# PROGRAMME OVERVIEW

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

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
WORKSHOPS II

Introduction to Systematic Literature Review
Prof. Dr. Margus Pedaste
Tuesday 19th of July at 09:00 - Room 256

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 19th of July at 09:00 - Room 250

Fitting an Enormous Volume of Data in the Results Chapter
Prof. Dr. Charalambos Charalambous
Tuesday 19th of July at 09:00 - Room 252

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

*Eye-tracking in educational research*

**Prof. Dr. Leen Catrysse**  
Friday 22nd of July at 09:00 - Room 254

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**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.
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.

CONFERENCE APP

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 receive 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).

PASSPHRASE: jure2022
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 [ˌvɪju duˈpoɾtu], 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, 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

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**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.

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**Cálem 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.
FLOOR 0
Poster Sessions
SIG Exhibition
FLOOR 1
Registrations
Plenary Sessions
Coffee and Lunches
Brill remains one of the fastest growing publishers of books in Educational Research and related fields, with more than 100 new titles published annually, along with an increasing offering of journals and other resources. Brill’s publications feature a cast of top international authors that make up a veritable “Who’s Who” in their specialties.

**Education Sciences** is an international peer-reviewed open access journal published monthly and online by MDPI. It is indexed in ESCI, Scopus, ERIC and ERIH Plus.

Elsevier provides information and analytics that help institutions and professionals progress science, advance healthcare and improve performance. We help researchers make new discoveries, collaborate with their colleagues and give them the knowledge they need to find funding. Our goal is to expand the boundaries of knowledge for the benefit of humanity.

**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.

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.

**MAXQDA** is a world-leading software for qualitative and mixed-methods data analysis. Analyse all kinds of data – from texts to images and audio/video files, websites, tweets, focus group discussions, survey responses and much more. MAXQDA is at once powerful and easy-to-use, innovative and user-friendly, as well as the only leading QDA software that is 100% identical on Windows and Mac.

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       | Ana Paula Azzam  
|                                   | 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  

- The workshop by Leen Catrysse, originally planned for Monday 18th of July, has been moved to Friday 22nd of July at 09:00 due to unexpected circumstances.
- The workshops by Charalambos Charalambous on Monday 18th and Tuesday 19th of July will be streamed online, both in Room 252.
### 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 Kamila 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 Weizel, 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

Leadership & Stress in Crisis Teams Taking Stock After Two Years of Crises  
Corinna Rott, Universiteit Maastricht, Germany

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 role of educational stakeholders in designing a learning network for DBDM  
Anadine Wamooes, 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**  
Rui Alexandre Alves, University of Porto, Portugal

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 Rotor, Higher School of Economics, Russian Federation

Investigating the testing effect in a digital simulation for pre-service teachers  
Lea Grotegut, Universität Paderborn, Germany; Karin B. Klingseck, Universität Paderborn, Germany
### Session A: 4  
**Time:** 11:30-13:00  
**Location:** Room 252  

**SINGLE PAPER: INQUIRY LEARNING**

<table>
<thead>
<tr>
<th>Chair</th>
<th>What effects does Citizen Science have on the motivation of participating students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natalie Santos, ISPA-Instituto Universitário, Portugal</td>
<td>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</td>
</tr>
</tbody>
</table>

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

| Chair                          | Sarah Hofrath, Ruhr-University Bochum, Germany; Sandra Allmann, Ruhr-University Bochum, Germany; Heiko Krabbe, Ruhr-University Bochum, Germany; Maria Optermann, University of Wuppertal, Germany |

**Learning by Observing Models Performing a Mathematical Hands-on Experiment**

| Chair                          | Ramona Hagenkötter, Ruhr-University Bochum, Germany; Valentina Nachtigal, 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**

<table>
<thead>
<tr>
<th>Chair</th>
<th>Investigating Indonesian student misconceptions in science concepts and across gender and grades</th>
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<tbody>
<tr>
<td>Ana Rodrigues de Lemos, Faculty of Psychology and Educational Sciences of the University of Porto, Portugal</td>
<td>Soeharto Soeharto, University of Szeged, Doctoral School of Education, Hungary; Benő Csapó, University of Szeged, Hungary</td>
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</tbody>
</table>

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

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

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

| Chair                          | Fitria Anflyanti, University of Szeged, Doctoral School of Education, Hungary; Soeharto Soeharto, University of Szeged, Doctoral School of Education, 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**

<table>
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<tr>
<th>Chair</th>
<th>Global Citizenship Education and a Flourishing Earth</th>
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<tbody>
<tr>
<td>Mette Mari Wold Johnsen, Norwegian University of Science and Technology (NTNU), Norway</td>
<td>Maaikje de Vries, Institute of Education, University of London, Netherlands</td>
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</tbody>
</table>

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

| Chair                          | Fatma Selcik, University Heidelberg, Institute of Educational Science, Germany; Nina Jude, University Heidelberg, Germany |

**Teaching practices for the promotion of citizenship in distance learning contexts**

| Chair                          | Rodrigo Mayorga, Pontificia Universidad Católica de Chile, Chile; Paula Neira, Pontificia Universidad Católica de Chile, Chile; Patricia Ojeda Milahueque, 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**

<table>
<thead>
<tr>
<th>Chair</th>
<th>Thinking differently about data for educational research: Our story</th>
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<tr>
<td>Jo Tondeur, Vrije Universiteit Brussel, Belgium; Sarah Howard, University of Wollongong, Australia</td>
<td>Jo Tondeur, Vrije Universiteit Brussel, Belgium; Sarah Howard, University of Wollongong, Australia</td>
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<tr>
<td>Workshops I: 2</td>
<td>Time: 14:00-16:00</td>
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<td><strong>JURE 2022 WORKSHOP: DISPELLING THE MYTH ABOUT THE LOoseness of the Methods Chapter in Qualitative Research</strong></td>
<td>Dispelling the Myth about the Looseness of the Methods Chapter in Qualitative Research&lt;br&gt;Charalambos Charalambous, University of Cyprus, Cyprus</td>
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<tr>
<td><strong>ANNOTATIONS:</strong></td>
<td>THIS SESSION WILL BE PRESENTED ONLINE, AS PROF. CHARALAMBOUS WAS UNABLE TO TRAVEL TO THE CONFERENCE.</td>
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<tr>
<th>Workshops I: 3</th>
<th>Time: 14:00-16:00</th>
<th>Location: Room 256</th>
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<tbody>
<tr>
<td><strong>JURE 2022 WORKSHOP: TACKLING SOCIAL AND EDUCATIONAL DISADVANTAGES IN EDUCATIONAL SETTINGS: METHODOLOGICAL CHALLENGES</strong></td>
<td>Tackling social and educational disadvantages in educational settings: Methodological challenges&lt;br&gt;Gil Nata, University of Porto, Portugal; Sofia Guichard, University of Porto - Faculty of Psychology and Educational Sciences, Portugal; Joana Cadima, University of Porto, Portugal</td>
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<tr>
<td>Workshops II: 1</td>
<td>Time: 09:00-11:00</td>
<td>Location: Room 256</td>
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<td><strong>JURE 2022 WORKSHOP: INTRODUCTION TO SYSTEMATIC LITERATURE REVIEW</strong></td>
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<td>Introduction to Systematic Literature Review</td>
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<td></td>
<td>Margus Pedaste, University of Tartu, Estonia</td>
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<tr>
<th>Workshops II: 2</th>
<th>Time: 09:00-11:00</th>
<th>Location: Room 254</th>
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<tr>
<td><strong>JURE 2022 WORKSHOP: THE BASICS OF STRUCTURAL EQUATION MODELING</strong></td>
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<td>The basics of structural equation modeling</td>
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<td>Suzanne Jak, University of Amsterdam, Netherlands</td>
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<th>Workshops II: 3</th>
<th>Time: 09:00-11:00</th>
<th>Location: Room 250</th>
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<tbody>
<tr>
<td><strong>JURE 2022 WORKSHOP: MENTAL HEALTH &amp; WELLBEING FOR EARLY CAREER RESEARCHERS (ECR)</strong></td>
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<td>Mental Health &amp; Wellbeing for Early Career Researchers (ECR)</td>
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<td>Darragh McCashin, Dublin City University, Ireland; Stéphanie Gauttier, Grenoble Ecole de Management, France</td>
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<th>Workshops II: 4</th>
<th>Time: 09:00-11:00</th>
<th>Location: Room 252</th>
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<tr>
<td><strong>JURE 2022 WORKSHOP: FITTING AN ENORMOUS VOLUME OF DATA IN THE RESULTS CHAPTER</strong></td>
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<td>Fitting an Enormous Volume of Data in the Results Chapter</td>
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<td>Charalambos Charalambous, University of Cyprus, Cyprus</td>
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**ANNOTATIONS:**
THIS SESSION WILL BE PRESENTED ONLINE, AS PROF. CHARALAMBOUS WAS UNABLE TO TRAVEL TO THE CONFERENCE.

<table>
<thead>
<tr>
<th>Session B: 1</th>
<th>Time: 11:30-13:00</th>
<th>Location: Room 254</th>
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<tbody>
<tr>
<td><strong>SINGLE PAPER: CITIZENSHIP EDUCATION</strong></td>
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<td>A multilevel analysis of factors contributing to teenagers' identification with Europe</td>
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<td>Beatriz Matafora, University Duisburg-Essen, Germany; Johanna Fee Ziemes, University of Duisburg-Essen, Germany; Hermann J. Abs, University of Duisburg-Essen, Germany</td>
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<td>Promotion of citizenship skills at school from the teaching of history</td>
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<td>Paula Neira, Pontificia Universidad Católica de Chile, Chile; Patricia Ojeda Millahuque, Pontificia Universidad Católica de Chile, Chile; Rodrigo Mayorga, Pontificia Universidad Católica de Chile, Chile</td>
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<td>Handling terror fear in school. The potential and promise of democratic citizenship</td>
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<td>Martin Sjøen, Department of Teacher Education, Norway</td>
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</table>
# 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); DeA-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 Roehe, 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

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# 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**  
Katerina Zabolotna, University of Oulu, Finland; Jonna-Maaria, 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; Andy Nguyen, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland

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# Session B: 4  
**Time:** 11:30-13:00  
**Location:** Room 250

## SINGLE PAPER: TEACHER PROFESSIONAL DEVELOPMENT

**Chair**  
Teresa Jacques, Faculty of Psychology and Educational Sciences of the University of Porto, Portugal

**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; Annette Warmoes, Vrije Universiteit Brussel (VUB), Belgium

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# 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/Akmaar / Vrije Universiteit Amsterdam, Netherlands; Johanna van Schalk, Radboud University, Netherlands; Anna Hoitze, Hogeschool IPABO Amsterdam/Akmaar, Netherlands; Maartje Rajmakers, 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; Taomara 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 Boeihouwer, Molenrodt, 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; Kaju 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 Kuryshcheva, 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; Gönül 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; Anna van der Pol, Utrecht University, Netherlands; Héctor J. Pijeira-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 | Socially shared regulation of learning in authentic team meetings of professionals  
Nina 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; 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, Universidad Autónoma de 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 Biwer, 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 Goni, Aristotle University of Thessaloniki, Greece |

### Session C: 4  
**Time:** 15:30-17:00  
**Location:** Room 252

#### SINGLE PAPER: ASSESSMENT IN SECONDARY EDUCATION

| Chair | 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  
Külli 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 | Teachers navigating distance learning during COVID-19 without feeling emotionally exhausted  
Annalisa Sonzini, 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 |
**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 of 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

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<th>Title</th>
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<tbody>
<tr>
<td>The Physiological and Neural Mechanisms of Learning through Productive Failure</td>
<td>Célia Formaz, ETH Zurich, Switzerland</td>
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<tr>
<td>Network models of conceptual understanding in magnetism</td>
<td>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; Elisabeth Stern, ETH Zurich, Switzerland</td>
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<tr>
<td>Combining a Direct and Indirect Training Approach for Cross-Domain Competences: A Case Study</td>
<td>Nina Udvardi-Lakos, University of Freiburg, Germany; Marlene Weirich, University of Freiburg, Germany; Kim Lützenburger, University of Freiburg, Germany; Julia Adrain, Humboldt Universität zu Berlin, Germany; Alexander Renkl, University of Freiburg, Germany</td>
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<tr>
<td>How does self-compassion support feedback literacy after negative feedback? A systematic review</td>
<td>Helena Laudel, Dresden Technical University, Germany; Susanne Narciss, TU Dresden, Germany</td>
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<tr>
<td>Interdisciplinarity in project-based academic education: A two-step co-creation approach</td>
<td>Xin Ming, ELAN Department of Teacher Development, Department of Philosophy, University of Twente, Netherlands</td>
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<tr>
<td>Reading online unique and multiple texts in different conditions of availability</td>
<td>Giornina Bustamante Oliva, Pontificia Universidad Católica del Perú, Peru</td>
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### Session D: 2  
**Time:** 09:00-10:30  
**Location:** Room 248

**ROUNDTABLE: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT**

**Chair**
Addisu Bailie, Simon Fraser University, Canada

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<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Developing a resource-oriented measure to foster self-determined motivation in learning processes</td>
<td>Mara Kaemper, Paderborn University, Germany; Katrin B. Klingsieck, University of Paderborn, Germany</td>
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<tr>
<td>The relevance of teachers’ metacognitive competencies in promoting metacognitive competencies.</td>
<td>Amina Rosenthal, University of Applied Sciences Northwestern Switzerland, Switzerland</td>
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<tr>
<td>Teachers’ attitudes and self-efficacy towards gifted students: effects of a training program.</td>
<td>Lucia Barrenetxea-Mínguez, University of Deusto, Spain; Ernesto Paradore, Universidad Deusto, Spain</td>
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### 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

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<tr>
<th>Title</th>
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<tr>
<td>An expert model to support teacher students’ video analyses of classroom situations</td>
<td>Jasmín Lilian Bauersfeld, TU Dortmund, Germany; Bernadette Gold, University of Erfurt, Germany</td>
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<tr>
<td>Exploring Preservice Teachers’ Professional Vision of Small-Group Tutoring from Video Analysis</td>
<td>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</td>
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<td>Utility-Value Change in a Video-Based Intervention: A Matter of Preservice Teachers’ Experiences?</td>
<td>Mathias Dehne, Friedrich Schiller University Jena; Leipzig University, Germany; Alexander Groeschner, Friedrich Schiller University Jena, Germany</td>
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### 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**  
Olena Krystko, Universität Duisburg-Essen, Germany; Jens Fleischer, Ruhr-University Bochum, Germany; Carola Grunschel, University of Muenster, 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**  
Paulina Rantaviiri, 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, Udima (Madrid Open University), Spain

**Professional learning in immersive virtual reality simulation (IVRS) training in healthcare**  
Emilia Lampi, University of Jyväskylä, Finland; Kata Vähäsanteri, University of Jyväskylä, Finland; Reija Hämäläinen, University of Jyväskylä, Finland

**New challenges for health professionals**  
Christopher Sadorge, University of Oslo, Faculty of Education, Norway; Monika Barree Nerland, University of Oslo, Norway; Asa Makitalo, University of Gothenburg, Sweden

**Leading and learning: the role of leadership in social informal learning**  
Samantha Cran, Maastricht University, Netherlands; Simon Beausaert, 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 Melanis, 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 Tarch, 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 Postbauer, Johannes Kepler University Linz, Austria; Andrea Wiserndöcker, 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 Janveroja, University of Oulu, Finland; Kristina Mänty, University of Oulu, Finland; Jonna Malmberg, University of Oulu, Finland; Sanna Jarvelä, University of Oulu, Finland

Tracking motivational trajectories of students with differing achievement levels
Swantje Böll, Potsdam University, Germany; Andrea Westphal, University of Greifswald, Germany; Rebecca Lazarides, University of Potsdam, Germany; Miriam Vock, University of Potsdam, Germany

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 Othube, 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; Jasperrina 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 Androutsou, 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
**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, Instituto ISCTE-ISEP, Lisbon, 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**
Maria Arrimada, University of Leon, Spain; Mark Torrance, Nottingham Trent University, United Kingdom; Raquel Fidalgo, University of Leon, Spain, Spain

**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

**Measuring learning from writing**
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 Gull, 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 Bretzke, University of Hamburg, Germany; Derya Özbac, University of Hamburg, Germany; Carla Bohndick, University of Hamburg, Germany

**Automated Performance Feedback in Digital Testing: Effects of Error Clarification Complexity**
Livvia Kulick, IPN - Leibniz Institute for Science and Mathematics Education, Germany; Prof. Dr. Samuel Greiff, University of Luxembourg, Esch-sur-Alzette, Luxembourg; Dr. Marit Annalena Lindner, IPN - Leibniz Institute for Science and Mathematics Education, Germany
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<tbody>
<tr>
<td><strong>SINGLE PAPER: STUDENT LEARNING DURING COVID-19</strong></td>
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<td><strong>Chair</strong></td>
<td>Anna-Sophia Dersch, Justus-Liebig-Universität Gießen, Germany</td>
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<tr>
<td><strong>School motivation and the use of homeschooling-based learning strategies of students during COVID-19</strong></td>
<td>Claudia Ortner, University of Salzburg, Austria</td>
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<tr>
<td><strong>Exploring Mechanisms in Online Writing Interventions to Support First-Semester Students</strong></td>
<td>Max S. Lohner, University of Mannheim, Germany; Carmela Aprea, University of Mannheim, Germany</td>
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<tr>
<td><strong>Coping during the pandemic – development of university students’ stress, resilience and well-being</strong></td>
<td>Natalie Poters, TU Dresden, Fakultät Wirtschaftswissenschaften, Germany</td>
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<tr>
<td><strong>POSTER PRESENTATION: EDUCATIONAL TECHNOLOGIES</strong></td>
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<td><strong>Chair</strong></td>
<td>Mathias Dehne, Friedrich Schiller University Jena; Leipzig University, Germany</td>
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<tr>
<td><strong>Using HandSpy 3.0 in the classroom</strong></td>
<td>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</td>
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<tr>
<td><strong>Technology in upper-secondary students’ images of the future: Implications for science education</strong></td>
<td>Tapio Rasa, University of Helsinki, Finland; Jari Lavonen, University of Helsinki, Finland; Antti Laherto, University of Helsinki, Finland</td>
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<tr>
<td><strong>The effect of augmented reality on global coherence formation processes in elementary school pupils</strong></td>
<td>Kristin Altmeier, 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 Peschet, Saarland University, Germany; Daniel Sonntag, University of Oldenburg, Germany; Roland Brueken, Saarland University, Germany</td>
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<td><strong>Online learning practices in simulated consultations for improving medical professional skills</strong></td>
<td>Fatemeh Janesarvatan, Maastricht University, Netherlands; Maryam Asoodar, Maastricht University, Netherlands</td>
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<td><strong>Exploring affordances and Agency in undergraduate students’ engagement with platform-based resources</strong></td>
<td>Andres Araos, University of Oslo - IPED, Norway</td>
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<td><strong>Gaining insights into the cognitive processes in cooperative learning</strong></td>
<td>Nathalie John, DIPF</td>
<td>Leibniz Institute for Research and Information in Education, Germany; Franziska Baier-Mosch, DIPF</td>
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<th>Session E: 5</th>
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<tr>
<td><strong>SINGLE PAPER: READING COMPREHENSION AND PROFICIENCY</strong></td>
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<td><strong>Chair</strong></td>
<td>Jan Luca Bahr, Leibniz Institute for Science and Mathematics Education (IPN), Germany</td>
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<tr>
<td><strong>A Study of the Relationship among Reading Strategies, Language Attitude, and Reading Proficiency</strong></td>
<td>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 Habok, University of Szeged, MTA-SZTE Digital Learning Technologies Research Group, Hungary</td>
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<td><strong>The Role of Students’ Motivation for Reading in Reading Comprehension</strong></td>
<td>Helta Anggia, University of Szeged, Indonesia; Anita Habok, University of Szeged, MTA-SZTE Digital Learning Technologies Research Group, Hungary</td>
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<td><strong>Tablet and Adolescent Readers: The Interplay between Reading Medium and Comprehension Ability</strong></td>
<td>Angelica Ronconi, University of Padova, Italy; Lucia Mason, University of Padova, Italy</td>
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**SINGLE PAPER: MATHEMATICS AND SCIENCE EDUCATION**

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<tr>
<th>Chair</th>
<th>The Diagnostic Test of Mathematical Creative Thinking Development-Based Ethnomathematics</th>
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<tr>
<td>Mareike Brehmer, University of Agder, Norway</td>
<td>Suherman Suherman, University of Szeged, Doctoral School of Education, Hungary; Tibor Vidákovich, University of Szeged, Hungary</td>
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| | 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 |

<p>| | The measurement of inductive reasoning skill in higher education in Indonesia |
| | Azizul Ghofer Candra Wicaksono, University of Szeged, Doctoral School of Education, Hungary; Erzsébet Korom, University of Szeged, Hungary |</p>
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<th>Workshops III: 1</th>
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<tr>
<td><strong>JURE 2022 WORKSHOP: INTRODUCTION TO META-ANALYTIC STRUCTURAL EQUATION MODELING</strong></td>
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<td>Introduction to meta-analytic structural equation modeling</td>
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<td>Suzanne Jak, University of Amsterdam, Netherlands</td>
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<tr>
<td><strong>JURE 2022 WORKSHOP: BEST PRACTICE IN INTERVENTION STUDIES RAISING EDUCATIONAL ATTAINMENT</strong></td>
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<td>Best practice in intervention studies raising educational attainment</td>
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<td>Jo Van Herwegen, UCL Institute of Education, United Kingdom</td>
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<tr>
<td><strong>JURE 2022 WORKSHOP: ACADEMIC PUBLISHING</strong></td>
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<td>Academic Publishing</td>
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<td>Hans Gruber, University of Regensburg, Germany; Laura Mesquita, Elsevier, Netherlands</td>
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<th>Workshops III: 4</th>
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<tr>
<td><strong>JURE 2022 WORKSHOP: APPLYING THE RASCH MODEL IN THE EDUCATIONAL SCIENCES</strong></td>
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<tr>
<td>Applying the Rasch model in the educational sciences</td>
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<td>Gyöngyvér Molnár, University of Szeged, MTA-SZTE Digital Learning Technologies Research Group, Hungary</td>
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<th>Session F: 1</th>
<th>Time: 11:30-13:00</th>
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<tr>
<td><strong>SINGLE PAPER: SELF-REGULATION IN TEACHERS</strong></td>
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<td>Chair</td>
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<td>Natalie Peters, TU Dresden, Fakultät Wirtschaftswissenschaften, Germany</td>
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<td>Chinese early career teachers’ sense of professional agency and burnout</td>
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<td>Liyanju E, University of Helsinki, Finland; Auli Toom, University of Helsinki, Finland; Jenni Sutammea, Tampere University, Finland; Janne Pietilainen, University of Eastern Finland, Finland; Tiina Sorti-Ikonen, Tampere University, Finland; Kirsi Pyhältö, University of Helsinki, Finland</td>
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<td>patterns of dealing with occupational stress and their predictors</td>
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<td>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</td>
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<td>Teachers’ emotions, mood and emotion regulation: A diary-study approach</td>
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<td>Tanja Bross, Augsburg University, Germany; Ulrike Nett, Augsburg University, Germany</td>
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<tr>
<td><strong>SINGLE PAPER: ARTS, MUSIC AND DANCE</strong></td>
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<td>Chair</td>
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<td>Külli Kallas, University of Tartu, Estonia</td>
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<td>Does Music Genre Matter? Effects of Motivation, Self-Efficacy, and Experience on Deliberate Practice</td>
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<td>Simon Schmidt, Universität Regensburg, Germany; Hans Gruber, University of Regensburg, Germany</td>
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<td>Visual arts teachers’ experience of professional teacher identity dilemmas during early career.</td>
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<td>Maaike O'Brien Braun, ArtEZ University of the Arts, Netherlands; Paulien C. Meijer, Radboud University, Teachers Academy, Netherlands; Ida Oosterheert, Radboud University, Teachers Academy, Netherlands</td>
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<td>Exploring the Necessities of Teaching Chemistry through Ballet with CHEMDANCE: A Case Study</td>
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<td>Yagmur Cisem Yilmaz, Tallinn University, Estonia; Kazdi Metts, Tallinn University, Estonia</td>
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### Session F: 3
**Time:** 11:30-13:00  
**Location:** Room 247

#### SINGLE PAPER: ASSESSMENT METHODS AND CITIZENSHIP EDUCATION

**Chair**
Helta Anggia, University of Szeged, Indonesia

- **Improving Citizenship Competences: Towards an Output-driven Approach in Citizenship Education**
  - Lianne Hoek, University of Amsterdam, Netherlands; Anke Muniniksa, 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; Karin-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 Godesmann, 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

- **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; Adrié Vischer, Univ. of Twente, Netherlands; Hanno van Keulen, Windesheim University of Applied Sciences, Netherlands; Martine Gijpel, 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 Habok, 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 Desiron, 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

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**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

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**Session G: 1**  
**Time: 15:30-17:00**  
**Location: Room 250**

**SINGLE PAPER: COMPETENCIES IN TEACHER’S PROFESSIONAL DEVELOPMENT**

**Chair**  
Anastasia Kurysheva, University Medical Center Utrecht, Netherlands

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

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**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 (SFUfET), Switzerland; Maria-Luisa Schmitz, University of Zurich, Institute of Education, Switzerland; Tessa Consoli, University of Zurich, Institute of Education, Switzerland; Andrea Gegenfurtner, University of Augsburg, Germany; Phillip 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 Ablonzcy-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

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<tr>
<td>The effect of interactive reading aloud on problem-solving skills in preschoolers</td>
<td>Joris Van Elsen, University of Antwerp, Belgium</td>
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<td>Developmental trajectories of executive functions in Chilean children according to SES</td>
<td>Victoria Espinoza, Pontificia Universidad Católica de Chile, Chile; Ricardo Rojas, Psychology, Chile; Catalina Santa Cruz, Centro de Justicia Educacional, Chile</td>
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<tr>
<td>Improving Bilingual Preschoolers’ Notational Ability: The Efficacy of Two School-Based Interventions</td>
<td>Oriana Incognito, University of Florence, Italy; Giulia Vettori, University of Florence, Italy</td>
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**Session G: 4**  
**Time:** 15:30-17:00  
**Location:** Room 256  

**SINGLE PAPER: MOTIVATION IN MATHEMATICS**

**Chair:** Kevin Ackermans, Open University, Netherlands

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<tbody>
<tr>
<td>Effects of an Adaptive Math Learning Program on Students’ Competencies, Self-concept and Anxiety</td>
<td>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</td>
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<tr>
<td>Unraveling several issues within the research domain of math anxiety</td>
<td>Febe Demedts, University of Leuven - Campus KULAK, Belgium; Bert Reynvoet, KU LEUVEN, Belgium; Delphine Sasanguie, HcGent, Belgium; Fien Depaepe, KU Leuven, Belgium</td>
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<tr>
<td>Students excelling in Math in various contexts: Metacognitive, motivational &amp; emotional comparisons</td>
<td>Dimitrios Moustakas, University of Macedonia, Greece; Eleftheria Gonida, Aristotle University of Thessaloniki, Greece</td>
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**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

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<tr>
<td>Adaptation of the Sources of Self-Efficacy in Writing Scale with a sample of Portuguese students</td>
<td>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</td>
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<tr>
<td>The interplay of job characteristics, personal resources and teachers’ personal initiative</td>
<td>Verena Jörg, DIPF</td>
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<td>ICT-related parenting profiles and their effect on children’s ICT literacy and motivational factors</td>
<td>Sümayra Tural, Leibniz Institute for Educational Trajectories, Germany; Cordula Artelt, Leibniz Institute for Educational Trajectories, Germany; Martin Senftel, Leibniz Institute for Science Education, Germany</td>
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<tr>
<td>Expanding Students’ Power to Act by including Employability in Higher Education Pathways</td>
<td>Ana Isabel Bento Rodrigues, Faculty of Psychology and Education Sciences - University of Porto, Portugal; Maria Cadilha, 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</td>
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<td>Adapting Theory of Planned Behavior and Protection Motivation Theory on everyday climate-protection</td>
<td>Melanie Keller, University of Augsburg, Germany; Melissa Özsoy, Augsburg University, Germany; Martin Daumiller, University of Augsburg, Germany; Markus Dreisel, University of Augsburg, Germany</td>
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<td>Influences of Personalised Feedback and Varying Providers on Students’ Self-Efficacy and Motivation</td>
<td>Theresa Ruwe, Humboldt University Berlin, Germany; Elisabeth Mayweg, Humboldt University of Berlin, Germany</td>
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<td>Chair</td>
<td>Goal Formulations in Problem Solving Prior to Instruction</td>
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<td>Bich-Ngoc Nguyen, Justus-Liebig University of Gießen, Germany</td>
<td>Charleen Brand, Ruhr University Bochum, Institute of Educational Research, Germany; Katharina Lobl, University of Education Freiburg, Germany; Nikol Rummel, Ruhr University Bochum, Germany</td>
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<tr>
<th>Learning with multiple external representations in the domain of propositional logic with children</th>
<th>Feedback in Argumentation: The role of Receptivity to Feedback and Perceived Feedback Usefulness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julia Harenz, Saarland University, Germany; Markus Vogel, University of Education Heidelberg, Germany; Kristin Altmeier, Saarland University, Germany; Roland Brünken, Saarland University, Germany; Sarah Malone, Saarland University, Germany</td>
<td>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</td>
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</tbody>
</table>
### Workshops IV:

#### JURE 2022 WORKSHOP: NEUROEDUCATION

**Time:** 09:00-11:00  
**Location:** Room 256

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

#### JURE 2022 WORKSHOP: INTRODUCTION TO R AND RSTUDIO

**Time:** 09:00-11:00  
**Location:** Room 252

**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.

#### JURE 2022 WORKSHOP: SHOULD YOU SLOW DOWN YOUR SCIENCE?

**Time:** 09:00-11:00  
**Location:** Room 250

**Should you slow down your science?**  
Rui Alexandre Alves, University of Porto, Portugal

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

**Time:** 09:00-11:00  
**Location:** Room 249

**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 Educational Sciences of the University of Porto, Portugal; Teresa Jacques, Faculty of Psychology and Educational Sciences of the University of Porto, Portugal

#### JURE 2022 WORKSHOP: EYE-TRACKING IN EDUCATIONAL RESEARCH

**Time:** 09:00-11:00  
**Location:** Room 254

**Eye-tracking in educational research**  
Leen Catrysse, Open Universiteit Nederland, Netherlands

### Session H: 1

#### SINGLE PAPER: TEACHER PROFESSIONAL DEVELOPMENT

**Time:** 11:30-13:00  
**Location:** Room 250

**Chair**  
Marina Grgic, Pädagogische Hochschule Bern, Switzerland

**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; Marilí 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 Molltor, 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 Ihantola, 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 Vidakovich, University of Szeged, Hungary

**A Validation of Mathematical Problem-Solving as A Domain-Specific Prior Knowledge Test**
Ijthadi Kamila Amalina, University of Szeged, Doctoral School of Education, Hungary; Tibor Vidakovich, University of Szeged, Hungary

**Student engagement investigation in service-mathematics courses: A systematic literature review**
Ellisavet 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**
Solie Van Ostayen, 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

<table>
<thead>
<tr>
<th><strong>Chair</strong></th>
<th><strong>Eliciting Expert Knowledge to Develop Three Interview Protocols</strong></th>
<th><strong>University Students’ Motivation and Emotions: Connections, Stability, and Change During a Semester</strong></th>
<th><strong>Students’ habitual use of effective learning strategies</strong></th>
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<tbody>
<tr>
<td>Amina Rosenthal, University of Applied Sciences Northwestern Switzerland, Switzerland</td>
<td>Listiani Listiani, University of Szeged, Hungary</td>
<td>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</td>
<td>Louise David, Maastricht University, Netherlands; Felicitas Biever, Maastricht University, Netherlands; Anique de Bruin, Maastricht University, Netherlands</td>
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### Session I: 1  | Time: 14:00-15:30  | Location: Room 256

<table>
<thead>
<tr>
<th><strong>Chair</strong></th>
<th><strong>Social Aspects of Learning and Instruction in Simulation-based Learning: a Meta-analysis</strong></th>
<th><strong>Comparison of Verbal and Video Assisted Debriefing: Perspectives of Participants and Facilitators</strong></th>
<th><strong>Seductive Details Hamper Learning Even When They do Not Disrupt</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rui Maio, Faculty of Psychology and Educational Sciences of the University of Porto, Portugal</td>
<td>Sara Koivula, Ludwig Maximilians-Universität (LMU), Germany; Fatma Sila Cakmak, Ludwig Maximilians-Universität (LMU), Germany; Olga Chernikova, Ludwig Maximilian University, Germany</td>
<td>Stefan Harus, University of Regensburg, Germany; Helen Jossberger, University of Regensburg, Germany; Hans Gruber, University of Regensburg, Germany</td>
<td>Anna Kienitz, Justus-Liebig-Universität Giessen, Germany; Marie-Christin Krebs, Justus-Liebig-Universität Giessen, Germany; Alexander Eitel, University of Giessen, Germany</td>
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</tbody>
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### Session I: 2  | Time: 14:00-15:30  | Location: Room 248

<table>
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<tr>
<th><strong>Chair</strong></th>
<th><strong>Social-Emotional Skills in Problem-Solving: Validating the Tool and Assessing Students’ Competence</strong></th>
<th><strong>Teachers’ Emotions in Homework Practice and their Antecedents</strong></th>
<th><strong>Socioemotional competences and student engagement in youth: a cross-cultural multilevel study</strong></th>
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<tbody>
<tr>
<td>Andres Araos, University of Oslo - IPED, Norway</td>
<td>Ishhad Kamila Almalina, University of Szeged, Doctoral School of Education, Hungary; Tibor Vidakovich, University of Szeged, Hungary</td>
<td>Christine Feis, Universität Salzburg, Switzerland; Gerda Hagenauer, Universität Salzburg, Austria; Sandra Moroni, University of teacher education Bern, Switzerland</td>
<td>Anabela Santos, Universidade de Lisboa, Portugal; Patricia Am icinga, ISCTE Instituto Universitário de Lisboa, Portugal; João Daniel, ISIPA - Instituto Universitário, Portugal; Carmel Cefai, University of Malta, Malta; Marcella 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 Katayeva Bella, Angola; Manecas Cândido Azevedo, Universidade de Rovuma, Mozambique; Eleni Andreou, University of Thessaly, Greece; Celeste Simões, Universidade de Lisboa, Portugal</td>
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### Session I: 3  | Time: 14:00-15:30  | Location: Room 250

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<tr>
<th><strong>Chair</strong></th>
<th><strong>Students’ Engagement in Reflective Learning and Its Relations with Professors’ Conceptions</strong></th>
<th><strong>Advancement as a necessary reaction to changing challenges - Strategies of German KITA providers</strong></th>
<th><strong>Pros and cons of applying registry data in research on transitions to educational sciences</strong></th>
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<tr>
<td>Carla Santos, Faculty of Psychology and Education Sciences of the University of Porto, Portugal</td>
<td>Addisu Bailie, Simon Fraser University, Canada; Engelda Gibe, Simon Fraser University, Canada</td>
<td>Janine Birkel-Barmsen, Universität Siegen, Germany</td>
<td>Jenni Kunnari, University of Oulu, Finland; Jouni Pursiainen, University of Oulu, Finland; Hanni Muukkonen, University of Oulu, Finland</td>
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### Session I: 4
**Time:** 14:00-15:30  
**Location:** Courtyard (Ground Floor)

#### POSTER PRESENTATION: EDUCATION DURING COVID-19

<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
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<tbody>
<tr>
<td>Changes in assessment practices during emergency remote teaching due to COVID-19</td>
<td>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</td>
</tr>
<tr>
<td>Teachers’ Grit and Burnout in the Pandemic: An African and Northern American Perspective</td>
<td>Kirstin Moyer, Technical University of Munich, Germany; Angenita van den Berg, Technical University of Munich, Germany</td>
</tr>
<tr>
<td>Hybrid education in higher STEM education during the pandemic</td>
<td>Veerle Ottenheim, Freudenthal Institute, Utrecht University, Netherlands; Rogier Bos, Freudenthal Institute, Utrecht University, Netherlands; Ralph Meulenbroeks, Freudenthal Institute, Utrecht University, Netherlands; Wouter R. van Joolingen, Utrecht University, Netherlands; Paul Drijvers, Utrecht University, Netherlands</td>
</tr>
<tr>
<td>Home exams in a pandemic: Law students’ perspectives on new assessment forms</td>
<td>Dan Uehara, University of Oslo, Faculty of Education, Norway; Øystein Kolstad Kvale, University of Oslo, Norway; Malcolm Langford, University of Oslo, Norway; Ørn Ben Stensaker, University of Oslo, Faculty of Education, Norway; Mira Sofie Stokke, University of Oslo, Norway; Hilde Westbye, University of Oslo, Norway</td>
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<tr>
<td>Exploring the Nature of Teachers’ Math-Gender Stereotype</td>
<td>Anna-Sophia Dersch, Justus-Liebig-Universität Gießen, Germany; Anke Heyder, Technical University Dortmund, Germany; Alexander Eitel, University of Giessen, Germany</td>
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