

Parallel session 1:1

Time: 11:30-13:00

Location: KBG 228

**SINGLE PAPER: AI-SUPPORTED ASSESSMENT SYSTEMS: DESIGN AND EVALUATION****Chair**

Anne Lohuis, Saxion University of Applied Sciences, Netherlands

**Prototype Development of an AI Feedback System Trained on a Rubric and Exemplars**

Takaho Iwata, Kwansei Gakuin University, Japan; Hayato Sezaki, The University of Tokyo, Japan; Bunich Otaki, Shizuoka University, Japan

**Evaluating a Learner-Driven, AI-Powered Mathematics Classroom Assessment Tool (Context-AI)**

Burcu Arslan, Educational Testing Service, Germany; Jesse R. Sparks, Educational Testing Service, United States; Reginald M. Gooch, Educational Testing Service, United States; Ikkyu Choi, Educational Testing Service, United States; Matthew Bernacki, University of North Carolina at Chapel Hill, United States; Candace Walkington, Southern Methodist University, United States

**Examining the Effectiveness of a Comparative Feedback Dashboard**

Tine van Daal, University of Antwerp, Belgium; Michiel De Vriendt, KULeuven/imec research group itec, Belgium; Davy Mortier, University of Antwerp, Belgium; Marije Lesterhuis, UMC Utrecht, Switzerland; Wim Van Den Noortgate, KULeuven/imec research group itec, Belgium; Anaïs Tack, KULeuven/imec research group itec, Belgium; Renske Bouwer, Utrecht University, Netherlands

Parallel session 1:2

Time: 11:30-13:00

Location: KBG 224

**SINGLE PAPER: FEEDBACK LITERACY AND FEEDBACK UPTAKE****Chair**

Henning Fjortoft, Norwegian University of Science and Technology (NTNU), Norway

**AI, Expert or Peer? Provider Biases and Feedback Uptake Behavior Among Pre-Service Teachers**

Lucas Jasper Jacobsen, University of Hamburg, Germany; Ute Mertens, IPN - Leibniz Institute for Science and Mathematics Education, Germany; Thorben Jansen, Leibniz-Institut für die Pädagogik der Naturwissenschaften und Mathematik, Germany; Weber Kira, Hamburg University, Germany

**The role of mathematic skills and economic content knowledge for understanding economic graphs**

Petros Bengel, University of Tübingen, Germany; Malte Ring, University of Tübingen, Germany; Volker Schöer, University of the Witwatersrand, South Africa

**A Canonical Correlation Analysis of Preservice Teachers' Teacher and Student Feedback Literacy**

Büşra Zeynep Arslan, Gazi University, Türkiye; Yesim Capa Aydin, Middle East Technical University, Türkiye

Parallel session 1:3

Time: 11:30-13:00

Location: KBG 208

**SINGLE PAPER: SELF-ASSESSMENT: ACCURACY, PROCESSES, AND LEARNING****Chair**

Hayden Mueller, Technical University of Munich, Germany

**Pessimistic, Optimistic, or Accurate?: Exploring Students' Explanations for Self-Assessment Accuracy**

Leire Pinedo, Universidad de Deusto, Spain; Javier Fernández, Universidad Autonoma de Madrid, Spain; Daniel García-Perez, Universidad Complutense de Madrid, Spain; Ernesto Panadero, Dublin City University, Ireland

**Self-Assessment Accuracy in AI-Assisted versus Traditional Contexts**

Seval Kemal, Dublin City University, Ireland; Leire Pinedo, Universidad de Deusto, Spain; Darina Scully, Dublin City University, Ireland; Ernesto Panadero, Dublin City University, Ireland; Kevin Marshall, Microsoft Ireland, Ireland

**How Do Students Learn to Self-Assess? Evidence from Secondary and Higher Education**

Beñat Etxeberria, University of Deusto, Spain; Leire Pinedo, Universidad de Deusto, Spain; Javier Fernández, Universidad Autonoma de Madrid, Spain; Carlos Rodríguez Hernández, New Jersey Institute of Technology, United States; Ernesto Panadero, Dublin City University, Ireland

Parallel session 1:4

Time: 11:30-13:00

Location: MIN 009

**WORKSHOP FORMAT: DESIGNING EDUCATION FOR HYBRID INTELLIGENCE DEVELOPMENT****Wise-Owl in action: Designing education for hybrid intelligence development**

Kelly Beekman, Fontys University of Applied Science, Netherlands; Lambert Schuwirth, NewMed, Australia

Parallel session 1:5

Time: 11:30-13:00

Location: Pangea

**SYMPOSIUM: EFFECTIVELY INTEGRATING AI AND PEER FEEDBACK: THEORETICAL PERSPECTIVES AND EMPIRICAL FINDINGS****Chair**

Martin Greisel, University of Augsburg, Germany

**Discussant**

Omid Noroozi, Wageningen University and Research Centre, Netherlands

**What is the Difference between AI and Human Feedback: The Role of Investment and Judgment Appraisals**

Jennifer Meyer, University of Vienna, Austria; Johanna Fleckenstein, University of Hildesheim, Germany; Ernesto Panadero, Dublin City University, Ireland; Martin Daumiller, University of Freiburg, Germany

**Peer, AI, and Teacher Feedback: Features, Perceptions and Uptake**

Renske de Kleijn, UMC Utrecht, Netherlands; Renske Bouwer, Utrecht University, Netherlands; Golnoush Haddadian, Georgia State University, United States; Antoine van den Beemt, Technical University Eindhoven, Netherlands; Omid Noroozi, Wageningen University and Research Centre, Netherlands; Saba Soleimani, Interdisciplinary transformation University (IT:U), Austria

**Combining AI and peer feedback: How different feedback processes interact and complement each other**

Rasmus R. Hansen, Aarhus University, Denmark; Ida Bang Hansen, Aarhus University, Denmark; Christopher Neil Prilop, Aarhus University, Denmark

**Designing AI to Augment (Not Replace) Peer Feedback: A Comparative Study of Four Feedback Conditions**

Martin Greisel, University of Augsburg, Germany; Julia Hornstein, University of Augsburg, Germany; Alina Sheppard-Bujtor, University of Augsburg, Germany; Ingo Kollar, University of Augsburg, Germany

Parallel session 2:1

Time: 14:00-15:30

Location: KBG 208

**COLLABORATIVE SPACE: STUDENT AGENCY IN PROGRAMMATIC ASSESSMENT****Unlocking Student Agency in Programmatic Assessment**

Kitty Meijer, HU University of Applied Sciences Utrecht; Open University of the Netherlands, Netherlands; Bas Agricola, HU University of Applied Sciences, Netherlands; Simone Buys, HU University of Applied Sciences Utrecht, Netherlands; Maaike Koopman, HU University of Applied Sciences Utrecht, Netherlands; Liesbeth Baartman, Maastricht University, Netherlands; Desirée Joosten-ten Brinke, Maastricht University, Netherlands

Parallel session 2:2

Time: 14:00-15:30

Location: MIN 009

**WORKSHOP FORMAT: TEACHER TRAINING EVALUATION****Transforming Teacher Training Evaluation with the Digital Training Companion App**

Maria Pannatier, Swiss Federal Institute of Technology, EPFL Lausanne, Switzerland; Johann Groll, Ecole Polytechnique Fédérale de Lausanne (EPFL), Switzerland; Sunny Avry, Ecole Polytechnique Fédérale de Lausanne (EPFL), Switzerland

Parallel session 2:3

Time: 14:00-15:30

Location: Pangea

**SINGLE PAPER: ASSESSMENT IN TRANSITION****Chair**

Xin Liu, Deakin University, Australia

**Assessment in Mathematics and Permitted Tools in a Historical and Future Perspective**

Tina Thisgaard, University of Southern Denmark, Denmark; Ane Qvortrup, University of Southern Denmark, Denmark

**Gradeless Teaching in Upper Secondary Education: Teachers' Experiences of Emerging Challenges**

Mathias Hanson, Kristianstad University, Sweden; Anders Jönsson, Kristianstad University, Sweden; Henning Fjærtøft, Norwegian University of Science and Technology (NTNU), Norway

**How Learners Use Digital Support: Identifying Feedback-Use Profiles**

Larissa Altenburger, Leuphana Universität Lüneburg, Germany; Michael Besser, Leuphana University Lüneburg, Germany

Parallel session 3:1

Time: 16:00-17:30

Location: Pangea

**SINGLE PAPER: RETHINKING ASSESSMENT IN THE AGE OF GENAI****Chair**

David Zamorano, Universidad de Deusto, Spain

**AI Literacy of Teachers: Prompt Engineering and Model Selection as Predictors of AI-Feedback Quality**

Lucas Jasper Jacobsen, University of Hamburg, Germany; Julia Pargmann, Universität Hamburg, Germany; Weber Kira, Hamburg University, Germany

**Thinking to Learn: Navigating AI Use and Integrity in Higher Education Assessment**

Anne-Marie Chase, Swinburne University of Technology, Australia; Kelly Galvin, Swinburne University of Technology, Australia; Sandra Luxton, Swinburne University of Technology, Australia

**Developing hybrid intelligence through agency-balanced assessment**

Kelly Beekman, Fontys University of Applied Science, Netherlands; Lambert Schuwirth, NewMed, Australia

**Disciplinary differences in using GenAI for self-feedback in asynchronous online higher education**

Montserrat Martínez Melo, Fundació per a la Universitat Oberta de Catalunya (FUOC), Spain; Anna Espasa, Universitat Oberta de Catalunya, Spain; Rosa M Mayordomo, Open University of Catalonia (UOC), Spain; Teresa Guasch, Open University of Catalonia (UOC), Spain; Jose Luna, Universitat Oberta de Catalunya, Spain

Parallel session 3:2

Time: 16:00-17:30

Location: KBG 228

**SINGLE PAPER: FAIRNESS AND INCLUSION IN EDUCATIONAL ASSESSMENT****Chair**

Burcu Arslan, Educational Testing Service, Germany

**A Framework for Evaluating Large-Scale Assessments: Language Inclusivity in TIMSS, PISA, and NAEP**

Martina Heinle, Technical University of Munich, Centre for International Student Assessment, Germany; Ainhoa González Uriarte, Technical University of Munich, Centre for International Student Assessment, Germany; Lisa Teufele, Technical University Munich, Centre for International Student Assessment, Germany; Samuel Greiff, Technical University of Munich, Centre for International Student Assessment, Germany

**Personalisation of adaptive environments for fair and inclusive assessment and learning**

Maarten van der Velde, MemoryLab, Netherlands; Thomas Wilschut, Rijksuniversiteit Groningen, Netherlands; Hedderik van Rijn, Rijksuniversiteit Groningen, Netherlands; Burcu Arslan, Educational Testing Service, Germany

**How formative assessment is used to inform teacher actions in the classroom**

Janneke Van Der Steen, HAN University of Applied Sciences, Netherlands; Tamara Schilt-Mol, Hogeschool van Arnhem en Nijmegen, Netherlands; Cees van der Vleuten, Maastricht University, Netherlands; Desirée Joosten-ten Brinke, Maastricht University, Netherlands

**The controversy of anonymous assessment in Oslo: Sacrificing learning for perceived fairness**

Gøril Brataas, Department of Scandinavian Languages and Literature, Faculty of education, Norway; Ane Aarre, Department of Teacher Education and School Research, University of Oslo, Norway; Jo Helge Schei, Department of Teacher Education and School Research, University of Oslo, Norway; Øystein Gilje, Department of Teacher Education and School Research, University of Oslo, Norway

Parallel session 3:3

Time: 16:00-17:30

Location: KBG 224

**SINGLE PAPER: FEEDBACK AND ASSESSMENT PRACTICES****Chair**

Hayden Mueller, Technical University of Munich, Germany

**Holistic curriculum design for evaluative judgement: a developmental-ecological framework**

Susie Macfarlane, Deakin University, Australia; David Boud, Deakin University/University of Technology Sydney, Australia; Joanna Tai, Deakin University, Australia

**What feedback literacy behaviours do learners do? A global survey of current and former students**

Laura Hughes, Deakin University, Australia; David Boud, Deakin University/University of Technology Sydney, Australia; Naomi Winstone, University of Surrey, United Kingdom; Jaclyn Broadbent, Deakin University, Australia; Phillip Dawson, Deakin University, Australia; Elizabeth Molloy, The University of Melbourne, Australia; Joanna Tai, Deakin University, Australia

**Teachers' Feedback Practices and Perceptions: Evidence from a National Survey**

Adrian Parames Gonzalez, University of Deusto, Spain; Ernesto Panadero, Dublin City University, Ireland; Juan Fernández, Universidad Autonoma de Madrid, Spain

**Student Involvement in Assessment Practices in Spanish Universities: A Longitudinal Study**

Beñat Etxeberria, University of Deusto, Spain; Alaitz Amezcua-Urrutia, Universidad de Deusto, Spain; Javier Fernández, Universidad Autonoma de Madrid, Spain; Carlos Rodríguez-Hernández, New Jersey Institute of Technology, United States; Juan Fraile, Universidad Francisco de Vitoria, Spain; Ernesto Panadero, Dublin City University, Ireland

Parallel session 3:4

Time: 16:00-17:30

Location: MIN 009

**WORKSHOP FORMAT: LEGO SERIOUS PLAY IN ASSESSMENT****Building Ideas with Lego Serious Play: History Degrees and Final-Year Assessment**

Katie Carpenter, University of Leeds, United Kingdom; Carly O'Neill-Barrett, University of Leeds, United Kingdom; Sarah Briggs, University of Leeds, United Kingdom

Parallel session 3:5

Time: 16:00-17:30

Location: KBG 208

**COLLABORATIVE SPACE: FEEDBACK IN PROGRAMMATIC ASSESSMENT****The Dual Purpose of Feedback in Programmatic Assessment: Growth and Judgement – Tension or Synergy?**

Judith Gulikers, Wageningen University, Netherlands; Liesbeth Baartman, University of Applied Sciences Utrecht, Netherlands; Renske de Kleijn, UMC Utrecht, Netherlands; Kelly Beekman, Fontys University of Applied Science, Netherlands; Tamara Schilt-Mol, Hogeschool van Arnhem en Nijmegen, Netherlands

Parallel session 4:1

Time: 11:30-13:00

Location: KBG 208

**SINGLE PAPER: ASSESSMENT DESIGN AND IMPLEMENTATION****Chair**

ZEYNEP DULGER, Marmara University Institute of Educational Sciences, Türkiye

**Two years teaching for open-book exams: impact on teaching, learning, wellbeing and performance**

Vanessa Scherman, International Baccalaureate, Netherlands; Rebecca Chivers, International Baccalaureate, Netherlands; Rebecca Hamer, International Baccalaureate, Netherlands

**Assessment in Initial Teacher Education: A Syllabi Analysis of In-Person and Online Programmes**

Adrian Parames Gonzalez, University of Deusto, Spain; Juan Fraile, University of Francisco de Vitoria, Spain; Javier Fernández, Universidad Autónoma de Madrid, Spain; Carlos Rodríguez, Tecnológico de Monterrey, Mexico; Alaitz Amezuza, University of Deusto, Spain; Ernesto Panadero, Dublin City University, Ireland

**Developing a Standardized National Writing Test: Ethical, Conceptual, and Technical Considerations.**

Rosario Escribano, Pontificia Universidad Católica de Chile, Chile; Natalia Avila Reyes, Pontificia Universidad Católica de Chile, Chile; Diego Carrasco, Pontificia Universidad Católica de Chile, Chile; Carolina Castillo, Pontificia Universidad Católica de Chile, Chile; Javiera Figueroa Miralles, Universidad Alberto Hurtado, Chile; María Jesús Espinosa, Universidad Diego Portales, Chile

**Bridging Coherence and Disciplinary Integrity: Designing Cross-Curricular Performance Standards**

Sofia Kesidou, The University of Sydney, Australia

Parallel session 4:2

Time: 11:30-13:00

Location: Pangea

**SINGLE PAPER: FEEDBACK IN DIGITAL LEARNING ENVIRONMENTS****Chair**

Carly O'Neill-Barrett, University of Leeds, United Kingdom

**Erroneous AI-Generated Feedback Engages Learners but Harms Intrinsic Motivation**

Jennifer Meyer, University of Vienna, Austria; Marlene Steinbach, IPN - Leibniz Institute for Science and Mathematics Education, Germany; Zachary Pardos, University of California, Berkeley, United States

**Assessing skills on screen: Reliability of video-based psychomotor nursing skill assessment**

Greet Leysens, KU LEUVEN, Belgium; Wim Van Petegem, KU LEUVEN, Belgium; Nathalie Charlier, KU LEUVEN, Belgium

**Learner autonomy in computer-based learning?! A systematic literature review on self-chosen feedback**

Friederike von Kienitz, Leuphana University of Lüneburg, Germany; Fynn Töllner, Leuphana University of Lüneburg, Germany; Maike Hagen, Leibniz University Hannover, Germany; Michael Besser, Leuphana University of Lüneburg, Germany

**Student's experience of feedback personalisation in online higher education: a qualitative analysis**

Montserrat Martínez Melo, Fundació per a la Universitat Oberta de Catalunya (FUOC), Spain; Anna Espasa, Universitat Oberta de Catalunya, Spain; José Luna Luján, Fundació per a la Universitat Oberta de Catalunya (FUOC), Spain; Teresa Guasch, Open University of Catalonia (UOC), Spain; Rosa M Mayordomo, Open University of Catalonia (UOC), Spain

Parallel session 4:3

Time: 11:30-13:00

Location: MIN 011

**POSTER PRESENTATION: TECHNOLOGY-ENHANCED ASSESSMENT AND STUDENT ENGAGEMENT, MOTIVATION, AND LEARNING****Chair**

Ligia Tomazin, University of Trento (I), Italy

**Understanding Teacher Development in Formative Assessment Through Qualitative Data Triangulation**

Nienke Boere, HU University of Applied Sciences Utrecht/ Open University, Netherlands; Liesbeth Baartman, University of Applied Sciences Utrecht, Netherlands; Lisette Munneke, Utrecht University of Applied Sciences, Netherlands; Elly de Bruijn, Hogeschool Utrecht / OU, Netherlands

**Formative assessment as a predictor of student motivation and metacognition: A multilevel analysis**

Rajabu Shafii, Department of Educational Sciences, Switzerland; Jean-Louis Berger, Department of Education Sciences, Switzerland

**Technology-Enhanced Assessment: A Systematic Review of Affective-Motivational Effects**

Arya-Ronahi Dogan, Europa-Universität Flensburg / IPN Kiel, Germany; Ecenaz Alemdag, Europa-Universität Flensburg, Germany; Marlit Annalena Lindner, Leibniz Institute for Science and Mathematics Education (IPN), Germany

**Learning Analytics for Conversation-Based Assessment: Structuring Evidence Beyond Performance**

Adrian Klabunde, Europa-Universität Flensburg / IPN Kiel, Germany; Lauritz Schewior, Leibniz Institute for Science and Mathematics Education (IPN), Germany; Marlit Annalena Lindner, Europa-Universität Flensburg / IPN Kiel, Germany

**The Use of Multimedia in Multiple-Choice Tests: Effects on Examinee Engagement and Performance**

Militsa Ivanova, University of Cyprus, Cyprus; Michalis Michaelides, University of Cyprus, Cyprus

Parallel session 4:4

Time: 11:30-13:00

Location: MIN 009

**POSTER PRESENTATION: PROGRAMMATIC ASSESSMENT AND COMPETENCY DEVELOPMENT****Chair**

Charlotte Van Tricht, University of Antwerp, Belgium

**Opening Up Assessment-as-Learning by Co-Creation: Assessment Tools for Global Citizenship Skills**

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

**Stimulating reflection in programmatic assessment: zooming out and zooming in**

Niels van der Baan, Maastricht University, Netherlands; Liesbeth Baartman, University of Applied Sciences Utrecht, Netherlands; Lianne Loosveld, Maastricht University, FHML, Dept. of Educational Research and Development, Netherlands; Jill Whittingham, Maastricht University, FHML, Dept. of Educational Research and Development, Netherlands

**Assessing Teamwork Competencies in Upper Secondary and Higher Education: A Systematic Review**

Lynn Van den Broeck, KU Leuven (BE), Belgium; Rani Dujardin, KU Leuven (BE), Belgium; Katrien Vangrieken, KU Leuven (BE), Belgium; Hanne Deprez, KU Leuven (BE), Belgium; Jeroen Cloots, KU Leuven (BE), Belgium

**The student's perspective on generic skills endorsement in higher education**

Sanne ter Meulen, UMC Utrecht, Netherlands; Helena Pennings, HAN University of Applied Sciences, Netherlands

**Revised Principles of Programmatic Assessment**

Tamara Schilt-Mol, Hogeschool van Arnhem en Nijmegen, Netherlands; Liesbeth Baartman, University of Applied Sciences Utrecht, Netherlands; Lubberta de Jong, Universiteit Utrecht, Netherlands

Parallel session 5:1

Time: 14:00-15:30

Location: Pangea

**SYMPOSIUM: REIMAGINING TECHNOLOGY-ENABLED ASSESSMENT AND FEEDBACK PROCESSES****Chair**

Kim Schildkamp, University of Twente, Netherlands

**Discussant**

Kelly Beekman, Fontys University of Applied Science, Netherlands

**Technology-Supported Insights into Student Feedback Use and Self-Regulated Learning**

Therese Hopfenbeck, University of Melbourne, Australia; Fabienne van der Kleij, Australian Council for Educational Research (ACER), Australia; Anastasiya Lipnevich, The Graduate Center of the City University of New York, United States; Siv Gamlem, Volda University College, Faculty of Humanities and Teacher Education, Norway, Norway

**H-AI-FIVE: High-quality AI-Feedback on Instructional explanation Videos for Education**

Ilona Friso-van den Bos, University of Twente, Netherlands; Andreas Breiter, University of Bremen, Germany; Marieke van Geel, University of Twente, Netherlands; Jan Küster, University of Bremen, Germany; Sara van der Linden, University of Twente, Netherlands; Kim Schildkamp, University of Twente, Netherlands; Karsten Wolf, University of Bremen, Germany

**Comparing teacher comments to AI feedback: What students prefer and what is better for them**

Ligia Tomazin, University of Trento (I), Italy; Anastasiya Lipnevich, The Graduate Center of the City University of New York, United States; Luofan Shu, The Graduate Center, CUNY, United States; Peter Johnson, The Graduate Center, CUNY, United States; Carolina Lopera-Oquendo, The Graduate Center of the City University of New York, Colombia

Parallel session 5:2

Time: 14:00-15:30

Location: KBG 224

**SINGLE PAPER: ADAPTIVE AND AI-BASED ASSESSMENT****Chair**

Kitty Meijer, HU University of Applied Sciences Utrecht; Open University of the Netherlands, Netherlands

**(Large) Language Models for initial item parameter estimation**

Jeroen Donkers, Maastricht University, Netherlands; Johannes Steinrück, University of Twente, Netherlands

**The Role of Assessment in Adaptivity: A Systematic Meta-Review**

Marie Godow, IPN Kiel / Europa-Universität Flensburg, Germany; Andreas Lachner, University of Tübingen, Germany; Marlit Annalena Lindner, IPN - Leibniz Institute for Science and Mathematics Education, Germany

**Engagement in AI-Based Adaptive Dialogs: Process-Oriented Evidence from Science Classroom Settings**

Marlen Holtmann, IPN Kiel / Europa-Universität Flensburg, Germany; Marlit Annalena Lindner, IPN Kiel / Europa-Universität Flensburg, Germany; Libby Gerard, University of California, Berkeley, United States; marcia linn, University of California-Berkeley, United States

**Conversation-Based Assessment: Student Perceptions and Efficiency Trade-Offs**

Marlit Annalena Lindner, IPN - Leibniz Institute for Science and Mathematics Education, Germany; Lauritz Schewior, Leibniz Institute for Science and Mathematics Education (IPN), Germany; Guher Gorgun, IPN Kiel &amp; Europa-Universität Flensburg, Germany

Parallel session 5:3

Time: 14:00-15:30

Location: MIN 011

**DEMO SESSION: DESIGN PRINCIPLES FOR FORMATIVE ASSESSMENT****Design principles to help design a formative assessment plan**

Janneke Van Der Steen, HAN University of Applied Sciences, Netherlands; Tamara Schilt-Mol, Hogeschool van Arnhem en Nijmegen, Netherlands; Cees van der Vleuten, Maastricht University, Netherlands; Desirée Joosten-ten Brinke, Maastricht University, Netherlands

Parallel session 5:4

Time: 14:00-15:30

Location: MIN 009

**WORKSHOP FORMAT: WHAT WORKS IN PROGRAMMATIC ASSESSMENT****What works in programmatic assessment, and why?**

Andrea Oudkerk Pool, Fontys University of Applied Science, Netherlands; Jeroen van der Linden, HAN University of Applied Sciences, Netherlands; Marlies de Vos, HU University of Applied Sciences, Netherlands; Tamara van Schilt-Mol, HAN University of Applied Sciences, Netherlands; Kelly Beekman, Fontys University of Applied Science, Netherlands; Liesbeth Baartman, University of Applied Sciences Utrecht, Netherlands

Parallel session 6:1

Time: 16:00-17:30

Location: KBG 224

**SINGLE PAPER: RETHINKING LEARNING AND ASSESSMENT****Chair**

Bas Agricola, HU University of Applied Sciences, Netherlands

**How judging generative artificial intelligence in assessment shapes understanding of knowledge**

Margaret Bearman, Deakin University, Australia; Jack Walton, Centre for Research in Assessment and Digital Learning, Deakin University, Australia; Nicole Crawford, Deakin University, Australia; Joanna Tai, Deakin University, Australia; David Boud, Deakin University/University of Technology Sydney, Australia

**What counts as learning? Exploring working students' invisible educational experiences**

Mollie Dollinger, Curtin University, Australia; Franziska Lessky, University of Innsbruck, Austria; Nicole Crawford, Deakin University, Australia

**Going gradeless in upper secondary school. A multiple case study of a natural experiment**

Henning Fjørtoft, Norwegian University of Science and Technology (NTNU), Norway; Lise Vikan Sandvik, Norwegian University of Science and Technology (NTNU), Norway; Iveta Kohanová, Norwegian University of Science and Technology (NTNU), Norway; Sverre Tveit, University of Agder, Norway; Dan-Anders Normann, Norwegian University of Science and Technology (NTNU), Norway; Arne Kristian Karlsen Amdal, Norwegian University of Science and Technology (NTNU), Norway; Stine Angvik, Norwegian University of Science and Technology (NTNU), Norway; Andrea Seljeseth, Norwegian University of Science and Technology (NTNU), Norway; Kari Smith, Norwegian University of Science and Technology, Norway

**How does assessment in higher education value divergence? Educators' meaning-making about assessment**

Jack Walton, Centre for Research in Assessment and Digital Learning, Deakin University, Australia; David Boud, Deakin University/University of Technology Sydney, Australia; Thomas Corbin, CRADLE, Deakin University, Australia; Tomohiro Ishida, Aichi University of the Arts, Japan; Juuso Henrik Nieminen, Deakin University, Australia; Joanna Tai, Deakin University, Australia

Parallel session 6:2

Time: 16:00-17:30

Location: Pangea

**SINGLE PAPER: UNDERSTANDING PEER FEEDBACK: PROCESSES AND OUTCOMES****Chair**

Barbara Kempf, University of Leeds, United Kingdom

**The Challenge of Integration: How Students Deal with Multiple Peer-Feedback Messages**

Julia Hornstein, University of Augsburg, Germany; Martin Greisel, University of Augsburg, Germany; Ingo Kollar, University of Augsburg, Germany

**Promoting dialogic peer feedback: Exploring communicative approaches and revision depth**

Amber Van Hoe, VIVES University of Applied Sciences, Belgium; Tijs Rotsaert, Ghent University, Belgium; Joel Wiebe, OISE, University of Toronto, Canada; Jim Slotta, OISE, University of Toronto, Canada; Tammy Schellens, Ghent University, Belgium

**Beyond implementation: Is Revision Quality Influenced by Peer Feedback Features in Higher Education?**

Maël Pire, UCLouvain, Belgium; Florence Van Meenen, UCLouvain, Belgium; Franck Verschuren, UCLouvain, Belgium; Liesje Coertjens, Université catholique de Louvain (UCL), Belgium

Parallel session 6:3

Time: 16:00-17:30

Location: KBG 208

**COLLABORATIVE SPACE: ACTION-BASED ASSESSMENT****Systematically Validating an Action-Based Assessment of Financial Competence for Young Adults**

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

Parallel session 6:4

Time: 16:00-17:30

Location: MIN 009

**WORKSHOP FORMAT: TEACHER PROFESSIONAL DEVELOPMENT FOR EFFECTIVE FEEDBACK****Supporting teachers' professional learning to develop effective and efficient feedback practices**

Harry Stokhof, HAN University of Applied Sciences, Netherlands; Loes vandenbergh, Hogeschool van Arnhem en Nijmegen/HAN University, Netherlands

Parallel session 6:5

Time: 16:00-17:30

Location: MIN 011

**DEMO SESSION: AI SUPPORTED COURSE EVALUATION****AI Beacon: Agent-supported Cycle for Bidirectional Course Evaluation**

Maria Pannatier, Swiss Federal Institute of Technology, EPFL Lausanne, Switzerland; Julius Kooistra, Berner Fachhochschule, Switzerland; Johann Groll, Ecole Polytechnique Fédérale de Lausanne (EPFL), Switzerland; Lucia Gomez Teijeiro, Bern University of Applied Sciences, Switzerland; Branka Hadji Misheva, Bern University of Applied Sciences, Switzerland

Parallel session 7:1

Time: 11:30-13:00

Location: Pangea

**SINGLE PAPER: STUDENT ENGAGEMENT AND IDENTITY IN FEEDBACK****Chair**

Lynn Van den Broeck, KU Leuven (BE), Belgium

**Patterns of feedback engagement by prospective STEM students after taking a positioning test**

Laurie Peeters, KU LEUVEN, Belgium; Wim Van Petegem, KU LEUVEN, Belgium; Carolien Van Soom, University of Leuven, Belgium; Greet Langie, KU LEUVEN, Belgium

**Feedback, identity and self: feedback as a transformational practice**

Juuso Henrik Nieminen, Deakin University, Australia; Judith Gulikers, Wageningen University, Netherlands; Renske de Kleijn, UMC Utrecht, Netherlands; Martijn Leenknecht, HZ University of Applied Sciences, Netherlands

**Student sense-making in feedback processes: A triangulated study of process**

Rasmus R. Hansen, Aarhus University, Denmark; Ida Bang Hansen, Aarhus University, Denmark; Christopher Neil Prilop, Aarhus University, Denmark

Parallel session 7:2

Time: 11:30-13:00

Location: KBG 208

**SINGLE PAPER: UNDERSTANDING RUBRICS, CRITERIA, AND FEEDBACK EFFECTS****Chair**

Anke Swenberg, Wageningen University and Research Centre, Netherlands

**What Do Students Actually Do with Rubrics? The Impact of Level Order, Feedback, and Task Occasion**

Leire Pinedo, Universidad de Deusto, Spain; Alazne Fernández Ortube, University of Deusto, Spain; David Zamorano, Universidad de Deusto, Spain; Lucía Barrenetxea-Mínguez, University of Deusto, Spain; Iván Sánchez-Iglesias, Universidad Complutense de Madrid, Spain; Ernesto Panadero, Dublin City University, Ireland

**The case for rethinking assessment criteria**

Jack Walton, Centre for Research in Assessment and Digital Learning, Deakin University, Australia; Liesbeth Baartman, University of Applied Sciences Utrecht, Netherlands

**Effects of Rubric Order and Feedback Type on Physiological Arousal: An Electrodermal Activity Study**

David Zamorano, Universidad de Deusto, Spain; Héctor J. Piñeira-Díaz, University of Jyväskylä, Finland; Leire Pinedo, Universidad de Deusto, Spain; Alazne Fernández Ortube, University of Deusto, Spain; Lucía Barrenetxea-Mínguez, University of Deusto, Spain; Ernesto Panadero, Dublin City University, Ireland

**Effects of Teacher Feedback, Rubrics, and Exemplars on Italian Psychology Students' Writing**

Ligia Tomazin, University of Trento (I), Italy; Paola Venuti, University of Trento (I), Italy; Arianna Bentenuto, University of Trento (I), Italy; Silvia Perzoli, University of Trento (I), Italy; Anna Serbati, University of Trento (I), Italy; Federica Picasso, Faculty of Education - University of Genova (Italy), Italy; Anastasiya Lipnevich, The Graduate Center of the City University of New York, United States

Parallel session 7:3

Time: 11:30-13:00

Location: KBG 224

**SINGLE PAPER: TEACHER ASSESSMENT LITERACY AND STUDENT PARTNERSHIP****Chair**

Javier Fernández, Universidad Autónoma de Madrid, Spain

**Between Support and Selection: Antinomies of Classroom Assessment and Pre-Service Teachers' Beliefs**

Marius Diekmann, University of Münster, Germany; Pia Wensing, University of Münster, Germany; Sabine Gruehn, Institute for Educational Science, Germany

**From Uncertainty to Confidence: An Emotional Journey in Becoming a Teacher Assessor**

Jana Kratochvilova, Masaryk University, Faculty of Education, Czech Republic; Jarmila Bradova, Institute for Research in School Education, Slovakia; Katerina Vlckova, Masaryk University, Czech Republic; Julie Grombířová, Masaryk University, Czech Republic; Jakub Gyöngyör, Masaryk University Faculty of Education, Czech Republic; Magdalena Tylová, Faculty of Education, Masaryk University, Czech Republic

**Formative assessment practices within teachers' assessment literacy: development of an instrument**

Karin Portmann, Pädagogische Hochschule St. Gallen, Switzerland; Robbert Smit, University of Teacher Education St. Gallen, Switzerland; Rahel Schmid, St. Gallen University of Teacher Education, Switzerland; Felix Kruse, University of Teacher Education St. Gallen, Switzerland; Anna-Lena Ullrich, University of Teacher Education St. Gallen, Switzerland

**Reframing Assessment in Schools through Students as Partners in Assessment**

GIORGIA SLAVIERO, Università degli Studi di Padova, Italy; Valentina Grion, Pegaso Telematic University, Italy

Parallel session 7:4

Time: 11:30-13:00

Location: MIN 009

**POSTER PRESENTATION: FEEDBACK CULTURES AND ASSESSMENT TRANSFORMATION****Chair**

Burcu Arslan, Educational Testing Service, Germany

**SET in motion: Sparking a culture of constructive feedback**

Niels van der Baan, Maastricht University, Netherlands; Marloes Nederhand, Erasmus University Rotterdam, Netherlands; Bas Giesbers, Maastricht University, Netherlands; Bjorn de Koning, Erasmus University Rotterdam, Netherlands

**Exploring the role of space in international doctoral students' feedback conversations**

Xin Liu, Deakin University, Australia; Joanna Tai, Deakin University, Australia; Margaret Bearman, Deakin University, Australia; Mollie Dollinger, Curtin University, Australia

**Beyond Grades: Futures Thinking for Transforming Assessment in Education**

Katrin Saks, University of Tartu, Estonia

**Assessment Literacy and Classroom Assessment Policy implementation in Chilean Primary Schools**

Stefania Gutiérrez Martinetti, Kings' College London, United Kingdom

**Learning with, by, and through GenAI feedback: Novel teacher feedback literacies in a GenAI world**

Christopher Neil Prilop, Aarhus University, Denmark

Parallel session 7:5

Time: 11:30-13:00

Location: MIN 011

**POSTER PRESENTATION: ASSESSING COMPETENCIES AND UNDERSTANDING TEACHER PRACTICES****Chair**

Alex Kozulin, Achva College and Feuerstein Institute, Israel

**Validating the Radboud Computational Thinking Test. An unplugged assessment for upper-primary pupils**

Jo van Schaik, Behavioural Science Institute, Radboud University Nijmegen, Netherlands; Rosanne Sluiter, Radboud University Nijmegen, Netherlands; Viola Siegmeyer, Behavioural Science Institute, Radboud University Nijmegen, Netherlands; Noortje Janssen, Radboud University, Netherlands; Carlijn Veldhorst, Behavioural Science Institute, Radboud University Nijmegen, Netherlands; Ard Lazonder, Radboud University, Netherlands

**Longitudinal Patterns of ICT-Related Teacher Collaboration: Evidence from the ICILS Study**

Sahsenem Öz, University of Jyväskylä, Finland; Asko Tolvanen, University of Jyväskylä, Finland; Kaisa Leino, University of Jyväskylä and Finnish Institute for Educational Research, Finland; Rajja Hämäläinen, University of Jyväskylä, Finland

**Latent Profiles of Estonian Teachers' Beliefs on Grading, Motivation, and Self-Regulated Learning**

Liia Ots, Tallinn University, Institute of Educational Sciences, Estonia; Kati Aus, Tallinn University, Institute of Educational Sciences, Estonia; Piret Oppi, Tallinn University, Estonia; Eve Kikas, Tallinn University, Estonia

**One Size fits all? Are Pre-service Teachers' Feedback Messages Skill-Sensitive?**

Alina Sheppard-Bujtor, University of Augsburg, Germany; Martin Greisel, University of Augsburg, Germany; Julia Hornstein, University of Augsburg, Germany; Ingo Kollar, University of Augsburg, Germany

Parallel session 8:1

Time: 14:00-15:30

Location: Pangea

**SYMPOSIUM: THE E-PORTFOLIO PARADOX: INTEGRATING ASSESSMENT FOR AND OF LEARNING TO FOSTER STUDENT AGENCY****Chair**

Bas Agricola, HU University of Applied Sciences, Netherlands

**Organiser**

Bas Agricola, HU University of Applied Sciences, Netherlands

**Discussant**

Juuso Henrik Nieminen, Deakin University, Australia

**How different e-portfolio components stimulate student learning in programmatic assessment**

Bas Agricola, HU University of Applied Sciences, Netherlands; Kitty Meijer, HU University of Applied Sciences Utrecht; Open University of the Netherlands, Netherlands; Lieke Ceelen, Hogeschool Utrecht (University of Applied Sciences Utrecht), Netherlands; Liesbeth Baartman, University of Applied Sciences Utrecht, Netherlands

**Designing for Student Agency: Institutional Choices in e-Portfolio Implementation**

Desirée Joosten-ten Brinke, Maastricht University, Netherlands; Joyce Moonen - Van Loon, Maastricht University, Netherlands; Ilse Sistermans, Maastricht University, Netherlands; Liesbeth Baartman, Maastricht University, Netherlands; Liesbeth Kester, Maastricht University, Netherlands

**Coaches Use of E-Portfolios to Support Student Learning in Programmatic Assessment**

Andrea Oudkerk Pool, Fontys University of Applied Science, Netherlands; Kelly Beekman, Fontys University of Applied Science, Netherlands

Parallel session 8:2

Time: 14:00-15:30

Location: KBG 208

**SINGLE PAPER: ASSESSMENT, JUDGEMENT, AND LEARNING IN PROFESSIONAL CONTEXTS****Chair**

Mollie Dollinger, Curtin University, Australia

**Feedback with feelings: expressing judgements about performance in clinical environments**

Margaret Bearman, Deakin University, Australia; Joanne Hilder, Southern Cross University, Australia; Damian Castanelli, University of Melbourne/Monash Health, Australia; Elizabeth Molloy, The University of Melbourne, Australia; Chris Watling, Royal College of Physicians and Surgeons Canada, Canada; Robyn Woodward-Kron, The University of Melbourne, Australia; Rola Ajawi, University of British Columbia, Canada

**Dilemmas in implementing the learning function of programmatic assessment: a multiple case study.**

Judith Gulikers, Wageningen University, Netherlands; Liesbeth Baartman, University of Applied Sciences Utrecht, Netherlands

**Reconceptualizing assessment of transdisciplinary learning**

Anke Swanenberg, Wageningen University and Research Centre, Netherlands; Judith Gulikers, Wageningen University, Netherlands; Yvette Baggen, Wageningen University, Netherlands; Perry den Brok, Wageningen University, Netherlands

**Assessing for Survival: A Longitudinal Study of Novice Medical Teachers' Conceptions**

Javier Fernández, Universidad Autonoma de Madrid, Spain; Lucía Barrenetxea-Minguez, University of Deusto, Spain; Ernesto Panadero, Dublin City University, Ireland; Eneko Balerdi, Universidad de Deusto, Spain

Parallel session 8:3

Time: 14:00-15:30

Location: KBG 228

**SINGLE PAPER: COGNITIVE AND SOCIAL PROCESSES IN FEEDBACK AND SELF-ASSESSMENT****Chair**

Gøril Brataas, Department of Scandinavian Languages and Literature, Faculty of education, Norway

**Cognitive Feedback Processing of Online Self-Assessment Instruments and Self-efficacy**

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

**Students' Help-Seeking from AI During Problem-Solving: Role of Cognitive Support and Prior Knowledge**

Ecenaz Alemdag, IPN Kiel / Europa-Universität Flensburg, Germany; Marlit Annalena Lindner, IPN Kiel / Europa-Universität Flensburg, Germany

**Student motivations to engage with ePortfolio as authentic assessment: A multi-institutional study**

David Randall, Adelaide University, Australia; Christopher Deneen, University of South Australia, Australia; Rebecca Marrone, University of South Australia, Australia

**Unpacking Peer Feedback Processes with Think-Aloud Protocols and Epistemic Network Analysis**

David Zamorano, Universidad de Deusto, Spain; Ernesto Panadero, Dublin City University, Ireland; Maryam Alqassab, Leiden University, Netherlands

Parallel session 8:4

Time: 14:00-15:30

Location: MIN 009

**WORKSHOP FORMAT: QUALITY OF STUDENT FEEDBACK REQUESTS****Exploring the quality of students feedback requests in academic writing with comparative judgement**

Leonie Brummer, Utrecht University, Netherlands; Renske de Kleijn, UMC Utrecht, Netherlands; Sanne Geeraerts, Utrecht University, Netherlands; Monika Donker, Utrecht University, Netherlands

Parallel session 8:5

Time: 14:00-15:30

Location: MIN 011

**ROUNDTABLE: ASSESSMENT PRACTICE AND TEACHER LEARNING****Holistic Scoring in Practice: Towards Usable Guidelines**

Anne Lohuis, Saxion University of Applied Sciences, Netherlands

**Exploring the use of assessment information to foster teachers' professional learning**

Linda Jakobs, HAN University of Applied Sciences (UAS), Netherlands; Tamara Schilt-Mol, Hogeschool van Arnhem en Nijmegen, Netherlands; Helma Oolbekkink-Marchand, HAN University of Applied Sciences (UAS), Netherlands; Desirée Joosten-ten Brinke, Maastricht University, Netherlands