



JURE 2022 CONFERENCE PROGRAMME

EARLI.org/JURE2022

JURE 2022
University of Porto, Portugal
18 - 22 July 2022

PROGRAMME OVERVIEW

MONDAY 18.07.22	TUESDAY 19.07.22	WEDNESDAY 20.07.22	THURSDAY 21.07.22	FRIDAY 22.07.22
08:30 – 10:00 Registrations and Welcome Breakfast	08:30 – 09:00 Registrations	08:30 – 09:00 Registrations	08:30 – 09:00 Registrations	08:30 – 09:00 Registrations
10:00 – 10:30 Opening Ceremony	09:00 – 11:00 Workshops	09:00 – 10:30 Session D	09:00 – 11:00 Workshops	09:00 – 11:00 Workshops
10:30 – 11:30 Keynote S. Gauttier	11:00 – 11:30 Coffee break	10:30 – 11:00 Coffee break	11:00 – 11:30 Coffee break	11:00 – 11:30 Coffee break
11:30 – 13:00 Session A	11:30 – 13:00 Session B	11:00 – 12:30 SIG Invited Symposia	11:30 – 13:00 Session F	11:30 – 13:00 Session H
13:00 – 14:00 Lunch	13:00 – 14:00 Lunch	12:30 – 14:00 Lunch (with Professors)	13:00 – 14:00 Lunch	13:00 – 14:00 Lunch
14:00 – 16:00 Workshops	14:00 – 15:00 Keynote J. Tondeur & S. Howard	14:00 – 15:00 Special Panel	14:00 – 15:00 Keynote I. Menezes	14:00 – 15:30 Session I
16:00 – 18:00 Port Wine Tasting	15:00 – 15:30 Coffee break	15:00 – 15:30 Coffee break	15:00 – 15:30 Coffee break	15:30 – 16:00 Farewell coffee break
	15:30 – 17:00 Session C	15:30 – 17:00 Session E	15:30 – 17:00 Session G	16:30 – 17:30 Visit Livraria Lello OR Visit Port Wine Cellar
	17:00 – 18:00 SIG Exhibition	18:00 – 19:00 Visit Clérigos Tower 18:00 – ... Bar Evening	17:20 – 18:30 Sightseeing Bus to Dinner 19:00 – ... Gala Dinner	

All times are local times in Portugal (GMT+1).

KEYNOTES AND WORKSHOPS

We welcome all JURE 2022 delegates to attend our outstanding keynote lectures and thought-provoking workshops, led by experienced and renowned senior researchers.

KEYNOTES

Fostering early career researchers' wellbeing – a review of the evidence and manifesto

Prof. Dr. Stéphanie Gauttier

Monday 18th of July at 10:30 - Auditorium 2A

The ambiguity of blended learning in education: Is something new happening?

Prof. Dr. Jo Tondeur and Prof. Dr. Sarah Howard

Tuesday 19th of July at 14:00 - Auditorium 2A

Education and climate change activism: 'May you stay forever young'?

Prof. Dr. Isabel Menezes

Thursday 21st of July at 14:00 - Auditorium 2A

WORKSHOPS

WORKSHOPS I

Thinking differently about data for educational research: Our story

Prof. Dr. Jo Tondeur and Prof. Dr. Sarah Howard

Monday 18th of July at 14:00 - Room 250

Dispelling the Myth about the Looseness of the Methods Chapter in Qualitative Research

Prof. Dr. Charalambos Charalambous

Monday 18th of July at 14:00 - Room 252

Tackling social and educational disadvantages in educational settings: Methodological challenges

Prof. Dr. Gil Nata, Prof. Dr. Joana Cadima and Dr. Sofia Guichard

Monday 18th of July at 14:00 - Room 256

Eye-tracking in educational research

Prof. Dr. Leen Catrysse

Monday 18th of July at 14:00 - Room 254

WORKSHOPS II

Introduction to Systematic Literature Review

Prof. Dr. Margus Pedaste

Tuesday 19th of July at 09:00 - Room 252

The basics of structural equation modeling

Prof. Dr. Suzanne Jak

Tuesday 19th of July at 09:00 - Room 254

Mental Health & Wellbeing for Early Career Researchers (ECR)

Prof. Dr. Darragh McCashin and Prof. Dr. Stéphanie Gauttier

Tuesday 18th of July at 14:00 - Room 250

Fitting an Enormous Volume of Data in the Results Chapter

Prof. Dr. Charalambos Charalambous

Tuesday 18th of July at 14:00 - Room 256

WORKSHOPS III

Introduction to meta-analytic structural equation modeling

Prof. Dr. Suzanne Jak

Thursday 21st of July at 09:00 - Room 256

Best practice in intervention studies raising educational attainment

Prof. Dr. Jo Van Herwegen

Thursday 21st of July at 09:00 - Room 254

Academic Publishing

Prof. Dr. Hans Gruber and Laura Mesquita (Elsevier)

Thursday 21st of July at 09:00 - Room 250

Applying the Rasch model in the educational sciences

Prof. Dr. Gyöngyvér Molnár

Thursday 21st of July at 09:00 - Room 248

WORKSHOPS IV

Neuroeducation

Dr. Marta Martins

Friday 22nd of July at 09:00 - Room 256

Introduction to R and RStudio

Dr. Tiago Ferreira

Friday 22nd of July at 09:00 - Room 252

Should you slow down your science?

Prof. Dr. Rui Alexandre Alves

Friday 22nd of July at 09:00 - Room 250

Incorporating Open Science Practices on Your Research Workflow

Dr. Alessandra Souza, Dr. Ana Catarina Canário, Teresa Jacques

Friday 22nd of July at 09:00 - Room 249

SPECIAL POLICY PANEL

Making a Splash: Research Impact and Educational Policies

Wednesday 20th of July at 14:00 – Auditorium 2A

This special roundtable will showcase the work and societal impact of three key Portuguese research centres and foundations in the educational field: **Iniciativa Educação**, **ProChild Colab** and **Centre for Research and Intervention in Reading**. The invited speakers will present ongoing educational projects for different cohort of students, and explain how they are making an impact to educational practice and policy. The speakers will further discuss the main challenges for research to influence practitioners and policymakers, and how these challenges can be tackled.

Moderated by Dr Jo Van Herwegen from University College of London, this roundtable aims to shed light on the bridges among educational research, practice, and policymaking.

CONFERENCE APP



PASSPHRASE: jure2022

Follow the last-minute programme changes and important announcements via the JURE 2022 conference app, hosted by Guidebook! Download the conference app by using the passphrase above. With the app, you can easily create your personal schedule, check out our sponsors, consult practical information, connect with fellow delegates, and re-

ceive push notifications for last-minute schedule changes. We strongly recommend all delegates to download the app, as it is the fastest and easiest way to consult the conference programme! Download the Guidebook app via the App or Play Store and enter the passphrase to download the JURE 2022 app (**available from the 7th of July onwards**).

PRACTICAL INFORMATION

The JURE 2022 **Registration and Information Desk** in the entrance hall of the Faculty of Psychology and Education Sciences of the University of Porto will be opened throughout the conference. You can pick up your conference bag and nametag here when arriving at the conference. Please wear your nametag at all times to guarantee entrance to all areas of the conference. On Monday, we will even be serving a **welcome breakfast** for anyone who is registering early, from 8:30 onwards.

Do not hesitate to **ask a JURE 2022 team member** in case you have any questions or need further information. They can be found at the registration desk and throughout the conference venue. You can easily recognise them wearing a blue JURE 2022 t-shirt and a blue nametag.

Be sure to visit our **Publishers Exhibition** in the entrance hall to chat to our publishers, browse through their promotional materials and acquaint yourself with leading publishers in the field of education.

Coffee breaks and lunches will be served in the Faculty Garden, allowing all delegates to catch a bit of sun and fresh air in between sessions.

The conference venue can easily be reached by public transport or taxi:

Address

Rua Alfredo Allen
4200-135 Porto
Portugal

GPS

41.175300, -8.604572

By metro

Travelling by Metro do Porto, leave at the station 'Polo Universitário' on the yellow line (line D). Leaving the station, you will find FPCEUP on your left. For more information, check: <https://en.metrodoporto.pt/>

By bus

Day (6h00 - 1h00)

Stop: Pólo Universitário (Metro)
- 803: Boavista > Rio Tinto (Esc. Secundária)

Stop: Faculdade de Economia

- 204: Hospital de São João > Foz
- 300: Circular Hospital S. João > Aliados
- 301: Circular Sá da Bandeira > Hospital de São João

Stop: Igreja de Paranhos

- 603: Marquês > Maia

Dawn (1h00 - 4h30)

Stop: Cemitério de Paranhos
- 11M: Circular Hospital de São João > Coimbrões

For more information, check: <https://www.stcp.pt/pt/itinerarium/?ul=pt-PT&tab=3>

By car

The best way to find FPCEUP is to follow the signs to Paranhos/Hospital de São João.

SOCIAL EVENTS

We have a wide variety of **social events** planned, both during and after conference hours. Some social events require pre-registration. Tickets are available until sold out through the registration tool: bit.ly/JURE2022-REGISTER

Port wine tasting in the faculty garden

Monday 18th of July 2022

16:00 – 18:00

Registration required

€ 12,30 (23% VAT incl.)

At the end of the first conference day, we will introduce you to the world famous Portuguese wine: Port wine. Portuguese people pronounce it as [ˌviɲu duˈportu], and usually serve it with sweet or salty starters. You are invited to taste Port wine or juices in combination with dried fruits, salty appetizers, and sweets.

SIG Exhibition in the Courtyard

Tuesday 19th of July 2022

17:00 – 18:00

No registration required

Meet the JURE Coordinators of the EARLI Special Interest Groups to find out more about their activities and how being a SIG member can support your academic career!

Lunch with Professors in the Faculty Garden

Wednesday 20th of July 2022

12:30 – 14:00

No registration required

Join our informal Lunch with Professors in the Faculty Garden to chat with our keynote speakers and workshop leaders. You can pick their brain about their research expertise and career choices or ask them any advice you need for your own academic endeavours.

Professors **Rui Alves**, **Leen Catrysse**, **Sarah Howard**, **Jo Tondeur**, **Margus Pedaste** and **Jo Van Herwegen** are looking forward to talk to you!

Clérigos Tower

Wednesday 20th of July 2022

18:00 – 19:00

R. de São Filipe de Nery, 4050-546 Porto

Registration required

€ 7,38 (23% VAT incl.)

The church and the Tower are part of a baroque-inspired building from the 18th century, that marked Porto's urban configuration. After climbing 225 steps and reaching the top of the tower, the view over the city is stunning. From a 360° perspective, visitors can enjoy a unique view of the city. By visiting the museum ("the House of the Brotherhood") one can enjoy a return to the past, the experience of exploring spaces that were once private and destined for the daily life of the Brotherhood of the Clergy that once habituated the tower.

Bar evening at the World of Wine (WOW)

Wednesday 20th of July 2022

18:00 - ...

WOW Porto - The World of Wine, Rua do Choupelo, Vila Nova de Gaia, Portugal

Registration required

Each person can pay his/her/their drinks and food

Join us for a beautiful sunset with a panoramic view of the old town. The World of Wine (WOW) is an open space with a large terrace, from which you can marvel at one of the oldest bridges of Porto (Ponte D. Luís I) and enjoy the taste of wine. This place has different bars and cafeterias that suit all tastes, as well as small stores with handmade souvenirs.

Sightseeing bus tour

Thursday 21st of July 2022

Departure at the Faculty (conference venue) at 17:20

Registration required (included in your Gala Dinner ticket)

Just before the conference dinner, you are invited to take a city sightseeing tour past the main landmarks of Porto, including the Douro River. The buses will collect conference attendees at the conference venue (17h20).

Gala Dinner at Fundação Cupertino Miranda

Thursday 21st of July 2022

19:00 - ...

Registration required, includes bus fare

€ 43,05 (23% VAT incl.)

The buses will drive you to the lovely restaurant of Fundação Dr. António Cupertino Miranda, located in one of the most well-known avenues of the city: Avenida da Boavista. This cozy, yet modern, restaurant will offer you the opportunity to taste delicious Portuguese food and beverages in the

companion of fellow colleagues. The Best of JURE awards will be announced after the dinner. Make sure to attend the dinner to either receive your award or congratulate the winners! Return trips are also provided, back to Porto city centre and the conference venue.

Starters

Appetizers (croquettes, patties, cheese, ...)

Soup

Leek soup

Main dish

Codfish (with filo pastry) OR stuffed eggplant

Dessert

Apple pie with ice cream

Livraria Lello

Friday 22nd of July 2022

16:30 – 17:30

R. das Carmelitas 144, 4050-161 Porto

Registration required

€ 19,68 (23% VAT incl.)

In recent years Lello library has been deemed as a historical bookstore, restored both inside and out, providing an improved heritage and cultural experience to all who visit the city's downtown area. Many have described this library as "the world's most beautiful library" and a must-visit landmark of the city.

Calém Port Wine Cellar

Friday 22nd of July 2022

16:30 – 17:30

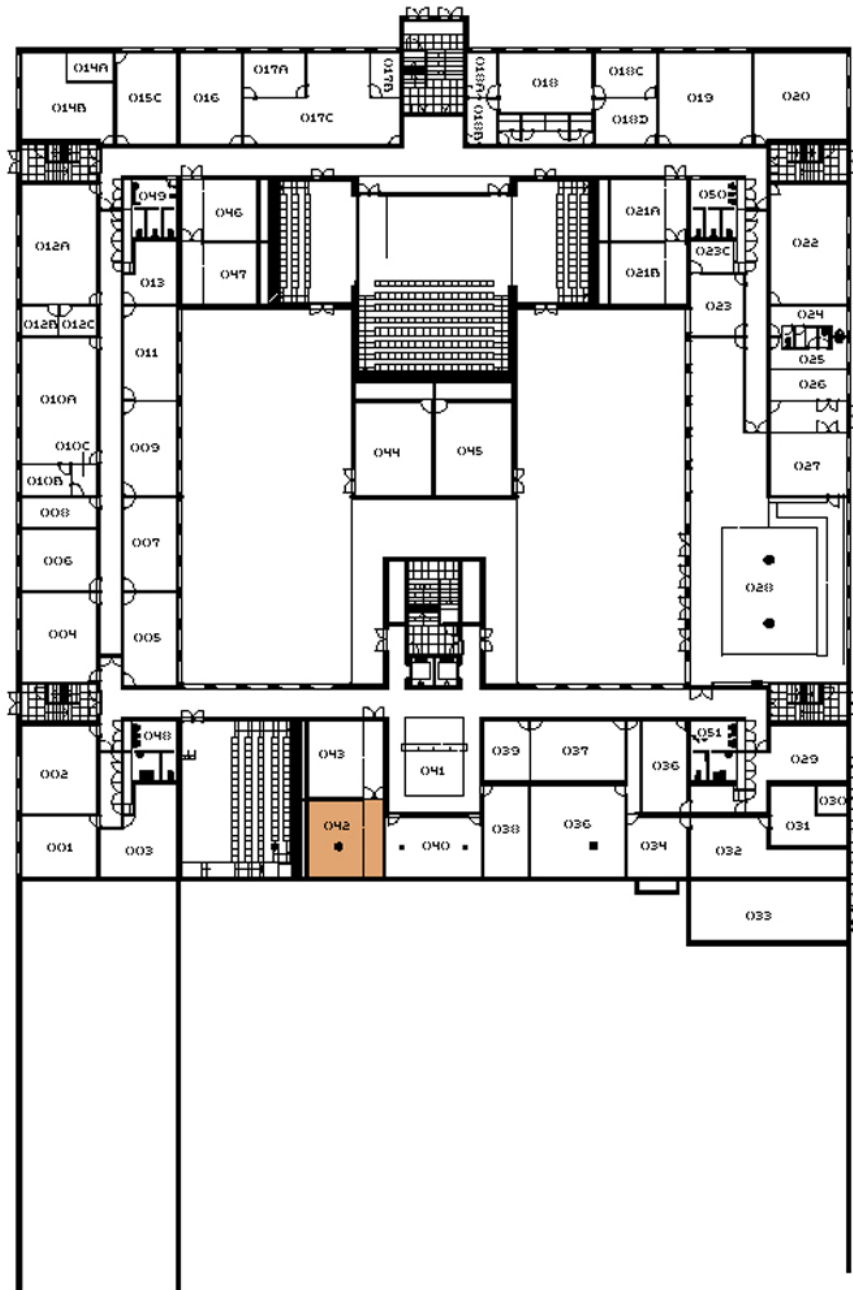
Av. de Diogo Leite 344, 4400-111 Vila Nova de Gaia

Registration required

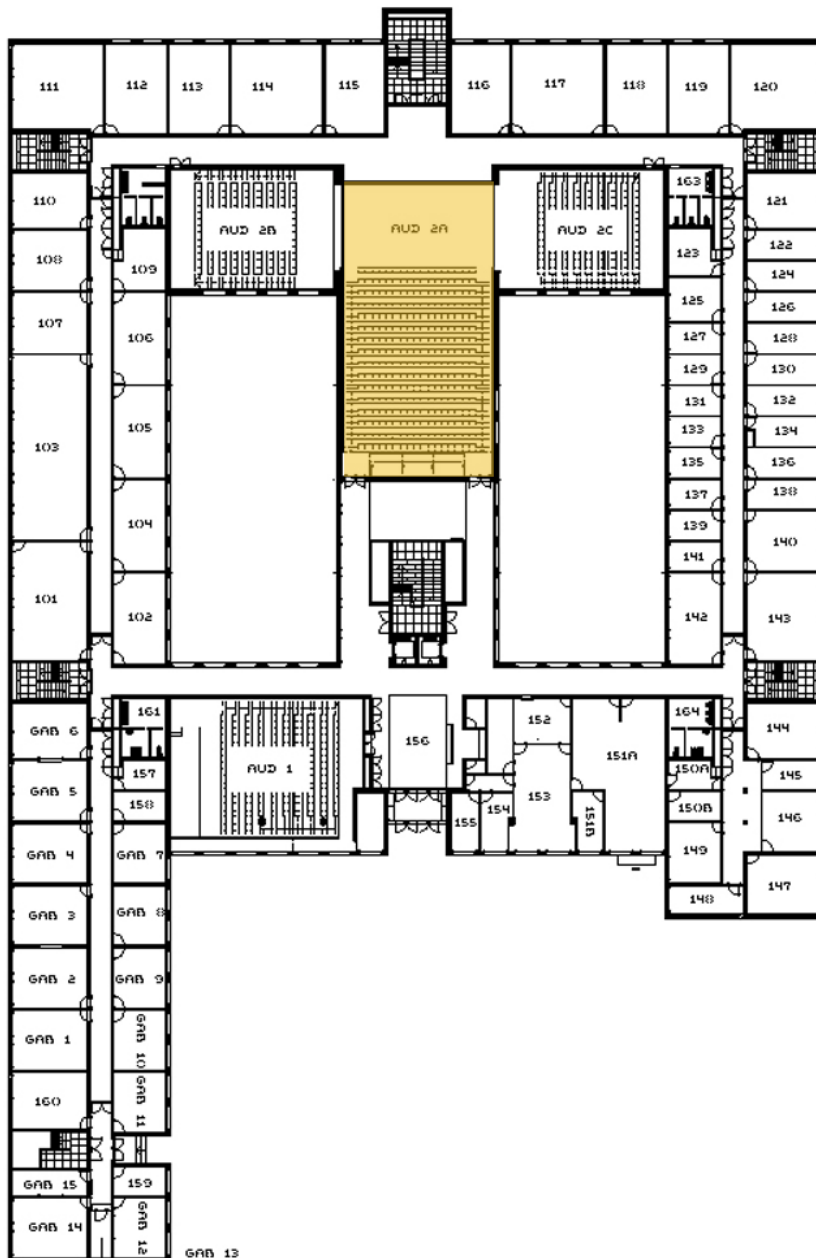
€ 14,76 (23% VAT incl.)

In business since 1859, Cálem Wine Cellar is one of the main wineries in Porto and the world. At the time of establishment Porto Calém was known for its trade regime in the wine region of Douro, and for its trading tradition with Brazil and England, eventually winning the prizes of "Best of Wine Tourism" in 2006 and 2008 in recent times.

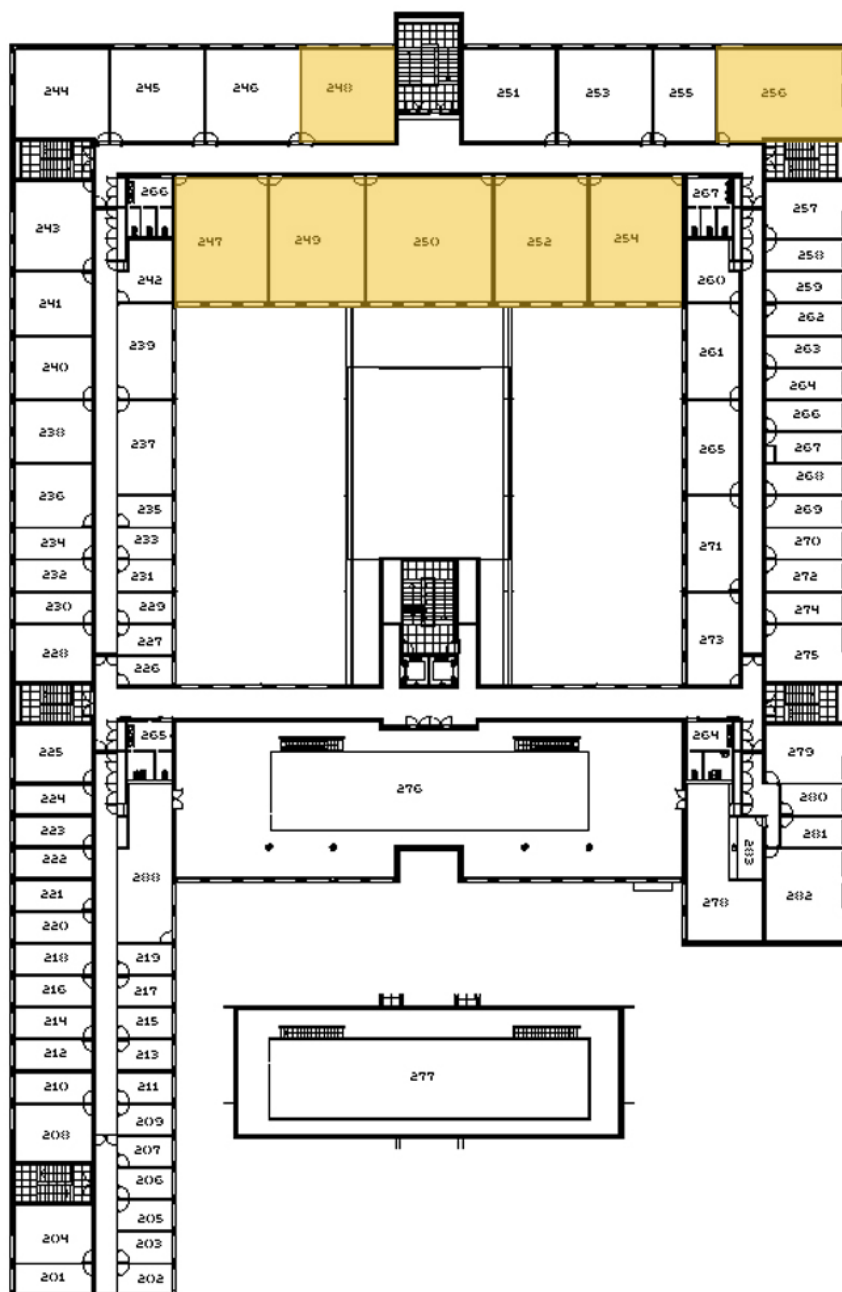
FLOORPLANS



FLOOR 0
Poster Sessions
SIG Exhibition



FLOOR 1
 Registrations
 Plenary Sessions
 Coffee and
 Lunches



FLOOR 2
 Workshops
 Paper Sessions
 Roundtables
 Invited Symposia

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Eurospan is Europe's leading independent marketing, sales and distribution agency representing over 200 publishers globally. Eurospan works with over 20 education publishers with a varied range of lists from early learning to higher education, and from English Language Teaching to literacy and much more. Publishers represented include Harvard Education Press, Stylus Publishing and Teachers College Press.



Our Promise to Youth

For more than 25 years, the **Jacobs Foundation** has enjoyed a reputation as a funder in the field of child and youth development. The Foundation supports actors and institutions engaged in research and practical work in a wide variety of ways. And, in certain selected programs, they also take on conceptual and operational responsibilities.



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Since our foundation in 1987 our publishing house has been devoted to the publication of academic literature, covering topics from the humanities and social sciences. We publish high-quality articles, books, journals and book series.



At **La Caixa Foundation** we believe in people and their capacity to grow, work and overcome capacity. We believe in education, culture and research as drivers of progress. We believe in a society with more opportunities. We believe in a better future for everyone and we work in thousands of projects to build such a future.

JURE 2022 TEAM

INTERNATIONAL ORGANISING COMMITTEE

JURE 2022 Co-Chairs

Prof. Dr. Rui Alexandre Alves

University of Porto, Portugal

Dr. Ana Camacho

University of Porto, Portugal

International Organising Committee

Maria Anastasou

University of Cyprus, Cyprus

Mathias Dehne

Friedrich-Schiller-University Jena, Germany

Evropi Efthymiadou

Aristotle University of Thessaloniki, Greece

Judith Loopers

University of Groningen, Netherlands

Dimitrios Moustakas

University of Macedonia, Greece

Soeharto Soeharto

University of Szeged, Doctoral School of Education, Hungary

Local Organising Committee

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Ana Rodrigues de Lemos

Andreia Veloso

Isabel Rasteiro

Mariana Silva

Rui Maio

Svetlana Postarnak

Teresa Jacques

EARLI Office

Lisa Vanhaeren

Association Manager

Ruben Hendrickx

Community Manager

Keynote I: 1

Time: 10:30-11:30

Location: Auditorium 2A

JURE 2022 KEYNOTE: FOSTERING EARLY CAREER RESEARCHERS' WELLBEING – A REVIEW OF THE EVIDENCE AND MANIFESTO

Chair

Judith Loopers, University of Groningen, Netherlands

Fostering early career researchers' wellbeing – a review of the evidence and manifesto
Stéphanie Gauttier, Grenoble Ecole de Management, France

Session A: 1

Time: 11:30-13:00

Location: Room 256

SINGLE PAPER: CONTENT ANALYSIS IN SPECIAL EDUCATION

Chair

Ijtihadi Kamilia Amalina, University of Szeged, Doctoral School of Education, Hungary

Learning conditions of German street youths in science lessons at street schools

Matthias Fischer, University of Education Heidelberg, Germany; Manuela Welzel, University of Education Heidelberg, Germany

Disability as Distinguishing Factor – A Review of the Current Literature on Inclusive Education

Tom Jannick Selisko, Universität des Saarlandes, Germany; Christine Eckert, Saarland University, Germany; Franziska Perels, Saarland University, Germany

Session A: 2

Time: 11:30-13:00

Location: Courtyard (Ground Floor)

POSTER PRESENTATION: TEACHING AND TEACHER EDUCATION

Chair

Erdem Onan, Maastricht University, Netherlands

Investigating the existing stereotypes towards students with special educational needs

Charlotte Sophie Schell, German Institute for International Educational Research (DIPF); IDeA-Research Center, Germany

Exploring the Nature of Teachers' Math-Gender Stereotype

Anna-Sophia Dersch, Justus-Liebig-Universität Gießen, Germany; Anke Heyder, Technical University Dortmund, Germany; Alexander Eitel, University of Giessen, Germany

Exploring the role of educational stakeholders in designing a learning network for DBDM

Ariadne Warmoes, Vrije Universiteit Brussel (VUB), Belgium; Iris Decabooter, Hasselt University, Belgium; Els Consuegra, Vrije Universiteit Brussel, Belgium; Katrien Struyven, Hasselt University / Vrije Universiteit Brussel, Belgium; Roos Van Gasse, University of Antwerp, Belgium

Competence and Practices of Teachers in Germany providing Cooperative Learning Opportunities

Nora Ries, German Institute for International Educational Research / DIPF, Germany

The Interplay of Student Teachers' Emotions and Their Evaluation of Classroom Management in Videos

Isabell Tucholka, University of Erfurt, Germany

Session A: 3

Time: 11:30-13:00

Location: Room 250

SINGLE PAPER: BEST OF JURE - PAPER SESSION

Chair

Corinna Rott, Universiteit Maastricht, Germany

Conceptual change using podcasts - Dispelling the learning styles myth among pre-service teachers

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

What can we learn from adult students' online learning experience to adapt to the COVID19 pandemic?

Olga Rotar, Higher School of Economics, Russian Federation

Investigating the testing effect in a digital simulation for pre-service teachers

Lea Grotegut, Universität Paderborn, Germany; Katrin B. Klingsieck, Universität Paderborn, Germany

Session A: 4

Time: 11:30-13:00

Location: Room 252

SINGLE PAPER: INQUIRY LEARNING**Chair**

Natalie Santos, ISPA-Instituto Universitário, Portugal

What effects does Citizen Science have on the motivation of participating students?

Lena Finger, Ruhr-University Bochum, Germany; Vanessa van den Bogaert, Ruhr-University Bochum, Germany; Jens Fleischer, Ruhr-University Bochum, Germany; Katrin Sommer, Ruhr-University Bochum, Germany; Joachim Wirth, Ruhr-University Bochum, Germany

Experimenting in Out-of-School-Labs - Effects on Concept Development and Metacognitive Judgments

Sarah Hohrath, Ruhr-University Bochum, Germany; Sandra Aßmann, Ruhr-University Bochum, Germany; Heiko Krabbe, Ruhr-University Bochum, Germany; Maria Opfermann, University of Wuppertal, Germany

Learning by Observing Models Performing a Mathematical Hands-on Experiment

Ramona Hagenkötter, Ruhr-University Bochum, Germany; Valentina Nachtigall, Ruhr University Bochum, Germany; Katrin Rolka, Ruhr-University Bochum, Germany; Nikol Rummel, Ruhr University Bochum, Germany

Session A: 5

Time: 11:30-13:00

Location: Room 247

SINGLE PAPER: RASCH MODEL AND RATER ASSESSMENT**Chair**

Mareike Brehmer, University of Agder, Norway

Investigating Indonesian student misconceptions in science concepts and across gender and grades

Soeharto Soeharto, University of Szeged, Doctoral School of Education, Hungary; Benő Csapó, University of Szeged, Hungary

Examining the content validity of two-tier diagnostic test using rater assessment with Rasch model

Soeharto Soeharto, University of Szeged, Doctoral School of Education, Hungary; Benő Csapó, University of Szeged, Hungary; Irwandani Irwandani, Universitas Islam Negeri Raden Intan Lampung, Indonesia

Rater assessment in evaluation student presentation performance using many facet rasch measurement

Fitria Arifiyanti, University of Szeged, Doctoral School of Education, Hungary; Soeharto Soeharto, University of Szeged, Doctoral School of Education, Hungary; STEPHEN AMUKUNE, University of Szeged, Hungary; Son Nguyen Van, University of Szeged, Doctoral School of Education, Viet Nam; Khalil Aburezeq, University of Szeged, Doctoral School of Education, Hungary

Session A: 6

Time: 11:30-13:00

Location: Room 254

ROUNDTABLE: CITIZENSHIP EDUCATION AND COVID-19**Chair**

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

Global Citizenship Education and a Flourishing Earth

Maayke de Vries, Institute of Education, University of London, Netherlands

Challenges for School Development during COVID-19 – Coping with Heterogeneity

Fatmana Selcik, University Heidelberg, Institute of Educational Science, Germany; Nina Jude, University Heidelberg, Germany

Teaching practices for the promotion of citizenship in distance learning contexts

Rodrigo Mayorga, Pontificia Universidad Católica de Chile, Chile; Paula Neira, Pontificia Universidad Católica de Chile, Chile; Patricia Ojeda Millahueque, Pontificia Universidad Católica de Chile, Chile

Workshops I: 1

Time: 14:00-16:00

Location: Room 250

JURE 2022 WORKSHOP: THINKING DIFFERENTLY ABOUT DATA FOR EDUCATIONAL RESEARCH: OUR STORY**Thinking differently about data for educational research: Our story**

Jo Tondeur, Vrije Universiteit Brussel, Belgium; Sarah Howard, University of Wollongong, Australia

Workshops I: 2

Time: 14:00-16:00

Location: Room 252

JURE 2022 WORKSHOP: DISPELLING THE MYTH ABOUT THE LOOSENESS OF THE METHODS CHAPTER IN QUALITATIVE RESEARCH

Dispelling the Myth about the Looseness of the Methods Chapter in Qualitative Research
Charalambos Charalambous, University of Cyprus, Cyprus

Workshops I: 3

Time: 14:00-16:00

Location: Room 256

JURE 2022 WORKSHOP: TACKLING SOCIAL AND EDUCATIONAL DISADVANTAGES IN EDUCATIONAL SETTINGS: METHODOLOGICAL CHALLENGES

Tackling social and educational disadvantages in educational settings: Methodological challenges

Gil Nata, University of Porto, Portugal; Sofia Guichard, University of Porto - Faculty of Psychology and Educational Sciences, Portugal; Joana Cadima, University of Porto, Portugal

Workshops I: 4

Time: 14:00-16:00

Location: Room 254

JURE 2022 WORKSHOP: EYE-TRACKING IN EDUCATIONAL RESEARCH

Eye-tracking in educational research

Leen Catrysse, Open Universiteit Nederland, Netherlands

Workshops II: 1

Time: 09:00-11:00

Location: Room 252

JURE 2022 WORKSHOP: INTRODUCTION TO SYSTEMATIC LITERATURE REVIEW

Introduction to Systematic Literature Review
Margus Pedaste, University of Tartu, Estonia

Workshops II: 2

Time: 09:00-11:00

Location: Room 254

JURE 2022 WORKSHOP: THE BASICS OF STRUCTURAL EQUATION MODELING

The basics of structural equation modeling
Suzanne Jak, University of Amsterdam, Netherlands

Workshops II: 3

Time: 09:00-11:00

Location: Room 250

JURE 2022 WORKSHOP: MENTAL HEALTH & WELLBEING FOR EARLY CAREER RESEARCHERS (ECR)

Mental Health & Wellbeing for Early Career Researchers (ECR)
Darragh McCashin, Dublin City University, Ireland; Stéphanie Gauttier, Grenoble Ecole de Management, France

Workshops II: 4

Time: 09:00-11:00

Location: Room 256

JURE 2022 WORKSHOP: FITTING AN ENORMOUS VOLUME OF DATA IN THE RESULTS CHAPTER

Fitting an Enormous Volume of Data in the Results Chapter
Charalambos Charalambous, University of Cyprus, Cyprus

Session B: 1

Time: 11:30-13:00

Location: Room 254

SINGLE PAPER: CITIZENSHIP EDUCATION**Chair**

Laura N. Peters, Carl von Ossietzky Universität Oldenburg, Germany

A multilevel analysis of factors contributing to teenagers' identification with Europe

Beatriz Matafora, University Duisburg-Essen, Germany; Johanna Fee Ziemes, University of Duisburg-Essen, Germany; Hermann J. Abs, University of Duisburg-Essen, Germany

Promotion of citizenship skills at school from the teaching of history

Paula Neira, Pontificia Universidad Católica de Chile, Chile; Patricia Ojeda Millahueque, Pontificia Universidad Católica de Chile, Chile; Rodrigo Mayorga, Pontificia Universidad Católica de Chile, Chile

Handling terror fear in school. The potential and promise of democratic citizenship

Martin Sjøen, Department of Teacher Education, Norway

Session B: 2

Time: 11:30-13:00

Location: Room 249

SINGLE PAPER: METACOGNITION AND SELF-REGULATION**Chair**

Liyuan E, University of Helsinki, Finland

Prepared for Lifelong Learning - Self-regulated Learning (SRL) of German Primary School Students

Bernadette van Berk, German Institute for International Educational Research (DIPF); IDEa-Research Center, Germany; Charlotte Dignath, DIPF Leibniz Institute for Education Research Frankfurt, Germany

Do standards enhance learners' accuracy in judging self-generated examples?

Linda Froese, Ruhr University Bochum, Germany; Julian Roelle, Ruhr University Bochum, Germany

Improving Writing Through Feedback: Does Self-Assessment Relate to Writing Performance?

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

Session B: 3

Time: 11:30-13:00

Location: Room 248

SINGLE PAPER: SOCIAL INTERACTION IN COLLABORATIVE LEARNING**Chair**

Jenni Kunnari, University of Oulu, Finland

The interplay of knowledge construction and group-level regulation in 8th graders' CSCL interactions

Kateryna Zabolotna, University of Oulu, Finland, Finland; Jonna Malmberg, University of Oulu, Finland; Hanna Jarvenoja, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland

A Systematic Review on the Social and Human Variables in Peer Assessment

Jose Carlos Ocampo, University of Deusto, Spain; Maryam Alqassab, Universidad de Las Palmas de Gran Canaria, Spain; Javier Fernandez Ruiz, Universidad Autónoma de Madrid, Spain; Ernesto Panadero, Universidad Deusto, Spain

Temporal patterns of collaborative learning: interconnection of social interaction and regulation

Eija Vuorenmaa, University of Oulu, Finland, Finland; Andy Nguyen, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland

Session B: 4

Time: 11:30-13:00

Location: Room 250

SINGLE PAPER: TEACHER PROFESSIONAL DEVELOPMENT**Chair**

Kerli Kõiv, University of Tartu, Institute of Educational Science, Estonia

The impact of professional development addressing inclusive education - A systematic meta-analysis

Johanna Donath, University of Vienna, Austria; Elisabeth Graf, University of Vienna, Austria; Thomas Götz, University of Vienna, Austria

The development of the role of a data coach: a needs assessment of different stakeholders

Iris Decabooter, Hasselt University, Belgium; Katrien Struyven, Hasselt University / Vrije Universiteit Brussel, Belgium; Els Consuegra, Vrije Universiteit Brussel, Belgium; Roos Van Gasse, University of Antwerp, Belgium; Ariadne Warmoes, Vrije Universiteit Brussel (VUB), Belgium

Session B: 5

Time: 11:30-13:00

Location: Courtyard (Ground Floor)

POSTER PRESENTATION: BEST OF JURE - POSTER SESSION**Chair**

Olga Rotar, Higher School of Economics, Russian Federation

The role of students' prior job experiences in VET teacher education

Theo Döppers, Justus-Liebig-Universität Giessen, Germany

Differentiation practices during inquiry-based learning: Support for reading and reasoning

Tessa Slim, Hogeschool IPABO Amsterdam/Alkmaar / Vrije Universiteit Amsterdam, Netherlands; Johanna van Schaik, Radboud University, Netherlands; Anna Hotze, Hogeschool IPABO Amsterdam/Alkmaar, Netherlands; Maartje Raijmakers, University of Amsterdam, Netherlands

Evaluating university students' self-perceived generic skills learning in a problem-solving course.

Heleen van Ravenswaaij, UMC Utrecht, Netherlands

Session B: 6

Time: 11:30-13:00

Location: Room 256

SINGLE PAPER: STRESS, ANXIETY AND MOTIVATION DURING COVID-19**Chair**

Soeharto Soeharto, University of Szeged, Doctoral School of Education, Hungary

Distressed to Distracted: Examining Undergraduate Learning and Stress Regulation During COVID-19

Almaz Mesghina, Northwestern University, United States; Joseph Wong, University of California, Irvine, United States; Elizabeth Davis, University of California, Riverside, United States; Bella Lerner, University of California, Irvine, United States; Bryant Jackson-Green, University of California, Irvine, United States; Lindsey Richland, University of California, Irvine, United States

Worked Examples Moderate the Effect of Math Anxiety on Math Learning During the COVID-19 Pandemic

Elayne Vollman, Lake Forest College, United States; Almaz Mesghina, Northwestern University, United States; Kelly Trezise, University of Chicago, United States; Lindsey Richland, University of California Irvine, United States

Examining student motivation during the start and continuation of the COVID-19 pandemic.

Kerry Duck, University of Delaware, United States; Teomara Rutherford, University of Delaware, United States

Keynote II: 1

Time: 14:00-15:00

Location: Auditorium 2A

JURE 2022 KEYNOTE: THE AMBIGUITY OF BLENDED LEARNING IN EDUCATION: IS SOMETHING NEW HAPPENING?**Chair**

Mathias Dehne, Friedrich Schiller University Jena; Leipzig University, Germany

The ambiguity of blended learning in education: Is something new happening?

Jo Tondeur, Vrije Universiteit Brussel, Belgium; Sarah Howard, University of Wollongong, Australia

Session C: 1

Time: 15:30-17:00

Location: Room 250

SINGLE PAPER: TEACHING APPROACHES**Chair**

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

A study of students' collaboration skill development in an interdisciplinary project course.

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

Bringing home languages into the classroom: an exploratory study on digital dual language storybooks

Hanneke Leeuwestein, University of Groningen, Netherlands; Elisa Kupers, University of Groningen, Netherlands; Marieke Boelhouwer, Molendrift, Netherlands; Marijn Van Dijk, University of Groningen, Netherlands

Pedagogical infrastructures in multidisciplinary technology education

Hanna Aarnio, Aalto University, Finland; Maria Clavert, Aalto University, Finland; Auli Toom, University of Helsinki, Finland; Kaiju Kangas, University of Helsinki, Finland

Session C: 2

Time: 15:30-17:00

Location: Room 248

ROUNDTABLE: BEST OF JURE - ROUNDTABLE SESSION**Chair**

Theo Döppers, Justus-Liebig-Universität Giessen, Germany

Once the Best Student Always the Best Student? Predicting (Graduate) Study Success

Anastasia Kuryseva, University Medical Center Utrecht, Netherlands; Nivard Koning, University Medical Center Utrecht, Netherlands; Christine Fox, University Medical Center Utrecht, Netherlands; Harold van Rijen, University Medical Center Utrecht, Netherlands; Gönlül Dilaver, University Medical Center Utrecht, Netherlands

The role of moral norms in the prediction of adolescents' bystander intentions

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

Self-scoring during causal diagramming to improve student's cue utilization and monitoring

Sophia Braumann, University Utrecht, Netherlands; Janneke van de Pol, Utrecht University, Netherlands; Héctor J. Pijsa-Díaz, Maastricht University, Netherlands; Anique de Bruin, Maastricht University, Netherlands; Tamara Van Gog, Utrecht University, Netherlands

Session C: 3

Time: 15:30-17:00

Location: Courtyard (Ground Floor)

POSTER PRESENTATION: SELF-REGULATION

Chair

Christian Thurn, ETH Zurich, Switzerland

Socially shared regulation of learning in authentic team meetings of professionals

Niina Palmu, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland; Hanna Jarvenoja, University of Oulu, Finland

Examining university students' overarching instructional knowledge

Morane Stevens, KU Leuven - University of Leuven, Belgium; Jan Elen, KU Leuven, Belgium

Group work: studying the self-regulated learning and formative assessment processes.

David Zamorano, Universidad de Deusto, Spain; Juan Fraile, Universidad Francisco de Vitoria, Spain; María Gil-Izquierdo, University Autónoma of Madrid, Spain; Iván Sánchez-Iglesias, Universidad Complutense de Madrid, Spain

Improving the use of interleaved practice: The effect of refutation texts and metacognitive prompts

Erdem Onan, Maastricht University, Netherlands; Wisnu Wiradhany, Binus University, Indonesia; Felicitas Biber, Maastricht University, Netherlands; Anique de Bruin, Maastricht University, Netherlands

Effects of Rubrics on Self-Assessment Accuracy and Regulation

Rebecca Krebs, Ruhr-University Bochum, Germany; Julian Roelle, Ruhr University Bochum, Germany; Björn Rothstein, Ruhr University Bochum, Germany

Adolescents' Academic Possible Selves and Self-Regulation in uncertain times: A preliminary study

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

Session C: 4

Time: 15:30-17:00

Location: Room 252

SINGLE PAPER: ASSESSMENT IN SECONDARY EDUCATION

Chair

Barbara Moschner, Carl von Ossietzky Universität Oldenburg, Germany

Links between reading attitude and reading achievement of young learners

Aigul Akhmetova, University of Szeged, Doctoral School of Education, Hungary; Gaysha Imambayeva, Innovative Eurasian University, Kazakhstan; Benő Csapó, University of Szeged, Hungary

Test for assessing primary and lower secondary school students' digital competence

Küllil Kallas, University of Tartu, Estonia; Margus Pedaste, University of Tartu, Estonia

Self-assessment uses and practices of Secondary and Higher Education students

Leire Pinedo, Universidad de Deusto, Spain; Javier Fernández, Universidad Autónoma de Madrid, Spain; Ernesto Panadero, Universidad Deusto, Spain; Carlos Rodríguez-Hernández, Institute for the Future of Education, Mexico

Session C: 5

Time: 15:30-17:00

Location: Room 249

SINGLE PAPER: EDUCATIONAL PSYCHOLOGY

Chair

Giannina Bustamante Oliva, Pontificia Universidad Católica del Perú, Peru

Teachers navigating distance learning during COVID-19 without feeling emotionally exhausted

Annalisa Soncini, University of Bologna, Italy; Emanuele Politi, KU LEUVEN, Belgium; Maria Cristina Matteucci, University of Bologna, Italy

Promoting student well-being and resilience. Testing a basic psychological need intervention

Lisa Kiltz, University of Groningen, Netherlands; Marjon Fokkens-Bruinsma, University of Groningen, Netherlands; Ellen Jansen, University of Groningen, Netherlands

Gender stereotypes in higher education students: An experimental study with vignettes

Ana María Espinoza Catalán, Universidad de O'Higgins, Chile; Natalia Albornoz, Universidad de O'Higgins, Chile

Session C: 6

Time: 15:30-17:00

Location: Room 256

SINGLE PAPER: SOCIAL INTERACTION**Chair**

Tapio Rasa, University of Helsinki, Finland

School Readiness and Interpersonal Coordination: A Multiple Case Study

Erica Kamphorst, University of Groningen, Netherlands; Ralf Cox, University of Groningen, Netherlands; Marja Cantell, University Groningen, Netherlands; Alexander Minnaert, University of Groningen, Netherlands; Kaavyaa Stalin, University of Groningen, Netherlands; Suzanne Houwen, University of Groningen, Netherlands

The social dimension of pro-environmental commitment

Barbara Hrabetz, Universität Regensburg, Germany

The influence of the sibling relationship on social-emotional competences

Elena Wittmann, Leibniz Institute for Educational Trajectories, Germany

Session D: 1

Time: 09:00-10:30

Location: Courtyard (Ground Floor)

POSTER PRESENTATION: LEARNING APPROACHES**Chair**

Lianne Hoek, University of Amsterdam, Netherlands

The Physiological and Neural Mechanisms of Learning through Productive Failure

Cléa Formaz, ETH Zurich, Switzerland

Network models of conceptual understanding in magnetism

Christian Thurn, ETH Zurich, Switzerland; Brigitte Hänger, Fachhochschule Nordwestschweiz, Switzerland; Peter Edelsbrunner, ETH Zurich, Switzerland; Anne Deiglmayr, University of Leipzig, Germany; Ralph Schumacher, ETH Zurich, Switzerland; Elsbeth Stern, ETH Zurich, Switzerland

Combining a Direct and Indirect Training Approach for Cross-Domain Competences: A Case Study

Nina Udvardi-Lakos, University of Freiburg, Germany; Marlene Weirich, University of Freiburg, Germany; Kim Lützenburger, University of Freiburg, Germany; Julia Asbrand, Humboldt Universität zu Berlin, Germany; Alexander Renkl, University of Freiburg, Germany

How does self-compassion support feedback literacy after negative feedback? A systematic review

Helena Laudel, Dresden Technical University, Germany; Susanne Narciss, TU Dresden, Germany

Interdisciplinarity in project-based academic education: A two-step co-creation approach

Xin Ming, ELAN Department of Teacher Development, Department of Philosophy, University of Twente, Netherlands

Reading online unique and multiple texts in different conditions of availability

Giannina Bustamante Oliva, Pontificia Universidad Católica del Perú, Peru

Session D: 2

Time: 09:00-10:30

Location: Room 248

ROUNDTABLE: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT**Chair**

Addisu Bailie, Simon Fraser University, Canada

Developing a resource-oriented measure to foster self-determined motivation in learning processes

Mara Kaemper, Paderborn University, Germany; Katrin B. Klingsieck, University of Paderborn, Germany

The relevance of teachers' metacognitive competencies in promoting metacognitive competencies.

Amina Rosenthal, University of Applied Sciences Northwestern Switzerland, Switzerland

Teachers' attitudes and self-efficacy towards gifted students: effects of a training program.

Lucia Barrenetxea-Minguez, University of Deusto, Spain; Ernesto Panadero, Universidad Deusto, Spain

Session D: 3

Time: 09:00-10:30

Location: Room 249

SPONSORED SESSION: INVESTIGATING EDUCATIONAL PRACTICES IN ORDER TO IMPROVE AND DEVELOP QUALITY EDUCATION**Investigating Educational Practices in Order to Improve and Develop Quality Education**

Nemoiu Mihai-Alexandru, University of Craiova, Romania; Alexandrina Mihaela Popescu, University of Craiova, Romania

Session D: 4

Time: 09:00-10:30

Location: Room 250

SINGLE PAPER: VIDEO ANALYSIS IN PRE-SERVICE TEACHER EDUCATION**Chair**

Diego Posada, University of Padova, Italy

An expert model to support teacher students' video analyses of classroom situations

Jasmin Lilian Bauersfeld, TU Dortmund, Germany; Bernadette Gold, University of Erfurt, Germany

Exploring Preservice Teachers' Professional Vision of Small-Group Tutoring from Video Analysis

Meg Farrell, Technische Universität München, Germany; Monika Martin, Albert-Ludwigs-Universität Freiburg, Germany; Alexander Renkl, University of Freiburg, Germany; Werner Rieß, Freiburg University of Education, Germany; Tina Seidel, Technische Universität München, Germany

Utility-Value Change in a Video-Based Intervention: A Matter of Preservice Teachers' Experiences?

Mathias Dehne, Friedrich Schiller University Jena; Leipzig University, Germany; Alexander Groeschner, Friedrich Schiller University Jena, Germany

Session D: 5

Time: 09:00-10:30

Location: Room 256

SINGLE PAPER: MOTIVATION AND SELF-REGULATED LEARNING**Chair**

Tun Zaw Oo, Doctoral School of Education, University of Szeged, Hungary

Motivational regulation and academic satisfaction: A four-wave panel study

Olana Kryshko, Universität Duisburg-Essen, Germany; Jens Fleischer, Ruhr-University Bochum, Germany; Carola Grunschel, University of Münster, Germany; Detlev Leutner, University of Duisburg-Essen, Germany

Creating sketchnotes with 5th-grade students: Impacts on achievement emotions

Laura Ohmes, Carl von Ossietzky University Oldenburg, Germany; Juliane Schlesier, University of Oldenburg, Germany; Stefan Schneider, Gymnasium Melle, Germany; Barbara Moschner, Carl von Ossietzky Universität Oldenburg, Germany

The role of SDL while supporting NEETs: theoretical model based on systematic literature review.

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

Session D: 6

Time: 09:00-10:30

Location: Room 254

SINGLE PAPER: EDUCATIONAL EFFECTIVENESS AND IMPROVEMENT**Chair**

Yagmur Cisem Yilmaz, Tallinn University, Estonia

Assessment Methods and Simulation-Based Learning Outcomes: A Meta-analysis

Alvaro Darcourt, Ludwig Maximilian University, Germany; Olga Chernikova, Ludwig Maximilian University, Germany

What can school give? Towards opening the black box of school engagement

Pauliina Rantavuori, Tampere University, Finland; Yrjö Engeström, University of Helsinki, Finland

SIG Invited Symposia: 1

Time: 11:00-12:30

Location: Room 254

JURE 2022 SIG INVITED SYMPOSIUM: TACKLING CHALLENGES AT THE WORKPLACE – IDENTIFICATION, APPROACHES AND CONCEPTS**Chair**

Sebastian Anselmann, University of Education Schwäbisch Gmünd, Germany

Organiser

Sebastian Anselmann, University of Education Schwäbisch Gmünd, Germany

Discussant

Aitana González Ortiz de Zárate, Udim (Madrid Open University), Spain

Professional learning in immersive virtual reality simulation (IVRS) training in healthcare

Emilia Lampi, University of Jyväskylä, Finland; Katja Vähäsantanen, University of Jyväskylä, Finland; Raija Hämäläinen, University of Jyväskylä, Finland

New challenges for health professionals

Christopher Sædorge, University of Oslo, Faculty of Education, Norway; Monika Bævre Nerland, University of Oslo, Norway; Asa Makitalo, University of Gothenburg, Sweden

Leading and learning: the role of leadership in social informal learning

Samantha Crans, Maastricht University, Netherlands; Simon Beusaert, Maastricht University, Netherlands

Barriers to learning at the workplace

Sebastian Anselmann, University of Education Schwäbisch Gmünd, Germany

SIG Invited Symposia: 2

Time: 11:00-12:30

Location: Room 252

JURE 2022 SIG INVITED SYMPOSIUM: IMPLEMENTING DIGITAL TOOLS TO SUPPORT LEARNING ACROSS DIFFERENT POPULATIONS**Chair**

Erica Ranzato, UCL, United Kingdom

Organisers

Nadina Gómez-Merino, University of Valencia / Interdisciplinary Research Structure for Reading Research (ERI Lectura), Spain; Erica Ranzato, UCL, United Kingdom

Discussant

Erica Ranzato, UCL, United Kingdom

The SWAN game-based approach to building basic number knowledge

Chris Donlan, University College London, United Kingdom; Carolyn Bruce, University College London, United Kingdom; Caroline Newton, University College London, United Kingdom; Vanessa Meitanis, University College London, United Kingdom

Insights into how tablet technology can support children with SEND to acquire foundational skills

Bethany Huntington, University of Nottingham, United Kingdom; Nicola Pitchford, University of Nottingham, United Kingdom

Face-to-face vs video-recorded lectures: attention and short-term retention in university students

Costanza Ruffini, University of Florence, Italy; Christian Tarchi, University of Florence, Italy; Lucia Bigozzi, Università di Firenze, Italy; Chiara Pecini, University of Florence, Italy; Noemi Russo, University of Florence, Italy; Irene Del Pistoia, University of Florence, Italy

SIG Invited Symposia: 3

Time: 11:00-12:30

Location: Room 256

JURE 2022 SIG INVITED SYMPOSIUM: THE ROLE OF MOTIVATION AND EMOTION IN EDUCATION IN CHALLENGING TIMES**Chair**

Julia Morinaj, University of Bern, Switzerland

Organisers

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

Discussant

Laura Ohmes, Carl von Ossietzky University Oldenburg, Germany

Secondary school students' stress and motivation during the COVID-19 pandemic

Alexandra Postlbauer, Johannes Kepler University Linz, Austria; Andrea Wisenöcker, Johannes Kepler University Linz, Austria; Ramona Obermeier, Johannes Kepler Universität Linz, Austria

Students' group work perceptions and situational interest in face-to-face collaborative learning

Tatiana Shubina, University of Oulu, Finland; Hanna Jarvenoja, University of Oulu, Finland; Kristiina Mänty, University of Oulu, Finland; Jonna Malmberg, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland

Tracking motivational trajectories of students with differing achievement levels

Swantje Bolli, Potsdam University, Germany; Andrea Westphal, University of Greifswald, Germany; Rebecca Lazarides, University of Potsdam, Germany; Miriam Vock, University of Potsdam, Germany

Student Well-Being, Personal Optimism and Emotion Regulation among secondary school students

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

SIG Invited Symposia: 4

Time: 11:00-12:30

Location: Room 250

JURE 2022 SIG INVITED SYMPOSIUM: PROMOTION OF SELF-REGULATED LEARNING (SRL) - FOCUS ON TEACHERS' COMPETENCES AND TRAINING**Chair**

Antonia Fischer, German Institute for International Educational Research (DIPF), Germany

Organisers

Johannes Jud, University of Applied Sciences and Arts Northwestern Switzerland FHNW, Switzerland; Antonia Fischer, German Institute for International Educational Research (DIPF), Germany

Discussant

Laura Menschaart, TU Delft, Netherlands

The Role of Teachers' Self-Efficacy Beliefs for Their Promotion of SRL

Antonia Fischer, German Institute for International Educational Research (DIPF), Germany; Charlotte Dignath, DIPF Leibniz Institute for Education Research Frankfurt, Germany

Analyzing pre-service teacher's training in SRL: Which characteristics should the training have?

Alazne Fernández Ortube, University of Deusto, Spain; Ernesto Panadero, Universidad Deusto, Spain; Charlotte Dignath, DIPF Leibniz Institute for Education Research Frankfurt, Germany

Teachers' motivation: Exploring teachers' expectations and values on the promotion of SRL

Johannes Jud, University of Applied Sciences and Arts Northwestern Switzerland FHNW, Switzerland; Carmen Hirt, University of Applied Sciences and Arts Northwestern Switzerland (FHNW), Switzerland; Amina Rosenthal, University of Applied Sciences Northwestern Switzerland, Switzerland; Yves Karlen, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland

Teachers' SRL competences: Differences between primary and secondary education

Lies Backers, Ghent University, Belgium; Hilde Van Keer, Ghent University, Belgium

SIG Invited Symposia: 5

Time: 11:00-12:30

Location: Room 247

JURE 2022 SIG INVITED SYMPOSIUM: ILLUSTRATIONS OF INNOVATIVE (MIXED) METHODS IN EDUCATIONAL RESEARCH**Chair**

Bart Rienties, Open University, United Kingdom

Organiser

Laura Monique Thomas, Ghent University, Belgium

Discussant

Hans Gruber, University of Regensburg, Germany

The value of Teacher Design Teams (TDTs) for 'Project Integrated General Subjects'

Tina Gryson, Ghent University, Belgium; Katrien Strubbe, Ghent University, Belgium; Tony Valcke, Ghent University, Belgium; Ruben Vanderlinde, Ghent University, Belgium

Using MMSNA to explore change in networks of popular musicians

Manuel Laengler, University of Regensburg, Germany; Jasperina Brouwer, University of Groningen, Netherlands; Anneke Timmermans, University of Groningen, Netherlands; Hans Gruber, University of Regensburg, Germany

Online asynchronous focus groups: Insights on participants' opinions

Sofie Van Ostaeyen, Ghent University, Belgium; Anissa All, Ghent University, Belgium; Marieke Robbrecht, Ghent University, Belgium; Vasiliki Andreou, KU LEUVEN, Belgium; Mieke Embo, Ghent University, Belgium; Tammy Schellens, Ghent University, Belgium; Martin Valcke, Ghent University, Belgium

The use of virtual reality simulations to foster competence development of preservice teachers

Delphine Franco, University of Ghent, Belgium; Ruben Vanderlinde, Ghent University, Belgium; Martin Valcke, Ghent University, Belgium

SIG Invited Symposia: 6

Time: 11:00-12:30

Location: Room 249

JURE 2022 SIG INVITED SYMPOSIUM: CHALLENGES IN WRITING EDUCATION IN A CHANGING WORLD**Chair**

Nina Vandermeulen, Umeå University, Sweden

Organiser

Nina Vandermeulen, Umeå University, Sweden

Discussant

Debra Myhill, University of Exeter, United Kingdom

Impact of SRSD and growth mindset intervention on sixth graders' writing motivation and performance

Mariana Silva, Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto, Portugal; Ana Camacho, University of Porto and Polytechnic Institute of Porto, Portugal; Paula Cristina, Polytechnic of Leiria, Portugal; Nadine Correia, ISCTE-Instituto Universitário de Lisboa, Portugal; João Daniel, ISPA - Instituto Universitário, Portugal; Rui Alexandre Alves, University of Porto, Portugal

Keeping up with Globalization: Students' and professors' conflicting views on academic writing

Vanessa Hidalgo, Umeå University, Sweden

Is Response-to-Intervention feasible for young writers? Data from a multi-tiered intervention

María Arrimada, University of León, Spain; Mark Torrance, Nottingham Trent University, United Kingdom; Raquel Fidalgo, University of León, Spain, Spain

Special Panel: 1

Time: 14:00-15:00

Location: Auditorium 2A

POLICY MAKERS PANEL: MAKING A SPLASH: RESEARCH IMPACT AND EDUCATIONAL POLICIES**Chair**

Jo Van Herwegen, UCL Institute of Education, United Kingdom

Making a splash: Research impact and educational policies

Gabriela Bento, ProChild CoLAB, Portugal; Gabriela Trevisan, ProChild CoLAB, Portugal

Session E: 1

Time: 15:30-17:00

Location: Room 252

SINGLE PAPER: WRITING AND LITERACY**Chair**

Aigul Akhmetova, University of Szeged, Doctoral School of Education, Hungary

Writing development of Year 9 students with and without migration background during the pandemic

Nora Müller, Westfälische Wilhelms-Universität Münster, Germany; Vera Busse, University of Münster, Germany

Using a mental-chronometry measure to explore the effects of summarising on reading comprehension

Amy Peters, University of Southampton, United Kingdom; David Galbraith, University of Southampton, United Kingdom

A longitudinal study on children's narratives and mental lexicon during pandemic

Giulia Vettori, University of Florence, Italy; Martina Andreini, University of Florence, Italy; Costanza Ruffini, University of Florence, Italy; Chiara Pecini, University of Florence, Italy

Session E: 2

Time: 15:30-17:00

Location: Room 249

SINGLE PAPER: ACHIEVEMENT AND MOTIVATION**Chair**

Febe Demedts, University of Leuven - Campus KULAK, Belgium

Reciprocal Relationships between Homework Support and Students' Academic Functioning

Lisa Benckwitz, IPN Leibniz Institute for Science Education, Germany; Karin Guill, Leibniz Institute for Science and Mathematics Education, Germany; Janina Roloff-Bruchmann, IPN - Leibniz Institute for Science and Mathematics Education, Germany

The perceived value of studies and its relation to study satisfaction, grades and dropout intention

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

Automated Performance Feedback in Digital Testing: Effects of Error Clarification Complexity

Livia Kuklick, IPN - Leibniz Institute for Science and Mathematics Education, Germany; Prof. Dr. Samuel Greiff, University of Luxembourg, Esch-Sur-Alzette, Luxembourg; Dr. Marlit Annalena Lindner, IPN - Leibniz Institute for Science and Mathematics Education, Germany

Session E: 3

Time: 15:30-17:00

Location: Room 250

SINGLE PAPER: STUDENT LEARNING DURING COVID-19**Chair**

Anna-Sophia Dersch, Justus-Liebig-Universität Gießen, Germany

School motivation and the use of homeschooling-based learning strategies of students during COVID-19

Claudia Ortner, University of Salzburg, Austria

Exploring Mechanisms in Online Writing Interventions to Support First-Semester Students

Max S. Lohner, University of Mannheim, Germany; Carmela Aprea, University of Mannheim, Germany

Coping during the pandemic – development of university students' stress, resilience and well-being

Natalie Peters, TU Dresden, Fakultät Wirtschaftswissenschaften, Germany

Session E: 4

Time: 15:30-17:00

Location: Courtyard (Ground Floor)

POSTER PRESENTATION: EDUCATIONAL TECHNOLOGIES**Chair**

Mathias Dehne, Friedrich Schiller University Jena; Leipzig University, Germany

Using HandSpy 3.0 in the classroom

Teresa Jacques, Faculty of Psychology and Educational Sciences of the University of Porto, Portugal; Mariana Silva, Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto, Portugal; Ana Camacho, University of Porto and Polytechnic Institute of Porto, Portugal; Rui Alexandre Alves, University of Porto, Portugal

Technology in upper-secondary students' images of the future: Implications for science education

Tapio Rasa, University of Helsinki, Finland; Jari Lavonen, University of Helsinki, Finland; Antti Laherto, University of Helsinki, Finland

The effect of augmented reality on global coherence formation processes in elementary school pupils

Kristin Altmeyer, Saarland University, Germany; Sarah Malone, Saarland University, Germany; Sebastian Kapp, TU Kaiserslautern, Physics Education Research Group, Germany; Luisa Lauer, Saarland University, Germany; Michael Barz, German Research Center for Artificial Intelligence (DFKI) Saarbrücken, Germany; Michael Thees, Technische Universität Kaiserslautern, Department of Physics, Physics Education Research Group, Germany; Jochen Kuhn, TU Kaiserslautern, Physics Education Research Group, Germany; Markus Peschel, Saarland University, Germany; Daniel Sonntag, University of Oldenburg, Germany; Roland Bruenken, Saarland University, Germany

Online learning practices in simulated consultations for improving medical professional skills

Fatemeh Janesarvatan, Maastricht University, Netherlands; Maryam Asoodar, Maastricht University, Netherlands

Exploring affordances and Agency in undergraduate students' engagement with platform-based resources

Andres Araos, University of Oslo - IPED, Norway

Gaining insights into the cognitive processes in cooperative learning

Nathalie John, DIPF | Leibniz Institute for Research and Information in Education, Germany; Franziska Baier-Mosch, DIPF | Leibniz Institute for Research and Information in Education, Germany; Sebastian Korinth, DIPF | Leibniz Institute for Research and Information in Education, Germany; Mareike Kunter, DIPF | Leibniz Institute for Research and Information in Education, Germany

Session E: 5

Time: 15:30-17:00

Location: Room 256

SINGLE PAPER: READING COMPREHENSION AND PROFICIENCY**Chair**

Jan Luca Bahr, Leibniz Institute for Science and Mathematics Education (IPN), Germany

A Study of the Relationship among Reading Strategies, Language Attitude, and Reading Proficiency

Tun Zaw Oo, Doctoral School of Education, University of Szeged, Hungary; Andrea Magyar, University of Szeged, MTA-SZTE Digital Learning Technologies Research Group, Hungary; Anita Habók, University of Szeged, MTA-SZTE Digital Learning Technologies Research Group, Hungary

The Role of Students' Motivation for Reading in Reading Comprehension

Helta Anggia, University of Szeged, Indonesia; Anita Habók, University of Szeged, MTA-SZTE Digital Learning Technologies Research Group, Hungary

Tablet and Adolescent Readers: The Interplay between Reading Medium and Comprehension Ability

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

Session E: 6

Time: 15:30-17:00

Location: Room 248

SINGLE PAPER: MATHEMATICS AND SCIENCE EDUCATION**Chair**

Ana Camacho, University of Porto and Polytechnic Institute of Porto, Portugal

The Diagnostic Test of Mathematical Creative Thinking Development-Based Ethnomathematics

Suherman Suherman, University of Szeged, Doctoral School of Education, Hungary; Tibor Vidákovich, University of Szeged, Hungary

An approach to adaptive scaffolding in a simulation based learning environment

Marie Irmer, LMU Munich, Faculty of Biology, Biology Education, Germany; Dagmar Traub, Institute of Biology Education, LMU Munich, Germany; Christian Förtsch, LMU Munich, Germany; Birgit J. Neuhaus, LMU Munich, Germany

The measurement of inductive reasoning skill in higher education in Indonesia

Azizul Ghofar Candra Wicaksono, University of Szeged, Doctoral School of Education, Hungary; Erzsébet Korom, University of Szeged, Hungary

Workshops III: 1

Time: 09:00-11:00

Location: Room 256

JURE 2022 WORKSHOP: INTRODUCTION TO META-ANALYTIC STRUCTURAL EQUATION MODELING

Introduction to meta-analytic structural equation modeling
 Suzanne Jak, University of Amsterdam, Netherlands

Workshops III: 2

Time: 09:00-11:00

Location: Room 254

JURE 2022 WORKSHOP: BEST PRACTICE IN INTERVENTION STUDIES RAISING EDUCATIONAL ATTAINMENT

Best practice in intervention studies raising educational attainment
 Jo Van Herwegen, UCL Institute of Education, United Kingdom

Workshops III: 3

Time: 09:00-11:00

Location: Room 250

JURE 2022 WORKSHOP: ACADEMIC PUBLISHING

Academic Publishing
 Hans Gruber, University of Regensburg, Germany; Laura Mesquita, Elsevier, Netherlands

Workshops III: 4

Time: 09:00-11:00

Location: Room 248

JURE 2022 WORKSHOP: APPLYING THE RASCH MODEL IN THE EDUCATIONAL SCIENCES

Applying the Rasch model in the educational sciences
 Gyöngyvér Molnár, University of Szeged, MTA-SZTE Digital Learning Technologies Research Group, Hungary

Session F: 1

Time: 11:30-13:00

Location: Room 250

SINGLE PAPER: SELF-REGULATION IN TEACHERS**Chair**

Natalie Peters, TU Dresden, Fakultät
 Wirtschaftswissenschaften, Germany

Chinese early career teachers' sense of professional agency and burnout

Liyuan E, University of Helsinki, Finland; Auli Toom, University of Helsinki, Finland; Jenni Sullanmaa, Tampere University, Finland; Janne Pietarinen, University of Eastern Finland, Finland; Tiina Soini-Ikonen, Tampere University, Finland; Kirsi Pyhältö, University of Helsinki, Finland

patterns of dealing with occupational stress and their predictors

Claudia Menge, German Centre for Higher Education Research and Science Studies (DZHW), Germany; Stefanie Gaeckle, German Centre for Higher Education Research and Science Studies (DZHW), Germany

Teachers' emotions, mood and emotion regulation: A diary-study approach

Tanja Bross, Augsburg University, Germany; Ulrike Nett, Augsburg University, Germany

Session F: 2

Time: 11:30-13:00

Location: Room 252

SINGLE PAPER: ARTS, MUSIC AND DANCE**Chair**

Küllli Kallas, University of Tartu, Estonia

Does Music Genre Matter? Effects of Motivation, Self-Efficacy, and Experience on Deliberate Practice

Simon Schmidt, Universität Regensburg, Germany; Hans Gruber, University of Regensburg, Germany

Visual arts teachers' experience of professional teacher identity dilemmas during early career.

Maeve O'Brien Braun, ArtEZ University of the Arts, Netherlands; Paulien C. Meijer, Radboud University, Teachers Academy, Netherlands; Ida Oosterheert, Radboud University, Teachers Academy, Netherlands

Exploring the Necessities of Teaching Chemistry through Ballet with CHEMDANCE: A Case Study

Yagmur Cisem Yilmaz, Tallinn University, Estonia; Kadri Mettis, Tallinn University, Estonia

Session F: 3

Time: 11:30-13:00

Location: Room 247

SINGLE PAPER: ASSESSMENT METHODS AND CITIZENSHIP EDUCATION**Chair**

Helita Anggia, University of Szeged, Indonesia

Improving Citizenship Competences: Towards an Output-driven Approach in Citizenship Education

Lianne Hoek, University of Amsterdam, Netherlands; Anke Munniksma, University of Amsterdam, Netherlands; Anne Bert Dijkstra, University of Amsterdam, Netherlands

Measuring economic literacy: a systematic review of measurement tools over the past 30 years

Nina Welsandt, University of Duisburg-Essen, Germany; Hermann J. Abs, University of Duisburg-Essen, Germany

A systematic review: international political knowledge tests

Rukiye Ates, Universität Duisburg-Essen (Campus Essen), Germany; Katrin Hahn-Laudenberg, University of Leipzig, Germany; Hermann J. Abs, University of Duisburg-Essen, Germany

Session F: 4

Time: 11:30-13:00

Location: Courtyard (Ground Floor)

POSTER PRESENTATION: EDUCATIONAL CHALLENGES**Chair**

Anabela Santos, Universidade de Lisboa, Portugal

Business schools' transformation towards sustainability

Bich-Ngoc Nguyen, Justus-Liebig University of Gießen, Germany; Jasmin Godemann, Department of Communication and Engagement in Agricultural, Nutritional and Environmental Sciences, Germany; Christian Herzig, Department of Management in the International Food Industry, Germany

Discussion vs. debate in civic education: a quasi-experimental video study

Lukas Conrad Brandt, Technische Universität Dortmund, Germany

The narratives of Europe in social science education curricula – an international comparison

Saskia Langer, Trier University, Germany

Lay conceptions of old-age provision in Germany

Ronja Baginski, University of Mannheim, Germany; Carmela Aprea, University of Mannheim, Germany; Silke Übelmesser, Friedrich Schiller University of Jena, Germany; Jana Schütz, Friedrich Schiller University of Jena, Germany

Climate Change Education at First Public Sustainable School: Case Study

Diego Posada, University of Padova, Italy

Effects of integrated language and science and technology instruction on student achievement

Miriam Knoef, University of Twente, Netherlands; Adrie Visscher, Univ. of Twente, Netherlands; Hanno van Keulen, Windesheim University of Applied Sciences, Netherlands; Martine Gijssels, Saxion, Netherlands

Session F: 5

Time: 11:30-13:00

Location: Room 248

SINGLE PAPER: LIFELONG LEARNING**Chair**

Azizul Ghofar Candra Wicaksono, University of Szeged, Doctoral School of Education, Hungary

Intuition in Psychosocial Emergency Support

Bianca Steffen, University of Paderborn, Germany

Users' Perceptions of Transparency and Trust in Career Recommendations from Learning Analytics

Egle Gedrimiene, University of Oulu, Finland; Kati Mäkitalo, University of Oulu, Finland; Hanni Muukkonen, University of Oulu, Finland

Career Development for Doctoral Students: key messages in literature and practice

Beatriz Almeida, Faculty of Psychology and Education Sciences of the University of Porto (FPCEUP), Portugal; Ana Isabel Bento Rodrigues, Faculty of Psychology and Education Sciences - University of Porto, Portugal; Maria Cadilhe, Center for Psychology at University of Porto, Faculty of Psychology and Education Sciences at University of Porto, Portugal; Liliana Cunha, Center for Psychology at University of Porto, Faculty of Psychology and Education Sciences at University of Porto, Portugal; Marta Santos, Center for Psychology at University of Porto, Faculty of Psychology and Education Sciences at University of Porto, Portugal

Session F: 6

Time: 11:30-13:00

Location: Room 254

SINGLE PAPER: DIGITAL LITERACY AND TECHNOLOGY**Chair**

Franziska Muehlbacher, University of Salzburg, Austria

A comparison of digital literacy and technology usage among undergraduates in different age cohorts

Lan Anh Thuy Nguyen, Doctoral School of Education, University of Szeged, Hungary; Tun Zaw Oo, Doctoral School of Education, University of Szeged, Hungary; Anita Habók, University of Szeged, MTA-SZTE Digital Learning Technologies Research Group, Hungary

Measures of technology integration in survey-studies from 2010-2021: A systematic review

Tessa Consoli, University of Zurich, Institute of Education, Switzerland; Juliette Désiron, Institute of Education, University of Zurich, Switzerland; Dominik Petko, University of Zurich, Switzerland

Using focus groups to gather adolescents' perspectives concerning challenges faced on social media

Rui Maio, Faculty of Psychology and Educational Sciences of the University of Porto, Portugal; Diana Alves, Faculty of Psychology and Educational Sciences of the University of Porto, Portugal; Catarina Grande, University of Porto, Portugal; Joana Cadima, University of Porto, Portugal

Keynote III: 1

Time: 14:00-15:00

Location: Auditorium 2A

JURE 2022 KEYNOTE: EDUCATION AND CLIMATE CHANGE ACTIVISM: 'MAY YOU STAY FOREVER YOUNG'?**Chair**

Ana Camacho, University of Porto and Polytechnic Institute of Porto, Portugal

Education and climate change activism: 'May you stay forever young'?

Isabel Menezes, University of Porto, Portugal

Session G: 1

Time: 15:30-17:00

Location: Room 250

SINGLE PAPER: COMPETENCIES IN TEACHER'S PROFESSIONAL DEVELOPMENT**Chair**

Anastasia Kuryshva, University Medical Center Utrecht, Netherlands

The development of a technical application model to support and evaluate teachers' professionalism

Tiit Leibur, University of Tartu, Estonia; Katrin Saks, University of Tartu, Estonia; Irene-Angelica Chounta, University of Duisburg-Essen, Germany, Germany

Measurement of teacher professional vision in eye-tracking research

Özün Keskin, University of Augsburg, Germany; Andreas Gegenfurtner, University of Augsburg, Germany; Tina Seidel, Technische Universität München, Germany; Kathleen Stürmer, University of Tübingen, Germany

On the role of teachers' competencies and beliefs for the implementation of a Media & ICT curriculum

Marina Grgic, Pädagogische Hochschule Bern, Switzerland

Session G: 2

Time: 15:30-17:00

Location: Room 248

SINGLE PAPER: ATTITUDES AND BELIEFS IN TEACHERS**Chair**

Olena Kryshko, Universität Duisburg-Essen, Germany

How do teachers' self-reported knowledge and beliefs influence the quality of technology use?

Chiara Antonietti, Swiss Federal University for Vocational Education and Training (SFUVET), Switzerland; Maria-Luisa Schmitz, University of Zurich, Institute of Education, Switzerland; Tessa Consoli, University of Zurich, Institute of Education, Switzerland; Alberto Cattaneo, Swiss Federal University for Vocational Education and Training, Switzerland; Philipp Gonon, University of Zurich, Switzerland; Dominik Petko, University of Zurich, Switzerland

Analysing Teachers' Beliefs about Second-Grade Retention

Natalie Santos, ISPA-Instituto Universitário, Portugal; Vera Monteiro, ISPA- Instituto Universitário, Portugal

Teachers' beliefs on options developing students' fact-checking skills – an interview series results

Annamária Ablonczy-Bugris, University of Szeged, Doctoral School of Education, Hungary; Laszlo Kinyo, University of Szeged, Hungary

Session G: 3

Time: 15:30-17:00

Location: Room 247

SINGLE PAPER: EARLY CHILDHOOD EDUCATION**Chair**

Ariadne Warmoes, Vrije Universiteit Brussel (VUB), Belgium

The effect of interactive reading aloud on problem-solving skills in preschoolers

Joris Van Elsen, University of Antwerp, Belgium

Developmental trajectories of executive functions in Chilean children according to SES

Victoria Espinoza, Pontificia Universidad Católica de Chile, Chile; Ricardo Rosas, Psychology, Chile; Catalina Santa Cruz, Centro de Justicia Educacional, Chile

Improving Bilingual Preschoolers' Notational Ability: The Efficacy of Two School-Based Interventions

Oriana Incognito, University of Florence, Italy; Giulia Vettori, University of Florence, Italy

Session G: 4

Time: 15:30-17:00

Location: Room 256

SINGLE PAPER: MOTIVATION IN MATHEMATICS**Chair**

Kevin Ackermans, Open University, Netherlands

Effects of an Adaptive Math Learning Program on Students' Competencies, Self-concept and Anxiety

Anna Hilz, IPN - Leibniz Institute for Science and Mathematics Education, Germany; Karin Guill, Leibniz Institute for Science and Mathematics Education, Germany; Janina Roloff-Bruchmann, IPN - Leibniz Institute for Science and Mathematics Education, Germany

Unraveling several issues within the research domain of math anxiety

Febe Demedts, University of Leuven - Campus KULAK, Belgium; Bert Reynvoet, KU LEUVEN, Belgium; Delphine Sasanguie, HoGent, Belgium; Fien Depaepe, KU Leuven, Belgium

Students excelling in Math in various contexts: Metacognitive, motivational & emotional comparisons

Dimitrios Moustakas, University of Macedonia, Greece; Eleftheria Gonida, Aristotle University of Thessaloniki, Greece

Session G: 5

Time: 15:30-17:00

Location: Courtyard (Ground Floor)

POSTER PRESENTATION: SELF-EFFICACY**Chair**

Beatriz Almeida, Faculty of Psychology and Education Sciences of the University of Porto (FPCEUP), Portugal

Adaptation of the Sources of Self-Efficacy in Writing Scale with a sample of Portuguese students

Mariana Silva, Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto, Portugal; Ana Camacho, University of Porto and Polytechnic Institute of Porto, Portugal; Rui Alexandre Alves, University of Porto, Portugal

The interplay of job characteristics, personal resources and teachers' personal initiative

Verena Jörg, DIPF | Leibniz Institute for Research and Information in Education, Germany

ICT-related parenting profiles and their effect on children's ICT literacy and motivational factors

Sümeýra Tural, Leibniz Institute for Educational Trajectories, Germany; Cordula Artelt, Leibniz Institute for Educational Trajectories, Germany; Martin Senkbeil, Leibniz Institute for Science Education, Germany

Expanding Students' Power to Act by including Employability in Higher Education Pathways

Ana Isabel Bento Rodrigues, Faculty of Psychology and Education Sciences - University of Porto, Portugal; Maria Cadilhe, Center for Psychology at University of Porto, Faculty of Psychology and Education Sciences at University of Porto, Portugal; Liliana Cunha, Center for Psychology at University of Porto, Faculty of Psychology and Education Sciences at University of Porto, Portugal; Marta Santos, Center for Psychology at University of Porto, Faculty of Psychology and Education Sciences at University of Porto, Portugal

Adapting Theory of Planned Behavior and Protection Motivation Theory on everyday climate-protection

Melanie Keller, University of Augsburg, Germany; Melissa Özsoy, Augsburg University, Germany; Martin Daumiller, University of Augsburg, Germany; Markus Dresel, University of Augsburg, Germany

Influences of Personalised Feedback and Varying Providers on Students' Self-Efficacy and Motivation

Theresa Ruwe, Humboldt University Berlin, Germany; Elisabeth Mayweg, Humboldt University of Berlin, Germany

Session G: 6

Time: 15:30-17:00

Location: Room 254

ROUNDTABLE: EDUCATIONAL PSYCHOLOGY AND PROBLEM SOLVING**Chair**

Bich-Ngoc Nguyen, Justus-Liebig University of Gießen, Germany

Goal Formulations in Problem Solving Prior to Instruction

Charleen Brand, Ruhr University Bochum, Institute of Educational Research, Germany; Katharina Loibl, University of Education Freiburg, Germany; Nikol Rummel, Ruhr University Bochum, Germany

Learning with multiple external representations in the domain of propositional logic with children

Julia Harenz, Saarland University, Germany; Markus Vogel, University of Education Heidelberg, Germany; Kristin Altmeyer, Saarland University, Germany; Roland Brünken, Saarland University, Germany; Sarah Malone, Saarland University, Germany

Feedback in Argumentation: The role of Receptivity to Feedback and Perceived Feedback Usefulness

Jan Luca Bahr, Leibniz Institute for Science and Mathematics Education (IPN), Germany; Thorben Jansen, Leibniz Institute for Science and Mathematics Education (IPN), Germany; Lars Höft, Leibniz Institute for Science and Mathematics Education (IPN), Germany; Nils-Jonathan Schaller, Leibniz Institute for Science and Mathematics Education (IPN), Germany

Workshops IV: 1

Time: 09:00-11:00

Location: Room 256

JURE 2022 WORKSHOP: NEUROEDUCATION

Neuroeducation

Marta Martins, University Institute of Lisbon (ISCTE-IUL), Portugal

Workshops IV: 2

Time: 09:00-11:00

Location: Room 252

JURE 2022 WORKSHOP: INTRODUCTION TO R AND RSTUDIO

Introduction to R and RStudio

Tiago Ferreira, University of Porto, Portugal

ANNOTATIONS:

THIS WORKSHOP REQUIRES PRE-REGISTRATION AS IT CAN ONLY ACCOMMODATE 25 PARTICIPANTS. YOU CAN REGISTER FOR THIS WORKSHOP THROUGH THE CONFERENCE REGISTRATION TOOL.

Workshops IV: 3

Time: 09:00-11:00

Location: Room 250

JURE 2022 WORKSHOP: SHOULD YOU SLOW DOWN YOUR SCIENCE?

Should you slow down your science?

Rui Alexandre Alves, University of Porto, Portugal

Workshops IV: 4

Time: 09:00-11:00

Location: Room 249

JURE 2022 WORKSHOP: INCORPORATING OPEN SCIENCE PRACTICES ON YOUR RESEARCH WORKFLOW

Incorporating Open Science Practices on Your Research Workflow

Alessandra Souza, Faculty of Psychology and Educational Sciences of the University of Porto, Portugal; Ana Catarina Canário, Faculty of Psychology and Education Sciences of the University of Porto, Portugal; Teresa Jacques, Faculty of Psychology and Educational Sciences of the University of Porto, Portugal

Session H: 1

Time: 11:30-13:00

Location: Room 250

SINGLE PAPER: TEACHER PROFESSIONAL DEVELOPMENT

Chair

Marina Grgic, Pädagogische Hochschule Bern, Switzerland

Impact of instructional support on prospective teachers' professional vision

Ann-Sophie Grub, Saarland University, Germany; Antje Biermann, Saarland University, Germany; Doris Lewalter, Technical University of Munich (TUM), Germany; Roland Bruenken, Saarland University, Germany

The emotional intercultural meeting

Martin Sjøen, Department of Teacher Education, Norway

Teachers' Understandings of Citizenship Education and Emotions in Culturally Diverse Classrooms

Emma Brummer, University of Antwerp, Belgium; Noel Clycq, University of Antwerp, Belgium

Session H: 2

Time: 11:30-13:00

Location: Room 254

SINGLE PAPER: INSTRUCTIONAL DESIGN FOR COMPUTER-ASSISTED LEARNING**Chair**

Ana Isabel Bento Rodrigues, Faculty of Psychology and Education Sciences - University of Porto, Portugal

Corrective vs. Interactive Computer-Based Feedback: Effects on Performance and Metacognition

Ute Mertens, IPN - Leibniz Institute for Science and Mathematics Education, Germany; Marlit Annalena Lindner, IPN - Leibniz Institute for Science and Mathematics Education, Germany

Combining generative learning tasks and retrieval practice tasks in learning declarative concepts

Niklas Obergassel, Ruhr University Bochum, Germany; Alexander Renkl, University of Freiburg, Germany; Tino Endres, University of Freiburg, Germany; Matthias Nückles, University of Freiburg, Germany; Shana Carpenter, Iowa State University, United States; Julian Roelle, Ruhr University Bochum, Germany

Like it or learn from it: Effects of instructor presence in educational videos

Christina Sondermann, German Institute for Adult Education, Germany; Martin Merkt, Deutsches Institut für Erwachsenenbildung, Germany

Session H: 3

Time: 11:30-13:00

Location: Room 249

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

Leire Pinedo, Universidad de Deusto, Spain

Family background and educational attainment: The mediation role of malleable motivational factors

Katharina Molitor, Center for Research on Education and School Development, TU Dortmund University, Germany; Paul Fabian, CENTER FOR RESEARCH ON EDUCATION AND SCHOOL DEVELOPMENT, Germany; Kathrin Thums, Center for Research on Education and School Development, Germany; Nele McElvany, Center for Research on Education and School Development, Germany

Understanding the development of expectancy and value beliefs

Matthias Mohr, Ludwig-Maximilians-Universität (LMU), Germany; Stefan Ufer, Ludwig-Maximilians-Universität (LMU), Germany

Dimensional comparison effects on math and Finnish self-concepts and value beliefs

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

Session H: 4

Time: 11:30-13:00

Location: Courtyard (Ground Floor)

POSTER PRESENTATION: ASSESSMENT METHODS AND TOOLS**Chair**

Leen Catrysse, Open Universiteit Nederland, Netherlands

Development and Validation of an Instrument for Measuring Paper Bases Concept Maps

Kevin Ackermans, Open University, Netherlands

The Validation of Attitude Toward Mathematics Questionnaire Among Indonesian Secondary School

Suherman Suherman, University of Szeged, Doctoral School of Education, Hungary; Tibor Vidákovich, University of Szeged, Hungary

A Validation of Mathematical Problem-Solving as A Domain-Specific Prior Knowledge Test

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

Student engagement investigation in service-mathematics courses: A systematic literature review

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

Validating competency frameworks using an online Delphi survey: Lessons learned

Sofie Van Ostaeyen, Ghent University, Belgium; Helena Demey, Artevelde University College, Belgium; Mieke Embo, Ghent University & Artevelde University College, Belgium; Tammy Schellens, Ghent University, Belgium; Martin Valcke, Ghent University, Belgium

Automated Essay Scoring Using Transformer Models

Chris Mayer, University of Mannheim, Germany; Sabrina Ludwig, University of Mannheim, Germany

Session H: 5

Time: 11:30-13:00

Location: Room 256

ROUNDTABLE: HIGHER EDUCATION**Chair**

Amina Rosenthal, University of Applied Sciences
Northwestern Switzerland, Switzerland

Eliciting Expert Knowledge to Develop Three Interview Protocols

Listiani Listiani, University of Szeged, Hungary

University Students' Motivation and Emotions: Connections, Stability, and Change During a Semester

Henriikka Juntunen, University of Helsinki, Finland; Heta Tuominen, University of Helsinki, Finland; Auli Toom, University of Helsinki, Finland; Markku Niemivirta, University of Eastern Finland, Finland

Students' habitual use of effective learning strategies

Louise David, Maastricht University, Netherlands; Felicitas Biber, Maastricht University, Netherlands; Anique de Bruin, Maastricht University, Netherlands

Session I: 1

Time: 14:00-15:30

Location: Room 256

SINGLE PAPER: LEARNING TECHNOLOGIES AND MULTIMEDIA LEARNING**Chair**

Rui Maio, Faculty of Psychology and Educational Sciences of
the University of Porto, Portugal

Social Aspects of Learning and Instruction in Simulation-based Learning: a Meta-analysis

Sara Koivula, Ludwig-Maximilians-Universität (LMU), Germany; Fatma Sila Cakmak, Ludwig-Maximilians-Universität (LMU), Germany; Olga Chernikova, Ludwig Maximilian University, Germany

Comparison of Verbal and Video Assisted Debriefing: Perspectives of Participants and Facilitators

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

Seductive Details Hamper Learning Even When They do Not Disrupt

Anna Kienitz, Justus-Liebig-Universität Giessen, Germany; Marie-Christin Krebs, Justus-Liebig-Universität Giessen, Germany; Alexander Eitel, University of Giessen, Germany

Session I: 2

Time: 14:00-15:30

Location: Room 248

SINGLE PAPER: MOTIVATION, EMOTION AND AFFECT**Chair**

Andres Araos, University of Oslo - IPED, Norway

Social-Emotional Skills in Problem-Solving: Validating the Tool and Assessing Students' Competence

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

Teachers' Emotions in Homework Practice and their Antecedents

Christine Feiss, Universität Salzburg, Switzerland; Gerda Hagenauer, University of Salzburg, Austria; Sandra Moroni, University of teacher education Bern, Switzerland

Socioemotional competences and student engagement in youth: a cross-cultural multilevel study

Anabela Santos, Universidade de Lisboa, Portugal; Patrícia Arriaga, ISCTE-Instituto Universitário de Lisboa, Portugal; João Daniel, ISPA - Instituto Universitário, Portugal; Carmel Cefai, University of Malta, Malta; Marcia H. S. Melo, USP - Universidade de São Paulo, Brazil; Agoritsa Psyllou, University of Thessaly, Greece; Jin-Jy Shieh, University of Macau, Macao; Nicola Schutte, University of New England, Australia; Crispiniano Furtado, Universidade de Cabo Verde, Cape Verde; Celso H. David, Universidade Katyavala Bwila, Angola; Manecas Cândido Azevedo, Universidade Rovuma, Mozambique; Eleni Andreou, University of Thessaly, Greece; Celeste Simões, Universidade de Lisboa, Portugal

Session I: 3

Time: 14:00-15:30

Location: Room 250

SINGLE PAPER: EDUCATIONAL CHALLENGES**Chair**

Gyöngyvér Molnár, University of Szeged, MTA-SZTE Digital
Learning Technologies Research Group, Hungary

Students' Engagement in Reflective Learning and Its Relations with Professors' Conceptions

Addisu Baillie, Simon Fraser University, Canada; Engida Gebre, Simon Fraser University, Canada

Advancement as a necessary reaction to changing challenges - Strategies of German KITA providers

Janine Birkel-Barmsen, Universität Siegen, Germany

Pros and cons of applying registry data in research on transitions to educational sciences

Jenni Kunnari, University of Oulu, Finland; Jouni Pursiainen, University of Oulu, Finland; Hanni Muukkonen, University of Oulu, Finland

Session I: 4

Time: 14:00-15:30

Location: Courtyard (Ground Floor)

POSTER PRESENTATION: EDUCATION DURING COVID-19

Chair

Erica Kamphorst, University of Groningen, Netherlands

Leadership & Stress in Crisis Teams Taking Stock After Two Years of Crises

Corinna Rott, Universiteit Maastricht, Germany

Changes in assessment practices during emergency remote teaching due to COVID-19

Leire Pinedo, Universidad de Deusto, Spain; Ernesto Panadero, Universidad Deusto, Spain; Juan Fraile, Universidad Francisco de Vitoria, Spain; Carlos Rodríguez-Hernández, Institute for the Future of Education, Mexico; Fernando Díez, Universidad de Deusto, Spain

Teachers' Grit and Burnout in the Pandemic: An African and Northern American Perspective

Kristin Moyer, Technical University of Munich, Germany; Angenita van den Berg, Technical University of Munich, Germany

Hybrid education in higher STEM education during the pandemic

Veerle Ottenheim, Freudental Institute, Utrecht University, Netherlands; Rogier Bos, Freudental Institute, Utrecht University, Netherlands; Ralph Meulenbroeks, Freudental Institute, Utrecht University, Netherlands; Wouter R. van Joolingen, Utrecht University, Netherlands; Paul Drijvers, Utrecht University, Netherlands

Home exams in a pandemic: Law students' perspectives on new assessment forms

Dan Uehara, University of Oslo, Faculty of Education, Norway; Øystein Kolstad Kvalø, University of Oslo, Norway; Malcolm Langford, University of Oslo, Norway; Bjørn Stensaker, University of Oslo, Faculty of Education, Norway; Mira Sofie Stokke, University of Oslo, Norway; Hilde Westbye, University of Oslo, Norway