

# JURE 2025 — Program

**SATURDAY, 23 AUGUST 2025**

<b>Registrations</b>	<b>08:00–09:00</b>
<b>Registrations</b>	

<b>Opening Ceremony</b>	<b>09:00–09:30</b>	<b>Location: HS 62.01 Alumni-Hörsaal</b>
<b>Opening Ceremony</b>		

<b>Keynote</b>	<b>09:30–10:30</b>	<b>Location: HS 62.01 Alumni-Hörsaal</b>
<b>Understanding and improving learning and instruction: Why meta-analyses are overestimated and why we need more theory</b>		
<b>Speaker</b> Alexander Renkl	<p>Similarly to evidence-based medicine, meta-analyses showing a positive (average) effect (or relation) are often regarded as the best evidence that can be provided in the field of learning and instruction. In this talk, I argue that meta-analyses have some value but the evidence they provide is frequently over-estimated. With respect to scientific understanding, one major disadvantage of meta-analytic evidence is that the effects are usually heterogenous, and even on average positive effects spread into the negative. The single moderators of the effects are typically explained "locally"; a theoretical framework explaining the variation of effect sizes in a coherent way is usually missing. Hence, the contribution of meta-analyses to the theoretical understanding of effects is restricted. With respect to practice (e.g., informing teachers), meta-analytic evidence has a number of restrictions as well. One such restriction is also the limited theoretical understanding of effects they provide. Teachers need some understanding if they aim to successfully adapt instructional procedures to their teaching context (e.g., county, school track, age of students, achievement level of students, subject, specific topic, etc.). Another important restriction is that meta-analyses provide much "knowledge-in-pieces" that is hard to integrate. For example, Hattie's update of his overview of meta-analyses reports about more than 2000 meta-analyses. An addition to the 2000+ effect sizes, there are a number of moderators modulating most of these effect sizes. Against this background, I plead for more emphasis on theory. At the same time, I discuss a number of respects in which our theories have to be improved (e.g., avoiding the parallel use of "theory-doubles/triplets/..."; integrating the myriad of mini-theories we have) to gain both a better scientific understanding of learning and instruction and better evidence to be used by practitioners.</p>	

Coffee Break	10:30–11:00
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Coffee Break	
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Session A 01	11:00–12:30	Location: LS 15.03
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Metacognition and Self-Regulated Learning		
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<b>Chair</b> Maria Vieira	<b>Does informing learners about the dangers of under- &amp; overconfidence lead to more accurate judgments?</b> (Roundtable) Theresa Walesch (Presenting Author); Samuel Merk (Co-Author); Anja Prinz-Weiß (Co-Author)  <b>Formative Assessment of Self Regulated Learning Through Rubrics in Secondary Education</b> (Roundtable) Anna Rebel (Presenting Author); Joost Jansen in de Wal (Co-Author); Jaap Schuitema (Co-Author); Carla Van Boxtel (Co-Author)
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Session A 08	11:00–12:30	Location: SR 15.13
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Novel Insights Into Higher Education		
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<b>Chair</b> Saif Husam Mohammed; Ziqi Li	<b>Reimagining the future of HE curriculum through post-competence and post-disciplinarity</b> (Roundtable) Karolina Levanaitė (Presenting Author); Evelina Buroke (Presenting Author)  <b>Impact of friendship and friends' perceived competence on peer feedback use in higher education</b> (Roundtable) Maël Pire (Presenting Author); Florence Van Meenen (Co-Author); Morgane Senden (Co-Author); Liesje Coertjens (Co-Author)  <b>Inclusive Blended Higher Education</b> (Roundtable) Rinotha Senathirajah (Presenting Author); Suzan van Brussel (Co-Author); Esther van der Stappen (Co-Author); Marieke Meeuwisse (Co-Author)
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Session A 07	11:00–12:30	Location: SR 15.22
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Language Teaching in Diverse Contexts		
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<b>Chair</b> Oscar Yau	<b>Teachers' actions to support self-regulated learning in foreign language learning</b> (Roundtable) Kirsten Roth-Kuppler (Presenting Author)  <b>Exploring high-school students' interactions with LLMs in the foreign language classroom.</b> (Roundtable) Paulina Luise Wagner (Presenting Author); Julia Renner (Co-Author); Fiona Draxler (Co-Author)  <b>Language Teachers' Professional Agency in Managing Classroom Diversity in Adult Education Centers</b> (Roundtable) Masayo Hayade (Presenting Author)
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Session A 10	11:00–12:30	Location: SR 15.27
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### Out-of-School Learning and Program Effectiveness

<b>Chair</b> Alice Mercugliano	<b>Education Outside the Classroom: A Systematic Review</b> (Single Paper) Benedetta Melloni (Presenting Author); Laura Landi (Presenting Author); Erica Biagini (Presenting Author)
	<b>Who's at risk? Educational Data Mining of a Large-Scale Assessment using Prediction Rule Ensembles</b> (Single Paper) Kristoph Schumann (Presenting Author); Karoline A. Sachse (Co-Author); Rebecca Schneider (Co-Author); Stefan Schipolowski (Co-Author)
	<b>Success factors in out-of-school programmes for at-risk youth: a systematic literature review</b> (Single Paper) Luciano Pirson (Presenting Author); Maristela do Nascimento Rocha (Co-Author)

Session A 05	11:00–12:30	Location: SR 15.32
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### Enhancing Learning through Immersive Experiences

<b>Chair</b> Ha Nguyen	<b>Cues in Multimedia Instructional Materials: Understanding Teacher Gestures and Visual Signaling</b> (Roundtable) Yu-Jr Lan (Presenting Author); Emmanuel Manalo (Co-Author)
	<b>Listening Comprehension in Adaptive Language Learning within a VR Environment</b> (Roundtable) Ting-Yu Liu (Presenting Author); Tobias Appel (Co-Author); Andreas Lachner (Co-Author); Detmar Meurers (Co-Author); Peter Gerjets (Co-Author)
	<b>Vicarious Learning in IVR: Examining Bystander Engagement and Outcomes from Observing IVR Training</b> (Roundtable) Gilles Obourdin (Presenting Author); Tine van Daal (Co-Author); Piet Van den Bossche (Co-Author)

Session A 04	11:00–12:30	Location: SR 15.33
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### Understanding Special Educational Needs in Society

<b>Chair</b> Laura Castañe Bassa	<b>Stereotypes and Identity Threat in Interprofessional Collaboration</b> (Roundtable) Friederike Hell (Presenting Author)
	<b>Exploring the Over-Representation of SEN Students from Socially Disadvantaged Families</b> (Roundtable) Janina Dickert (Presenting Author); Sabine Glock (Co-Author)
	<b>Hiring to accommodate. A factorial survey on hiring intentions towards youth with disabilities</b> (Roundtable) Claire Edwards (Presenting Author); Kevin Simoes Loureiro (Co-Author); Robin Samuel (Co-Author); Carmen Zurbriggen (Co-Author)

<b>Session A 09</b>	<b>11:00–12:30</b>	<b>Location: SR 15.34</b>
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**Adaptivity and Digital Teaching**

<b>Chair</b> Akshita Rawat; Jasmin Lilian Bauersfeld	<b>Effective Teacher Training for Pedagogical Digital Competence: An Initial Cost-Benefit Framework</b> (Roundtable) Yildiz Isaoglu (Presenting Author); Marlene Wagner (Co-Author); Tobias Ley (Co-Author)
	<b>How to Measure Adaptivity in the Classroom</b> (Roundtable) Thora Schwarze (Presenting Author)
	<b>Exploring Primary Teachers' Digital Educational Equity Mindset: Developing an Assessment Framework</b> (Roundtable) Tobias M. Schifferle (Presenting Author); Barbara Getto (Co-Author)

<b>Session A 06</b>	<b>11:00–12:30</b>	<b>Location: SR 15.36</b>
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**Developing Expertise and Creativity in Learning**

<b>Chair</b> Meri Mononen-Matias	<b>Students' Manifestations of Adaptive Expertise in Mathematics</b> (Single Paper) Pauliina Salonen (Presenting Author); Minna Hannula-Sormunen (Co-Author); Saku Määttä (Co-Author); Hilma Halme (Co-Author); Jake McMullen (Co-Author)
	<b>The role of computational thinking in the development of mathematical creative thinking</b> (Single Paper) Suherman Suherman (Presenting Author)
	<b>Academic writing self-efficacy predicts interest in academic pharmacy among non-academic pharmacists</b> (Single Paper) Adaobi Mosanya (Presenting Author); Ifunanya Ikhile (Co-Author); Chukwuemeka Ubaka (Co-Author); Maxwell Adibe (Co-Author)

<b>Session A 02</b>	<b>11:00–12:30</b>	<b>Location: SR 15.41</b>
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**Assessment for Learning: Feedback, Errors, and Testing Conditions**

<b>Chair</b> Hannah Krautinger	<b>Under pressure: Identifying cognitively efficient timing cues for time-constrained testing</b> (Single Paper) Rachel Reynolds (Presenting Author); Fred Paas (Co-Author); Martine Baars (Co-Author)
	<b>Development of a measurement instrument to measure the digital competences of nursing staff</b> (Single Paper) Pia Lena Schlüter (Presenting Author); Veronika Anselmann (Co-Author)
	<b>Do Conditional Knowledge Generation Prompts Enhance Learning from Errors? An RCT Study</b> (Single Paper) Enming Zhang (Presenting Author); Weijun Li (Co-Author)

Session A 03	11:00–12:30	Location: SR 15.49
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**Knowledge Transfer and Lifelong Learning**

Chair Yarden Gliksman	<b>The Situatedness of Knowledge as a Design Element of Knowledge Transfer</b> (Single Paper) Marco Strate (Presenting Author)
	<b>Motivating Workers to Learn: Insights on Self-Directed Learning in the Evolving Workplace</b> (Single Paper) Veronika Hein (Presenting Author); Kamila Urban (Co-Author)
	<b>Evaluating the Measurement Invariance of a Lifelong Learning Assessment for Intervention Research</b> (Single Paper) Rani Dujardin (Presenting Author); Lynn Van den Broeck (Co-Author); Greet Langie (Co-Author)

Lunch	12:30–13:00
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**Lunch**

Session B 05	13:00–14:00	Location: SR 15.42
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**Eye-Tracking and Artificial Intelligence**

Speaker Kukka-Maaria Polso	<b>Exploring the Relationship between Gaze Synchrony and the Comprehension of Educational Videos</b> (Poster Presentation) Lauren Beehler (Presenting Author); Ellen Kok (Co-Author); Anouschka van Leeuwen (Co-Author); Liesbeth Kester (Co-Author)
	<b>The Impact of Using ChatGPT in the Writing Process on Cognitive Learning Outcomes</b> (Poster Presentation) Eureka Luna Wagner (Presenting Author)
	<b>Anthropomorphism of generative AI in higher education - A scoping review of empirical research</b> (Poster Presentation) Ida Bang Hansen (Presenting Author); Rasmus R. Hansen (Co-Author); Christopher Neil Prilop (Co-Author)
	<b>The potential of eye-tracking to differentiate types of problem-solvers – A pilot study</b> (Poster Presentation) Selina Michel (Presenting Author); Manuel Förster (Co-Author)
	<b>Gender Differences in Self-Study with Digital Tools: An Eye-Tracking Study</b> (Poster Presentation) Anna Cavallaro (Presenting Author); Maria Beatrice Ligorio (Co-Author)

Session B 04	13:00–14:00	Location: SR 15.43
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**Instructional Strategies and Design**

**Chair**  
Thomas Wicki

**Teaching Source Use in Secondary School Writing: Critical Aspects of Learning** (Poster Presentation)

Josefin Hellman (Presenting Author); Viktor Björklund (Co-Author); Cecilia Oskarsson (Co-Author)

**The Influence of Teacher Beliefs on Instructional Practices in Primary Mathematics** (Poster Presentation)

Kristi Pikk (Presenting Author); Äli Leijen (Co-Author); Jelena Radišić (Co-Author); Krista Uibu (Co-Author)

**Active Methodologies in 'Neuroscience and Education'– Pros and Cons of Classroom Implementation** (Poster Presentation)

Allan Baez Contreras Benítez (Presenting Author)

**Integrating education and data collection: A semester-long workbook for students** (Poster Presentation)

Franziska Messenböck (Presenting Author); Julia Raberger (Co-Author); Kristin Weiherer (Co-Author); Elena Stamouli (Co-Author); Allan Baez Contreras Benitez (Co-Author); Carla Quesada-Pallarès (Co-Author); Konstantinos Garavelas (Co-Author); Athina Negri (Co-Author); Ira Darmawanti (Co-Author); Dominik E. Froehlich (Co-Author)

**Adaptivity in strategy use when solving mathematical problems** (Poster Presentation)

Mojgan Hosseinzadeh (Presenting Author); ELSBETH STERN (Co-Author)

**Developing 21st-century skills in psychology master programs: A mixed-methods study** (Poster Presentation)

Aysegül Karaca-Atik (Presenting Author); Marjan Gorgievski (Co-Author); Marieke Meeuwisse (Co-Author); Guus Smeets (Co-Author)

**Session B 03**
**13:00–14:00**
**Location: SR 15.44**
**Foreign Language Learning**

**Chair**  
Ida Laug

**Students' satisfaction with English for specific course in the context of Vietnam Garment Industry** (Poster Presentation)

Hong Thuy Dang (Presenting Author); Anita Habók (Co-Author)

**CANCELED: Differences in comprehension and reading behavior between Easy and normal language texts** (Poster Presentation)

Nora Elena Borse (Presenting Author); Sascha Schroeder (Co-Author)

**Instructional quality and the impact of out-of-school teaching of EFL on student performance** (Poster Presentation)

Eva Sengschmid (Presenting Author)

**Teaching Secondary EFL Students to Use Diagrams to Organise Thoughts Before Writing** (Poster Presentation)

Yukari Abe (Presenting Author); Emmanuel Manalo (Presenting Author)

**Utilizing Learning Resources to Enhance Foreign Language Speaking Skills: A Qualitative Study** (Poster Presentation)

XINRAN LI (Presenting Author)

Session B 01	13:00–14:00	Location: SR 15.45
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Educational Policy		
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Chair Kateryna Holubinka	<b>Fostering Global Skills: A Case Study of the Accredited European School Tyrol</b> (Poster Presentation) Selina Silian (Presenting Author)
	<b>An exploration of the stakeholders in Taiwan's e-Learning ecosystem</b> (Poster Presentation) Yen-Chen Chiang (Presenting Author)
	<b>School Experiments and Educational Innovation: A Comparative Analysis of Swiss State Legislation</b> (Poster Presentation) Thomas Wicki (Presenting Author)
	<b>A Comparison of State Legislations on School Evaluation in Switzerland</b> (Poster Presentation) Daniela Meyerhans (Presenting Author)
	<b>Estonian and Georgian School Leaders' Perceptions of Their Tasks, Challenges and Resources</b> (Poster Presentation) Salome Khurtsidze (Presenting Author); Eve Eisenschmidt (Co-Author); Anna-Liisa Jõgi (Co-Author)
	<b>Can Early Childhood Education contribute to educational equity in Kosovo?</b> (Poster Presentation) Ricarda Derler (Presenting Author); Heike Wendt (Co-Author); Lars Eichen (Co-Author)

Session B 02	13:00–14:00	Location: SR 15.48
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Digital Learning		
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Chair Hannah Pünjer	<b>Potentials and challenges of social integration in digital learning environments</b> (Poster Presentation) Barbara Hrabetz (Presenting Author)
	<b>How do you learn with video vignettes? A study with prospective career counselors</b> (Poster Presentation) Teresa Giek (Presenting Author)
	<b>Overloaded by hotspots? Interactive elements, children's executive functions and literacy skills</b> (Poster Presentation) Eva Heuss (Presenting Author); Silvana Kappeler Suter (Co-Author)
	<b>A digital intervention to improve sourcing and intertextual integration in secondary school students</b> (Poster Presentation) Anna Paola Fallaci (Presenting Author); Oriana Incognito (Co-Author); Christian Tarchi (Co-Author)
	<b>Repeated retrieval practice enhances long-term retention more than repeated learning protocols</b> (Poster Presentation) Alina Roensch (Presenting Author); Sara Holtkamp (Co-Author); Christoph Kiefer (Co-Author); Julian Roelle (Co-Author); Kirsten Berthold (Co-Author); Robert Gaschler (Co-Author); Vincent Hoogerheide (Co-Author); Veit Kubik (Co-Author)
	<b>Do programming and non-programming-based assessments of CT measure the same competence?</b> (Poster Presentation) Yutian Ma (Presenting Author)

Workshop	14:00–15:30	Location: HS 15.03
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Grant application		
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<b>Speaker</b> Jo Van Herwegen	This interactive workshop will focus on Top Tips for grant writing. This workshop will benefit researchers who are new to grant writing as well as those with grant writing experience. We will discuss common mistakes and short comings found in grant proposals as well as what reviewers might look for. As the workshop will include a focus on practical application and putting best practice into action, it is encouraged to come prepared with a concrete project idea and potential funding source. Don't miss this opportunity to refine your grant writing skills and enhance your chances of success.
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Workshop	14:00–15:30	Location: HS 15.04
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From Markdown to Manuscript: APA-style Papers with Quarto		
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<b>Speaker</b> Kevin Baumschlager; Shiva Taghizadeh	Academic writing is a cornerstone of scholarly communication, yet researchers often struggle with formatting, citation management, and reproducibility. In this workshop we will introduce you to Quarto: a modern, open-source tool that streamlines academic paper writing by ensuring compliance with APA 7 standards and integrating dynamic data analysis and visualization. This hands-on session will teach you the basics needed to create a fully formatted research paper using Quarto (Allaire et al., 2022) in RStudio. Attendees will learn how to structure their manuscripts, manage citations using BibTeX, include inline statistical results, generate APA-style tables and figures, and render their work into professional PDF and Word documents for journal submission.
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Workshop	14:00–15:30	Location: HS 15.05
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Relational education and Inquiry Graphics		
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<b>Speaker</b> Natasa Lacković	In this workshop, Dr. Lacković will engage with participants through discussion, reflection, collaboration, and interaction, to co-develop further research on learning and instruction that incorporates multimodality, visual media, objects, and art. The session will begin by grounding itself in the participants' current positions - whether in their research, perceptions, or lived experiences. Participants will be invited to explore and further develop the concepts of inquiry graphics and multimodal inquiry. Drawing on our collective work, illustrative examples, and empirical evidence, we will collaboratively weave new threads of knowledge and research design, imagining future directions for the field.
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<b>Workshop</b>	<b>14:00–15:30</b>	<b>Location: HS 15.13</b>
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### Science storytelling with comics – making the complex easy

**Speaker**

Ariane Pessentheiner

Comprehensibility plays an important role in effective science communication. Comics are the perfect medium for communicating complex information simply because they are accessible and require the content to be explained briefly and concisely. They have a special feature: comics combine knowledge transfer with vivid illustrations, which have been shown to facilitate the understanding of information. Moreover, they follow universal storytelling rules which can be adapted to different science communication outlets. These aspects make them suitable for addressing a wide range of target groups at eye level.

In this hands-on workshop, we will look at how we can convey complex scientific content with simple comics. Participants will improve their ability to present their research clearly and engage the audience with creative storytelling strategies. We will give a brief overview of the state of research on science comics and visualization and create short a short comic together. By the end, the participants should be able to visualize their research topic in an unusual way that is accessible for a variety of different audiences and outreach or teaching formats.

<b>Workshop</b>	<b>14:00–15:30</b>	<b>Location: LS 15.03</b>
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### Contrast is Key

**Speaker** Roman Abel

Inductive learning of concepts – such as painting styles, scientific phenomena, or mathematical procedures – involves identifying key features of these concepts based on examples. To spot these key features, contrast is essential. But what exactly is contrast? We consider contrast an umbrella term for instructional principles regarding the design and sequence of examples that make key features stand out. For instance, one principle for creating contrast aligns with the prominent control variables strategy, implying that examples of different concepts should be as similar as possible, varying only in the key features (i.e., change one category at a time, COCAT). Understanding these principles is educationally relevant, especially because of prevailing misconceptions held by both learners and teachers. In this workshop, we will address how concept examples are usually designed and sequenced with the purpose of supporting inductive learning by learners and teachers, highlighting their typical misconceptions. For instance, many learners struggle to distinguish between similar scientific phenomena because teachers do not recognize the value of juxtaposing them. We will then explore how concept examples should be designed and sequenced to create informative comparison opportunities. In particular, we will examine the research on the interleaving effect – a learning sequence in which examples of different concepts are juxtaposed – its explanatory mechanisms, and the boundary conditions for its successful implementation. Finally, we will discuss the open research questions that need to be addressed in the future. Participants will engage in interactive activities, such as discussions and hands-on exercises, to apply these principles in real-time. Our ultimate goal for this workshop is to inductively develop a rule of thumb for creating contrast in learning settings across different domains.

<b>Coffee Break</b>	<b>15:30–16:00</b>
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**Coffee Break**

<b>Session C 05</b>	<b>16:00–17:30</b>	<b>Location: LS 15.03</b>
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**Special Educational Needs in the Classroom**

<b>Chair</b> Jasmin Lilian Bauersfeld	<b>Enhancing Success for Students with SLD: Executive Function, Emotion &amp; Self-Regulated Learning</b> (Roundtable) Georgia Penekeli (Presenting Author); Vasiliki Giannouli (Co-Author)
	<b>Decision-making process towards educational assessment for pupils with SEN</b> (Roundtable) Liesbet Claeys (Presenting Author); Sara Nijs (Co-Author); Elke Struyf (Co-Author)
	<b>Learning with digital texts: Does metacognitive feedback help students with ADHD characteristics?</b> (Roundtable) Luciana Maria Cavichioli Gomes Almeida (Presenting Author); Tim Kühl (Co-Author)

<b>Session C 14</b>	<b>16:00–17:30</b>	<b>Location: SR 15.22</b>
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**Teachers and Pre-service Teachers**

<b>Chair</b> Colin Kay	<b>Implementation fidelity in teacher delivered classroom interventions A systematic review</b> (Roundtable) Valtteri Eskola (Presenting Author); Mikko Aro (Co-Author); Vesa Närhi (Co-Author); Pilvi Peura (Co-Author); Juho Polet (Co-Author); Miia Sainio (Co-Author)
	<b>Empowering and Embodying Pre-service Teacher's Curriculum Design: A Socio-cultural Perspective</b> (Roundtable) Ziqi Li (Presenting Author)
	<b>Design and validation of a model of factors influencing teachers' identity as researchers</b> (Roundtable) Ailin Xiao (Presenting Author)
	<b>Pre-service Language Teachers Professional Identity Formation and Negotiation: A Narrative Inquiry</b> (Roundtable) Ziqi Li (Presenting Author)

<b>Session C 12</b>	<b>16:00–17:30</b>	<b>Location: SR 15.27</b>
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**Designing Learning Environments by Fostering Self-Regulated Learning and Literacy**

<b>Chair</b> Hannah Krautinger	<b>Improving Disciplinary Literacy Through Reading Interventions: A Systematic Literature Review</b> (Single Paper) Silvia Della Rocca (Presenting Author); Christian Tarchi (Co-Author)
	<b>Exploring design features of ALTs to foster SRL in k-12 education: A systematic review</b> (Single Paper) Ismail Souiri (Presenting Author); Mathias Mejeh (Co-Author)
	<b>Effects of Design Elements in a Cognitive Apprenticeship-based Lateral Reading Training</b> (Single Paper) Marvin Fendt (Presenting Author); Paul Hufendiek (Co-Author); Philipp Oberparleiter (Co-Author); Christian Scheibenzuber (Co-Author); Peter Edelsbrunner (Co-Author)

Session C 13	16:00–17:30	Location: SR 15.32
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**Embodied and Enactive Learning**

<b>Chair</b> Sunet Grobler	<b>The Role of Music, Choice, Context and Movement in Vocabulary Learning</b> (Roundtable) Verena Novak-Geiger (Presenting Author)
	<b>Exploring Transversal Skills in "School Outside the School": A Study on Educational Orientation</b> (Roundtable) Erica Biagini (Presenting Author)
	<b>The significance, complexity, and effectiveness of implementing project-based learning principles</b> (Roundtable) Kristina Lahe (Presenting Author); Maire Tuul (Co-Author); Eve Kikas (Co-Author)
	<b>Exploring Self-Regulated Learning through an Enactive Phenomenological Lens</b> (Roundtable) Matúš Brziak (Presenting Author); Kamila Urban (Co-Author)

Session C 08	16:00–17:30	Location: SR 15.33
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**Reading and Reading Comprehension**

<b>Chair</b> Adaobi Mosanya	<b>Home Literacy Environment Across Contexts: Identifying Relevant Literature for a Scoping Review</b> (Roundtable) Mamunur Rashid (Presenting Author); Beata Szenczi (Co-Author); Md Tariqul Islam (Co-Author); Csenge Halász (Co-Author); Ruba-E- Raihan (Co-Author)
	<b>Development of an adaptive reading comprehension test for learning progress assessment</b> (Roundtable) Ophelia Urbach (Presenting Author); Rebecca Schneider (Co-Author); Elmar Souvignier (Co-Author)
	<b>Unpacking Reading Comprehension: Key (Meta-)Cognitive Predictors in German Adolescents</b> (Roundtable) Kerstin Schwenkschuster (Presenting Author); Jan Lenhart (Co-Author)

Session C 11	16:00–17:30	Location: SR 15.34
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**Motivation and Engagement in Learning Across the Lifespan**

<b>Chair</b> Kateryna Holubinka	<b>Ready for what's next? The relation between soft skills and career adaptability in secondary school</b> (Single Paper) Gerardo Pellegrino (Presenting Author); Tommaso Feraco (Co-Author); Chiara Meneghetti (Co-Author); Barbara Carretti (Co-Author)
	<b>What Does Engagement Tell Us About Low-Achieving Learners' Motivation in an SRL Training Program?</b> (Single Paper) Hui-chia Judy Shih (Presenting Author)
	<b>Participating in Lifelong Learning - Dimensions of Adult Learners' Motivation for FET at German AECs</b> (Single Paper) Luca Farina Hollricher (Presenting Author); Julia Gorges (Co-Author)
	<b>Associations between Need-support and Motivation in Secondary School with Post-school Outcomes</b> (Single Paper) Lauren Renshaw (Presenting Author); Rebecca Collie (Co-Author); Andrew Martin (Co-Author)

<b>Session C 04</b>	<b>16:00–17:30</b>	<b>Location: SR 15.36</b>
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**Cultural Influences and Skills Development in Post-Graduates**

<b>Chair</b> Anthea Moravánszky	<b>Navigating Paths, Building Bridges: The Doctoral Experience of Chinese International Students</b> (Single Paper) Fanzhu Meng (Presenting Author)
	<b>Doctoral Stress among Different Cultural Groups: a Quantitative Analysis in the UK.</b> (Single Paper) Karen Gordon (Presenting Author)
	<b>Professional graduates' generic skills development and its relation to thesis grade</b> (Single Paper) Essi Tammisto (Presenting Author); Tarja Tuononen (Co-Author); Auli Toom (Co-Author)

<b>Session C 03</b>	<b>16:00–17:30</b>	<b>Location: SR 15.37</b>
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**Emotional and Cognitive Responses in Learning**

<b>Chair</b> Yarden Glikzman	<b>Capturing students' emotional responses during scientific inquiry with a sensor wristband</b> (Single Paper) Heide Sasse (Presenting Author); Miriam Leuchter (Co-Author); jorgos papastefanou (Co-Author)
	<b>Conceptualizations of competence in ECEC from a Swedish perspective: a literature review</b> (Single Paper) Maria Rossall (Presenting Author)

<b>Session C 01</b>	<b>16:00–17:30</b>	<b>Location: SR 15.41</b>
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**Enhancing Research and Digital Competencies in Adult Learning**

<b>Chair</b> Ida Laug	<b>Effects of Stereotypes for Perceivers and Targets in Multi-Attributionally diverse CSCL Groups</b> (Single Paper) Jennifer Hochstein (Presenting Author); Laura Froehlich (Co-Author); Jan-Bennet Voltmer (Co-Author); Niels Seidel (Co-Author); Stefan Stürmer (Co-Author); Sören Michallek (Co-Author); Martin Schulze (Co-Author); Sarah E. Martiny (Co-Author); Jana Nikitin (Co-Author); Jörg Michael Haake (Co-Author); Nathalie Bick (Co-Author)
	<b>Computer-Based Assessments of Collaborative Scientific Reasoning: Reliability and Validity</b> (Single Paper) Gilbert Langat (Presenting Author); Gyöngyvér Molnár (Co-Author)
	<b>Evaluating Improvements in Research Skills Among Adult Learners Through Multimodal Tool Utilisation</b> (Single Paper) I Wayan Eka Dian Rahmanu (Presenting Author); Gyöngyvér Molnár (Co-Author)

<b>Session C 02</b>	<b>16:00–17:30</b>	<b>Location: SR 15.49</b>
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**Collaborative learning, Teaching skills and Competencies**

<b>Chair</b> Natalia Stalchenko	<b>Collaborative Learning Triggers in Higher Education Maker Environments - A Systematic Review</b> (Single Paper) Cleopatra Hammad (Presenting Author); Signe Pirkko Siklander (Co-Author); Ismail Celik (Co-Author)
	<b>Exploring Spatial Reasoning Among Teacher Candidates: A Qualitative Study</b> (Single Paper) Khin Mimi Kyaw (Presenting Author); Tibor Vidákovich (Co-Author)
	<b>Opening instruction - a systematic review</b> (Single Paper) David Hubner (Presenting Author); Daniela Longhino (Presenting Author); Fabian Feyertag (Co-Author)

<b>Session C 09</b>	<b>16:00–17:30</b>	<b>Location: SR 15.4A</b>
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**Learning Strategies and Cognitive Development**

<b>Chair</b> Rinotha Senathirajah	<b>Childhood predictive indices of reading and writing in school age: a systematic review</b> (Single Paper) Alice Mercugliano (Presenting Author); Lucia Bigozzi (Co-Author); Antonella De Cunto (Co-Author); Daniela Graziani (Co-Author); Chiara Pecini (Co-Author); Maria Carmen Usai (Co-Author); Simona Vecchi (Co-Author); Costanza Ruffini (Co-Author)
	<b>Parental judgment of children's cognitive competences: A longitudinal study in primary school</b> (Single Paper) Anna Ratka-Pauler (Presenting Author); Jan Lenhart (Co-Author)
	<b>Do Learning Strategies Mediate the Link Between Load Reduction Instruction and Achievement?</b> (Single Paper) Serena Sun (Presenting Author); Paul Evans (Co-Author); Andrew Martin (Co-Author)

<b>Session C 10</b>	<b>16:00–17:30</b>	<b>Location: SR 15.4B</b>
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**Empowering Students and Teachers: Autonomy, Motivation, and Classroom Dynamics**

<b>Chair</b> Liu liukun	<b>Democratic practices of adolescents in relation to democratic practices at school and in the family</b> (Single Paper) Annika Francke (Presenting Author); Julia Wittig (Co-Author); Cornelia Gresch (Co-Author)
	<b>Combining Autonomy and Structure: a Micro-analytical Observation Study on Motivating Teaching</b> (Single Paper) Teuntje van Heese (Presenting Author); Kim Stroet (Co-Author); Heleen Pennings (Co-Author); Lisette Hornstra (Co-Author)
	<b>Ethics, politics, and pedagogy in sloyd- a discursive approach to aesthetic &amp; cultural expressions</b> (Single Paper) Carolina Ekman (Presenting Author)

Session C 06	16:00–17:30	Location: SR 15.4C
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<b>Digital Innovations in Education: Interventions, Technology Use and Professional Development</b>		
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Chair Laura Castañe Bassa	<b>Digital transformation-effects on professional competence profiles and lifelong learning potentials</b> (Single Paper) Johanna Heindl (Presenting Author); Sandra Bley (Co-Author); Susanne Miesera (Co-Author)
	<b>What, How and Why: Snapshot into K-12 Teachers' Use of Digital Technology</b> (Single Paper) Doris Kristina Raave (Presenting Author)
	<b>Digital Intervention for Children with Learning Difficulties: Role of Interference in Multiplication</b> (Single Paper) Sonja Julkunen (Presenting Author); Johan Korhonen (Co-Author); Mikko-Jussi Laakso (Co-Author); Pirjo Aunio (Co-Author)

Session C 07	16:00–17:30	Location: SR 15.4D
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<b>Well-Being in Education: Engagement, Identity and Teacher Resilience</b>		
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Chair Nisha Sharma	<b>Virtues as Pathways to Teacher Well-Being: The Mediating Effects of Burnout and Self-Efficacy</b> (Single Paper) Giacomo Angelini (Presenting Author); Caterina Mamprin (Co-Author); Ilaria Buonomo (Co-Author); Caterina Fiorilli (Co-Author)
	<b>Investigating the link between student engagement and subjective well-being: A scoping review</b> (Single Paper) Sebastian Redl (Presenting Author)
	<b>Ethnic Identity, Achievement and Well-Being: Results from a Systematic Review</b> (Single Paper) Mafalda Campos (Presenting Author); Joana Pipa (Co-Author); Francisco Peixoto (Co-Author)

Conference Dinner	19:30
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Conference Dinner
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## SUNDAY, 24 AUGUST 2025

Session D 12	09:00–10:30	Location: HS 15.11
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## Social Interaction in Learning and Instruction

**Chair**  
Oscar Yau

**In-school physical activity, peer relationships, and academic achievement in primary school students** (Single Paper)  
Anni Byman (Presenting Author); Tuija Tammelin (Co-Author); Kirsi Pyhältö (Co-Author); Sanna Ulmanen (Co-Author); Janne Pietarinen (Co-Author)

**A systematic review of social interactions and their effects on international students' outcomes** (Single Paper)  
Zhouer Li (Presenting Author); Carla Bohndick (Co-Author)

**The role of student diversity in CSCL in higher education: Results of a systematic literature review** (Single Paper)  
Martin Schulze (Presenting Author); Stefan Stürmer (Co-Author); Jennifer Hochstein (Co-Author); Laura Froehlich (Co-Author); Jan-Bennet Voltmer (Co-Author)

Session D 11	09:00–10:30	Location: LS 15.03
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## Pedagogical Innovation and Professional Development in VET and Entrepreneurship

**Chair**  
Laura Castañe Bassa

**Learning styles, teaching methods, engagement and entrepreneurial intention** (Roundtable)  
Colin Kay (Presenting Author)

**Transforming Vocational Learning: Challenge-based Learning for Intrapreneurship** (Roundtable)  
Alexandra Ochs (Presenting Author); Selina Michel (Co-Author); Lea Neill (Co-Author); Manuel Förster (Co-Author)

**The role of pedagogical professionalism of academically qualified VET professionals in transitions.** (Roundtable)  
Barbara Wildermuth (Presenting Author)

Session D 10	09:00–10:30	Location: SR 15.13
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## Collaborative Learning

**Chair**  
Georgia Penekeli

**Impact of Reading in Pairs peer tutoring programme on Oral English skills in secondary students** (Roundtable)  
Zulema Badenes Canet (Presenting Author); Ester Miquel (Co-Author)

**Utilizing a Large Language Model (LLM) for the Classification of Collaborative Dialogues** (Roundtable)  
David Otten (Presenting Author); Pantelis M. Papadopoulos (Co-Author); Maryam Amir Heari (Co-Author); Maaïke Endedijk (Co-Author)

**A Case Study on the Value of Learning Communities in an Online Chinese Course** (Roundtable)  
Ying Zheng (Presenting Author)

Session D 09	09:00–10:30	Location: SR 15.27
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**Family Dynamics and School Environment: Impacts on Adolescent Well-Being**

<b>Chair</b> Lotte van Kesteren	<b>Latent Profile Analysis of Associations between Adolescents' Behavior and Parental Well-being</b> (Single Paper) Zhiyang Feng (Presenting Author); Asko Tolvanen (Co-Author); MARJA-KRISTIINA LERKKANEN (Co-Author); Minna Torppa (Co-Author); Kaisa Aunola (Co-Author); Eija Pakarinen (Co-Author)
	<b>School Burnout and Depressive Symptoms: The Impact of Parental Interference on Student Well-Being</b> (Single Paper) Giacomo Angelini (Presenting Author); Ilaria Buonomo (Co-Author)

Session D 07	09:00–10:30	Location: SR 15.32
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**Learning in Local Communities**

<b>Chair</b> Emmi Pelkonen	<b>Creating bonds between schools and public places</b> (Roundtable) stefania bettuzzi (Presenting Author)
	<b>Cultivating Change: Communality-Based Sustainable Curriculum in Oaxaca, South-Western Mexico</b> (Roundtable) Meri Mononen-Matias (Presenting Author)
	<b>Teachers' and students' wellbeing and social support within a primary school community</b> (Roundtable) Pihla Rautanen (Presenting Author); Roosa Yli-Pietilä (Co-Author)

Session D 05	09:00–10:30	Location: SR 15.33
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**Artificial Intelligence in Higher Education**

<b>Chair</b> Sara de Bruin	<b>Barriers and Requirements for the Implementation of generative AI in Higher Education</b> (Roundtable) Isabelle Fabienne Geppert (Presenting Author)
	<b>GenAI for students' self-regulated learning practices - effects of modality &amp; anthropomorphism</b> (Roundtable) Ida Bang Hansen (Presenting Author); Rasmus R. Hansen (Co-Author); Christopher Neil Prilop (Co-Author)
	<b>Integrating Artificial Intelligence into Higher Education: Curriculum Adaptation and Best Practices</b> (Roundtable) Chrysanthi Melanou (Presenting Author)



Session D 06	09:00–10:30	Location: SR 15.36
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### Curriculum Analysis and Educational Strategies

<b>Chair</b> Franziska Wehrhahn	<b>Integrating ESD in Math: Impact of Authentic, Well-Posed Tasks on Pupils' Environmental Competence</b> (Single Paper) Johanna Hackl (Presenting Author); Michael Fischer (Co-Author)
	<b>The Analysis of Systems Thinking in the Official Chemistry Curriculum and Textbooks in China</b> (Single Paper) Yan Wu (Presenting Author); Ka Lok Cheng (Co-Author)
	<b>Fostering Minds: A Systematic Review of Critical Thinking Across School Curricula</b> (Single Paper) Francesca Pignoloni (Presenting Author); Olga Ioannidou (Co-Author)

Session D 04	09:00–10:30	Location: SR 15.37
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### Fostering Self-Directed and Self-Regulated Learning in Youth

<b>Chair</b> Thomas Wicki	<b>Promoting Self-Regulated Learning Through Homework: Practices of Spanish Teachers</b> (Single Paper) Carolina Rodríguez Llorente (Presenting Author); Yukari Abe (Co-Author); Fátima Díaz Freire (Co-Author); Emmanuel Manalo (Co-Author)
	<b>Upper primary school students' perceived use of self-regulated learning strategies in Finland</b> (Single Paper) Jenni Latva-aho (Presenting Author); Héctor J. Pijera-Díaz (Co-Author); Essi Vuopala (Co-Author); Kristiina Mänty (Co-Author); Piia Naykki (Co-Author)
	<b>Empowering NEET-Youth: Assessing the Impact of Self-directed Learning Skills Intervention</b> (Single Paper) Kerli Kõiv (Presenting Author); Katrin Saks (Co-Author); Abraham Azzopardi (Co-Author); Valentina Todoroska (Co-Author); Esen Şen (Co-Author)

Session D 01	09:00–10:30	Location: SR 15.41
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### Enhancing Educational Practices through Technology

<b>Chair</b> Anna Rebel	<b>Online workshop reduced the research publication needs assessment score of pharmacy students in Nigeria</b> (Single Paper) Adaobi Mosanya (Presenting Author); Ifunanya Ikhile (Co-Author); Chukwuemeka Ubaka (Co-Author); Maxwell Adibe (Co-Author)
	<b>Exploring the Acceptance of E-learning Technology in Constructivist Learning environment</b> (Single Paper) Saif Husam Mohammed (Presenting Author)

<b>Session D 02</b>	<b>09:00–10:30</b>	<b>Location: SR 15.49</b>
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### Integration and Support in Education

<b>Chair</b> Tobias M. Schifferle	<b>Understanding Support for Integration of International Students into Finnish Host Communities</b> (Single Paper) Anduena Ballo (Presenting Author); Sotiria Varis (Co-Author); Päivi Tynjälä (Co-Author)
	<b>Enhancing Professional Vision for Inclusive Teaching in Multicultural Classrooms: Georgian Case</b> (Single Paper) Nano Khetsuriani (Presenting Author); Lina Kaminskienė (Co-Author)
	<b>Parents' experiences regarding the decision-making process on reasonable accommodations</b> (Single Paper) Laura Fluyt (Presenting Author)

<b>Session D 14</b>	<b>09:00–10:30</b>	<b>Location: SR 15.4A</b>
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### Assessment and Feedback

<b>Chair</b> Christine van Nooijen	<b>Validation of a Test to Assess Students' Affective Outcomes in Out-of-School Learning Environments</b> (Single Paper) Florian Stern (Presenting Author); Joachim Dengg (Co-Author); Andreas Mueller (Co-Author)
	<b>Perceptions of assessment and feedback in Russian schools: what teachers do and students think</b> (Single Paper) Marina Kholmanskaya (Presenting Author); Elena Chernobay (Presenting Author); Gavin Brown (Co-Author)
	<b>Assessing Social-Emotional Skills in Primary School: Validation of an Instrument</b> (Single Paper) Andrea Kogler (Presenting Author); Katharina Prinz (Co-Author); Lisa Paleczek (Co-Author); Martin Berger (Co-Author); Barbara Gasteiger-Klicpera (Co-Author)

<b>Session D 03</b>	<b>09:00–10:30</b>	<b>Location: SR 15.4B</b>
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### Harnessing AI in Education for Motivation, Feedback, and Skills Development

<b>Chair</b> Akshita Rawat	<b>Improving Pre-Service Teachers' Argumentation Skills through AI-Based Feedback</b> (Single Paper) Antonia Ohliger (Presenting Author); Miriam Leuchter (Co-Author)
	<b>Co-Authoring with Generative AI: Effects and Impacts on Student Motivation and Self-Efficacy</b> (Single Paper) Daire Maria Ni Uanachain (Presenting Author); Amelia King (Co-Author)
	<b>AI in the feedback process: Effects of humanlike AI agents vs. human feedback on student experiences</b> (Single Paper) Rasmus R. Hansen (Presenting Author); Ida Bang Hansen (Co-Author); Christopher Neil Prilop (Co-Author)

<b>Session D 08</b>	<b>09:00–10:30</b>	<b>Location: SR 15.4C</b>
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<b>Enhancing Teacher Competence: ICT Engagement and Training Challenges</b>		
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<b>Chair</b> Laura Landi	<b>Exploring the Causes of Dropout in Teacher Training Master's Programs in Russia</b> (Single Paper) Kseniia Tsitsikashvili (Presenting Author)
	<b>Teacher Training Effects on Teachers' Pedagogical Digital Competence: An Umbrella Review</b> (Single Paper) Yildiz Isaoglu (Presenting Author); Kateryna Zabolotna (Co-Author); Guy Cohen (Co-Author); Özün Keskin (Co-Author); Tabea Rosenkranz (Co-Author); Emma Lehtoaho (Co-Author); Milena Sarmiento-Márquez (Co-Author); Marlene Wagner (Co-Author)
	<b>Teachers' Participation in Learning Activities Related to Information and Communication Technologies</b> (Single Paper) Sahsenem Öz (Presenting Author); Kaisa Leino (Co-Author); Mikko Niilo-Rämä (Co-Author); Raija Hämäläinen (Co-Author)

<b>Session D 13</b>	<b>09:00–10:30</b>	<b>Location: SR 15.4D</b>
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<b>Reading and Writing Habits and Cognitive Resources</b>		
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<b>Chair</b> Rinotha Senathirajah	<b>Writing fluency in an L2: the role of linguistic and attentional resources</b> (Single Paper) Lisa Haake (Presenting Author)
	<b>First-grade teachers' memory-relevant instruction and their perceptions of students' memory</b> (Single Paper) Marloes van Roon (Presenting Author); Wilfried Admiraal (Co-Author); Dineke Tigelaar (Co-Author); Linda van den Bergh (Co-Author)
	<b>Changes in reading habits during COVID among Georgian and Finnish students-Policy impact on reading</b> (Single Paper) Zhuzhuna Gviniashvili (Presenting Author)

<b>Coffee Break</b>	<b>10:30–11:00</b>
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<b>Coffee Break</b>
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<b>Workshop</b>	<b>11:00–12:30</b>	<b>Location: HS 15.04</b>
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<b>Disseminating your Research: Preparing Presentations that Inspire and Inform</b>		
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<b>Speaker</b> Iro Xenidou-Dervou	Learning to present your research effectively and share your findings with different audiences is a key skill for early career researchers. A strong conference presentation not only communicates your work clearly but also raises the visibility of your research, contributes to your field and opens the door to new opportunities and collaborations.
	This workshop is designed to support early career researchers in 1) Planning and structuring an academic presentation, 2) Preparing clear, concise and engaging slides, and 3) Delivering your presentation with confidence. We will also talk about nervousness, and stage presence and go through some practical tips and what to avoid.

Workshop	11:00–12:30	Location: HS 15.13
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<b>Bayesian estimation part 1</b>		
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<b>Speaker</b> Hanna Rajh-Weber; Stefan Ernest Huber	In this hands-on workshop we will go through some typical research problems and how to address them with Bayesian methods in easily accessible software. In particular, we cover correlations, linear regression, t-tests, ANOVAs and show how to perform these typical procedures in JASP and R. Step-by-step guides will be provided so that participants can try these methods on their own PC. For each research problem we contrast the Bayesian approach, using Bayes factor, with its frequentist counterpart. Among other things, we discuss the Bayes factor for hypothesis testing, because this has the substantial advantage of being capable to provide relative evidence for both the null and alternative hypothesis. Lastly, we present how Bayesian results can be interpreted and reported in scientific work.
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Workshop	11:00–12:30	Location: HS 15.14
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<b>Open Science</b>		
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<b>Speaker</b> Gabriela Hofer; Hilmar Brohmer	Open Science practices (OSPs) such as data sharing, material sharing, and preregistration have become highly common in psychological research and are also becoming increasingly popular in educational science. OSPs tackle widespread problems of questionable research practices like p-hacking or HARKing and enhance the reproducibility and replicability of results. OSPs also have the positive side effect that, once applied, they structure the research workflow of individual researchers. Here, we want to provide an introduction to different OSPs and their benefits. Moreover, participants will get the opportunity to work on their first preregistration for a study they currently plan. A preregistration is a written account of a project's research questions and hypotheses and the methods planned to test them (e.g., research design, sample size, analysis plans). Preregistrations are written and time-stamped before a study is conducted. For the preregistration exercise, participants should have a rough study idea at hand. Apart from that, there are no requirements for this beginners' workshop.
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Workshop	11:00–12:30	Location: LS 15.03
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<b>Coping strategies during the PhD project</b>		
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<b>Speaker</b> Benedetta Zagni; Felipe Sanchez	Let's be honest: opening up about how we really feel during the PhD journey can be challenging, especially in a room full of strangers. This workshop is designed to address that—offering a space to reflect, share, and explore the emotional highs and lows of the PhD experience in a supportive, non-judgmental environment. Research has shown that doctoral students face high levels of stress, anxiety, and even depression (Bosanquet et al., 2020; Van Lankveld et al., 2017), with PhD students six times more likely to experience mental health issues than the general population (Levecque et al., 2017). Factors contributing to this include academic pressure, isolation, and uncertainty about the future (Emmioglu et al., 2017; Stubb et al., 2012). But this isn't a typical self-help session. Instead, we aim to normalize the emotional rollercoaster of pursuing a PhD and offer evidence-based strategies for managing it. Practical approaches to mental well-being, such as resilience-building and mindfulness, have been shown to reduce stress and enhance academic coping skills (Brougham et al., 2009). Together, we'll create a safe space to test out these well-being tools and discover what works for each of us individually. Grounded in research on doctoral well-being, this workshop invites doctoral researchers and early-career academics to pause, step back from academia's relentless demands, and focus on self-care—both personally and collectively. Participants will set personal goals, take time to reflect, and learn strategies to approach their academic journey with intentionality and resilience. By cultivating these skills, we hope to foster a healthier academic culture that supports both professional success and personal well-being.
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Lunch	12:30–13:00
Lunch	

Session E 05	13:00–14:00	Location: SR 15.42
Motivation and Classroom Dynamics		
Chair Deepti Bora	<p><b>The Impact of Curriculum Co-Creation on Motivation and Self-Efficacy in Secondary Education</b> (Poster Presentation) Daire Maria Ni Uanachain (Presenting Author)</p> <p><b>The role of basic psychological need satisfaction and engagement in school attendance</b> (Poster Presentation) Suvi Kanerva (Presenting Author); Risto Hotulainen (Co-Author); Sanna Oinas (Co-Author)</p> <p><b>Perceived Teaching Approaches Among Beginning Secondary School Students: A Profile Analysis</b> (Poster Presentation) Jeremy Jiadong Pan (Presenting Author); Andrew Martin (Co-Author); Rebecca Collie (Co-Author)</p> <p><b>The structural validity of the student classroom behavioural climate scale</b> (Poster Presentation) Emmi Pelkonen (Presenting Author); Airi Hakkarainen (Co-Author); Heidi Korpipää (Co-Author); Pilvi Peura (Co-Author); Hannu Savolainen (Co-Author); Vesa Närhi (Co-Author)</p> <p><b>Social Identity Threat Relates to Satisfaction and Frustration of Students' Need for Competence</b> (Poster Presentation) Mai Grundmann (Presenting Author); Laura Froehlich (Co-Author); Lena Schützler (Co-Author); Oliver Christ (Co-Author)</p>	

Session E 03	13:00–14:00	Location: SR 15.43
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**Self-Regulated Learning and Persistence**

<b>Chair</b> Zhuzhuna Gviniashvili	<b>Why do students prefer strategies regulating extrinsic motivation rather than intrinsic motivation?</b> (Poster Presentation) Linda Zenger (Presenting Author); Barbara Flunger (Co-Author); Tamara Van Gog (Co-Author)
	<b>A systematic review of the conceptualisation of goal setting and orientation in higher education</b> (Poster Presentation) Kōue Heintalu (Presenting Author); Katrin Saks (Co-Author); Natalia Edisherashvili (Co-Author)
	<b>Promoting self-regulated learning and digital interactions in large scale courses</b> (Poster Presentation) Felina Dinger (Presenting Author); Marie-Christine Bartels (Presenting Author); Silke Schworm (Co-Author)
	<b>Lights and Shadows of Research on Student Agency in Secondary Education: A Systematic Review</b> (Poster Presentation) Maddalena Vavassori (Presenting Author); Valentina Grazia (Co-Author); Luisa Molinari (Co-Author)
	<b>A Literature Review of reading proficiency and self-regulated learning</b> (Poster Presentation) Minh Dong (Presenting Author); Anita Habók (Co-Author)
	<b>Conceptualizing Persistence as a Multidimensional Phenomenon</b> (Poster Presentation) Ida Laug (Presenting Author)

Session E 01	13:00–14:00	Location: SR 15.44
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**Teachers' Professional Development**

<b>Chair</b> Tobias M. Schifferle	<b>From Content-focused to Student-centered Learning: How do University Teachers Make the Transition?</b> (Poster Presentation) Liu liukun (Presenting Author); Nancy Law (Co-Author); Jianhua Zhao (Co-Author)
	<b>How do the teacher communities' practices and environment affect teachers' professional agency?</b> (Poster Presentation) Roosa Yli-Pietilä (Presenting Author); Pihla Rautanen (Co-Author); Janne Pietarinen (Co-Author); Tiina Soini-Ikonen (Co-Author); Kirsi Pyhältö (Co-Author)
	<b>Effects of a facilitator professional development program on delivering innovative teacher PD</b> (Poster Presentation) Ella Dorothea Hansen (Presenting Author); Rebekka Stahnke (Co-Author)
	<b>Ever wondered if there is a correlation between professional knowledge and career choice? – I did!</b> (Poster Presentation) Jessica Nitsch (Presenting Author)
	<b>Beginning Teachers' Lesson Quality; do they know what Support they need?</b> (Poster Presentation) Sara de Bruin (Presenting Author); Marieke van Geel (Co-Author); Kim Schildkamp (Co-Author)

Session E 04	13:00–14:00	Location: SR 15.45
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**Societal Perspectives on Education**

<b>Chair</b> Lotte van Kesteren	<b>Navigating doctoral liminality by crossing thresholds</b> (Poster Presentation) Jin Yu (Presenting Author)
	<b>Pre-service teachers' attitudes towards trans* students</b> (Poster Presentation) Sophia Just (Presenting Author); Andreas Gegenfurtner (Co-Author)
	<b>A Vision for an Integrated Future Arab Teachers in Schools for Jewish Students</b> (Poster Presentation) Aya Odeh (Presenting Author); Benzi Slakmon (Co-Author)
	<b>Constructing an Instrument for Dialogic Competencies: An Exploratory Factor Analysis</b> (Poster Presentation) Wei Chen Hsu (Presenting Author); Hsiu Chang Chien (Co-Author); Shu Ming Jiang (Co-Author); Jeremy C.C. Chang (Co-Author)
	<b>Designing Curriculum Integrating Dialogic Space into Socio-Scientific Issues in Taiwan</b> (Poster Presentation) Shu Ming Jiang (Presenting Author); Wei Chen Hsu (Co-Author); Hsiu Chang Chien (Co-Author); Jeremy C.C. Chang (Co-Author)
	<b>Bridging Perspectives: Applying Two-Eyed Seeing in One Health Education</b> (Poster Presentation) Franziska Messenböck (Presenting Author); Ulrich Hobusch (Co-Author); Kerstin Kremer (Co-Author)

Session E 02	13:00–14:00	Location: SR 15.48
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**Inclusive Education and Learning Difficulties**

<b>Chair</b> Emmi Pelkonen	<b>Learning outcomes of participants in a digital writing intervention for adults in Germany</b> (Poster Presentation) Moritz Butscheidt (Presenting Author)
	<b>Differences in Parental Expectations in Children With and Without Learning Disabilities</b> (Poster Presentation) Carolina Rodríguez Llorente (Presenting Author); Mei-Lin Chang (Co-Author); Lucía Díaz Pita (Co-Author); Susana Rodriguez (Co-Author)
	<b>Examining the Impact of Math Anxiety on Switch Costs in Arithmetic Operations</b> (Poster Presentation) Yarden Glikzman (Presenting Author); Shir Levy (Co-Author)
	<b>Teaching in an Inclusive Classroom in Estonia: The Perspective of Second Grade Teachers</b> (Poster Presentation) Kerli Kasar (Presenting Author); Liina Lepp (Co-Author); Äli Leijen (Co-Author)
	<b>Implementation Quality of Cooperative Learning in Inclusive Education – A Cumulative PhD Project</b> (Poster Presentation) Linda Hinderer (Presenting Author)

Workshop	14:00–15:30	Location: HS 15.03
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<b>Academic publishing</b>		
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<b>Speaker</b>		
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Gert Rijlaarsdam; Hans Gruber; Nina Bonderup Dohn; Rachel Conway		
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Workshop	14:00–15:30	Location: HS 15.04
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<b>Data management</b>		
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<b>Speaker</b>		
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Claire Jean-Quartier		
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Research data management (RDM) ensures integrity, increases research impact, and saves time that is otherwise lost in searching for or understanding of data. Data management processes are handled heterogeneously by researchers, which can result in problems with data handling during collaboration, or lead to issues when reusing research output in the future. Strategies for data management have to take technical, organizational, legal, structural, and sustainability aspects into account. The importance of RDM is increasingly recognized in scientific funding. Many funders now require research projects to submit a statement about how digital objects from research activities will be managed, and include where appropriate details about current practices at the research organization.

This workshop will provide an overview of the topic of RDM and further expand on planning data management. Participants will learn about data management plans as tool for describing the structured management of research data and related digital objects such as software during a project.

The following is a selection of questions that will be addressed:

- What is research data management and why is it important?
- What does the abbreviation “FAIR” stand for?
- How can research data be managed and analysed?
- What is an electronic lab book?
- How is research data documented and what are metadata?
- How can research data be published and where can data be found for re-use?
- What does CC BY mean with regards to licenses?
- How do you write a data management plan (DMP)?
- What are Software Management Plans (SMP)?
- Which templates are available for managing research data and software?
- How is a DMP structured and what are the main categories (e.g. strategy to data storage, publication and sharing of data, collaborative work, legal aspects)?
- Are there any tools for creating DMPs?

Workshop	14:00–15:30	Location: HS 15.05
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<b>Scientific Writing</b>		
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<b>Speaker</b>		
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Mathias Benedek		
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Scientific writing is a cornerstone of academic work, yet for many early-career researchers, it remains a challenging and often elusive task. This workshop is not primarily about perfecting writing style—it’s about getting papers written. To this end, we’ll focus on building a sustainable writing practice. We’ll discuss common but misleading barriers to writing and explore strategies to develop habits that support consistent, prolific output. While improved style may come with experience, our primary goal is to help you move your work from the to-do list to the page.



<b>Workshop</b>	<b>14:00–15:30</b>	<b>Location: HS 15.13</b>
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<b>Bayesian estimation part 2</b>
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<b>Speaker</b> Hanna Rajh-Weber; Stefan Ernest Huber	Have you ever wondered why people continue to interpret p-values as if they tell them how plausible their hypothesis is, even though we are repeatedly taught that this is certainly not their meaning? Or, why researchers seem to spend so much time on computing how probable their data were, if a hypothesis they don't care about was true, when really, they are interested in what processes might underlie their data? And if methods, that could address such questions, actually exist, why do we apparently hear so little about them in our education? If you answered yes to any of those questions, you are in good company: We continue to ask ourselves the same thing which is why we want to explore Bayesian approaches to data analysis as a complement to conventional frequentist analyses in this workshop. We begin by revisiting the frequentist and Bayesian mindsets using simple, practical examples. Then, we juxtapose strengths and weaknesses of Bayesian methods, as we encountered them in the literature. Finally, we encourage participants to reflect on their own research questions and consider how framing them in either a frequentist or Bayesian way could be beneficial for their intentions.
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<b>Workshop</b>	<b>14:00–15:30</b>	<b>Location: LS 15.03</b>
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<b>PIRLS data analysis</b>
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<b>Speaker</b> Surette Van Staden	This interactive workshop will focus on practices and principles of questionnaire design. Using the Progress in International Reading Literacy Study (PIRLS) as an example of best practice, this workshop will benefit researchers who intend to use, design and develop questionnaires in their own research. We will discuss the role of the conceptual framework in operationalizing questionnaire items, with a focus on questionnaire design principles, practices and potential pitfalls with a view to data analysis. As the workshop will include a focus on practical application and putting best practice into action, it is encouraged to come prepared with a concrete project idea that will make use of questionnaire(s) as data collection method.
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<b>Coffee Break</b>	<b>15:30–16:00</b>
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<b>Coffee Break</b>
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<b>Session F 06</b>	<b>16:00–17:30</b>	<b>Location: HS 15.11</b>
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<b>Creativity in STEM: The Role of Design Thinking and Gender Equity</b>
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<b>Chair</b> Sara de Bruin	<p><b>The Influence of Design Thinking on Creative Confidence: Implications for Gender Equity in STEM</b> (Single Paper) Maria Vieira (Presenting Author); David Cropley (Co-Author)</p> <p><b>The possibilities of enchancing creativity in STEAM activities by supporting design thinking</b> (Single Paper) Sanna Merikanto-Tolonen (Presenting Author); Megumi Iwata (Co-Author); Jari Laru (Co-Author); Kati Mäkitalo (Co-Author)</p> <p><b>Can Design Thinking Develop Girls' Creative Self-Beliefs in STEM? A Qualitative Study</b> (Single Paper) Maria Vieira (Presenting Author)</p>
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Session F 12	16:00–17:30	Location: LS 15.03
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Belonging and Education		
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Chair Ziqi Li	<b>Impact of gender, SES, ethnicity &amp; effort on teacher recommendations in Dutch secondary education</b> (Roundtable) Nathalia Drent (Presenting Author); Anneke Timmermans (Co-Author); Jan-Willem Strijbos (Co-Author)
	<b>An overview of sense of school belonging among immigrant students from 2017 to 2023 in Finland</b> (Roundtable) Hang Le (Presenting Author); Heli Muhonen (Co-Author); Anne-Elina Salo (Co-Author); MARJA-KRISTIINA LERKKANEN (Co-Author); Jenni Helenius (Co-Author); Niina Junttila (Co-Author)
	<b>Establishing reciprocal learning of mentor and mentee during the secondary school internship</b> (Roundtable) Geerte Holwerda-van den Berg (Presenting Author); Albert Logtenberg (Co-Author); Lysanne Post (Co-Author); Fred Janssen (Co-Author)

Session F 04	16:00–17:30	Location: SR 15.27
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Motivation During the Learning Process		
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Chair Yarden Gliksman	<b>Understanding Fifth Graders' Math Motivation: Profiles and Stability</b> (Single Paper) Mathilda Sandman (Presenting Author); Anna Widlund (Co-Author); Jaana Viljaranta (Co-Author); Johan Korhonen (Co-Author)
	<b>Motivational Potential of Mathematics Tasks and its Impact on Students' Self-Determined Motivation</b> (Single Paper) Pia Todtenhöfer (Presenting Author); Anja Schiepe-Tiska (Co-Author); Doris Lewalter (Co-Author)
	<b>Load Reduction Instruction–Supporting Motivation, Engagement, and Achievement in Science Projects</b> (Single Paper) Oscar Yau (Presenting Author); Andrew Martin (Co-Author); Rebecca Collie (Co-Author)

Session F 05	16:00–17:30	Location: SR 15.32
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Assessing and Supporting Cognitive Skills		
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Chair Georgia Penekeli	<b>Developing a CbKST-Type Competence Model for Linear Functions in Lower Secondary Math Education</b> (Roundtable) Peter Steiner (Presenting Author); Stephanie Leininger (Co-Author); Fabian Grünig (Co-Author); Jan Hochweber (Co-Author); Stephan Schönenberger (Co-Author); Michael Kickmeier-Rust (Co-Author)
	<b>Developing a Cognitive and Affective Framework for Picture Books: A Cultural Inquiry of Taiwan</b> (Roundtable) Hannah Krautinger (Presenting Author)
	<b>Judgment processes of student teachers: validity and use of cues in judging reading-related traits</b> (Roundtable) Jacqueline Zielke (Presenting Author); Natalie Foerster (Co-Author)
	<b>How do cognitive diagnostic models contribute to the evaluation of math skills in the first grade?</b> (Roundtable) Nils Goldboom (Presenting Author); Natalie Foerster (Co-Author)

Session F 10	16:00–17:30	Location: SR 15.33
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### Understanding Motivation and Self-Concept

<b>Chair</b> Zulema Badenes Canet	<b>The role of specific social comparison targets for the development of academic self-concept</b> (Roundtable) Eric Nising (Presenting Author); Julia Gorges (Co-Author)
	<b>Understanding Primary School Students' Homework Behaviors and Motivation</b> (Roundtable) Lotte van Kesteren (Presenting Author); Vincent Hoogerheide (Co-Author); Tamara Van Gog (Co-Author); Barbara Flunger (Co-Author)
	<b>The Cultural Differences on Self-images and its Effects on Motivation</b> (Roundtable) Haruka Murakami (Presenting Author); Emmanuel Manalo (Co-Author)

Session F 03	16:00–17:30	Location: SR 15.36
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### Playfulness and Pedagogical Competence

<b>Chair</b> Sunet Grobler	<b>An exploratory study of expert definitions of good epistemic tasks.</b> (Single Paper) Paul Sijpkes (Presenting Author)
	<b>Primary School Students' Problem Solving Variations Before and After Division Instruction</b> (Single Paper) Ana-Maria Purcar (Presenting Author); Muşata-Dacia Bocoş (Co-Author)

Session F 13	16:00–17:30	Location: SR 15.37
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### Research Methodologies and Teaching Insights

<b>Chair</b> Fanzhu Meng	<b>Systematic review of research on mathematics PCK: Insights from a topic-specific approach</b> (Single Paper) Monika Grigaliuniene (Presenting Author); Erno Lehtinen (Co-Author); Lieven Verschaffel (Co-Author); Fien Depaepe (Co-Author)
	<b>A systematic review and meta-analysis of immersive training in heavy industry</b> (Single Paper) Lauri Lehtonen (Presenting Author); Mikko Haavisto (Co-Author); Andreas Gegenfurtner (Co-Author); Marjaana Veermans (Co-Author)
	<b>Transcription in the Age of AI: Insights from a Multilingual, Multi-Accented Interview Study</b> (Single Paper) Anthea Moravánszky (Presenting Author)

Session F 01	16:00–17:30	Location: SR 15.41
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Global Citizenship in Education		
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Chair I Wayan Eka Dian Rahmanu	<b>Review on The Implementation of Global Citizenship Education in EFL Courses in ASEAN</b> (Single Paper) Rizvika Rahmita Salim (Presenting Author)
	<b>(Dis) Equilibrium in Empathic Response Predicts Global Citizenship Identity in Adolescence.</b> (Single Paper) Anya Chakraborty (Presenting Author); Mayank Sharma (Co-Author); Hritik Gupta (Co-Author); Nandini Chatterjee Singh (Co-Author)
	<b>A State of The Art Review of Empirical Studies on Global Citizenship Education in Indonesia</b> (Single Paper) Rizvika Rahmita Salim (Presenting Author); Gyöngyvér Molnár (Co-Author)

Session F 02	16:00–17:30	Location: SR 15.49
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Feedback and Self-Regulation		
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Chair Masayo Hayade	<b>How task value and perceptions of feedback quality and usefulness shape attitudes in peer-feedback</b> (Single Paper) Nomindelger Jargalsaikhan (Presenting Author); Melanie V. Keller (Co-Author); Martin Däumler (Co-Author); Tobias Böttger (Co-Author); Markus Dresel (Co-Author)
	<b>Understanding the Effects of Feedback for Writing: The Role of Process Data</b> (Single Paper) Hannah Pünjer (Presenting Author); Ronja Schiller (Co-Author); Lars Höft (Co-Author); Jonathan Schaller (Co-Author); Luca Bahr (Co-Author); Thorben Jansen (Co-Author)
	<b>How Rubric and Feedback Design Affect Self-regulation: Insights from Higher Education</b> (Single Paper) Beñat Etxeberria (Presenting Author); Alazne Fernández Ortube (Co-Author); David Zamorano (Co-Author); Leire Pinedo (Co-Author); Lucía Barrenetxea-Mínguez (Co-Author); Ernesto Panadero (Co-Author)

Session F 08	16:00–17:30	Location: SR 15.4A
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Teacher Beliefs and Pedagogical Practices		
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Chair Sara Huotari	<b>Teachers' Beliefs about Grade Retention Policies in Portugal</b> (Single Paper) Natalie Nóbrega Santos (Presenting Author); Joana Pipa (Co-Author); Vera Monteiro (Co-Author); Francisco Peixoto (Co-Author)
	<b>Understanding the Role of Teacher Beliefs in Shaping Pedagogic Practices</b> (Single Paper) Akshita Rawat (Presenting Author)
	<b>The interplay of EFL teachers' pedagogical beliefs and PCK with instructional materials use approach</b> (Single Paper) Nurul Fitriyah Almunawaroh (Presenting Author); János Steklács (Co-Author)

Session F 09	16:00–17:30	Location: SR 15.4B
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Early Numeracy Development		
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Chair MACHIKO KOBORI	<b>Identifying Early Numeracy Profiles in Second Graders</b> (Single Paper) Anne Föhr (Presenting Author); Johan Korhonen (Co-Author); Heidi Hellstrand (Co-Author); Anu Laine (Co-Author); Pirjo Aunio (Co-Author)
	<b>Longitudinal Relations of Early Numeracy, Language and Executive Function Skills in Preschoolers</b> (Single Paper) Natalia Stalchenko (Presenting Author); Anna Widlund (Co-Author); Ritva Ketonen (Co-Author); Pirjo Aunio (Co-Author)
	<b>Distinct Profiles of Early Math: The relationship with Authoritative Parenting</b> (Single Paper) Chun Wing Ng (Presenting Author); Yasmin Fong (Co-Author); Di Zhang (Co-Author); Kerry Lee (Co-Author); Sum Kwing Cheung (Co-Author)

Session F 07	16:00–17:30	Location: SR 15.4C
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Technology and Learning		
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Chair Teresa Giek	<b>Impact of Self-Efficacy and Instructional Mode on Students' Help-Seeking in Digital STEM Education</b> (Single Paper) Elena Meister (Presenting Author); Katja Scharenberg (Co-Author); Wolfram Rollett (Co-Author); Nadine Tramowsky (Co-Author); Silke Mikelskis-Seifert (Co-Author)
	<b>Development of Computational Thinking skills in 5- to 6-year-old children by training with a robot</b> (Single Paper) Belinda Jäger (Presenting Author)
	<b>The Impact of Verbal and Gestural Modeling on Children's Private Speech during Engineering Tasks</b> (Single Paper) Michelle Gäckle (Presenting Author); Miriam Leuchter (Co-Author); Timo Reuter (Co-Author)

Session F 11	16:00–17:30	Location: SR 15.4D
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Teacher Practices and Student Interaction		
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Chair Tzipi Horowitz Kraus	<b>Peers, Student, and Teacher Perspectives on Differential Teaching Practices</b> (Single Paper) Femke Borst (Presenting Author); Barbara Flunger (Co-Author); Jonne Bloem (Co-Author); Lisette Hornstra (Co-Author)
	<b>Examining the Predictive Role of Teacher-Student Interaction on Students' Social-Emotional Skills</b> (Single Paper) Doris Kristina Raave (Presenting Author)
	<b>Characterising Teachers' Enactment of Knowledge Building in the Classroom</b> (Single Paper) Yee Yin TAN (Presenting Author)

Keynote Panel	17:30–18:30	Location: HS 62.01 Alumni-Hörsaal
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**Educational Challenges and Futures: Talent, Inclusion, and Relational Perspectives**

Moderator Stephan Vogel	<p><b>Talent development as both overdue and future educational challenge</b> Roland H. Grabner</p> <p>Across different legal frameworks worldwide, it is acknowledged that every child has the right to receive education to develop their talents to their fullest potential (e.g., Article 29 of the UN Convention on the Rights of the Child). Despite these legal obligations, talent development still seems to be a marginal issue in current educational practice and is often relegated to gifted education programs focusing only on children with high general intelligence. This is in stark contrast not only to research demonstrating the importance of schooling for talent development across a broad achievement range but also to recent conceptual advancements in this field. The TAD (Talent development in Achievement Domains) framework embodies these advancements, building on the current body of psychological research on learning and achievement. This framework emphasizes the malleability of abilities, integrates cognitive and non-cognitive factors, and highlights the need to consider talent development in a domain-specific way. In my panel contribution, I will argue for a paradigm shift that brings talent development to the forefront of educational practice and discuss the potential of the TAD framework in this endeavor.</p> <p><b>Future perspectives on inclusive education for students with learning disorders</b> Karin Landerl</p> <p>Neurodevelopmental disorders affecting the acquisition of reading, spelling, and/or arithmetic skills are among the most common psychological diagnoses during the school years. Without adequate intervention and persistent support, these impairments in the development of foundational academic skills can have long term effects on academic achievement, career prospects and general well-being. Contrary to older, monocausal theories, recent research suggests that neuro-cognitive predictors – such as phonological awareness, rapid automatized naming, and numerical processing - partially overlap between impairments in reading and arithmetic. However, our understanding of why many children struggle in both learning domains remains limited. What do these research findings imply for inclusive education? First, early identification and ongoing monitoring of learning progress are crucial for ensuring that students receive appropriate teaching. Second, struggling learners require personalized teaching programs that incorporate evidence-based interventions. Digital technologies can play a vital role in providing individualized support for these learners, helping to alleviate the workload for educators. However, successful implementation of these technologies depends on the expertise of educators. Importantly, interventions that benefit students with learning disorders often enhance learning outcomes for all students in the classroom.</p> <p><b>Relational approaches in education: Challenging persistent dualisms</b> Nataša Lacković</p> <p>In this keynote panel talk, Dr Nataša Lacković explores recent developments in understanding learning, instruction, and knowledge as fundamentally relational. She argues that research in learning and instruction need to move beyond disciplinary boundaries and traditional silos - particularly those dominated by psychology-driven experimental designs - and instead embrace holistic, interdisciplinary approaches to educational theory and practice. Central to her talk are critical reflections on persistent dualisms in educational research, including the meanings we attach to terms such as inclusivity, diversity, and other key concepts related to learning and instruction.</p>
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Closing Ceremony	18:30–19:00	Location: HS 62.01 Alumni-Hörsaal
Closing Ceremony		

Bar Night	20:00	
Bar Night		