



“Dialogue, inquiry and argumentation: shaping the future(s) of education”

14-16 September 2022, Utrecht (NLD)

Local Organizing Committee

Wouter van Joolingen, Rayendra Bachtiar, Roeland Boot, Joost van Vijfeiken, & Patrick Diepenbroek

International Organizing Committee

SIG 26 Argumentation, dialogue & reasoning

Coordinators: Rupert Wegerif (University of Cambridge) & Christa Asterhan (Hebrew University of Jerusalem)

JURE coordinator: Claire Polo (Lyon 2 University)

SIG 20: Inquiry Learning

Coordinators: Koen Veermans (University of Turku) & Tasos Hovardas (University of Cyprus)

JURE Coordinator: Valentina Nachtigall (Ruhr-University Bochum)

General Support

- European Association for Research on Learning and Instruction (EARLI)
- University of Utrecht

Keynotes

KEYNOTE 1 – Thursday, 15.9.2022 (10:30:11:30)



Antonia Larrain

Deliberative teaching as educational experience: Weaving together different threads of research to craft education for democracy in the 21st century

This presentation will address the urgent challenge that we face in educating young people for contemporaneous democracies. The starting-point of this presentation is that, as research communities on argumentation, dialogue and education, we have been working on crucial issues and producing relevant empirical data to inform current educational policies. However, somehow, we have been less able to impact the political agenda worldwide, and it is urgent that we do so. Nowadays, in different parts of the world – and I will mostly give a perspective from Latin America – the idea of democracies as rational and well-balanced structures settled after WWII is being put in question, revealing their dependence upon unstable and fragile collective agreements that need to be performed and re-performed constantly to unfold their political power. This is of concern considering the important political and environmental challenges that we – as global and interconnected, but deeply diverse, communities – need to address urgently, to sustain our shared life: social and gender justice and inclusion, climate change, socio-economic inequalities, and inequality of political and social rights, among others. Education is called upon not only to prepare citizens for this new world but also to be recreated as a place where collective agreements are legitimated, understood and re-performed, and not merely obeyed. We need an education that invites young people to imagine their present and future, giving them a sense of belonging and action. Although authors such as John Dewey argued for similar ideas at the inception of the last century, we need to revisit these ideas today with new insights.

Therefore, the initial focus of this presentation will be, first, to show how different trends of empirical research conducted, in large part, by members of this community (including my own research) are telling us a strong story that needs to be told: organizing the teaching of curricular topics around the exercise of deliberative argumentation – what will be called deliberative teaching – prompts students' knowledge, as well as (linguistic and political) skills' development. However, to tell this story clearly and loudly, we need to address several research questions that remain, which require new empirical and theoretical approaches. Does the deliberative experience prompt knowledge and skills at the same time? What are the pedagogical conditions for prompting more than one outcome? How does deliberating with others prompt these

outcomes on an individual level? What could these findings tell us about the mind? Can we conceive of the mind as a sort of deliberative process, as scholars such as Mead and Peirce, and more recently Billig and Nienkamp, have argued? In the second part of my presentation, I will explore the available empirical evidence (including studies in which I have participated) and theoretical insights to provide speculative answers to these questions, with an invitation to critically explore these interpretations and ideas with the audience.

KEYNOTE 2 – Thursday, 15.9.2022 (14:00-15:00)



Ton de Jong

Let's talk evidence – what do we know about the instructional effects of inquiry learning?

Since the start of SIG 20 in 2005, 17 years have passed. In these years technology has very much advanced and also the number of studies on technology-based inquiry learning has multiplied. In this presentation I will walk through the existing evidence from the literature and I will summarize results from controlled (laboratory and in vivo) studies, correlational analyses (mainly PISA 2015), and larger scale (curricular) interventions, more specifically comparing inquiry-based with direct instruction. Following that, I will argue that classroom reality is too complex to warrant oversimple conclusions: There are many forms of inquiry-based and direct instruction available for a diversity of domain content and learning goals and each may have their specific virtues and disadvantages. In a well-designed curriculum, different instructional approaches can complement—or even better—strengthen each other and new technological developments may help realizing teaching approaches that are both effective and flexible.

KEYNOTE 3 – Friday, 16.9.2022 (10:30-11:30)



Sarit Barzilai

Epistemic Growth in a "Post-Truth" World: Challenges for Argumentation and Inquiry Learning

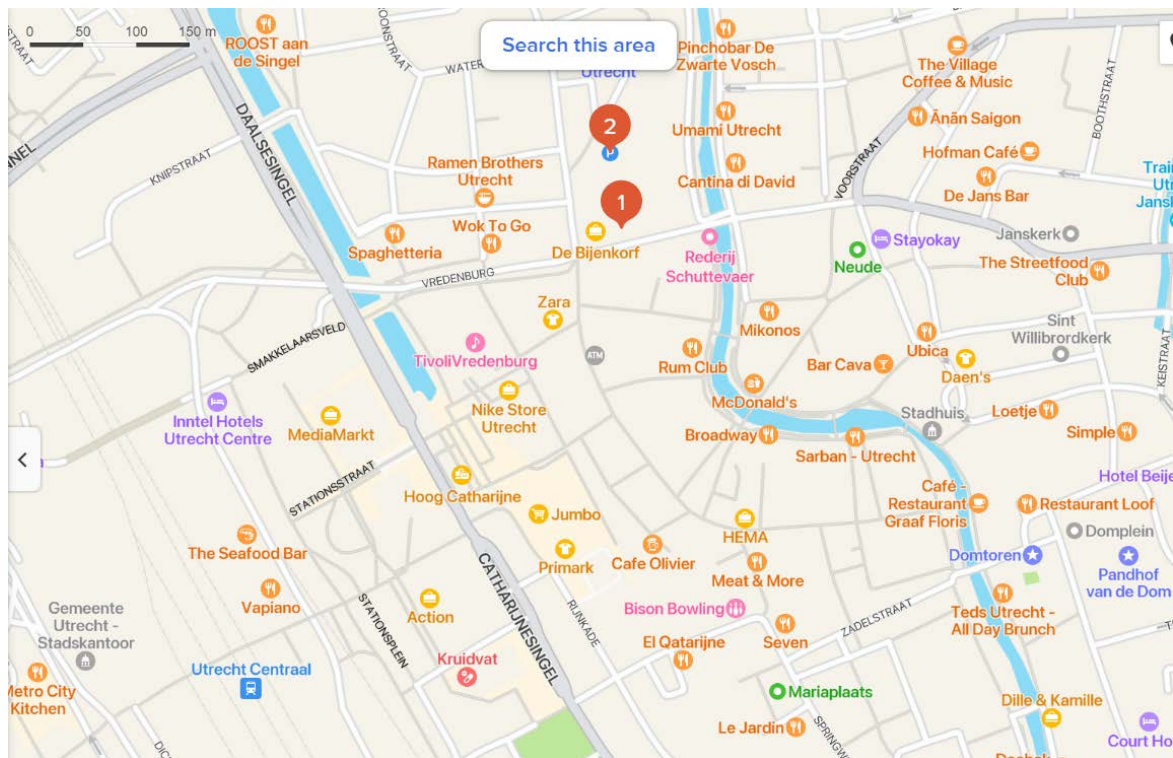
The Internet and social media have put vast amounts of information at people's fingertips, while disrupting traditional mechanisms for vetting information. Widespread misinformation, disinformation, and science denial are reshaping how we perceive the competencies that students need to develop in order to cope with a changing world. In this talk, I will argue that preparing students for a "post-truth" world requires rethinking the goals of epistemic growth and, consequently, how such growth can be promoted in educational settings. First, I will outline four core "post-truth" thinking problems that have concerned educators: (1) gaps in students' abilities to deal critically with online information, (2) fallible ways of knowing that

are amplified by current (mis)information environments, (3) insufficient caring about truth and accuracy, and (4) the prevalence of deep disagreements about how to know. I will use each of these problems to frame challenges and opportunities for argumentation and inquiry learning. Second, building on this analysis, I will propose that addressing the "post-truth" condition requires rethinking how we conceptualize the desired goals of students' epistemic growth. I will present a theoretical framework, the Apt-AIR framework, which posits that education should focus on promoting students' apt epistemic performance. Third, I will describe several instructional directions, derived from the Apt-AIR framework, for addressing "post-truth" challenges. These directions will be illustrated through studies conducted in my research group, while pointing to open questions. Fostering students' dispositions and abilities to reason well in contemporary online environments is crucial in order to sustain democratic societies and respond to crises such as climate change and pandemics. The development and investigation of robust ways to prepare students for a "post-truth" world will require the education community's sustained commitment and effort.

Conference Venue Maps

La Vie Meeting Center, Sint Jacobsstraat 61, 3511 BP Utrecht.

Arrival by train: At Utrecht Centraal Station follow the signs “Centrumzijde” through shopping mall Hoog Catharijne in the direction of “Vredenburg”. Cross Vredenburgplein towards the left. La Vie Utrecht is located in the same building as “de Bijenkorf”. Enter through one of the two “Kantorenpannd La Vie” entrances next to the Bijenkorf entrance and proceed to the 4th floor.



Programme at a Glance

Wednesday, September 14th, 2022	
12:00-13:00	Registration
13:00-14:30	Parallel sessions A
14:30-15:00	Break
15:00-16:30	Parallel sessions B
16:30-18:30	Reception and Posters
Thursday, September 15th, 2022	
08:30-10:00	ICT demo sessions
10:00-10:30	Break
10:30-11:30	Keynote 1 – Antonia Larrain
11:30-13:00	Parallel sessions C
13:00-14:00	Lunch
14:00-15:00	Keynote 2 – Ton de Jong
15:00-15:30	Break
15:30-17:00	Parallel sessions D
	Optional Social Activity (City walk)
19:00-20:00	Conference dinner
Friday, September 16th, 2022	
08:30-10:00	Parallel sessions E
10:00-10:30	Break
10:30-11:30	Keynote 3 – Sarit Barzilai
11:30-13:00	Parallel sessions F
13:00-14:00	Lunch
14:00-15:30	Parallel sessions G
15:30-16:00	Break
16:00-17:00	SIG business meetings

Detailed programme

Wednesday, 14.09.2022

Registration (12:00-13:00)

Parallel Sessions A (13:00-14:30)

PAPER SESSION A1: Advancing theory, frameworks and conceptual models [SIG 26]

Chair: Claire Polo

Conceptually Productive Discussions: A Framework for Learning Science with Dialogue & Argumentation - *Michael Nussbaum Jim Minstrell, Ruth Anderson, Sarah Michaels, Ian Dove, LeAnn Putney and Kristopher Carroll*

Curriculum Materials for deliberation: A systematic review on key features for teacher learning - *Valentina Guzmán, Antonia Larrain and Gabriel Fortes*

Advancing dialogic methods for literature review using Meta-Ethnography - *Siobhan Dickens and Riikka Hofmann*

Employing the intellectual virtues to better understand argumentation interventions - *Gabriel Fortes and Leandro De Brasi*

PAPER SESSION A2: Participation, opportunity and equity in classroom dialogue [SIG 26] *Chair: Christa Asterhan*

Epistemic Network Analysis Captures Differences in Dialogue Patterns of Low and High Achievers - *Christa Asterhan, Edith Bouton and Dina Yosef*

Deliberations on the Nature of Equity and Possible Futures through Science Discussions - *Sherice Clarke and Zaynab Gates*

When students talk more, I see them in a new light - *Klara Sedova, Zuzana Salamounova, Roman Švaříček and Martin Sedlacek*

Toward More Expansive Scientific Sensemaking with Preservice Science Teachers - *Jessica Watkins and Natalie De Lucca*

PAPER SESSION A3: Student perceptions and motivation [SIG 26 and SIG20]

Chair: Koen Veermans

Supporting Scientific Reasoning and Self-Regulation during Inquiry with Video Modeling Examples - *Yoana Omarchevska, Andreas Lachner, Juliane Richter and Katharina Scheiter*

Remembering is not enough: rethinking Holocaust education through debating with evil - *Michele Flammia and Franco Passalacqua*

Instruction for Joint Attention on a Concept Map: Does it Impact Participation in Joint Reasoning? - *Lena Aoyama Lawrence and Armin Weinberger*

Perspective-getting and -taking's impact on learning and attitude changes - *Paulo Jose Medeiros dos Santos and Armin Weinberger*

Parallel Session B (15:00-16:30)

PAPER SESSION B1: Collaborative inquiry [SIG 20]

Chair: Tasos Hovardas

Co-constructing and framing shared foci in collaborative open-ended inquiry - *Simona Pesaresi and Jianwei Zhang*

Collaborative inquiry-based learning and rule development - Does group membership type matter? - *Antti Lehtinen, Pasi Nieminen, Salla Pehkonen and Markus Hähkiöniemi*

Educational robotics and inquiry learning: Assessing learning products across iterations - *Tasos Hovardas, Nikoletta Xenofontos, Kyriaki Vakkou, Georgia Kouti, Yvoni Pavlou, Konstantina Arampatzi and Zacharias Zacharia*

PAPER SESSION B2: Supporting teacher professional dialogue [SIG 26]

Chair: Lydia Y. Cao

Facilitating preservice teacher productive pedagogical discourse - *Rotem Trachtenberg-Maslaton, Dana Vedder-Weiss, Irit Vivante and Hagit Kuperstein*

Supporting dialogue about dialogic practice: building a community around practitioner inquiry - *Alison Twiner, Patrick Carmichael, Pete Dudley, Sara Hennessy and Maria McElroy*

Student teachers' video reflections of socio-emotional interactions during teaching practicum - *Piia Naykki, Sirpa Laitinen-Väänänen, and Eila Burns*

PAPER SESSION B3: Online debate and reasoning [SIG 26]

Chair: Wouter van Joolingen

Despite Bounded Knowledge: How People With and Without Debate Expertise Evaluate YouTube Arguments - *Ohad Davidow, Sarit Barzilai and Rainer Bromme*

Reasoning with emotions while engaging with (mis)information: A systematic literature review - *Christiana Varda and Eleni Kyza*

Facilitation of Argumentative Knowledge Co-Construction with Transactive Sentence Starters - *Miguel Angel Rejon Zamudio, Freydis Vogel, Armin Weinberger and Nina Kukowski*

Broadening the Dialogue Through Conversational Agents Responding to What Is (Not) Being Said – *Birk Thierfelder and Armin Weinberger*

Reception and Poster session (16:30-18:30)

Enhancing secondary school students' argumentative writing skills - *Yana Landrieu, Bram De Wever, Fien De Smedt and Hilde Van Keer*

Differentiation practices during inquiry-based learning: Support for reading and reasoning - *Tessa Slim, Johanna van Schaik, Anna Hotze and Maartje Raijmakers*

Combining behavioral and neuroimaging research on biological model evaluation - *Joe Dauer, Mei Grace Behrendt, McKenna Elliott and Carrie Clark*

Being-with-others as 'infinite possibility': Rethinking Wegerif's dialogic education via Heidegger - *Vasco d'Agnese*

How conflicting linguistic sources in the classroom can stimulate reflective thinking - *Astrid Wijnands*

War and Peace: Exploring the Space of Debate through Political Interactive Narrative Simulations - *Christian Roth, Noam Knoller, Dennis Haak and Kristine Lund*

Training the open mind: the emotional regulation of dissonance through the use of Socratic dialogue - *Michele Flammia*

Impact of teachers' epistemological beliefs on assessing scientific reasoning tasks in psychology - *Marleen Evers, Jan Elen and Machteld Vandecandelaere*

Differentiated Instruction during Inquiry-Based Science Lessons -Dutch Teachers' Practices - *Rebecca Kahmann, Mienke Droop and Ard Lazonder*

Measuring classroom dialogue from student perspectives: Validating the DTQ-S - *Alexander Groeschner, Mathias Dehne, Elisa Calcagni, Sara Hennessy and Ruth Kershner*

Supporting students' self-regulation when reasoning in social-studies: a design-based research - *Gerhard Stoel and Carla Van Boxel*

Students' creative group processes during inquiry- and design-based projects in secondary education - *Martina van Uum and Petrie van der Zanden*

Socioemotional interaction and presence in online synchronous teacher education - *Auli Lehtinen and Piia Naykki*

Escape game as a learning environment for collaborative problem solving - *Silja Penttinen, Piia Naykki, Jari Kukkonen and Teemu Valtonen*

Can we detect motivated reasoning in students' evidence evaluation of socioscientific issues? - *Jenny Dauer and Rachel Sparks*

Thursday, 15.09.2022

Parallel ICT demo sessions (08:30-10:00)

Session 1

PrimaryAI: Where Life Sciences, Artificial Intelligence, and Computer Science Converge - *Minji Jeon, Katie Jantaraweragul, Krista Glazewski, Anne Ottenbreit-Leftwich, Srijita Chakraborty, Adam Scribner, Cindy Hmelo-Silver, Bradford Mott and James Lester*
Collaborative Inquiry with EDDiE: A CSCL system for resolving disagreements among multiple documents - *Toshio Mochizuki, Clark Chinn, Eowyn O'Dwyer, Randi Zimmerman, Myat Min Swe, Htay Min Khaung and Seiji Sekine*

Session 2

E-learning course for teachers: "How to teach critical thinking with film: an introduction" - *Wypkje van der Heide*
Inquiring Learners programme: teaching media and information literacy through dialogue-based inquiry - *Laura Kerlake, Judith Hannam and Rupert Wegerif*

Session 3

DECCA: Dialogue Elements to Compound Constructs Approach for coding classroom discourse - *Edith Bouton and Christa Asterhan*
Analyzing Discussion Quality with the Argumentation Rating Tool (ART) - *Alina Reznitskaya and Ian A.G. Wilkinson*

Keynote 1 (10:30-11:30) – Antonia Larrain

Chair: Sara Hennessy

Parallel Sessions C (11:30-13:00)

PAPER SESSION C1: Learning and teaching science through inquiry [SIG 20]

Chair: Koen Veermans

Primary and secondary teacher students' self-efficacy in teaching science via inquiry - *Tomi Jaakkola, Antti Lehtinen and Koen Veermans*
The Development of Students' Epistemic Aims During Inquiry With Multiple Scientific Documents - *Shiri Mor-Hagani, Sarit Barzilai and Clark Chinn*
Digital mind maps to promote complex representation of scientific concepts and meaningful learning - *Manoli Pifarré Turmo*
Multiple facets concreteness in inquiry-based learning and concreteness fading - *Xiaoshan Huang, Koen Veermans and Tomi Jaakkola*

PAPER SESSION C2: Assessing argumentation [SIG 26]

Chair: Christa Asterhan

Beyond Toulmin: Using the Rational Force Model to Assess Argumentative Writing - *Alina Reznitskaya, Ylva Backman, Ian A.G. Wilkinson and Viktor Gardelli*

Was Toulmin Misinterpreted? Locating Evidence in the Toulmin and CER Models - *Michael Nussbaum and Ian Dove*

Investigating our ability to distinguish the strength of different types of arguments - *Annika Svedholm-Häkkinen and Mika Hietanen*

Argument Literacy in Tertiary Education - *Mika Hietanen*

SYMPOSIUM C: Teachers' pedagogical and reflective practices for teaching argumentation and dialogue [SIG 26]

Chair: Maria Zimmermann and Elisabeth Mayweg, Discussant: Michael Baker

A systematic analysis of teacher questioning practices in dialogic and argumentative lessons - *Maria Evagorou and Maria Vrikki*

Teachers' productive and constructive prompts for students' argumentation - *Chrysi Rapanta and Fabrizio Macagno*

Actor-Network Theory as a New Direction to trace the role of teachers on Educational Dialogues - *Baruch Schwarz and Ehud Tsemach*

Teachers' collaborative and reflective activities about teaching dialogue and argumentation - *Maria Zimmermann and Elisabeth Mayweg, Francoise Detienne and Michael Baker*

Keynote 2 (14:00-15:00) – Ton de Jong

Chair: Wouter van Joolingen

Parallel Sessions D (15:30-17:00)

PAPER SESSION D1: Constructive Controversy: emotion and social regulation in argumentation [SIG 26]

Chair: Claire Polo

Productive Struggle: Managing Scientific Uncertainty for Sensemaking in Argumentation- *Ying-Chih Chen, Michelle Jordan, Jongchan Park and Emily Starrett*

The effects of deliberative vs. deliberative argumentation on conceptual learning - *Christa Asterhan, Mor Tsoffi and Tony Gutentag*

Disagreeing Softly: Discursive Norms for Addressing Peer Feedback - *Jinzhi Zhou, Cindy E. Hmelo-Silver (presenting author), Joshua Danish, Ravit Duncan, Clark A. Chinn, Zachary Ryan, Christina Stiso, Chris Cruz Gonzalez and Danielle Murphy*

Exploring Drinking Water Management: a Fruitful Case of Socio-Cognitive-Emotional Argumentation - *Claire Polo*

PAPER SESSION D2: Designing interventions to support dialogic learning [SIG 26]

Chair: Rupert Wegerif

The Dialogic Challenge of Designs for Participation in Local Climate Assemblies - *Omer Keynan, Benzi Slakmon and Ido Gideon*

Implementing dialogic education in Chinese Science classes -- a design-based research – *Yun Long*

Towards dialogic pedagogy: calibrating school assessment with dialogic teaching - *Ido Gideon, Benzi Slakmon and Orly Shapira*

Kujengana: 'Building' Dialogue to Address Challenges in Learning with Mobiles in Rural East Africa - *Kevin Martin and Rupert Wegerif*

PAPER SESSION D3: Promoting and researching practice [SIG 26]

Chair: Tasos Hovardas

Trajectories of pedagogical thought for dialogue promotion: a look from a teacher training workshop – *Maribel Calderon*

Teacher professional development in argumentation: a quasi-experimental study - *Gabriel Fortes, Antonia Larrain, Marisol Gómez Ramírez, Leonardo Silva and Joaquin Grez Mansilla*

Dialogues with Data: generating conceptual insights from research on practice - *Riikka Hofmann*

Promoting productive math classroom discussions - Interdependency of teacher, class, and task - *Anke Wischgoll, Christine Pauli, Kurt Reusser, Matthias Zimmermann, Miriam Moser and Mirjam Schmid*

Friday, 16.09.2022

Parallel Sessions E (08:30-10:00)

PAPER SESSION E1: Research in Inquiry-based Learning of Science at Utrecht University

Chair: Wouter van Joolingen

In this session researchers from the Freudenthal Institute in Utrecht University will present their work in a series of short presentations. IBL-based research focusses on scientific reasoning, modelling and systems thinking in the context of Biology, Chemistry and Physics – *Wouter van Joolingen, Rayendra Bachtiar, Joost van Vijfeijken, Patrick Diepenbroek, Paul Alstein, Anne van der Linden.*

PAPER SESSION E2: Critical thinking, reasoning and argumentation [SIG 26]

Chair: Lydia Y. Cao

Assessing scientific reasoning & evidence-based decision-making skills in educational study programs - *Anna Horrer, Tolgonai Erkinova, Insa Reichow, Michael Sailer, Maximilian Sailer, Moritz Heene, Tamara Van Gog, Martin R. Fischer, Frank Fischer and Jan Zottmann*

Can learning about enthymeme increase one's critical thinking skills? - *Ana Vlah*

Challenging aspects of critical thinking: A mixed-method study of student test results and reasoning - *Vegard Havre Paulsen and Stein Dankert Kolstø*

Analysing physics argumentation in the university level science education - *Maija Nousiainen and Karoliina Vuola*

SYMPOSIUM E: Argumentation in value-laden dialogues [SIG 26]

Chair: Baruch Schwarz, Discussant: Eli Gottlieb

Socio-Cognitive-Emotional Clashes in a Philosophical Dialogue on Destiny - *Kristine Lund and Claire Polo*

Epistemological questions for the analysis of values in dialogue - *Michael Baker and Françoise Detienne*

Does Dialogue on Ethics Improve the Ethics of Dialogue? - *Noa Brandel and Baruch Schwarz*

Keynote 3 (10:30-11:30) – Sarit Barzilai

Chair: Clark Chinn

Parallel Sessions F (11:30-13:00)

PAPER SESSION F1: Processes and outcomes of inquiry learning [SIG 20]

Chair: Tasos Hovardas

Fostering chemistry students' active citizenship through socio-scientific inquiry-based learning - *Yiannis Georgiou and Eleni Kyza*

Fostering historical inquiry competences and democratic citizenship. An intervention study - *Marjolein Wilke, Fien Depaepe and Karel Van Nieuwenhuysse*

What comes first in inquiry – knowledge or skills? - *Margus Pedaste, Äli Leijen and Aleksander Baucał*

Roles and importance of human and non-human actors during active knowledge construction - *Miikka Turkkila, Jari Lavonen, Katariina Salmela-Aro and Kalle Juuti,*

PAPER SESSION F2: Teacher scaffolding of student dialogue [SIG 26]

Chair: Rupert Wegerif

Revisiting Revoice: Capturing the white whales of classroom discourse - *Edith Bouton and Christa Asterhan*

Reframing talk moves from a learner-centred into a dialogue-centred framework - *Lydia Cao*

Teacher Scaffolding during Dialogic Literary Gatherings in an Elementary Classroom - *Andrea Khalifaoui Larrañaga, Rocio Garcia-Carrion, Aitana Fernandez Villardon and Maite Santiago-Garabieta*

Let them all talk. Intervention focused on collectivity in classroom dialogue - *Klara Sedova, Martin Sedláček, Roman Švaříček and Zuzana Salamounova*

SYMPOSIUM F: Exploring roles in subject-specific meaning-making through whole-class discussion across domains [SIG 26]

Chair: Matthias Zimmermann and Miriam Moser, Discussant: Sara Hennessy

Fostering students' historical reasoning in classroom discourse – a multi-perspective case study - *Jannet van Drie, Bregje Prent, Geerte M. Savenije and Carla Van Boxtel*

Roles in historical meaning making through dialogic whole-class discourse - two case studies - *Miriam Moser and Matthias Zimmermann*

Developing discourse-based mathematics teaching: an attempt to map out teacher learning paths - *Chris Kooloos*

How To Engage Silent High-Achieving Students in Classroom Talk? A Mixed-Method Case Study - *Dennis Hauk and Alexander Groeschner*

Parallel Sessions G (14:00-15:30)

PAPER SESSION G1: Teacher reflections and reasoning about dialogue [SIG 26]

Chair: Claire Polo

The impact of practitioner-led inquiry into dialogic classroom practices using 'T-SEDA' - *Ruth Kershner, Elisa Calcagni, Farah Ahmed, Sara Hennessy and Ana Laura Trigo Clapes*

Learning from Teachers' Concepts of Dialogic Pedagogy - *Matan Barak*

Designing a Substrate for Teacher Reflection on their Facilitation of Science Discussions - *Sherice Clarke, Ung-Sang Lee, Tarang Tripathi, Zaynab Gates, and Barbara Lee*

Dialogic gaps in mathematics peer interaction: A commognitive lens - *Naama Ben-Dor and Einat Heyd-Metzuyanin*

PAPER SESSION G2: Designing technology to support dialogue and argumentation [SIG 26] *Chair: Lydia Y. Cao*

The design-based development of argumentapp: a software to promote argumentation in science teaching – *Antonia Larrain, Patricia López, Roberto Munoz, Francisco López, Diego Monsalves, Maria Jose Villalon, Angel Inostroza, Maribel Calderón, Marisol Gómez Ramírez, Gabriel Sánchez, Joaquin Grez Mansilla, Maximiliano Silva, Alvaro Sánchez and Jorge Pinocher*

Developing learners' dialogic collaborative problem-solving skills in a real-time 3D environment – *Louis Major, Alison Twiner, Rupert Wegerif and Mark Waters*

Fourth-graders' multimodal argumentation in digital learning contexts - *Jarmila Bubikova-Moan and Margareth Sandvik*

PAPER SESSION G3: Social skills, motivation and perspective taking [SIG 26]

Chair: Koen Veermans

Social skills, attention and reasoning of students with disabilities through Interactive Groups - *Aitana Fernandez Villardon, Andrea Khalfaoui Larrañaga, Maite Santiago-Garabieta and Rocio Garcia-Carrion*

Promoting positive attitudes towards Basque (L2) through Dialogic Literary Gatherings - *Maite Santiago-Garabieta, Rocio Garcia-Carrion, Andrea Khalfaoui Larrañaga and Aitana Fernandez Villardon*

Business meeting (16:00-17:30)