early Gains for Growth

Marjolein Zee, Erasmus University Rotterdam, Netherlands; Fadie Hanna, Amsterdam University of Applied Sciences, Netherlands; Kathleen Rudasill, Virginia Commonwealth University, United States

Longitudinal Growth Trajectories of Primary School Teachers' Self-Efficacy

Olli-Pekka Malinen, University of Helsinki, Finland; Akie Yada, Department of Psychology, Faculty of Education and Psychology, University of Jyväskylä, Finland, Finland; Hannu Savolainen, University of Eastern Finland, Finland

Long-Term Trajectories of Teacher Self-Efficacy Across Phases of Teacher Education

Sebastian Franz, Catholic University of Eichstaett-Ingolstadt, Germany; Jennifer Paetsch, University of Bamberg, Germany

Session Wed 10, 14:00 - 15:30:11

Time: 14:00-15:30

Location: Language Center 206

SYMPOSIUM: THE ROLE OF PSYCHOLOGICAL FLEXIBILITY IN EDUCATIONAL CONTEXTS**Chair**

Henna Asikainen, University of Helsinki, Finland

Discussant

Telle Haikari, Häme University of Applied Sciences, Finland

Finnish Principals' Work Passion Profiles and Associations with Psychological Flexibility

Sanna-Mari Muta, University of Helsinki, Finland; Olli-Pekka Heinimäki, University of Helsinki, Finland; Hiroyuki Toyama, University of Helsinki, Finland; Katja Upadaya, University of Helsinki, Finland

Psychological Flexibility as a Core Mechanism of First-Year Students' Academic Adjustment

Coralie Manzoni, UCLouvain, Belgium; Isabel Raemdonck, Université Catholique de Louvain, Belgium; Henna Asikainen, University of Helsinki, Finland; Liesje Coertjens, Université catholique de Louvain (UCL), Belgium; Mikaël De Clercq, Université catholique de Louvain (UCL); Académie de Recherche et de l'Enseignement Supérieur (ARES), Belgium

A person-centred study of an ACT-based intervention for pre-service teachers' wellbeing and coping

Ella Kämper, University of Helsinki, Finland; Kristiina Räihä, University of Helsinki, Finland; Veera Lampinen, University of Helsinki, Finland; Nina Katajavuori, University of Helsinki, Finland; Minna Huotilainen, University of Helsinki, Finland; Henna Asikainen, University of Helsinki, Finland

Factors Associated with Psychological Flexibility in Higher Education Students: A Systematic Review

Goshgar Mursalzade, University of Zaragoza, Spain; Sara Escriche-Martínez, University of Zaragoza, Spain; Sonsoles Valdivia-Salas, University of Zaragoza, Spain; Teresa I. Jiménez, University of Zaragoza, Spain; Ginesa López-Crespo, University of Zaragoza, Spain

Session Wed 10, 14:00 - 15:30:12

Time: 14:00-15:30

Location: Language Center 204

SYMPOSIUM: BUILDING INQUIRY-ORIENTED TEACHER IDENTITIES ACROSS CONTEXTS AND CAREER STAGES**Chair**

Paula Mayoral Serrat, Ramon Llull University, Spain

Organiser

Eva Liesa, Ramon Llull University, Spain

Discussant

Auli Toom, University of Helsinki, Finland

The role of inquiry-oriented teachers in the Netherlands

Chevy van Dorresteyn, University of Amsterdam, Netherlands; Jan Baan, Vrije Universiteit Amsterdam, Netherlands; Bente Van Nes, VU University Amsterdam, Netherlands

An inquiry-based practicum to promote an inquiry identity

Eva Liesa, Ramon Llull University, Spain; Paula Mayoral Serrat, Ramon Llull University, Spain; Natalia Contreras, Universitat Ramon Llull - Blanquerna, Spain; Auli Toom, University of Helsinki, Finland; Juan-José Mena Marcos, University of Salamanca, Spain

Barriers and Facilitators in Schools for Developing Inquiry-Oriented Practices

Paula Mayoral Serrat, Ramon Llull University, Spain; Eva Liesa, Ramon Llull University, Spain; Montserrat Alguacil, Ramon Llull University, Spain

Pre-service Teachers' Expectations for Inquiry-Oriented Practice in Spain and Italy

Eva Liesa, Ramon Llull University, Spain; Maria Beatrice Ligorio, University Bary, Italy; Paula Mayoral Serrat, Ramon Llull University, Spain; Natalia Contreras, Universitat Ramon Llull - Blanquerna, Spain

Session Wed 10, 16:00 - 17:30:1

Time: 16:00-17:30

Location: Main Building U4080

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 25

Chair

Telle Hailikari, Häme University of Applied Sciences, Finland

Investigating Teacher AI Competence: Tests of Measurement Invariance and Latent Mean Differences

Yanfen Chen, University of Erlangen-Nuremberg, Germany; Michaela Gläser-Zikuda, University of Erlangen-Nürnberg, Institute for Educational Science, Germany

Fostering Epistemic Agency in Higher Education through Reflective genAI-Supported Writing

Nina Isabella Schnatz, Zurich University of Applied Sciences (ZHAW), Switzerland

Student-Generated Questioning and AI: Does AI-Supported Distractor Construction Affect Learning?

Natalie Enders, Universität Hildesheim, Germany; Florian Klapproth, Medical School Berlin, Germany

Co-creation characteristics in AI hybrid space: entangled interactions

Hanni Muukkonen, University of Oulu, Finland; Anni silvola, University of Oulu, Finland; Crina Damsa, University of Oslo, Norway; Anceli Kaveri, University of Oulu, Finland; Egle Gedrimiene, University of Oulu, Finland

Session Wed 10, 16:00 - 17:30:2

Time: 16:00-17:30

Location: Porthania P617

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 4

Chair

Orna Levin, Achva Academic College, Israel

The Impact of Role on Learning in Reciprocal Mentoring Conversations Between Pre-Service Teachers

Roni Jutkowitz, Herzog College, The Hebrew University of Jerusalem, Israel; Yaron Lehavi, David Yellin Teachers' College, Israel; Avraham Merzel, The Hebrew University of Jerusalem, Israel

Fostering Student Creativity: The Role of the Effective School Leader and Culture

Alexander Zibenberg, Tel-Hai Academic College, Israel; Rimaa Da'as, The Hebrew University of Jerusalem, Israel

The Narrative Identity of Nonformal Educators as Shaped in Their Professional Stories

Tamar Milstein, Ben Gurion University and Kaye College, Israel; Dana Vedder-Weiss, Ben-Gurion University of the Negev, Israel

Session Wed 10, 16:00 - 17:30:3

Time: 16:00-17:30

Location: Porthania P668

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 27

Chair

Essi Ryymin, Häme University of Applied Sciences, Finland

Replication of Avatar Gender Effect on Math Performance through the Proteus Effect

Clara Pascal, Université Marie et Louis Pasteur, France; Benjamin Le Hénaff, Université Marie et Louis Pasteur, France; Florent Lheureux, Université Marie et Louis Pasteur, France

Experts' Perspectives on Myths in Sustainability Education: A Podcast-based Interview Study

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

Institutional Drivers to Educators' Sustainability Literacy in Engineering Education

Caroline Vonk, Eindhoven University of Technology, Netherlands; Valentina Tassone, Wageningen University, Netherlands; Esther Ventura-Medina, Eindhoven University of Technology, Netherlands

Sustainability Education 101: Designing, Implementing, and Evaluating an Online Development Course

Stefan T. Siegel, University of St.Gallen, Switzerland; Bernadette Dilger, University of St.Gallen, Switzerland

Session Wed 10, 16:00 - 17:30:4

Time: 16:00-17:30

Location: Main Building, U4075

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 20

Chair

Heidi Hyttinen, University of Eastern Finland, Finland

Teachers' perceptions of generic skills -Do methods, pedagogical practices, and training matter?

Tarja Tuononen, University of Helsinki, Finland; Heidi Hyttinen, University of Eastern Finland, Finland; Katri Kleemola, University of Helsinki, Finland; Telle Hailikari, Häme University of Applied Sciences, Finland; Auli Toom, University of Helsinki, Finland

Teacher feedback literacy as an emerging field: A scoping review

Turkan ISTENCIOGLU, Deakin University, Australia; David Boud, Deakin University/University of Technology Sydney, Australia; Phillip Dawson, Deakin University, Australia; Lan Yang, The Education University of Hong Kong, Hong Kong

Teachers' Appraisals, Emotional Arousal and Coping Experiences in Teaching Situations

Laura Pylväs, University of Helsinki, Finland; Ilmari Puhakka, Tampere University, Finland; Petri Nokelainen, Tampere University, Finland; Liisa Postareff, HAMK University of Applied Sciences, Finland; Anna Wallin, Tampere University, Finland; Anna Parpala, University of Helsinki, Finland

Teaching Profiles and Teachers' Perceptions of Students Learning Generic Skills

Tarja Tuononen, University of Helsinki, Finland; Natia Bendeliani, Eötvös Loránd University, Hungary

Session Wed 10, 16:00 - 17:30:5

Time: 16:00-17:30

Location: Porthania P723

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 6

Chair

Sirkku Lähdesmäki, University of Eastern Finland, Finland

What shapes AI pedagogy? Factors determining university teachers' innovative use of AI in teaching

Sirkku Lähdesmäki, University of Eastern Finland, Finland; Heidi Hyttinen, University of Eastern Finland, Finland

What Drives Interest in Teaching? Evidence from Young People in England and Wales

Sophie Thompson-Lee, University of Oxford, United Kingdom; Rebecca Snell, University of Oxford, Norham Gardens, United Kingdom; Robert Klassen, University of Oxford, United Kingdom

Teachers' Self-efficacy and Job Satisfaction: Quality of Cooperation as a Mediating Variable

Nevenka Maras, Faculty of Teacher Education, University of Zagreb, Croatia; Borna Nemet, University of Nevada, Las Vegas, Croatia; Ruzica Soldo, Mechanical engineering school Fausta Vrančića, Croatia; Ivancica Grubisic, -, Croatia

Pedagogical Change and Teacher Self-Efficacy: A Collaborative STEAM Professional Development

Juliana Abra-Olivato, EDUNOVA.ISPA - Interdisciplinary Research Centre in Education, Portugal; José Castro Silva, ISPA-Instituto Universitário, Portugal; Nadia Ferreira, EDUNOVA.ISPA - Interdisciplinary Research Center in Education, Portugal

Session Wed 10, 16:00 - 17:30:6

Time: 16:00-17:30

Location: Porthania P724

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 16

Chair

Renata Anna Dezso, University of Pecs, Faculty of Humanities and Social Sciences, Institute of Education Sciences, Hungary

Motivational and Relational Resources for Well-Being in Schools: Insights from Teachers and Students

Sandra Hans, Universität Freiburg, Germany; Tamar Voss, University of Freiburg, Germany

"I have no Drop of Pain for them!": Emotional Labour in Teachers' Discourse about Parents

Dana Vedder-Weiss, Ben-Gurion University of the Negev, Israel; Idit Fast, Ben Gurion University of the Negev, Israel

From teacher to change agent: four potential roles after teacher professionalization

Tamara van Woezik, Radboud University Nijmegen, Netherlands; Martina van Uum, Radboud Teachers Academy, Netherlands; Amber Walraven, Radboud Teachers Academy, Netherlands

Research-based Reflective Innovation: The Implementation Process of the AES-Tyrol

Selina Silian, University of Innsbruck, Austria; Sabrina Bacher, University of Innsbruck, Austria, Austria; Christian Kraler, Teacher Education and School Research, Austria; Claudia Schreiner, University of Innsbruck, Austria

Session Wed 10, 16:00 - 17:30:7

Time: 16:00-17:30

Location: Language Center 207

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 12**Chair**

Mikaël De Clercq, Université catholique de Louvain (UCL);
Académie de Recherche et de l'Enseignement Supérieur
(ARES), Belgium

Exploring patterns of change in attitudes towards research of teachers as postgraduate students

Maria Vrikki, University of Limassol, Cyprus; Ioulia Televantou, European University Cyprus, Cyprus; Elena Papanastasiou,
University of Nicosia, Cyprus

Evidence on Demand: (Future) Teachers' Expectations of Eight Media Sources

Linda Schirle, University of Stuttgart, Germany; Christine Sälzer, University of Stuttgart, Germany

Development and Validation of the Teachers' Digital Educational Equity Mindset (DEEM) Scale

Tobias M. Schifferle, Zurich University of Teacher Education, Switzerland; Leonie Sibley, Zurich University of Teacher
Education, Switzerland; Barbara Getto, Zurich University of Teacher Education, Switzerland

Exploring pre-service teachers' digital competence belief profiles

Charlott Rubach, University Rostock, Germany; Anne-Kathrin Hirsch, University of Rostock, Germany

Session Wed 10, 16:00 - 17:30:8

Time: 16:00-17:30

Location: Language Center 205

SYMPOSIUM: SEEING STUDENTS CLEARLY: GOALS AND CONTEXTS SHAPING TEACHER PROFESSIONAL VISION**Chair**

Tina Seidel, Technische Universität München, Germany

Organiser

Ilona Södervik, University of Helsinki, Finland

Discussant

Mari Murtonen, University of Turku, Finland

The role of student-oriented goals and visual attention for preservice teachers' reasoning

Tina Seidel, Technische Universität München, Germany; Ricardo Böheim, Technical University of Munich, Germany; Martin
Daumiller, University of Freiburg, Germany; Alijagic Aldin, University of Augsburg, Germany; Andreas Gegenfurtner,
University of Augsburg, Germany; Doris Lewalter, Technical University of Munich (TUM), Germany; Markus Dresel, University
of Augsburg, Germany

Teachers' Visual Expertise in Classroom Management

Halszka Maria Jarodzka, Open Universiteit, Department of Online Learning and Instruction, Netherlands; Senne Van Hoecke,
Open Universiteit, Netherlands

Shared Teacher Professional Vision in Co-Teaching Context

Ilona Södervik, University of Helsinki, Finland; Meri Lavikka, University of Helsinki, Finland; Eeva Haataja, University of
Helsinki, Finland

Session Wed 10, 16:00 - 17:30:9

Time: 16:00-17:30

Location: Language Center 204

SYMPOSIUM: TEACHING IN THE HYBRID INTELLIGENT SYSTEM: THE ROLE OF TEACHERS IN AI-ENHANCED EDUCATION**Chairs**

Tobias Ley, University for Continuing Education Krems,
Austria; Sanna Järvelä, University of Oulu, Finland; Kairit
Tammets, Tallinn University, Estonia

Discussant

Johanna Kaakinen, University of Turku, Finland

Regulation in AI-Supported Collaborative Learning: Roles of Teachers, Students and AI Agents

Ekaterina Astafeva, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland; Justin Edwards, University of
Oulu, Finland

From SSRL theory to teacher practice: A meta-skill toolkit for collaborative learning in the AI-era

Eija Vuorenmaa, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland; Hanna Järvenoja, University of
Oulu, Finland; Sara Ahola, University of Oulu, Finland, Finland

When teachers and AI plan lessons together: complementary roles in lesson design

Alice Aaviksoo, Tallinn University, Institute of Educational Sciences, Estonia; Kairit Tammets, Tallinn University, Estonia; Reet
Kasepalu, Tallinn University, Estonia; Jürgen Sikk, Tallinn University, Estonia

The Impact of AI and Pedagogical Guidance on the Quality of Learning Designs Created by Teachers

Tobias Ley, University for Continuing Education Krems, Austria; Gerti Pishtari, Danube University Krems, Austria; Florian
Gnadlinger, University for Continuing Education Krems, Austria

Session Wed 10, 16:00 - 17:30:10

Time: 16:00-17:30

Location: Language Center 206

SYMPOSIUM: ASSESSING TEACHERS' KNOWLEDGE, PROFESSIONAL VISION, AND PERFORMANCE IN TEACHER EDUCATION**Chair**

Marc Kleinknecht, Leuphana University Lüneburg, Germany

Discussant

Thamar Voss, University of Freiburg, Germany

How preservice teachers see the classroom: A case study of their mental representations

Henna Vilppu, University of Turku, Finland; Mirjamajja Mikkilä-Erdmann, University of Turku, Finland

Assessing Complex Skills in a VR-Context: The Development of PSTs' Classroom Management Strategies

Jolien Mouw, University of Groningen, Netherlands; Marjon Fokkens-Bruinsma, University of Groningen, Netherlands

Knowledge, self-efficacy, prof vision and performance. How can we measure competencies in one study?

Marc Kleinknecht, Leuphana University Lüneburg, Germany; Matthias Nückles, University of Freiburg, Germany; Hadmut Hipp, University of Freiburg, Germany

Knowledge, self-efficacy, prof vision and performance. How can we measure competencies in one study?

Marc Kleinknecht, Leuphana University Lüneburg, Germany

Session Wed 10, 16:00 - 17:30:11

Time: 16:00-17:30

Location: Porthania P673

SYMPOSIUM: STUDYING AND DEVELOPING PROFESSIONAL VISION IN HIGHER EDUCATION: STUDENT AND TEACHER PERSPECTIVES**Chair**

Ruben Vanderlinde, Ghent University, Belgium

Discussant

Eeva Haataja, University of Helsinki, Finland

Evaluating a Blended Intervention to Strengthen Teacher Candidates' Professional Vision.

Lien Dorne, UGENT, Belgium; Ruben Vanderlinde, Ghent University, Belgium; Wendelien Vantieghem, University Ghent, Belgium; Kris Van den Branden, KU LEUVEN, Belgium

How Statistics Teachers Notice Student Learning: Exploring Professional Vision in Higher Education

Benji van Beurden, University of Amsterdam, Netherlands; Monique Volman, University of Amsterdam, Netherlands; Niels Smit, University of Amsterdam, Netherlands; Natalie Pareja Roblin, University of Amsterdam, Netherlands

Impact of Feedback Type on Pre-Service Teachers' Professional Vision, Self-Efficacy, and Knowledge

Tijs Rotsaert, Ghent University, Belgium; Christopher Neil Prilop, Aarhus University, Denmark; Ruben Vanderlinde, Ghent University, Belgium

Session Wed 10, 16:00 - 17:30:12

Time: 16:00-17:30

Location: Language Center 203

SYMPOSIUM: Innovation in Assessing Domain-Specific Critical Online Reasoning and Its Growth in Higher Education**Chair**

HENRY BRAUN, BOSTON COLLEGE, United States

Discussant

Patricia Alexander

Longitudinal Digital Assessment of Student Development in Domain-Specific Critical Online Reasoning

Marie-Theres Nagel, Johannes Gutenberg University Mainz, Germany; Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University Mainz, Germany; Paul Frederik Hodes, Johannes Gutenberg-University Mainz, Germany; Lisa Martin de los Santos, Johannes Gutenberg-University Mainz, Germany; Bill Walstad, University of Nebraska Lincoln, United States

How Well Do LLMs Rate Domain-Specific Reasoning? A Multi-Method Comparison with Human Experts

Susanne Schmidt, Johannes Gutenberg-Universität Mainz, Germany; Paul Frederik Hodes, Johannes Gutenberg-University Mainz, Germany; Kevin Shenavai, Johannes Gutenberg-Universität Mainz business education, Germany; Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University Mainz, Germany; Marie-Theres Nagel, Johannes Gutenberg University Mainz, Germany; Johannes Wieland, Johannes Gutenberg University Mainz, Germany; Kai Cortina, University of Michigan, United States

Sample Selection Bias in Longitudinal Assessments of Domain-Specific Critical Online Reasoning

Lukas Trierweiler, Johannes Gutenberg University of Mainz, Germany; Susanne Schmidt, Johannes Gutenberg-Universität Mainz, Germany; Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University Mainz, Germany; Lisa Martin de los Santos, Johannes Gutenberg-University Mainz, Germany; Bill Walstad, University of Nebraska Lincoln, United States

How Vocational Experience and Domain Knowledge Shape Students' Domain-Specific Online Reasoning

Paul Frederik Hodes, Johannes Gutenberg-University Mainz, Germany; Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University Mainz, Germany; Marie-Theres Nagel, Johannes Gutenberg University Mainz, Germany; Lukas Trierweiler, Johannes Gutenberg University Mainz, Germany; Lisa Martin de los Santos, Johannes Gutenberg-University Mainz, Germany

Session Thu 11, 10:45 - 12:15:1

Time: 10:45-12:15

Location: Porthania P668

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 28**Chair**

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

Expanding the field practice experience scales (FPE-DK) to improve targeting to the population

Tine Nielsen, UCL University College, Odense, Denmark; Beate Tommerup Headley, UCL University College, Odense, Denmark; Gitte Gorm Larsen, UCL University College, Odense, Denmark

From seed to practice: Feedback engagement in master's thesis supervision in teacher education

Kim-Daniel Vattøy, Volda University College, Norway

Problem-Based Learning: Culturally Responsive Pedagogy in teachers training program

Rotem Trachtenberg-Maslato, Ben-Gurion University of the Negev, Israel

Teachers' Reflection and SRL Instruction Skills Through Virtual Reality Classroom Videos

Tova Michalsky, Bar-Ilan University, Israel

Session Thu 11, 10:45 - 12:15:2

Time: 10:45-12:15

Location: Main Building U4080

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 26**Chair**

Veera Kallunki, University of Helsinki, Finland

Determinants of Formative Assessment in Higher Education

Guillaume Dumas, University of Montpellier, France; Laurent Brun, Université de Montpellier, France; Maryam Akkouch-Ouakadi, University of Montpellier, France; Manuel Bächtold, University of Montpellier, France; Zi Yan, The Education University of Hong Kong, Hong Kong

Shifting Trust in the Age of AI: Teachers' and Students' Views on Exam Integrity in Higher Education

Kati Kasanen, University of Eastern Finland, Finland; Sari-Johanna Karhapää, University of Eastern Finland, Finland

Learning to Assess in the Age of AI: Findings from a Study with Preservice Teachers

Marie-Helene Hebert, TELUQ University, Canada; Naomie Fournier Dubé, Université de Montréal, Canada

The elephant in the room: grading in an age of Artificial Intelligence

Juuso Henrik Nieminen, Deakin University, Australia; Margaret Bearman, Deakin University, Australia; Joanna Tai, Deakin University, Australia; Thomas Corbin, CRADLE, Deakin University, Australia; David Boud, Deakin University/University of Technology Sydney, Australia; Phillip Dawson, Deakin University, Australia

Session Thu 11, 10:45 - 12:15:3

Time: 10:45-12:15

Location: Main Building, U4075

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 17**Chair**

Liesje Vanhaecke, University of Antwerp/ Catholic University of Leuven, Belgium

Lessons for Teacher Education on the Warm Demander Attitude as Part of Relational Pedagogy

Renata Anna Dezzo, University of Pecs, Faculty of Humanities and Social Sciences, Institute of Education Sciences, Hungary; Hanna Barabás, University of Pécs, Hungary

Investigating static and adaptive AI-generated scaffolding on pre-service biology teachers' ePCK

Elisa Henle, LMU Munich, Germany; Patrizia Weidenhiller, LMU Munich, Germany; Franziska Behling, LMU Munich, Germany; Birgit J. Neuhaus, LMU Munich, Germany

Conceptualizing Openness in Primary Education: Dimensions and Intensities

David Hubner, University College for Teacher Education Augustinum, Graz, Austria; Daniela Longhino, Pädagogische Hochschule Steiermark, Austria

Action research as reflective practice in teaching and teacher education

Ildikó Zank, University of Pécs Faculty of Humanities and Social Sciences, Hungary

Session Thu 11, 10:45 - 12:15:4

Time: 10:45-12:15

Location: Porthania P724

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 19

Chair

Ilona Södervik, University of Helsinki, Finland

How curriculum making relates to wellbeing among pedagogical leaders and teachers?

Jenni Sullanmaa, University of Helsinki, Finland; Lotta Tikkanen, University of Helsinki, Finland; Kirsi Pyhältö, University of Helsinki, Finland

Students' experiences of doctoral education: Integrating cognitive, social, and affective dimensions

Tobias Jenert, Paderborn University, Germany; Caren Sureth-Sloane, University of Paderborn, Germany; Julia Gördes, University of Paderborn, Germany; Sönke Sievers, University of Paderborn, Germany

Learning Generic Skills During the First Three Years of University Studies

Anne Virtanen, University of Jyväskylä, Finland; Majja Gerlander, University of Jyväskylä, Finland; Eeva Kallio, University of Jyväskylä, Finland; Peppi Taalas, University of Jyväskylä, Finland; Päivi Tynjälä, University of Jyväskylä, Finland

Considering Learning Transfer in Higher Education: An Offer-and-Use Model

Pia Schäfer, RPTU University Kaiserslautern-Landau, Germany; Alisha Koch, RPTU University Kaiserslautern-Landau, Germany; Susanne Wisshak, RPTU University Kaiserslautern-Landau, Germany

Session Thu 11, 10:45 - 12:15:5

Time: 10:45-12:15

Location: Porthania P617

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 39

Chair

Tomi Kiviluoma, University of Helsinki, Finland

Personality and Sense of Belonging among International Students: The Role of Social Interactions

Zhouer Li, University of Hamburg, Germany; Carla Bohndick, University of Hamburg, Germany; Julia Zimmermann, FernUniversität in Hagen, Germany; Jonas Breetzke, University of Hamburg, Germany

Multidisciplinary Student Collaboration in a Genomics and the City Assignment: Boundary Crossing

Canan Mesutoglu, Erasmus University Rotterdam, Netherlands; Iris Jansen-Bakkeren, Department of Clinical Genetics, Erasmus MC, Netherlands

The impact of overcontrolling teacher behavior in problem-based learning in higher education

Irmela Blüthmann, Freie Universität Berlin, Germany; Anabel Bach, Freie Universität Berlin, Germany; Harm Peters, Charité-Universitätsmedizin Berlin, Germany; Felicitas Thiel, Freie Universität Berlin, Germany; Rainer Watermann, Freie Universität of Berlin, Germany

A multilingual systematic analysis and proposal of a framework for defining Hybrid Learning

Tetyana Vereshchahina, University of Fribourg, Switzerland and NAUKMA University, Ukraine; Bernadette Charlier, University of Fribourg, Switzerland; Paola Costa Cornejo, Sorbonne University, France

Session Thu 11, 10:45 - 12:15:6

Time: 10:45-12:15

Location: Porthania P722

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 24

Chair

Emmi Saariaho-Räsänen, University of Turku, Finland

How former beginning teachers reach the final decision to quit

Huixuan Xu, The Education University of Hong Kong, Hong Kong; Zhuoran Li, The Education University of Hong Kong, Hong Kong; Jiaxin Wang, The Education University of Hong Kong, Hong Kong

From first year in teacher education to the first year as a teacher: The tensions and the becomings

Birgitte Lund Nielsen, VIA University College, Denmark

The Dilemma and Responses to Life Education in Taiwan's Primary and Secondary Schools

Pilan Kuo, Graduate Institute of Curriculum & Instruction, College of Education, National University of Tainan, Taiwan

Using the lesson study method to support implementing inclusive practices in primary education

Äli Leijen, University of Tartu, Estonia; Liina Lepp, University of Tartu, Estonia; Kirke Möllits, University of Tartu, Estonia; Tiina Kivirand, University of Tartu, Estonia; Riin Tamm, University of Tartu, Estonia; Mare Tallo, Tallinn University, Estonia

Session Thu 11, 10:45 - 12:15:7

Time: 10:45-12:15

Location: Language Center 204

SYMPOSIUM: SUPPORTING REFLECTION AND INNOVATION THROUGH ACADEMIC DEVELOPMENT**Chair**

Rik Vangangelt, Utrecht University, Netherlands

Organisers

Marloes Vreekamp, Wageningen University and Research Centre, Netherlands; Svenne Groeneweg, University of Amsterdam, Netherlands; Beste Yıldırım, Eötvös Loránd University, Budapest, Hungary

Discussant

Helga Dorner, Eötvös Loránd University, Hungary

Unravelling teacher learning during a PDP: a longitudinal multiple case study

Marloes Vreekamp, Wageningen University and Research Centre, Netherlands; Judith Gulikers, Wageningen University, Netherlands; Piety Runhaar, Wageningen University, Netherlands; Perry den Brok, Wageningen University, Netherlands

Social Networks as Vehicles for Innovation and Reflection in a SoTL Academic Development Program

Svenne Groeneweg, University of Amsterdam, Netherlands; Natalie Parejia Roblin, University of Amsterdam, Netherlands; Daphne van Weijen, University of Amsterdam, Netherlands; Monique Volman, University of Amsterdam, Netherlands

University teachers' engagement in educational scholarship and research

Rik Vangangelt, Utrecht University, Netherlands; Noah Rookmaaker, Utrecht University, Netherlands; Isa Witteveen, University Utrecht, Netherlands; Esther van Dijk, Universiteit Utrecht / Hogeschool Utrecht, Netherlands; Frans Prins, Utrecht University, Netherlands; Manon Kluijtmans, University Utrecht, Netherlands

Academic Developers as Boundary Crossers: Facilitating Organizational Learning and Innovation

Beste Yıldırım, Eötvös Loránd University, Budapest, Hungary

Session Thu 11, 10:45 - 12:15:8

Time: 10:45-12:15

Location: Language Center 206

SYMPOSIUM: BECOMING PROFESSIONAL – LEARNING, PROFESSIONAL AGENCY AND WELLBEING IN THE EARLY YEARS OF TEACHING**Chair**

Tiina Soini-Ikonen, Tampere University, Finland

Discussant

Mareike Kunter

(Director at the Department Teacher and Teaching Quality at the DIPF) Leibniz-Institute for Research and Information in Education & Professor for Empirical Educational Research with a Focus on Professional Behaviors of Educators at Goethe University Frankfurt)

Early Career Teachers' Professional Agency in the Classroom and Socio-contextual Burnout

Roosa Yli-Pietilä, Tampere University, Finland; Kirsi Pyhältö, University of Helsinki, Finland; Janne Pietarinen, University of Eastern Finland, Finland; Auli Toom, University of Helsinki, Finland; Arniika Kuusisto, University of Helsinki, Finland; Tiina Soini-Ikonen, Tampere University, Finland

Engaging ECTs in Collective Decision Making Supports Their Professional Learning and Agency

Kirsi Pyhältö, University of Helsinki, Finland; Jan Vermunt, University of Limassol, Cyprus; Roosa Yli-Pietilä, Tampere University, Finland; Peter Dudley, University of Cambridge, United Kingdom; Riikka Hofmann, University of Cambridge, United Kingdom; Auli Toom, University of Helsinki, Finland; Janne Pietarinen, University of Eastern Finland, Finland; Kaisa Haverinen, University of Eastern Finland, Finland; Arniika Kuusisto, University of Helsinki, Finland; Tiina Soini-Ikonen, Tampere University, Finland

Early Career Teacher Learning in Chaos

Tiina Soini-Ikonen, Tampere University, Finland; Janne Pietarinen, University of Eastern Finland, Finland; Emmi Saariaho-Räsänen, University of Turku, Finland; Ville Jokela, Tampereen yliopisto, Finland; Arniika Kuusisto, University of Helsinki, Finland; Kirsi Pyhältö, University of Helsinki, Finland; Auli Toom, University of Helsinki, Finland; Peter Dudley, University of Cambridge, United Kingdom

Becoming a Teacher: Theoretical Reflections on Professional Agency

Tiina Soini-Ikonen, Tampere University, Finland; Roosa Yli-Pietilä, Tampere University, Finland; Douwe Beijaard, Eindhoven University of Technology, Netherlands; Henrika Anttila, University of Helsinki, Finland; Janne Pietarinen, University of Eastern Finland, Finland; Kirsi Pyhältö, University of Helsinki, Finland; Auli Toom, University of Helsinki, Finland

Session Thu 11, 10:45 - 12:15:9

Time: 10:45-12:15

Location: Porthania P673

SYMPOSIUM: ADVANCING THE ASSESSMENT OF CRITICAL THINKING IN HIGHER EDUCATION: VALIDITY AND COMPARABILITY**Chair**

Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University Mainz, Germany

Organiser

Natalia Ronderos, University of Zurich, Institute of Education, Switzerland

Discussant

HENRY BRAUN, BOSTON COLLEGE, United States

Capturing the associations among critical thinking and character traits at a Jesuit college

HENRY BRAUN, BOSTON COLLEGE, United States; Shaun Dougherty, Boston College, United States

Reliability and Validity of a Large-Scale Critical Thinking Performance Assessment

Joaquín Castillo Ungar, Universidad de los Andes, Colombia; Julian Mariño, Universidad de los Andes, Colombia; Camilo López, Universidad de los Andes, Colombia; María Orduz, Universidad de los Andes, Colombia; Elvia Sanchez, Universidad de los Andes, Colombia; Juan Jacobo Garzon, Universidad de los Andes, Colombia

Recognizing and Considering Conflicting Perspectives in Critical Thinking

Thiemo Hagen, Johannes Gutenberg University Mainz, Germany; Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University Mainz, Germany; Dominik Braunheim, Johannes Gutenberg-Universität, Germany; Katharina Depré, Johannes Gutenberg-Universität Mainz, Germany; Richard Shavelson, Stanford University, United States

On the Feasibility of Cross-national Performance Assessments of Critical Thinking

Natalia Ronderos, University of Zurich, Institute of Education, Switzerland; Doreen Flick-Holtz, Institute of Education, University of Zurich, Switzerland; Richard Shavelson, Stanford University, United States

Session Thu 11, 10:45 - 12:15:10

Time: 10:45-12:15

Location: Language Center 205

SYMPOSIUM: ACADEMIC DEVELOPMENT OF TEACHER EDUCATORS: INDIVIDUAL AGENCY AND INSTITUTIONAL DEVELOPMENT**Chair**

Katharina Schild, Thurgau University of Teacher Education, Switzerland

Organiser

Franziska Zellweger, Zurich University of Teacher Education, Switzerland

Discussant

Ruben Vanderlinde, Ghent University, Belgium

Roles of teacher educators: Framework to support teacher educator career development in teaching

Franziska Zellweger, Zurich University of Teacher Education, Switzerland; Liana Pirovino, Pädagogische Hochschule Zürich, Switzerland; Christine Neresheimer, Zurich University of Teacher Education, Switzerland; Kristel Ross, Zurich University of Teacher Education, Switzerland

Balancing Agency and Sharing in Teacher Educator Development: Two Swiss Cases

Doris Ittner, University of Teacher Education Bern, Switzerland; Katharina Schild, Thurgau University of Teacher Education, Switzerland

Teachers' reflections on adaptive performance in higher education

Despoina Georgiou, Utrecht University, Netherlands; Lisette van Bruggen, UMC Utrecht, Netherlands; Helena Pennings, HAN University of Applied Sciences & Radboud University, Netherlands; Lars De Vreugd, University Medical Center Utrecht, Netherlands; Nico den Breejen, University Medical Center Utrecht, Netherlands; Marieke van den Schaaf, Utrecht University, Netherlands

Meta-Reflexivity as a Requirement for Teacher Educators in Fragmented Teacher Education Systems

Colin Cramer, University of Konstanz and Thurgau University of Teacher Education, Germany

Session Thu 11, 10:45 - 12:15:11

Time: 10:45-12:15

Location: Language Center 203

SYMPOSIUM: AI IN HIGHER EDUCATION: SELF-EFFICACY, COLLABORATIVE LEARNING, AND PEDAGOGICAL ORIENTATIONS**Chair**

Sirkku Lähdesmäki, University of Eastern Finland, Finland

Discussant

Heidi Hyttinen, University of Eastern Finland, Finland

Understanding Students' AI Self-Efficacy: Evidence from a German Higher Education Context

Maria Zirenko, Goethe-University Frankfurt, Institute of Psychology, Germany; Sabine Fabriz, Goethe-Universität Frankfurt, Germany; Sittipan Yotyodying, Goethe University Frankfurt; Institute of Psychology, Germany; Holger Horz, Goethe-University Frankfurt, Institute of Psychology, Germany

Rethinking Learning and Collaboration in the Age of Generative AI

Crina Damsa, University of Oslo, Norway; Rogers Kaliisa, University of Oslo, Faculty of Education, Norway; Velibor Mladenovici, West University of Timisoara, Romania

Teachers' Pedagogical AI Orientations: Supporting Reflection on AI Use in Higher Education Teaching

Sirkku Lähdesmäki, University of Eastern Finland, Finland

Session Thu 11, 13:30 - 15:00:1

Time: 13:30-15:00

Location: Language Center 204

SYMPOSIUM: LEARNING TOGETHER: THE ROLE OF PEERS IN HIGHER AND TEACHER EDUCATION**Chair**

Izaak Dekker, Amsterdam University of Applied Sciences (AUAS), Netherlands

Organiser

Izaak Dekker, Amsterdam University of Applied Sciences (AUAS), Netherlands

Discussant

Milla Räisänen, University of Helsinki, Finland

Development and validation of a transferable peer learning skills scale

Izaak Dekker, Amsterdam University of Applied Sciences (AUAS), Netherlands; Joakim Malm, Lund University, Sweden; Michelle Whitford, Torrens University, Australia; William Carey, Lund University / Loughborough University, Sweden

Preparing students for near-peer teaching and its outcomes: A systematic literature review

Marieke Thurlings, Eindhoven University of Technology, Netherlands; Laurie Delnoij, Maastricht University SBE, Ts 53, Netherlands; Izaak Dekker, Amsterdam University of Applied Sciences (AUAS), Netherlands; Jan Van der Veen, Eindhoven University of Technology, Netherlands

Belonging matters: The role of program context in students' loneliness

Esther Canrinus, University of Agder, Norway; Mareike Brehmer, University of Agder, Norway; Adina Nydahl, University of Agder, Norway

Session Thu 11, 13:30 - 15:00:2

Time: 13:30-15:00

Location: Porthania P724

COLLABORATIVE SPACE: PROBLEM-BASED TASKS FOR TESTING AND PROMOTING FINANCIAL LITERACY THROUGH TEACHERS**Problem-based tasks for testing and promoting financial literacy through teachers**

Vinzent Weber, Goethe-University Frankfurt, Germany; Eveline Wuttke, Goethe-Universität Frankfurt, Germany; Andreas Emter, Universität Potsdam, Germany; Johann Faltermeier, OTH Amberg Weiden, Germany; Manuel Förster, Technical University of Munich, Germany; Baerbel Fuerstenau, TU Dresden, Germany; Roland Happ, Leipzig University, Germany; Josseline Stock, Leipzig University, Germany; Mandy Hommel, OTH Amberg-Weiden, Germany; Andreas Kraitzek, Technical University Munich, Germany; Jessica Nitsch, TU Dresden, Germany; Christin Siegfried, Universität Potsdam, Germany

Session Thu 11, 13:30 - 15:00:3

Time: 13:30-15:00

Location: Main Building, U4075

COLLABORATIVE SPACE: STUDENT AGENCY CHALLENGE: DEVELOPING A GAME TO FOSTER STUDENT AGENCY**Student Agency Challenge: Developing a game to foster student agency**

Kyle van den Langenberg, HAN University Nijmegen, Netherlands; Harry Stokhof, HAN University of Applied Sciences, Netherlands; Helma Oolbekkink-Marchand, HAN University of Applied Sciences, Netherlands

Session Thu 11, 13:30 - 15:00:4

Time: 13:30-15:00

Location: Language Center 203

SYMPOSIUM: HOW DO STUDENTS ADAPT THEIR LEARNING TO INNOVATIVE PEDAGOGIES?**Chair**

Jan Vermunt, University of Limassol, Cyprus

Organisers

Karolina Doulougeri, Eindhoven School of Education, Netherlands; Jan Vermunt, University of Limassol, Cyprus

Discussant

Kirsti Lonka, University of Helsinki, Finland

Redesigning to CBL - Effects on Student Motivation, Learning Strategies, and Outcomes

Kerstin Helker-Schlotmann, CBS University of Applied Sciences, Germany; Isabelle Reymen, Eindhoven University of Technology, Netherlands; Miguel Bruns, Eindhoven University of Technology, Netherlands; Jan Vermunt, University of Limassol, Cyprus

From Learning Approaches to Engagement in HE: Proactive Learning Through Study Crafting

Merly Kosenkranius, Häme University of Applied Sciences, Finland; Sara Rönkkönen, Häme University of Applied Sciences, Finland, Finland; Telle Hailikari, Häme University of Applied Sciences, Finland, Finland; Viivi Virtanen, Häme University of Applied Sciences, Finland

From Self to Shared Regulation: A Thematic Trajectory Analysis of Challenge-Based Learning Teams

Karolina Doulougeri, Eindhoven School of Education, Netherlands; Weiwei Li, Eindhoven University of Technology, Netherlands; Michael Bots, Politie Academie, Netherlands; Gunter Bombaerts, Eindhoven University of Technology, Netherlands; Jan Vermunt, University of Limassol, Cyprus

AI Literacy and Learning Strategies among University Students: A Latent Profile Analysis

Mariana Crasovan, West University of Timisoara, Romania; Velibor Mladenovici, West University of Timisoara, Romania; Jan Vermunt, University of Limassol, Cyprus

Session Thu 11, 13:30 - 15:00:5

Time: 13:30-15:00

Location: Language Center 205

SYMPOSIUM: CONCEPTUALISING & MEASURING PROFESSIONAL VISION**Chairs**

Thibaut Duthois, Ghent University, Belgium; Ilona Södervik, University of Helsinki, Finland

Organisers

Thibaut Duthois, Ghent University, Belgium; Ilona Södervik, University of Helsinki, Finland

Discussant

Halszka Maria Jarodzka, Open Universiteit, Department of Online Learning and Instruction, Netherlands

Development of professional vision in university teachers: a theoretical contribution

Neea Heinonen, University of Eastern Finland, Finland; Ilona Södervik, University of Helsinki, Finland

A gender perspective on teacher professional vision

Andreas Gegenfurtner, University of Augsburg, Germany; Sylvia Gabel, University of Augsburg, Germany; Alijagic Aldin, University of Augsburg, Germany; Özün Keskin-Senkal, University of Augsburg, Germany

Comparing mobile eye tracking with comparative judgement as measurements of ECE teachers' noticing

Thibaut Duthois, Ghent University, Belgium; Lien Dorme, UGENT, Belgium; Maribel Montero-Perez, Ghent University, Belgium; Piet Van Avermaet, Ghent University, Belgium; Ruben Vanderlinde, Ghent University, Belgium

Exploring mathematics teacher noticing across career stages

Rebekka Stahnke, IPN Leibniz Institute for Science and Mathematics Education, Germany; Frederica Becker, Paderborn University, Germany; Julia Bruns, Paderborn University (UPB), Germany

Session Thu 11, 13:30 - 15:00:6

Time: 13:30-15:00

Location: Porthania P673

SYMPOSIUM: UNDERSTANDING AND IMPROVING TEACHER RETENTION: INNOVATION AND REFLECTION**Chair**

Robert Klassen, University of Oxford, United Kingdom

Discussant

Robert Klassen, University of Oxford, United Kingdom

Early Career Teachers' Intention to Quit: The Role of Basic Psychological Need Satisfaction

Verena Jörg, DIPF | Leibniz Institute for Research and Information in Education, Germany; Theresa Dicke, Australian Catholic University, Australia; Mareike Kunter, DIPF | Leibniz Institute for Research and Information in Education, Germany

Rethinking Teacher Education: Non-Cognitive Skills and Retention in the Quebec Context

Anne-Michele Delobbe, Université du Québec à Rimouski, Canada; Chantale Jeanrie, Université Laval, Canada

The Five-Year-Itch: A Qualitative Study of Early Career Teachers' Motivation

Rebecca Snell, University of Oxford, Norham Gardens, United Kingdom; Sophie Thompson-Lee, University of Oxford, United Kingdom; Robert Klassen, University of Oxford, United Kingdom

Session Thu 11, 13:30 - 15:00:7

Time: 13:30-15:00

Location: Main Building U4080

COLLABORATIVE SPACE: AGENCY AS A MEDIATING TOOL IN THE DESIGN OF CONTEXTUALLY RESPONSIVE TEACHER EDUCATION CURRICULA**Agency as a Mediating Tool in the Design of Contextually Responsive Teacher Education Curricula**

Lais Oliveira Leite, University of Eastern Finland, Finland; Sari Havu-Nuutinen, University of Eastern Finland, Finland; Erko Sointu, University of Eastern Finland, Finland

Session Thu 11, 13:30 - 15:00:8

Time: 13:30-15:00

Location: Porthania P722

COLLABORATIVE SPACE: BUILDING BRIDGES BETWEEN SOTL AND HER**Building Bridges Between SoTL and HER**

Despoina Georgiou, Utrecht University, Netherlands; Helga Dörner, Eötvös Loránd University, Hungary; Robert Kordts, University of Bergen, Norway; Irma Meijerman, Utrecht University, Netherlands

Session Thu 11, 13:30 - 15:00:9

Time: 13:30-15:00

Location: Language Center 206

SYMPOSIUM: INEQUALITY IN INTERACTIONS: CLASSROOM PROCESSES AS FACILITATORS FOR EDUCATIONAL INEQUALITIES**Chair**

Mareike Kunter, DIPF | Leibniz Institute for Research and Information in Education, Germany

Organisers

Mareike Kunter, DIPF | Leibniz Institute for Research and Information in Education, Germany; Hannah Kleen, DIPF | Leibniz Institute for Research and Information in Education, Germany

Discussant

Sigrun Ertesvåg, University of Stavanger, Norway

Teacher Wait Time: Conditions and Consequences in Contemporary Primary School

Jasmin Decristan, University of Wuppertal; IDEa-Research Center, Germany

Warmth and competence stereotypes in teachers' language: Bias across student gender and ethnicity

Hannah Kleen, DIPF | Leibniz Institute for Research and Information in Education, Germany; Jeannette Garcia Coppersmith, Harvard Graduate School of Education, United States; Heather Hill, Harvard Graduate School of Education, United States

Teaching quality affecting changes in achievement for different groups of students

Trude Nilsen, University of Oslo, Norway; Wangqiong Ye, University of Oslo, Norway; Nani Teig, University of Oslo, Norway

Systematic Differences in Relational Needs With Teachers Among Ethnically Diverse Students

Marjolein Zee, Erasmus University Rotterdam, Netherlands; Ruben Fukkink, Universiteit van Amsterdam, Netherlands; Debora Roorda, University of Amsterdam, Netherlands; Fadie Hanna, Amsterdam University of Applied Sciences (AUAS), Netherlands

Session Thu 11, 13:30 - 15:00:10

Time: 13:30-15:00

Location: Language Center 207

COLLABORATIVE SPACE: XR LEARNING: THE POTENTIALS OF VOLUMETRIC VIDEOS IN TEACHER EDUCATION**XR Learning: The Potentials of Volumetric Videos in Teacher Education**

Patricia Bucher, Universität Konstanz, Germany; Stefanie Findeisen, University of Konstanz, Germany

Session Thu 11, 13:30 - 15:00:11

Time: 13:30-15:00

Location: Porthania P668

COLLABORATIVE SPACE: ENHANCING PRE-SERVICE TEACHERS' RESILIENCE THROUGH STRUCTURED REFLECTION**Enhancing pre-service teachers' resilience through structured reflection**

Marjon Fokkens-Bruinsma, University of Groningen, Netherlands; Irene Poort, University of Groningen, Netherlands

Session Thu 11, 13:30 - 15:00:12

Time: 13:30-15:00

Location: Porthania P723

COLLABORATIVE SPACE: UNIVERSITY STUDENTS' STUDY SATISFACTION: ASSESSMENT AND PREDICTORS IN A MULTI-COUNTRY PROJECT**University students' study satisfaction: Assessment and Predictors in a Multi-country Project**

Lena Kegel, University of Münster, Germany; Carla Bohndick, University of Hamburg, Germany; Jonas Breetzke, University of Hamburg, Germany; Stefan Janke, University of Mannheim, Germany

Session Thu 11, 15:15 - 16:15:1

Time: 15:15-16:15

Location: Porthania P723

GUIDED POSTER PRESENTATION: GUIDED POSTER PRESENTATION PAPER_TYPE_133 SESSION 5**Chair**

Roosa Yli-Pietilä, Tampere University, Finland

Exploration of the relationship between subjective stance on gender and gender education.

Juliette MUNERET, Université Marie et Louis Pasteur, France; Romuald JEAN-DIT-PANNEL, Université Marie et Louis Pasteur, France; Benjamin LE HENAFF, Université Marie et Louis Pasteur, France

Longitudinal Effects of Experiential Education on Generic Outcomes among Undergraduate Students

Bastian de Jong, University of Amsterdam, Netherlands; Rosa Möhrlein, University of Amsterdam, Netherlands; Chevy van Dorresteijn, University of Amsterdam, Netherlands

Leadership and Autonomy-Supportive Teaching: The Role of Teacher Resources

Beatriz Marçalo, ISCTE-Instituto Universitário de Lisboa, Portugal; Helena Carvalho, ISCTE-Instituto Universitário de Lisboa, Portugal; Patricia Costa, ISCTE-Instituto Universitário de Lisboa, Portugal; Cecilia Aguiar, ISCTE-Instituto Universitário de Lisboa, Portugal

Conceptual Reframing of Bloom's Affective Taxonomy : A Psychological Perspective

Ai Poh Loh, National University of Singapore, Singapore

Session Thu 11, 15:15 - 16:15:2

Time: 15:15-16:15

Location: Porthania P722

GUIDED POSTER PRESENTATION: GUIDED POSTER PRESENTATION PAPER_TYPE_133 SESSION 1**Chair**

Florian Sievert, University of Potsdam, Germany

Seeing the Expected vs. the Unexpected: Expertise Differences in Teachers' Noticing and Reasoning

Jasmin Heinrichs, Technical University Munich, School of Social Sciences & Technology, Friedl Schöller-Stiftungslehrstuhl für Pädagogische Psychologie, Germany; Ricardo Böheim, Technical University of Munich, Germany; Christian Kosel, Technical University of Munich, TUM School of Social Sciences and Technology, Germany; Tina Seidel, Technische Universität München, Germany

Exploring (student)teacher interactions on data: Developing an SNA observation tool

Justine Baert, Ghent University, Belgium; Ruben Vanderlinde, Ghent University, Belgium; Dries De Weerd, University of Antwerp / Ghent University, Belgium; Roos Van Gasse, K.U.Leuven, Belgium; Sven De Maeyer, Antwerp University, Belgium

Defining and embedding the Scholarship of Teaching and Learning (SoTL) in institutional policy

Svenne Groeneweg, University of Amsterdam, Netherlands; Natalie Pareja Roblin, University of Amsterdam, Netherlands; Daphne van Weijen, University of Amsterdam, Netherlands; Monique Volman, University of Amsterdam, Netherlands

The Repertory Grid Technique as a Tool for Reflecting Teachers' Subjective Theories

Selina Silian, University of Innsbruck, Austria

Session Thu 11, 15:15 - 16:15:3

Time: 15:15-16:15

Location: Porthania P668

GUIDED POSTER PRESENTATION: GUIDED POSTER PRESENTATION PAPER_TYPE_133 SESSION 6**Chair**

Päivi Virtanen, University of Helsinki, Finland

Early career researchers' identity constructions in crisis

Hannah Sloane, Paderborn University, Germany

Barriers to and facilitators of studying with ADHD – a literature review on student experiences

Katri Kleemola, University of Helsinki, Finland

Why Do Students Use Feedback or Not? Exploring the Role of Motivation in Online Self-Assessments

Bo Matton, University of Antwerp, Belgium; David Gijbels, University of Antwerp, Belgium; Vincent Donche, University of Antwerp, Belgium

Online Learning in Wartime Ukraine

Tetyana Vereshchahina, University of Fribourg, Switzerland and NAUKMA University, Ukraine, Switzerland; Alla Bodnar, National University of Kyiv-Mohyla Academy, Ukraine

Developing Students' Critical Online Reasoning in Higher Education: Longitudinal Insights and AI Use

Lisa Martin de los Santos, Johannes Gutenberg-University Mainz, Germany; Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University Mainz, Germany; Dimitri Molerov, Humboldt-University Berlin, Germany; Miriam Toepper, Johannes Gutenberg University Mainz, Germany; Lukas Trierweiler, Johannes Gutenberg University of Mainz, Germany; Kevin Shenavai, Johannes Gutenberg-Universität Mainz business education, Germany

Session Thu 11, 15:15 - 16:15:4

Time: 15:15-16:15

Location: Language Center 204

GUIDED POSTER PRESENTATION: GUIDED POSTER PRESENTATION PAPER_TYPE_133 SESSION 4**Chair**

Ellinor Allen, Monash University, Australia

From GenZ to GenAI: How Do Student Teachers and Their Teacher Educators Perceive and Use GenAI?

Jonas Dierickx, Ghent University, Belgium; Ruben Vanderlinde, Ghent University, Belgium; Tammy Schellens, Ghent University, Belgium; Delphine Sasanguie, HOGENT, Belgium

From Accurate Interpretation to Effective Intervention: Managing Challenging Classroom Behavior

Anja Böhnke, Freie Universität Berlin, Germany; Sarah Burkhardt, Freie Universität Berlin, Germany; Felicitas Thiel, Freie Universität Berlin, Germany

Pedagogical Mentors as Agents of Change in Integrating PBL, PBE, UDL and DI in Pre-service Training

Ronit Nitzan-Sella, Oranim Academic College and Teaching, Israel; Hilla Sechter Solomon, Oranim Academic College and Teaching, Israel; Aula Khatteb-Abuliel, Oranim Academic College and Teaching, Israel

Learning in the Kitchen: Embodied and Emotional Learning in Special-Education Teacher Preparation

Ronit Nitzan-Sella, Oranim Academic College and Teaching, Israel; Hilla Sechter Solomon, Oranim Academic College and Teaching, Israel

External and internal perspectives: How video-based reflection models shape relational noticing

Christopher Neil Prilop, Aarhus University, Denmark; Rikke M. Gregersen, Aarhus University, Denmark; Birgitte Lund Nielsen, VIA University College, Denmark

Integrating PBL, PBE, UDL, and DI: Bridging Reflection, Inclusion, and Practice in Teacher Education

Hilla Sechter Solomon, Oranim Academic College and Teaching, Israel; Ronit Nitzan-Sella, Oranim Academic College and Teaching, Israel; Aula Khatteb-Abuliel, Oranim Academic College and Teaching, Israel

Session Thu 11, 15:15 - 16:15:5

Time: 15:15-16:15

Location: Language Center 205

GUIDED POSTER PRESENTATION: GUIDED POSTER PRESENTATION PAPER_TYPE_133 SESSION 3

Chair

Julia Klug, PH Salzburg, Austria

Navigating Emotional Uncertainty: Clinical Simulations as Pathways to Resilience

Orna Levin, Achva Academic College, Israel; Merav Hemi, Shaanan Academic Religious Teachers' College, Israel; Ronen Kasperski, Gordon College of Education, Israel

Measuring teachers' data literacy skills: The development and validation of a data literacy test

Dries De Weerd, University of Antwerp / Ghent University, Belgium; Liesje Vanhaecke, University of Antwerp/ Catholic University of Leuven, Belgium; Justine Baert, Ghent University, Belgium; Roos Van Gasse, Catholic University of Leuven, Belgium; Ruben Vanderlinde, Ghent University, Belgium; Sven De Maeyer, Antwerp University, Belgium

Motivation to become a teacher, satisfaction with choice and certainty of future career in teaching

Lise Evalyn Hovn Larsen, UCL University College, Odense, Denmark; Louise Ziaja Christensen, UCL University College, Odense, Denmark; Anders Houe Wisniewski, UCL University College, Odense, Denmark; Tine Nielsen, UCL University College, Odense, Denmark

Knowledge circulation through in-service training: conflicts and complementarities

Sonya Florey, Haute école pédagogique du canton de Vaud (HEP Vaud), Switzerland; Roxane Gagnon, Haute école pédagogique du canton de Vaud (HEP Vaud), Switzerland

Predictors of Multiprofessional Collaboration at German All-day Schools

Dorothea Vogel, Otto-Friedrich-University Bamberg, Germany; Jennifer Paetsch, University of Bamberg, Germany; Lena Biele, TU Dortmund University, Germany; Birgit Heppt, TU Dortmund University, Germany; Ilonca Hardy, Goethe-Universität Frankfurt, Germany; Sofie Henschel, Humboldt Universität zu Berlin, Germany

Heterogeneity and Development in Pre-Service Teachers' Digital Competence Beliefs

Charlott Rubach, University Rostock, Germany

Session Thu 11, 15:15 - 16:15:6

Time: 15:15-16:15

Location: Language Center 203

GUIDED POSTER PRESENTATION: GUIDED POSTER PRESENTATION PAPER_TYPE_133 SESSION 2

Chair

Maria Carme Peguera-Carré, Universitat de Lleida, Spain

Analogies Matter: Innovative Approaches to Understanding Student Experience

Laura Felby, Aarhus University, Denmark

Exploring Dialogic Scaffolding in Video-Based Reflection in Teacher Education

Kadi Georg, Tallinn University, Estonia; Katrin Poom-Valickis, Tallinn University, Estonia

Preparing Future Teachers for Sustainability: Teacher Educators' Role and Readiness

Kimberly Siacor, University of Vienna, Austria; Dominik Froehlich, University of Vienna, Austria

The Influence of Event Characteristics on Self-Reflection Among University Students

Joedith López-Cuello, Maastricht University, Netherlands; Anke Sambeth, Maastricht University, Netherlands; Sijr Uitdewilligen, Maastricht University, Netherlands

The Reflective Lens: Pre-service Teachers' Attentiveness to Attuned Interaction Elements

Lucie Gruzova, Faculty of Education, Masaryk University, Brno, Czech Republic; Anna Pospíchalová, Faculty of Education, Masaryk University, Brno, Czech Republic

Vocational students' study choice process: SSCTI validation and invariance across gender and SES

Casper Van Roey, Antwerp University, Belgium; Karine Verschueren, KU Leuven, Belgium; Vincent Donche, University of Antwerp, Belgium

Session Thu 11, 15:15 - 16:15:7

Time: 15:15-16:15

Location: Porthania P724

GUIDED POSTER PRESENTATION: GUIDED POSTER PRESENTATION PAPER_TYPE_133 SESSION 7

Chair

Turkan ISTENCIOGLU, Deakin University, Australia

Cognitive Activation in Educational Practice: Empirical Insights into Teachers' Knowledge

Jan-Friso Heeren, Bergische Universität Wuppertal, IFB, School of Education, Germany; Jasmin Decristan, University of Wuppertal; IDEa-Research Center, Germany; Benjamin Fauth, University of Tuebingen, Institute of Education, Germany

Teachers' Cognitive Processing of Graphical Data: Patterns in Prior Knowledge and Comprehension

Liesje Vanhaecke, University of Antwerp/ Catholic University of Leuven, Belgium; Roos Van Gasse, Catholic University of Leuven, Belgium; Sven De Maeyer, Antwerp University, Belgium; Tine van Daal, University of Antwerp, Belgium; Dries De Weerd, University of Antwerp / Ghent University, Belgium

Designing Teacher Professionalisation for a Renewed Educational Vision

Niels Bohnen, HAS green academy, Netherlands; Suzan van Ierland, HAS green academy, Netherlands

An evaluation of teacher professional development for curriculum innovation

Niels Bohnen, HAS green academy, Netherlands; Suzan van Ierland, HAS green academy, Netherlands

Session Fri 12, 10:00 - 11:30:1

Time: 10:00-11:30

Location: Language Center 205

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 5**Chair**

Tamar Voss, University of Freiburg, Germany

Experiential learning and professional identity development

Chevy van Dorresteyn, University of Amsterdam, Netherlands; Bastian de Jong, University of Amsterdam, Netherlands; Rosa Möhrlein, University of Amsterdam, Netherlands

Psychology's Contributions to Teachers' Initial Training. A Systematic Review.

Carolina Carvalho, Unidade de Investigação e Desenvolvimento em Educação e Formação, Instituto de Educação, Universidade de Lisboa, Portugal; Natalie Nóbrega Santos, Unidade de Investigação e Desenvolvimento em Educação e Formação - UIDEF, Instituto de Educação, Universidade de Lisboa, Portugal

~~**Reflection in Simulated Practice: A Qualitative Study in Teacher Education**~~~~Julia Foake, TU Dortmund University, Germany; Edith Braun, Justus-Liebig-University Giessen, Germany~~**Advancing Student Teachers' Comprehension of the Teacher Professional Standard and Reflective Skills**

Helen Arov, Tallinn University, Institute of Educational Sciences, Estonia; Kadi Georg, Tallinn University, Estonia; Tiina Anspal, Tallinn University, Estonia; Tiit Kreegipuu, Tallinn University, Estonia; Kristi Paas, Tallinn University, Estonia; Kristin Parve, Tallinn University, Estonia; Jane Remm, Tallinn University, Estonia

Session Fri 12, 10:00 - 11:30:2

Time: 10:00-11:30

Location: Porthania P724

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 11**Chair**

Nikolaus Bönke, University of Freiburg, Germany

The Role of Alignment between School Leaders and Teachers in Technology Integration

Florian Sievert, University of Potsdam, Germany; Maria-Luisa Schmitz, Swiss Federal University of Vocational Education and Training, Switzerland; Katharina Scheiter, University of Potsdam, Germany; Alberto A.P. Cattaneo, Swiss Federal University for Vocational Education and Training, Switzerland; Dominik Petko, University of Zurich, Switzerland

Professional Vision of Student Teachers and Skilled Professionals in Pupils' Small-Group Learning

Katja Myrntinen, Turun yliopisto, Finland; Tuuke Iiskala, Turun yliopisto, Finland; Juulia Lahdenperä, Turun yliopisto, Finland; Sara Routarinne, Turun yliopisto, Finland

Session Fri 12, 10:00 - 11:30:3

Time: 10:00-11:30

Location: Language center 106

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 14**Chair**

Thibaut Duthois, Ghent University, Belgium

Eye-Tracking Insights into Scientific Reasoning and Cognitive Processing in Undergraduate Students

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

A meta-review of conceptualizations of diagnostic thinking and practice

Rebekka Stahnke, IPN Leibniz Institute for Science and Mathematics Education, Germany; Anika Radkowsch, IPN Leibniz Institute for Science and Mathematics Education, Germany; Daniel Sommerhoff, IPN Leibniz Institute for Science and Mathematics Education, Germany; Christin Laschke, Humboldt-Universität zu Berlin, Germany

Can we professionally develop teachers' visual attention?

Thibaut Duthois, Ghent University, Belgium; Ruben Vanderlinde, Ghent University, Belgium; Piet Van Avermaet, Ghent University, Belgium; Maribel Montero-Perez, Ghent University, Belgium

Gaze patterns in clinical ward rounds – Evidence from a mobile-eye tracking study

Nicolas Hoffberger, Technical University of Munich, Germany; Inés Koch-Hümmel, TUM Medical Education Center, Germany; Christian Kosel, Technical University of Munich, TUM School of Social Sciences and Technology, Germany; Jana Fritsche, TUM Medical Education Center, Germany; Tina Seidel, Technische Universität München, Germany; Pascal Berberat, TUM Medical Education Center, Germany; Martin Gartmeier, TUM Medical Education Center, Germany

Session Fri 12, 10:00 - 11:30:4

Time: 10:00-11:30

Location: Porthania P668

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 35**Chair**

Colin Jevons, Monash University, Australia

Teacher Conduct Contributing to the Decline of Learning Motivation in Remedial English Classes
Masaki Makino, Kindai University, Japan**Motivations to become a primary school teacher: a comparison of Finnish and Danish 1st year students**

Päivi Virtanen, University of Helsinki, Finland; Tine Nielsen, UCL University College, Odense, Denmark; Anders Houe Wisniewski, UCL University College, Denmark; Louise Zijsa Christensen, UCL University College, Denmark; Lise Evalyn Hovn Larsen, UCL University College, Odense, Denmark

University Staff Motives for Attending Pedagogical Training

Åsa Mickwitz, University of Helsinki, Finland; Päivi Kinnunen, University of Helsinki, Finland; Veera Kallunki, University of Helsinki, Finland; Vilhelmiina Harju, University of Helsinki, Finland; Neea Heinonen, University of Helsinki, Finland; Ilona Södervik, University of Helsinki, Finland

Does perceived program coherence benefit student motivation and identification?

Julia Dietrich, Catholic University of Eichstätt-Ingolstadt, Germany; Valerie Berner, Catholic University of Eichstätt-Ingolstadt, Germany; Miriam Jähne, Friedrich-Schiller-University Jena, Germany; Alina Oschwald, Philipps-University Marburg, Germany

Session Fri 12, 10:00 - 11:30:5

Time: 10:00-11:30

Location: Porthania P722

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 38**Chair**

Rik Vangangelt, Utrecht University, Netherlands

The Burnout Aftermath: Comparing teachers returning and not returning to the classroom

Laura Thomas, Ghent University, Belgium; Aron Decuyper, Ghent University, Belgium; Maxime Moens, Ghent University, Belgium; Ruben Vanderlinde, Ghent University, Belgium; Melissa Tuytens, Ghent University, Belgium

Financial Literacy in Adult Basic Education: Educator Needs and Challenges

Justas Tadge, University of Potsdam, Germany; Christin Siegfried, Universität Potsdam, Germany; Imke Meyer, Universität Bremen, Germany; Karsten Wolf, Universität Bremen, Germany; Sinja Spoede, PH Weingarten, Germany; Ilka Koppel, PH Weingarten, Germany; Jan Küster, Universität Bremen, Germany

Pre-Service and In-Service Professional Development in and through Audio Diaries: A Systematic Review

Marjolein Deunk, University of Groningen, Netherlands; Nienke Renting, University of Groningen, Netherlands

Teachers and Financial Literacy A Cross-National Analysis of PISA 2018 Data

Rachel Feldman, Bar Ilan University, Israel; Pascale Benoliel, Bar-Ilan University, Israel

Session Fri 12, 10:00 - 11:30:6

Time: 10:00-11:30

Location: Porthania P617

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 23**Chair**

Esther Canrinus, University of Agder, Norway

Bridging the Gap Between Researchers and Teachers: Investigating Knowledge Mobilization Efforts

Caroline J. Scherer, DIPF | Leibniz Institute for Research and Information in Education, Germany; Elizabeth Farley-Ripple, University of Delaware, United States; Mareike Kunter, DIPF | Leibniz Institute for Research and Information in Education, Germany; Ulrike Hartmann, DIPF | Leibniz Institute for Research and Information in Education, Germany

Facilitators' Readiness for Implementing PD: A Social Cognitive Perspective

Ella Hansen, TU Dortmund University, Germany; Rebekka Stahnke, IPN Leibniz Institute for Science and Mathematics Education, Germany; Christin Laschke, Humboldt-Universität zu Berlin, Germany

Development and Evaluation of an Instrument for Personalization in Teacher Education

Eva Weiß, LMU Munich, Germany; William Boone, Miami University, United States; Marie Irmer, LMU Munich, Faculty of Biology, Biology Education, Germany; Dagmar Traub, Ludwig-Maximilians-Universität (LMU), Germany; Birgit J. Neuhaus, LMU Munich, Germany

Research-based visual arts education in teacher training in Finland

Seija Kairavuori, University of Helsinki, Finland

Session Fri 12, 10:00 - 11:30:7

Time: 10:00-11:30

Location: Language Center 105

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 29

Chair

Birgitte Lund Nielsen, VIA University College, Denmark

Quality in Early Childhood Education and Care – A Self-Assessment Instrument

Natalie Nóbrega Santos, Unidade de Investigação e Desenvolvimento em Educação e Formação - UIDEF, Instituto de Educação, Universidade de Lisboa, Portugal; Mónica Pereira, Ispa – Instituto Universitário, EDUNOVA.ISPA, Portugal; Ana Teresa Brito, Ispa – Instituto Universitário, EDUNOVA.ISPA, Portugal; Carla Fernandes, EDUNOVA.ISPA, Portugal; Lourdes Mata, Ispa – Instituto Universitário, EDUNOVA.ISPA, Portugal

Psychometric Modelling and Validation of VR-Classroom Simulations in Teacher Education

Julia Mendzheritskaya, Goethe-Universität Frankfurt, Germany; Miriam Hansen, Goethe-Universität Frankfurt, Germany; Sebastian Breitenbach, Goethe-Universität Frankfurt, Germany; Denis Federikin, Goethe-Universität Frankfurt, Germany

~~From Competence to Confidence: Empowering Trainers and Teachers to Evaluate Digital Competence~~

~~Doris Ittner, University of Teacher Education Bern, Switzerland; Maria Pannatier, Swiss Federal Institute of Technology, EPFL Lausanne, Switzerland; Notari michele, PHBern, Switzerland; Sunny Avry, Ecole Polytechnique Fédérale de Lausanne (EPFL), Switzerland~~

Conceptualizing Epistemic Beliefs in Schools: A Systematic Review of Measurement Approaches

Marcel Mayr, Johannes Kepler University Linz, Austria, Austria; Andrea Wisenöcker, Johannes Kepler University Linz, Austria; Jana Groß Ophoff, University of Teacher Education Thurgau, Germany

Session Fri 12, 10:00 - 11:30:8

Time: 10:00-11:30

Location: Porthania P723

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 18

Chair

Siru Myllykoski-Laine, University of Jyväskylä, Finland

Preparing Faculty to 'Teach' Skills: Pedagogical Principles and Development Needs

Laurie Delnoij, Maastricht University SBE, Ts 53, Netherlands; Ainsley Loudoun, Maastricht University, Netherlands; Inken Gast, Maastricht University, Netherlands; Simon Beausaert, Maastricht University, Netherlands

Supporting student agency in higher education: Teachers' reflections on pedagogical practices

Siru Myllykoski-Laine, University of Jyväskylä, Finland; Päivikki Jääskelä, University of Jyväskylä, Finland; Maarit Arvaja, University of Jyväskylä, Finland

Lecturers' Enthusiasm and Students' Interest: Mediated by Motivational Climate

Lena Kegel, University of Münster, Germany; Maike Trautner, Marburg University, Germany

Session Fri 12, 10:00 - 11:30:9

Time: 10:00-11:30

Location: Language Center 204

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 22

Chair

Nina Katajavuori, University of Helsinki, Finland

Development of preservice teachers' PID skills regarding classroom management across two practicums

Henna Vilppu, University of Turku, Finland; Sotiria Varis, University of Jyväskylä, Finland; Tuike Iiskala, University of Turku, Department of Teacher Education, Finland; Mirjamaija Mikkilä-Erdmann, University of Turku, Finland

Training Future Teachers: The Role of School Principals

Mirjam Kocher, University of Teacher Education Zurich, Switzerland; Anna Locher, University of Teacher Education Zurich, Switzerland

Innovative Digital Shared Book Reading Training to Support Multilingual Language Education

Christian Müller, Ludwig-Maximilians-Universität-München, Germany; Laura Avemarie, Ludwig-Maximilians-Universität Munich, Germany; Claudia Becker, Humboldt Universität zu Berlin, Germany

Class teachers' beliefs on classroom skill composition and effects on mathematics learning

Eeva Haataja, University of Helsinki, Finland; Laura Niemi, University of Helsinki, Finland; Reito Visajaani Salonen, University of Helsinki, Finland; Anu Laine, University of Helsinki, Finland

Session Fri 12, 10:00 - 11:30:10

Time: 10:00-11:30

Location: Language Center 207

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 8

Chair

Izaak Dekker, Amsterdam University of Applied Sciences (AUAS), Netherlands

What motivates students to participate in honors programs?

Annegien Langeloo, Hanze University of Applied Sciences, Netherlands; Berber Roorda, Hanze University of Applied Sciences, Netherlands; Jorien Vugteveen, Hanze University of Applied Sciences, Netherlands; Elanor Kamans, Hanze University of Applied Sciences, Netherlands; Esther Canrinus, University of Agder, Norway

Understanding Sense of Belonging and Authenticity of Students with Support Needs: A Diary Study

Richard Horenberg, UMC Utrecht, Netherlands; Anne-Roos Verbree, University Medical Center Utrecht, Netherlands; Gönül Dilaver, UMC Utrecht, Netherlands; Jeroen Janssen, Utrecht University, Netherlands; Marieke van der Schaaf, University Medical Center Utrecht / Utrecht University, Netherlands; Leoniek Wijngaards-de Meij, Utrecht University, Netherlands; Annet van Royen-Kerkhof, University Medical Center Utrecht, Netherlands; Willem Van Rhenen, Nyenrode Business University, Netherlands

Conceptual and Methodological Barriers to Inclusive Higher Education Research: A Scoping Review

Rianne van der Feen, HZ University of Applied Sciences, Netherlands; Martijn Leenknecht, HZ University of Applied Sciences, Netherlands; Alexander Minnaert, University of Groningen, Netherlands

Doctoral Supervisors' Self-Reported Development Needs and Learning Trough Supervision Training

Anna Vilhunen, Aalto University, Finland; Anna Parpala, University of Helsinki, Finland; Olli Varis, Aalto University, Finland; Maija Taka, Aalto University, Finland

Session Fri 12, 10:00 - 11:30:11

Time: 10:00-11:30

Location: Language Center 206

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 10

Chair

Veera Lampinen, University of Helsinki, Finland

Prevention and management of school violence – an intervention study on Finnish teacher education

Pepita Hemilä, University of Helsinki, Finland; Kira Hurme, City of Espoo, University of Helsinki, Finland; Tarmo Kyllönen, City of Espoo, Finland

Four Years of Early Career Teacher Self-Efficacy Data Analysis in One Canadian Province

Thelma Gunn, University of Lethbridge, Canada; Philip McRae, The Alberta Teachers' Association, Canada; Peter Kellett, University of Lethbridge, Canada

Building Preservice Teachers' Self Efficacy to Support Early Career Retention

Thelma Gunn, University of Lethbridge, Canada; Charlotte Brenner, University of Lethbridge, Canada; Doug Checkley, University of Lethbridge, Canada

Developing preservice teachers' teaching self-efficacy in a virtual classroom: Are we there yet?

Eliana Brianza, University of Zurich, Institute of Education, Switzerland; Dominik Petko, University of Zurich, Switzerland; Juliette Désiron, University of Fribourg, Switzerland

Session Fri 12, 10:00 - 11:30:12

Time: 10:00-11:30

Location: Language Center 203

SINGLE PAPER: SINGLE PAPER PAPER_TYPE_1 SESSION 3

Chair

Tobias Jenert, Paderborn University, Germany

Learning opportunities for student-centred collaboration in the social network of teacher education

Marco Galle, Lucerne University of Teacher Education, Switzerland

Patterns of GenAI Integration and Pedagogical Innovation: Evidence from Romania and Singapore

Ana Lelescu, West University of Timisoara, Switzerland; Simona Sava, West University of Timisoara, Romania

Teaching Analytical Reading in the Age of Generative Artificial Intelligence

Elsa Nguyen, Haute école pédagogique du canton de Vaud (HEP Vaud), Switzerland

Regulating the use of GenAI in English academic writing: a self-regulated learning perspective

Zheng Zhang, The Chinese University of Hong Kong, Hong Kong