Conference Program

Wednesday 18/9/2024

WEDNESDAY 9:00-10:30, ROOM 1.403

Registration, Meet & Greet

WEDNESDAY 10:45-12:15, REUTERSAAL

SIG 20 Keynote

The Role of Adaptive Prompts and Hints in Guiding Simulation-Based Scientific Inquiry Learning
John Nesbit (Simon Fraser University, Canada)

WEDNESDAY 13:15 - 14:45

Parallel Slot A

Paper Session A1: Inquiry learning as a response to societal challenges - SIG 20 (Room 1.401)

Dimensions of socially shared learning spaces

Isabel Wullschleger (Humboldt Universität zu Berlin, Germany)

Nanoparticles in food packaging: Exploring the impact of an RRI module in the chemistry classroom

Yiannis Georgiou & Eleni Kyza (Cyprus University of Technology, Cyprus)

Investigating intergenerational learning experiences within a Hungarian higher education context

Emese Schiller, Helga Dorner & Klára Antesberger (Eötvös Loránd University, Hungary)

Open schooling projects and inquiry-based learning: Monitoring and evaluating stakeholder engagement

Tasos Hovardas, Yvoni Pavlou, Marilena Savva, Georgia Kouti, Marios Papaevripidou & Zacharias Zacharia (University of Cyprus, Cyprus)

Paper Session A2: Professional dialog and discourse - SIG 26 (Room 1.406)

Tensions in research-practice partnerships: How can they inform future research?

Ingvill Rasmussen & Anja Amundrud (University of Oslo, Norway)

Paradoxes of professional change: re-framing professional dialogues to break away from stabilisation

Riikka Hofmann (University of Cambridge, United Kingdom)

Preparing for Professional Discourse Around Video Cases: In-Service vs. Pre-Service Teachers

Roni Jutkowitz, Avraham Merzel & Christa Asterhan (The Hebrew University of Jerusalem, Israel)

Symposium A: Dialogic Communities of Professional Inquiry: Increasing Opportunities for Equitable Participation - SIG 26 (Room 1.301)

Chair: Alison Twiner Hughes Hall, (University of Cambridge, United Kingdom)

Discussant: Mary Catherine O'Connor (Boston University, USA)

Re-Mediating Teacher Learning for Justice-Centered Dialogic Pedagogy

Sherice Clarke & Sushil S (University of California San Diego, USA)

Developing Dialogic Peer Review to Diversify Voices in the Education-Practice Knowledge Base

Alison Twiner, Sara Hennessy, Patrick Carmichael, & Pete Dudley (University of Cambridge, United Kingdom)

Equitable Access to MOOCs for Teacher Professional Development in Educational Dialogue: A Case Study

Meaghan Brugha (University of Cambridge, United Kingdom)

WEDNESDAY 15:15-16:45

Parallel Slot B

Paper Session B1 :Students navigating controversial topics - SIG 26
(Room 1.401)

Students' understanding of disagreement in science and history-related controversies

Stephan Venmans, Saskia Arbons, Geerte Savenije , Tessa van Schijndel , Jaap Schuitema, & Carla Van Boxtel (University of Amsterdam, Netherlands)

Students' use of generative AI in classroom discussions of social issues

Thomas Nygren & Evgeniia Efimova (Uppsala University, Sweden)

Synthesizing evidence on how undergraduates detect cherry-picked evidence in texts

Toshio Mochizuki (Waseda University, Japan), Clark Chinn (clarkchinn@gmail.com), Rutgers University, USA), Etsuji Yamaguchi (Kobe University, Japan) & Hiroki Oura (Tokyo University of Science, Japan)

Conceptualizing Students' Dispositions toward Uncertainty Navigation in Scientific Argumentation

Ying-Chih Chen, Jongchan Park, Carlos Meza-Torres, Emily Starrett, & Michelle Jordan (Arizona State University, USA)

Paper Session B2: Student participation in dialogue and argumentation - SIG 26
(Room 1.406)

Educational regime. Students' perspectives on the (digital) transformation of the university

Isabel Wullschleger (Humboldt Universität zu Berlin, Germany) & Steffen Wittig (Pädagogische Hochschule Freiburg, Germany)

Motivational, experiences and prior achievement level in classroom discussion participation

Dina Yosef, Yael Malin, Tony Gutentag & Christa Asterhan (The Hebrew University of Jerusalem, Israel)

Breaking the Silence: Enhancing Student Participation through Equitable Classroom Dialogue

Klara Sedova, Roman Švaříček & Zuzana Salamounova (Masaryk University, Czech Republic)

The link between dialogic teaching and student discursive engagement and second language learning

Pengjin Wang & Gaowei Chen (The University of Hong Kong, Hong Kong)

Symposium B: Potential and challenges of creating dialogic space in multimodal and asynchronous learning contexts - SIG 26
(Room 1.301)

Chair: Sara Hennessy (University of Cambridge, United Kingdom)

Discussant: Yifat Kolikant (Hebrew University of Jerusalem, Israel)

| **Operationalizing the Expansion of Dialogic Space in Online Undergraduate Research Training** |
| Shengpeng Shi & Rupert Wegerif (University of Cambridge, United Kingdom) |
| **Teacher-Student Dialogue in Videoconferencing Environments: A Design-Based Research Study** |
| Dongkeun Han (University of Cambridge, United Kingdom) |
| **Dialogic Space: Relations with, and participation in, dialogue with difference** |
| Maureen Boyd & Raana Jilani (University at Buffalo, USA) |
| **Exploring Multimodal Classroom Dialogue: A Study of Two Case Analyses** |
| Yi Zhao, Usama Javed Mirza, Shengpeng Shi & Sara Hennessy (University of Cambridge, United Kingdom) |

WEDNESDAY 17:30-19:00

Opening Reception w/ Prof. Niels Pinkwart
Foyer Ground Floor

Poster collection 1:Analysing social learning processes 1 - SIG 26

| **Researching Online Dialogues: A Design-Based Research Approach Integrating ENA** |
| Shengpeng Shi & Rupert Wegerif (University of Cambridge, United Kingdom) |
| **Exploring a Method to Examine In-game and In-person Transactive Discourses** |
| Daeun Hong, Xizi Wang, Cindy Hmelo-Silver, David Crandall (Indiana University, USA), Krista Glazewski & Jamer Lester (North Carolina State University, USA) |
| **Transactional Distance and Interaction in Hybrid Education; a Case-Study** |
| Veerle Ottenheim, Ralph Meulenbroeks (Freudental Institute, Utrecht University, Netherlands) & Paul Drijvers (Utrecht University, Netherlands) |
| **Assessment of Economic Critical Online Reasoning Skills in First-semester Bachelor Economic Students** |
| Dominik Braunheim, Marie-Theres Nagel, Olga Zlatkin-Troitschanskaia (Johannes Gutenberg-Universitaet, Germany), Lisa Martin de los Santos (RPTU Kaiserslautern-Landau, Germany), Philine Drake & Johannes Hartig (Deutsches Institut für Internationale Pädagogische Forschung, Germany) |

Poster collection 2: Analysing social learning processes 2 - SIG 26

| **Analysing argumentative abilities in 8-9 year old children in mathematical tasks** |
| Maria Elena Favilla (Università di Modena e Reggio Emilia, Italy), Paola Borghi (Istituto Comprensivo 5, Modena, Italy), & Michela Maschietto (Università di Modena e Reggio Emilia, Italy) |

Measuring different types of Cognitive Load during a peer-to-peer Dialogue.

Anne Jonker, Jeroen Spandaw & Marc de Vries (TU Delft, Netherlands)

Academically Productive Dialogue in language arts classrooms: Case study on low-achieving students

Dina Yosef & Christa Asterhan (The Hebrew University of Jerusalem, Israel)

Conversations in the Kindergarten Classroom: Analyzing the Discourse of Vivian Paley

Ian A.G. Wilkinson & Joowon Lee (Ohio State University, USA)

Poster collection 3: Conflict and controversies I - SIG 26

Combating social polarisation with educational games

Nataliia Sokolovska (Alexander von Humboldt Institute for Internet and Society, Germany) & Agata Komendant-Brodowska (University of Warsaw, Poland)

Teaching Sensitive and Controversial Issues in secondary education: an interview study

Leonie Vanhove, Virginie Lemmens, Machteld Vandecandelaere & Jan Sermeus (KU LEUVEN, Belgium)

Designing bridging objects to connect civic education with local sustainable development

Ole Smørdal & Anja Amundrud (University of Oslo, Norway)

Democracy, citizenship and Sustainable Development through Digital Dialogues

Ole Smørdal, Anja Amundrud & Ingvill Rasmussen (University of Oslo, Norway)

Poster collection 4: Conflict and controversies II - SIG 26

The Disconfirmation Bias, Refutational Argumentation, and Polarization

Michael Nussbaum (University of Nevada, USA)

Understanding a debate space: The relationship of attitudes, behavior, and learning on eating habits

Paulo José Medeiros dos Santos, Albulene Grajcevci & Armin Weinberger (Saarland University, Germany)

How Students Leverage Gestures for Intuitive Knowledge during Argumentation about Heat Transfer

Rajashri Priyadarshini (Indian Institute of Technology Bombay, India), Chandan Dasgupta (University of Twente, Netherlands) & Sahana Murthy (Indian Institute of Technology Bombay, India)

Teacher assessment of scientific reasoning and argumentation: role of knowledge, skills and beliefs

Marleen Evers, Jan Elen & Machteld Vandecandelaere (KU LEUVEN, Belgium)

Poster collection 5: Critical thinking - SIG 26

Dialogic case teaching for fostering pre-service teachers' critical thinking: An action research

Jeremy C.C. Chang (National Sun Yat-sen University, Taiwan)

Promoting Conceptual Change in Science Through Oral Expression: A Quasi-Experimental Study

Bénédicte Boissard, Nancy Granger & Patrice Potvin (Université du Québec à Montréal, Canada)

Integrating argumentation and the development of epistemic cognition

Christian Sebastián, María Rosa Lissi, Macarena Sanhueza Céspedes & Jazmín Coli (Pontificia Universidad Católica de Chile, Chile)

Fostering critical thinking: Informed decision making based on mathematical argumentation

Michael Besser, Dominik Schlüter (Leuphana Universität Lüneburg, Germany) & Maike Hagena (Leibniz University of Hannover, Germany)

Poster collection 6: Generative AI and chatbots - SIG 26

Enhancing Students' Self-Assessment Skills through Human Versus AI-Powered Formative Feedback

Oldřiška Buchanan (Masaryk University, Brno, Czech Republic)

Does AI-Generated Feedback Enhance Diagnostic Reasoning in Pre-service Teachers?

Annette Kinder, Fiona Briese (Freie Universität Berlin, Germany), Marius Jacobs (Ludwig-Maximilians-Universität München, Germany), Niclas Dern (Technische Universitaet München, Germany), Niels Glodny (Ludwig-Maximilians-Universität München, Germany), Simon Jacobs (Technische Universität Berlin, Germany) & Samuel Leßmann (Ludwig-Maximilians-Universität München, Germany)

Assessment performance in Critical Online Reasoning in economics with and without AI chatbot use

Dimitri Molerov (Humboldt-University Berlin, Germany), Denis Federiakin, Lucas Trierweiler (Johannes Gutenberg University of Mainz, Germany) & Samuel Greiff (Goethe University, Germany) & Olga Zlatkin-Troitschanskaia (Johannes Gutenberg-Universität Mainz, Germany)

Dialogic stances: generative AI in Norwegian classrooms

Henrik Tjønn, Sten Runar Ludvigsen & Anders Mørch (University of Oslo, Norway)

Poster collection 7: Inquiry Learning I - SIG 20

The Impact of Inquiry-Based Learning Interventions on Enjoyment and Effort in Adolescence

Lia Grahl, Sabine Schweder & Diana Raufelder (University Greifswald, Germany)

Investigating the role of gamification in learning with virtual reality

Markos Souropetsis & Eleni Kyza (Cyprus University of Technology, Cyprus)

Examining the Impact of Inquiry-Based Learning on Student Motivation in Secondary Education

Sabine Schweder, Lia Grahl & Diana Raufelder (University Greifswald, Germany)

A review of empirical evidence on learning in Makerspaces

Kyriaki Vakkou, Tasos Hovardas & Zacharias Zacharia (University of Cyprus, Cyprus)

Poster collection 8: Inquiry Learning II - SIG 20

Fifth graders' learning outcomes and studying strategies in illustrated texts and videos

Mikko Haavisto (University of Turku, Finland) & Tomi Jaakkola (Tampere University, Finland)

Blended Learning Models and Self-Regulated Learning: Preliminary results from a school experiment

Heike Schaumburg, Anne-Madeleine Kraft, Björn Kröske & Thomas Koinzer (Humboldt-Universität zu Berlin, Germany)

Enhancing Scientific Literacy through Inquiry-Based Learning within Hybrid Learning Environments

Martina Graichen & Silke Mikelskis-Seifert (University of Education Freiburg, Germany)

Building BRiDGES through Digital Dialogues: Educational Learning Communities on Internationalisation

Martina Graichen & Claudia Ingrisch-Rupp (University of Education Freiburg, Germany)

Poster collection 9: Professional development 1 - SIG 26

Diagnosing diverse learning abilities – A case-based learning approach for pre-service teachers

Jacqueline Wissmann & Annette Kinder (Freie Universität Berlin, Germany)

'The Studio': A School-Based Model for Pedagogical Improvement Based on Dialogue Data

Benzi Slakmon (Tel Aviv University, Israel), Inna Smirnov Oknin (Tel Aviv University; Kaye Academic College, Israel) & Asher Albo (The Hebrew University of Jerusalem, Israel)

Improving Teachers' Different Aspects of TPACK and Technology Integration Skills

Hasan Ozgur Kapıcı (Bogazici University, Turkey)

Facilitating teachers' collaborative diagnostic reasoning in simulation-based learning

Sebastian Tews & Freydis Vogel (University of Hamburg, Germany)

Poster collection 10: Professional development II - SIG 26

How to convince faculty to support research-based learning? The cascade model for justifying RBL

Harald A. Mieg (Humboldt-Universität zu Berlin, Germany). Jan Zottmann (Ludwig-Maximilians University Munich, Germany) & Anna Horrer (LMU University Hospital, LMU Munich, Germany)

How is the idea of dialogue for learning mobilised in practising teachers? A case study

Maribel Calderon (Universidad Católica Silva Henríquez, Chile), Marisol Gómez & Maximiliano Silva Barrueto (Universidad Alberto Hurtado, Chile)

"We Don't Meet, And We Don't Typically Collaborate:" Supporting Cross-Disciplinary Research

Alina Reznitskaya (Montclair State University, USA), Emily Dux Speltz & Evgeny Chukharev (Iowa State University, USA)

Thursday 19/9/2024

THURSDAY 9:00-10:30

Parallel Slot C

Paper Session C1: Teacher practices and inquiry learning - SIG 20 & SIG 26 (Room 1.401)

Beyond teaching practices: dialogue as a tool for conceptual change for future teachers

Michele Flammia (Italy)   & Franco Passalacqua (University of Milan-Bicocca, Italy)

Effects of a teacher-led educational robotics intervention on pupils' learning and teachers' beliefs

Jo van Schaik (Radboud University Nijmegen, Netherlands), Amy Hughes & Sarah Gerson (Cardiff University, United Kingdom)

The Shaping of Epistemic Climate in High School Science Inquiry: Identifying Teachers' Practices

Noora Fatima Noushad, Susan Yoon (University of Pennsylvania, USA), Clark Chinn (Rutgers University, USA), Zhitong Yang (University of Pennsylvania, USA) & Huma Hussain-Abidi (Rutgers University, USA)

Elementary teachers' classroom experimentation with self-designed historical inquiry lessons

Yolande Potjer, Carla Van Boxtel (University of Amsterdam, Netherlands), & Marjolein Dobber (Vrije Universiteit Amsterdam, Netherlands)

Paper Session C2: Argumentation, debate and criticism - SIG 26
(Room 1.406)

How are different communicative objectives expressed in oral argumentation in learning debates?

Ingrid Gonzalez & Antonia Larrain (Universidad Alberto Hurtado, Chile)

Thinking critically about critical thinking in teacher education

Jarmila Bubikova-Moan (Oslo Metropolitan University, Norway), Leila Ferguson & Anette Andresen (Kristiania University College, Norway)

Argumentation as a transdisciplinary issue: a program to enhance basic skills in teacher students

Laura Landi, Maria Elena Favilla, MIchela Maschietto & Beatrice Battilani (Università di Modena e Reggio Emilia, Italy)

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

Lukas Conrad Brandt (Technische Universität Dortmund, Germany)

Symposium C
Handling the Dangers of Bona fide Argumentation in Democracies - SIG 26
(Room 1.301)

Chair: Baruch Schwarz (Hebrew University of Jerusalem, Israel)

Discussant: Michael Baker (CNRS - Telecom Paris, France)

The co-elaboration of moral reasoning in relation to action in dialogue

Baruch Schwarz(Hebrew University of Jerusalem, Israel), Francoise Detienne& Michael Baker (CNRS, France)

The Covid-19 Vaccine as a Socio-Cognitivo-Emotional Controversy for Fruitful Health Education

Claire Polo (ECP Laboratory, France) & Kristine Lund (CNRS, Ecole Normale Supérieure de Lyon, ICAR, France)

From dialogue to metadialogue: students' metadialogic contributions in civic education discussions

Chrysi Rapanta (Universidade Nova de Lisboa, Portugal) & Fabrizio Macagno (Universidade de Lisboa, Portugal)

THURSDAY 10:45-12:15, REUTERSAAL

SIG 20 & 26 Keynote

Reclaiming Autonomy Online: Critical Ignoring and Other Tools for Navigating Digital Challenges
Anastasia Kozyreva (Max Planck Institute Berlin, Germany)

JURE Members Social Lunch Hour

Parallel Slot D

Paper Session D1: Assessing discourse and dialogue - SIG 26 (Room 1.401)

Developing and Assessing Students Capability with Argumentation

Jonathan Osborne, Stanford University, USA), Mark Wilson (University of California Berkeley, USA), Kristin Gunckel (University of Arizona, USA) & Linda Morell (University of California Berkeley, USA)

Microgenetic Analysis to explore Dialogicity in Face-to-face and Online Classrooms

Jose Luna & Merce Garcia-Mila (University of Barcelona, Spain

ArgCoach: Discourse Analysis to Support Automated Coding of Teacher Facilitation of Argumentation

MacKenzie Novotny, Iowa State University, USA), Alina Reznitskaya (Montclair State University , USA) Droste Hennings (Iowa State University), Samantha Semelroth (Iowa State University), Evgeny Chukharev (Iowa State University, USA) & Ian A.G. Wilkinson (Ohio State University, USA)

Authentic Assessment as a Means of Supporting Deliberative Dialogue Competencies

Paula Waatainen (Vancouver Island University, Canada) & Jessica Selzer (Rockridge Secondary School, Canada)

Paper Session D2: Professional development and dialogue - SIG 20 & 26 (Room 1.406)

Teaching social scientific reasoning. Promoting teachers' growth with educative curriculum materials

Gerhard Stoel, Radboud University, Nijmegen, Netherlands), Thomas Klijnstra, Geerte Savenije, Gerard Ruijs & Carla Van Boxtel (University of Amsterdam, Netherlands)

Negotiating Dialogicity in Literacy Coaching: The Role of Epistemic Authority and Knowledge Objects

Livat Eshchar – Netz & Aliza Segal (Technion, Israel)

Enhancing Mathematics Teachers' Noticing with Bakhtin: a Professional Development Intervention Study

Rotem Abdu (David Yellin Academic Education College, Israel) & Benzi Slakmon (Tel Aviv University, Israel)

S(t)imulating dialogic teaching as a core practice in teacher education

Susi Klaß, Elisa Calcagni & Alexander Groeschner (Friedrich Schiller University Jena, Germany)

Symposium D: Fact-Checking in the Wild - SIG 26 (Room 1.301)

Chair: Michael Baker (CNRS - Telecom Paris, France)

Discussant: Eli Gottlieb (George Washington University, USA)

Conspiracy, Controversy, and the Classroom: Expanding Discourse in Educational Spaces

Glenn Bezalel (University of Cambridge, United Kingdom)

Religious Thought as an Aid to Critical Thinking in the Face of Generative AI

Harris Bor (Twenty Essex, London School of Jewish Studies, United Kingdom)

When Argumentation Goes Sour: Participation in Highly Contentious Discussions in Times of War

Yael Malin, Yaeli Gardyn & Christa Asterhan (Hebrew University of Jerusalem, Israel)

Wild Things in the Classroom: How Teachers Integrate Authentic Online Sources in the Curriculum

Sarit Barzilai, Linor Hadar, Shai Goldfarb Cohen, Thuraia Copti-Mshael (Haifa University, Israel), Liron Primor Greenfield (Hemdat Academic College, Israel)

THURSDAY **15:15-16:45**

Parallel Slot E

Paper Session E1: Conflict and controversy in argumentation - SIG 26 (Room 1.401)

Dealing with reactance when arguing about climate change

Benjamin Brummernhenrich, Regina Jucks & Laura Bilfinger (University of Münster, Germany)

Open to change: Impact of group membership perception on attitude change and evaluation bias

Paulo José Medeiros dos Santos (Saarland University, Germany), Dimitra Tsovaltzi (German Institute for Artificial Intelligence), Nóra Éva Spengler, Albulene Grajcevci, Armin Weinberger (Saarland University, Germany)

Disagreement as a key to understanding the productivity of (non-convergent) discussions

Yifat Kolikant & Asaf Salman (Hebrew University of Jerusalem, Israel)

Self, Co, and Shared Regulation of Epistemic Thinking During Document-Based Scientific Inquiry

Ina Talmon, Sarit Barzilai (Haifa University, Israel) & Clark Chinn (Rutgers University, USA)

Paper Session E2: Fostering scientific reasoning - SIG 20
(Room 1.406)

Teacher change in differentiated instruction within Science and Technology education

Rebecca Kahmann, Ard Lazonder, Mienke Droop, & Rob Holland (Radboud University Nijmegen, Netherlands)

Inquiry learning in science education with real, virtual, combined real & virtual, or VR experiments

Salome Flegr (Technical University of Dresden, Germany) & Jochen Kuhn (Ludwig-Maximilians-Universität, Germany)

How is the Nature of Science Represented in Exemplary Inquiry Teaching Cases?

Shani Zur & Tali Tal (Technion - Israel Institute of Technology, Israel)

Effects of Video Modeling and Reflection Instruction on Scientific Reasoning and Reflection Quality

Yoana Omarchevska & Katharina Scheiter (University of Potsdam)

Symposium E: Dialogic teaching from the teacher's perspectives: sense-making, knowledge and perceptions - SIG 26
(Room 1.301)

Chair: Christa Asterhan (Hebrew University of Jerusalem, Israel)

Discussant: Sarah Michaels (Clark University, USA)

A case study of a teacher's learning experience with curriculum materials for civic deliberation

Antonia Larrain, Valentina Guzmán, Gabriel Fortes & Ingrid Gonzalez (Universidad Alberto Hurtado, Chile)

More than a buzzword: Teachers' conceptions of classroom dialogue

Elisa Calcagni (Pontificia Universidad Católica de Chile, Chile), Alexander Groeschner (Friedrich Schiller University Jena, Germany), Sara Hennessy & Ruth Kershner (University of Cambridge, United Kingdom)

Teacher learning of dialogic teaching: A transcontextual analysis of the revoicing concept

Merav Sara Levin, Adam Lefstein & Christa Asterhan (The Hebrew University of Jerusalem, Israel)

Voices of Change: Exploring Teacher Perspectives through Pedagogically Productive Conversations

Roman Švaříček, Klara Sedova, Maria Vrikki , & Zuzana Salamounova (Masaryk University, Czech Republic)

THURSDAY 17:00-18:00

SIG 20 Business Meeting

(Room 1.405)

THURSDAY 17:00-18:30

Parallel Slot F

Paper Session F1

Engagement in dialogic learning - SIG 26

(Room 1.401)

Promoting Oral Argumentation in Citizenship Education

Liliane Wenger, Açelya Aydin (FHNW School of Education, Switzerland), Manuel Hubacher (Centre for Democracy Studies Aarau (ZDA)/FHNW School of Education, Switzerland), & Monika Waldis (University of Applied Sciences Northwestern, Switzerland)

Dialogic Pedagogy and Cultural Situatedness: Navigating Tensions in Literacy Coaching

Islam Abu Asaad (Sakhnin College for Teacher Education, Israel) & Aliza Segal (Ben Gurion University of the Negev, Israel)

Video-based dialogic activity on climate change and its impact on beliefs about mitigation actions

Manuel Bächtold (University of Montpellier, France), Kalypso Iordanou (University of Central Lancashire, Cyprus), & Vasiliki Christodoulou (University of Central Lancashire, Cyprus)

Learning climate change deliberating with peers: effect on sustainable citizenship

Antonia Larrain (Universidad Alberto Hurtado, Chile), Paulina Freire, Ana Andaur (Pontificia Universidad Católica de Chile, Chile), Maria Teresa Rojas & Hernán Cofré (Universidad Alberto Hurtado, Chile)

Paper Session F2

Scientific reasoning and epistemological beliefs - SIG 26

(Room 1.406)

Promoting Apt epistemic performance Through Design

Huma Hussain-Abidi, Clark Chinn (Rutgers University, USA), Susan Yoon, Noora Fatima Noushad & Zhitong Yang (University of Pennsylvania, USA)

Interplay of scientific reasoning skills and epistemological beliefs of medical and physics students

Anna Horrer, Stefan Küchemann, Jochen Kuhn, & Martin Fischer (LMU Munich, Germany)

The role of narrative and latent meaning structures in college students' critical online reasoning

Dominik Braunheim, Mita Banerjee, Carla Schelle (Johannes Gutenberg-Universitaet, Germany), Johannes Hartig (DIPF Frankfurt, Germany) & Amina Antonia Touzos & Olga Zlatkin-Troitschanskaia (Johannes Gutenberg-Universitaet, Germany)

Interanimating data and theory: abduction as a dialogic approach to qualitative research

Riikka Hofmann (University of Cambridge United Kingdom), Sami Paavola &Anna Pauliina Rainio (University of Helsinki, Finland)

Poster session F3
(Foyer Ground Floor)

Poster collection 11: Instructional Design - SIG 26

Understanding Digital Capitalism Narratives through Popular Culture

Faisal Khwaileh (European University Viadrina, Germany) & Filip Bialy (European New School of Digital Studies, Poland)

Automate What? Examining the Potential of Socratic Challenge for Learning and Technology

Michele Flammia (Italy) & Alina Reznitskaya (Montclair State University, USA)

Design principles for learning of substantive historical concepts: a realistic review

Wouter Smets (Erasmus University Rotterdam Netherlands)

Poster collection 12: Teaching and Teacher Education I - SIG 26

High School Teachers' Perceived Usage of Differentiated Instructional Practices

William Nketsia (University of Western Sydney, Australia)

Dedication Education: Unveiling its Dialogic Dimensions and Practices

Benzi Slakmon, Orly Shapira (Tel Aviv University, Israel)Dmitriy Skulskiy, & Ori Leshman (Reichman University, Israel)

Relational aspects of teachers' dialogue in knowledge building interactions

Orly Shapira, Fadia Nasser Abu Alhija, & Benzi Slakmon(Tel Aviv University, Israel)

Dialogic argumentation to teach critical thinking. A research-based resource for teachers.

Nathanael Jeune (Université Paris Cité, France)

Poster collection 13: Teaching and Teacher education II - SIG 26

Leading classroom talk: Beliefs of elementary teacher candidates during a long-term internship

Florentine Hickethier, Alexander Groeschner (Friedrich-Schiller-University Jena Germany), Bernadette Gold (TU Dortmund University, Germany) & Madeleine Müller (University of Erfurt, Germany)

Pre-service teachers' aspirations and ideologies as civics educators

Maria Leybenson (Universität Potsdam, Germany)

Teachers´ professional vision of tipping points in controversial argumentation in civic education

Sabine Manzel (Universität Duisburg-Essen, Germany)

THURSDAY 19:00, LEBENSWELTEN BISTRO @ HUMBOLDT FORUM (SCHLOSSPLATZ, 10178 BERLIN)

Conference Dinner

Friday 20/9/2024

Parallel Slot G

Paper session G: Frameworks for dialogue in schools and classrooms - SIG 26 (Room 1.401)

From dialogue to polylogue: frameworks for analyzing educational dialogue in the history classroom

Carla Van Boxtel & Janet van Drie (University of Amsterdam, Netherlands)

Calibrating School-Wide Assessment of Students' Dialogic Performances

Ido Gideon, Nezi Slakmon & Orly Shapiro (Tel Aviv University, Israel)

The purposes of historical canons in multicultural history education

Wouter Smets (Erasmus University Rotterdam, Netherlands)

ICT Demo Session G: Digital Educational Technologies - SIG 26 (Room 1.301)

Supporting cocreation with technology: The case of Viacocrea.

Manoli Pifarré (Turmo University of Lleida, Spain)

An Introduction Into Video-Based Automatic Emotion Detection Software: What it Can and Can't Do

Livia Kuklick (Leibniz Institute for Science and Mathematics Education, Germany)

Designing tasks and tools that foster dialogue and participation - demonstrating Talkwall

Ole Smørdal, Ingvill Rasmussen, & Anja Amundrud (University of Oslo, Norway)

Symposium G: Taking up [dialogic] space: Arguments for uptake in learning environment design - SIG 26 (Room 1.406)

Chair: Adam Lefstein (The Hebrew University of Jerusalem, Israel)

Discussant: Rupert Wegerif (University of Cambridge, United Kingdom)

How Online Discussion Forums Enable and Inhibit Dialogic Argumentation

Michael B. Sherry (University of South Florida, USA)

Opening up and Building upon: Supporting Participation in Dialogic Space

Maureen Boyd (University at Buffalo, USA)

Designing Learning Environments to Create Dialogic Space within Secondary Argument-Based Classrooms

Min-Young Kim (University of Kansas, USA)

Keynote SIG26

> ### *Think and think about thinking: The power of developing argumentative and meta-level reasoning in confronting the challenges of today's world*
> ### Kalypso Iordanou (UCLan Cyprus)

FRIDAY 13:15-14:45

Parallel Slot H

Paper Session H1: SIG 20 - 4 11 - Dialog and peer interaction - SIG 20 & SIG 26 (Room 1.401)

The Contribution of Prompting Source Evaluation During Inquiry Learning With Multiple Documents
Fayez Abed, Sarit Barzilai (Haifa University, Israel), Clark Chinn (Rutgers University, USA), Danna Tal Savir & Shiri Mor-Hagani (University of Haifa, Israel)
Inquiry and design projects: Divergent and convergent thinking during students' group conversations
Martina van Uum & Petrie van der Zanden (Radboud University, Netherlands)
AI literacy education and Inquiry Learning
Koen Veermans (University of Turku, Finland)

Paper Session H2: Teaching and learning in uncertainties - SIG 26 (Room 1.406)

The role of human vs AI feedback providers and metainformation for feedback effectiveness
Ole Engel, Theresa Ruwe, & Elisabeth Mayweg (Humboldt Universitaet zu Berlin, Germany)
Lateral Reading against Misinformation: Training Increases News Credibility Discernment
Marvin Fendt & Peter Edelsbrunner (Ludwig-Maximilians-Universität Munich, Germany)
Learning about risks on social media: safe spaces to share best practices
Santiago Hurtado & Anna Keune (Technical University of Munich, Germany)

Teaching Sensitive and Controversial Topics in Secondary Education

Virginie Lemmens, Leonie Vanhove, Machteld Vandecandelaere & Jan Sermeus (KU Leuven, Belgium)

Symposium H: Uncertainty, Misinformation and Trust: Challenges in the Evaluation of Scientific Information - SIG 26 (Room 1.301)

Chair: Eva Thomm (University of Erfurt, Germany)

Discussant: Eleni Kyza Cyprus (Cyprus University of Technology, Cyprus)

Stewarding Trust in Science: A Multistakeholder Perspective on Actors Responsible

Christiana Varda (University of Central Lancashire, Cyprus) & Kalypso Iordanou (University of Central Lancashire, Cyprus)

Studying Effects of Methods and Uncertainty Information on the Scientific Impotence Excuse

Eva Thomm, Holger Futterleib, Guido Mehlkopp, & Johannes Bauer (University of Erfurt, Germany)

Do Epistemic Emotions Predict Online Engagement with Uncertain Science on Social Media?

Friederike Hendriks, Monika Taddicken (TU Braunschweig, Germany) & Helena Bilandzic (Augsburg University, Germany)

Modeling Evaluation Strategies in a Misinformation Game Boosts Players' Evaluation Competence

Sarit Barzilai (University of Haifa, Israel) & Marc Stadtler (Ruhr University Bochum, Germany)

FRIDAY **15:15-16:45**

Parallel Slot I

Paper Session I1: Critical perspectives on dialogic teaching - SIG 26 (Room 1.401)

Centering Educational Equity: A Critical Review of Research and Practice in Dialogic Pedagogy

Sherice Clarke (University of California San Diego, USA), Bryant Jensen (Brigham Young University, USA), & Adam Lefstein (The Hebrew University of Jerusalem, Israel)

How much instruction does a core practice training need? RCT-study on dialogic practices & attitudes

Dennis Hauk (University of Leipzig, Germany) & Alexander Groeschner (Friedrich Schiller University Jena, Germany)

Teachers' perspectives of the benefits and challenges of dialogic teaching

Merav Sara Levin (Hebrew University of Jerusalem, Israel), Alexander Groeschner (Friedrich Schiller University Jena, Germany) & Christa Asterhan (Hebrew University of Jerusalem, Israel)

School-level dialogic teaching: A Longitudinal Study of teachers' learning

Orly Shapira, Benzi Slakmon, Ido Gideon & Osnat Rakia (Tel Aviv University, Israel)

Paper Session I2: Trust and credibility in digital interactions - SIG 26 (Room 1.406)

Science-related public discourse on social media: The role of topic and sociodemographics

Dorothe Kienhues (University of Münster Germany), Monika Taddicken (TU Braunschweig, Germany), Stephan Winter (RPTU Kaiserslautern-Landau, Germany) & Nadine Bol (Tilburg University, Netherlands)

Towards explaining the effects of jargon on information credibility and source trustworthiness

Julian Fick, Friederike Hendriks & Luca Rudolph (TU Braunschweig, Germany)

How Corrections and Epistemic Explanations Impact the Public's Trust in Science Journalism

Maura de Vos, Kalypso Iordanou (UCLan Cyprus) & Clark Chinn (Rutgers University, USA)

"It isn't really reliable": Creative writing with AI toward rethinking assessment

Santiago Hurtado, Živa Simšič & Anna Keune (Technical University of Munich, Germany)

Symposium I: Training and Assessment of Critical Evaluation Strategies - SIG 26 (Room 1.301)

Chair: Philipp Marten Ruhr (University Bochum, Germany)

Discussant: Frank Fischer (Ludwig-Maximilians-Universität LMU, Germany)

Examining an Argument-Based Intervention on Cognitive Text Processing on a Historical Controversy

Kalypso Iordanou (University of Central Lancashire, Cyprus), Constantina Fotiou Athina Manoli & Michalinos Zembylas (Open University Cyprus, Cyprus)

Can Tom Cruise Do Magic Tricks? Enhancing Critical Evaluation Strategies Among Secondary Students

Philipp Marten, Sandra Assmann & Marc Stadtler (Ruhr University Bochum, Germany)

"I Have Eyes, I'm Not Stupid": How Students Evaluate Visual Misinformation

Shai Goldfarb Cohen (Haifa University Israel) Liron Primor Greenfield (Hemdat Academic College, Israel), Thuraia Copti-Mshael, Sarit Barzilai & Linor Hadar (Haifa University, Israel)

Impacts and Side Effects: Boosting Students' Lateral Reading and the Risk of Overconfidence

Thomas Nygren & Markus Alafifi (Uppsala University, Sweden) & Carl-Anton Werner Axelsson (Mälardalen university, Sweden)

FRIDAY 17:00-17:30

SIG 26 Business Meeting

FRIDAY 17:30

Post-Conference Social Meet (optional)