

Wednesday, September 7th 2022

9–10:30	Registration		
10:30–11	Opening ceremony		
11–12:30	<p>Symposium: Ageing, learning and development: A sociocultural perspective (SIG 10) Chair: Nathalie Muller Mirza, Université de Genève Discussant: Roger Säljö, University of Gothenburg</p> <p>Changing environments in older age: occasions for learning and development (Martine Cabra, Université de Neuchatel; Tania Zittoun)</p> <p>Competencies and intersubjectivity in interviews with seniors about their activity as volunteers (Nathalie Muller Mirza, Université de Genève; Vittoria Csari Lusso; Antonio Iannaccone)</p> <p>“Endings into beginnings”: learning, development and narrative reopening in dealing with retirement (Marcos José Bernal Marcos, Université de Neuchatel; Tania Zittoun; Alex Gillepsie)</p> <p>The discourses of ageing and learning shared among older people in Serbia (Marina Videnovic; University of Belgrade; Aleksander Baucal)</p>	<p>Paper session: Learning and Teaching in Culturally Diverse Settings (SIG 21) Chair: José Reis-Jorge, ISEC Lisboa</p> <p>Institutionalizing otherness in school: From vicious children and lefthanders to PDA (Roger Säljö, University of Gothenburg; Eva Hjerne)</p> <p>Preschool and Primary Teachers' Intercultural Competence for Teaching Migrant Students (Maiki Vanahans, Tallinn University; Krista Uibu; Inge Timoštšuk)</p> <p>Dealing with Diversity: Universal Design for Learning in Innovative Learning Spaces (Irit Sasson, Tel-Hai College; Shirley Miedijensky; Itama Yehuda)</p> <p>Social contact predicts teacher attitudes towards student heterogeneity (Andreas Gegenfurtner, University of Augsburg; Özün Keskin; Jule Neubauer; Sylvia Gabel)</p>	<p>Paper session: Reflections on language in teaching and learning (mix) Chair: Valentina Reitenbach, University of Wuppertal</p> <p>Cultural-linguistic diversity for integration in education? A sociomaterial analysis of policies for heritage language and mother tongue instruction in Italy and Sweden (Giulia Messina Dahlberg, University of Gothenburg; Barbara Gross)</p> <p>Students' reasons for (not) using their home languages during reciprocal teaching (Valentina Reitenbach, University of Wuppertal; Jasmin Decristan; Dominique Rauch; Victoria Kramer; Katharina Schneider)</p> <p>Emergent literacy practices and policies in the systems with transparent orthography (Nada Ševa, Institute of Educational Research, Belgrade; Nevena Budjevac)</p>
12:30–13:30	Lunch break		
13:30–14:30	Plenary lecture SIG25: Melissa Gresalfi, Vanderbilt University: (Re)designing for identities: the potential of hybrid spaces		

14:45–16:15	<p>SIG 21 Invited symposium (more details TBA)</p>	<p>Symposium: Studying child and adolescent’s challenges in their everyday life through social interaction Chair: Valérie Tartas, University of Toulouse Discussant: Cintia Rodriguez, Universidad Autonoma de Madrid</p> <p>Construction and development of executive functioning: the child as an agent in the early years (Cintia Rodriguez, Universidad Autonoma de Madrid)</p> <p>Private gestures as means of early cognitive control in early-years-schools’ classrooms (Irene Guevara, Universidad Autonoma de Madrid; Iván Moreno-Llanos)</p> <p>“Common problems” in a workshop of Philosophy for children (Anda Fournel, Université Grenoble Alpes; Anne-Nelly Perret-Clermont)</p> <p>« Rescue him! » : a collaborative spatial game for visually impaired adolescents and adults (Valérie Tartas, University of Toulouse; Julie Mulet; Michel Joseph; Matheiu Raynal; Bernard Oriola; Antonio Serpa; Katerina Fibigerova; Christophe Jouffrais)</p>	<p>Paper session: Reflecting on theoretical foundations for teaching and learning (SIG 25) Chair: Nina Bonderup Dohn, University of Southern Denmark</p> <p>Complex systems theory: Overarching framework or dialogue partner? (Stig Børsen Hansen, University of Southern Denmark)</p> <p>Recognizing alternative pedagogy in artistic practices (Jovana Djordjevic, Kragujevac University)</p> <p>Online learning in Jewish and Palestinian schools in Jerusalem: A postphenomenological analysis (Johnatan Verissimo Yanai, Tel-Aviv University; Hemy Ramiel; Walaa Mahajna; Hilla Tal; Gideon Dishon)</p> <p>Tensions in Arab teachers’ discourse of student motivation in light of third space theory (Livat Eshchar-Netz, Ben-Gurion University of Negev; Wisam Sedawi)</p>
16:15–16:45	Coffee break		
16:45–18:15	<p>Symposium: Dialogic interactions and the social construction of meaning in diverse literacy contexts (SIG 10) Chairs: Ana Luisa Rubio Jimenez, National Autonomous University of Mexico; María José Barrera Olmedo, Universidad Nacional Autónoma de México Discussant: Nathalie Muller Mirza, Université de Genève</p> <p>The social meaning-makers: children discussing and making sense of expository multimodal texts (Carlos Omar Martínez Colín, National</p>	<p>Research Design Forum: Provoking Encounters With, and Through Social Psychology (SIG 25) Chair: Robb Mitchell, University of Southern Denmark</p>	<p>Paper session: Learning and Teaching in Culturally Diverse Settings (SIG 21) Chair: Ivana Stepanovic Illic, University of Belgrade</p> <p>Prejudice reduction from childhood to adolescence: the view of genetic social psychology (Charis Psaltis, University of Cyprus; Marios Kyriakides)</p> <p>Translanguaging pedagogy and creative activism for early education in multilingual Luxembourg (Gabrijela Aleksic, University of Luxembourg)</p>

	<p>Autonomous University of Mexico; Ana Karen Vázquez Valverde; Sylvia Rojas-Drummond)</p> <p>Dialogue, multimodality and stances: understanding the big picture of meaning construction (María José Barrera Olmedo, Universidad Nacional Autónoma de México; Rocio Ivonne Hernández Cruz; Sylvia Rojas-Drummond)</p> <p>The situated nature of dialogic interactions: children’s talk across different texts and tasks (Sylvia Rojas-Drummond, National Autonomous University of Mexico; Ana Luisa Rubio Jimenez)</p> <p>Fostering dialogic interactions and literacy social practices in the classroom (Ana Maria Márquez, Universidad Nacional Autónoma de México; Jose Hernandez-Quintero; Sylvia Rojas-Drummond)</p>		<p>‘A role model is like a mosaic’: underrepresented medical students and their role models (Isabella Spaans, UMC Utrecht/Utrecht University)</p>
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18:30–19:30	SIG 10 business meeting		
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Thursday, September 8th 2022			
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9–10:30	<p>Paper session: Reflections on equity in education (mix) Chair: Becky Bergman, University of Gothenburg</p> <p>Exploring self-determination of young adults with intellectual disability using a dialogic approach (Ana Luisa Rubio Jimenez, National Autonomous University of Mexico; Ruth Kershner; Sylvia Rojas-Drummond)</p> <p>Beneath the pupil’s job’s surface: Diverse self-positionings towards lessons’ contentual demands (Raphael Koßmann, University of Hildesheim)</p>	<p>Paper session: Teacher learning in the context of professional collaboration (SIG 10) Chair: Jasmiina Leskinen, University of Helsinki</p> <p>Teacher Learning from Professional Learning Communities: A Case Analysis of Interaction Patterns (Marloes Hendrickx, Eindhoven University of Technology; Marieke Thurlings; Perry Den Brok)</p> <p>Pedagogical Emotions as a Resource for Teacher Learning (Karin Sarfati shaulov, Ben Gurion University of the Negev; Dana Vedder-Weiss)</p>	<p>Paper session: Reflections on founding ideas of education (mix) Chair: TBA</p> <p>Wilhelm von Humboldt’s Concept of Diversity as a Fundamental Component of his Ideal of Bildung (Sabrina Bacher, University of Innsbruck)</p> <p>Education and/as wandering: philosophical and pedagogical exploration of derive (Nevena Mitranić, University of Belgrade; Aleksandar Ostojic; Milica Sekulović)</p> <p>Multiple Critiques as Prerequisites of Applying Gardner’s MI Theory in Educational Settings</p>
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	<p>Academically Resilient Students' Success in the Labour Market in Sweden (Kajsa Yang Hansen, University of Gothenburg; Cecilia Thorsen; Stefan Johansson)</p> <p>Teachers' training and inclusive education – what is missing? (Marco Ferreira, Instituto Superior de Educação e Ciências (ISEC Lisboa); José Reis-Jorge)</p>	<p>A multimodal analysis of teacher facework in video-based collaborative learning (Adi Mendler, Ben-Gurion University of the Negev; Dana Vedder-Weiss)</p> <p>The Evolution of Facework in Teacher Communities (Adi Mendler, Ben-Gurion University of the Negev; Livat Eshchar - Netz; Dana Vedder-Weiss)</p>	<p>(Renata Anna Dezso, University of Pecs)</p> <p>Sociocultural positivism: Critical evaluation in three research vignettes (Eugene Matusov, University of Delaware)</p>
10:30–11	Coffee break		
11–12:30	<p>SIG10 Invited symposium (more details TBA)</p>	<p>Paper session: Teacher practices outside the subject didactics (mix) Chair: TBA</p> <p>Social and emotional learning (SEL) in primary classrooms – Portuguese teachers' experiences (José Reis-Jorge, ISEC Lisboa/Instituto Superior de Educação e Ciências; Marco Ferreira)</p> <p>Gardner's interpersonal and intrapersonal intelligences in the early childhood education (Greta Abraham, University of Pécs)</p> <p>The relationship between epistemology and didactics (Ines Langemeyer, Karlsruhe Institute of Technology)</p> <p>Experimental Group Formation with the Variation of Personality Trait Extraversion (Adrienne Müller, JGU Mainz)</p>	<p>Symposium: Design Principles in Education (SIG 25) Chair: Roland Hachmann, University of Southern Denmark Discussant: Melissa Gresalfi, Vanderbilt University</p> <p>A situated perspective on the usefulness of design principles (Nina Bonderup Dohn, University of Southern Denmark; Natalie Spence)</p> <p>How design principles are created in educational contexts: Current approaches and issues (Inger-Marie F. Christensen, University of Southern Denmark; Lina Markauskaite)</p> <p>Conjecture Mapping as a tool for Learning Design and theory building (Roland Hachmann, University Southern Denmark; Peter Reimann)</p> <p>Participatory Research Approaches on Design Principles for Emergent Learning (Ane Bjerre Odgaard, University of Southern Denmark; Dwayne Ripley)</p>
11–12:30	<p>Lunch break</p> <p>SIG 21 business meeting / SIG 25 business meeting</p>		

14–15	Plenary lecture SIG10: Tania Zittoun, Université de Neuchâtel: The pleasure of thinking and learning all lifelong		
15:15–16:45	<p>Roundtable: Supporting collaborative problem-solving in education: challenges and enabling conditions Chair: TBA</p>	<p>Paper session: Teacher learning and social interaction (SIG 10) Chair: Giuseppe Ritella, University of Helsinki</p> <p>Preservice teachers learning: practices that support pedagogically productive interactions (Rotem Trachtenberg-Maslaton, Ben-Gurion University of the Negev; Dana Vedder-Weiss; Hagit Kuperstein; Irit Vivante)</p> <p>Teachers' student-orientation in an interdisciplinary design about life skills and well-being (Marthe Wiseth Fundingsrud, University of Oslo; Kenneth Silseth; Anniken Furberg)</p> <p>Revisiting the situated perspective of TPACK context in teacher-researcher reflections (Ewa Skantz-Åberg, University of Gothenburg; Annika Lantz-Andersson; Mona Lundin; Pia Williams; Apostolia Roka)</p>	<p>Workshop: Exploring students' self-presentation and challenges during intercultural collaborative learning (SIG 21)</p>
16:45–17:15	Coffee break		
17:15–18:45	<p>Workshop: Game and Play - How they differ and why the difference matters</p>	<p>Poster session Chair: Jasmiina Leskinen, University of Helsinki</p> <p>Teachers' situation-specific skills in the context of gender-sensitive physics teaching (Sanja Atanasova, University of Teacher Education St.Gallen; Nicolas Robin; Dorothee Brovelli)</p> <p>Knowledge and Learning in Israeli Forest Education (Gideon Tal, Ben Gurion University of the Negev)</p> <p>Heart rate dynamics suggest teachers' implicit social processing while evaluating students' work (Camilla Moliterni, University of Southern</p>	<p>Workshop: Publishing with Springer</p>

		<p>California; Xiao-Fei Yang, Christina Kundra, Mary Helen Immordino-Yang)</p> <p>Teachers' pedagogical orientations connect their professional vision to teaching practices (Christina Kundra, University of Southern California; Mary Helen Immordino-Yang; Emily Candaux; Doug Knecht; Jeffrey Garrett)</p> <p>Education and prison and the interdisciplinary challenge: the case of Grendon best practice in UK (Sergio Grossi, Institute of Criminology (Cambridge)</p> <p>Video-based Mind Maps in Teacher Education: Student teachers' co-construction of shared knowledge (Charlotte Beal, University of South-Eastern Norway; Magnus Hontvedt)</p> <p>Operationalizing ANT for analysis of dialogic classroom activities (Erez Nir, The Hebrew University of Jerusalem; Ido Gideon)</p> <p>L2 motivational self-system and willingness to communicate in learning English as a foreign language. (Merih Welay Welesilassie, University of Szeged)</p>	
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19:30	Conference dinner		
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Friday September 9th 2022			
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9–10:30	<p>Paper session: Development of key competences (mix) Chair: Smiljana Jošić</p> <p>Emergent literacy in Serbia: implicit theories of relevant participants (Nevena Budjevac, University of Belgrade; Nada Ševa)</p> <p>Fostering social skills in secondary education: Challenges, opportunities, and future directions</p>	<p>Paper session: Reflections on transformation in education (mix) Chair: TBA</p> <p>Learning about educational change: children's, parents' and teachers' narratives in the pandemic (Katarina Mičić, University of Belgrade; Tünde Kovács Cerović; Colette Daiute)</p>	<p>Paper session: Learning in the context of social interaction (SIG 10) Chair: Renata Anna Dezso, University of Pecs</p> <p>Why more competent adolescents progress or regress after asymmetrical peer interaction (Ivana Stepanović Ilić, University of Belgrade; Aleksander Baucal)</p>
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	<p>(Amelie Vanhove, Ghent University; Evelien Opdecam; Leen Haerens)</p> <p>Students' SEL skills, disciplinary practices and bullying: relevance for positive youth development (Marina Kovačević Lepojević, Institute for Educational Research; Branislava Popović-Ćitić; Lidija Bukvić Branković; Marija Stojanović)</p>	<p>Students' academic rights in education as "cultural offer" in the "culture of partnership" (Ljubica Beljanski-Ristic, Polifonija Teatar; Ana Marjanovic-Shane)</p> <p>Students' narratives of change – A 30-day sustainability challenge (Jelena Radisic, University of Oslo; Erik Knain)</p> <p>Promoting Learning for All Students by Reconceptualizing Strategies for Formative Use of Assessments (Sania Zaidi, University of Illinois)</p>	<p>Collaborative and individual argumentation differ at fostering knowledge depending on timing (Antonia Larrain, Universidad Alberto Hurtado; Paulina Freire; Valeska Grau; Marisol Gómez Ramírez; Sebastian Verdugo; Patricia López; Diego Cosmelli)</p> <p>Negotiating Collective Innovation Practices in a Makerspace (Jasmiina Leskinen, University of Helsinki; Anu Kajamaa; Kristiina Kumpulainen)</p> <p>Triggering Science Related Interest in Family Everyday Interaction (Irit Vivante, Ben Gurion University of the Negev; Dana Vedder-Weiss)</p>
10:30–11	Coffee break		
11–12:30	<p>Paper session: Learning in social interaction (SIG10) Chair: Jelena Radišić</p> <p>Bridging group work and whole-class activities through responsive teaching (Kenneth Silseth, University of Oslo; Anniken Furberg)</p> <p>The role of students' personal experiences in an interdisciplinary project about well-being (Sigrid Ernsten, University of Oslo; Anniken Furberg; Hans Christian Arnseth)</p> <p>Student interaction and group performance in the international classroom: A comparative case study (Marloes Hendrickx, Eindhoven University of Technology; Cui Ping; Ishani Sewnarain Sukul; Ad Kleingeld; Sonja Rispens; Ruurd Taconis)</p> <p>Raising genuine and critical questions. A developing skill among engineering science students (Mariana Orozco, University of Twente; Mieke Boon)</p>	<p>Paper session: Reflections on teaching and learning in the time of COVID (mix) Chair: Giuseppe Ritella</p> <p>Togetherness and "new beginning". Analysing teachers' experience in the time of Covid-19 (Vasco d'Agnese, University of Campania Luigi Vanvitelli)</p> <p>The pedagogical construction of an online community maps during the pandemic: a case study (Giuseppe Ritella, University of Helsinki; Fedela Feldia Loperfido)</p> <p>Back to the future of interactions in educational settings (Natalia Durus, Luxembourg multi-LEARN Institute asbl; Ziegler Gudrun; Philippe Blanca)</p>	<p>Symposium The University of Students: A place for joint self-education (SIG 25) Chair: Olga Shugurova, University of Manitoba Discussant: Eugene Matusov, University of Delaware</p> <p>What is the University of Students? Introduction in a form of dialogue (Eugene Matusov, University of Delaware)</p> <p>UniS philosophy of self-education and negative freedom (Ana Marjanovic-Shane, Independent Scholar)</p> <p>What does the University of Students Look Like? (Olga Shugurova, University of Manitoba)</p> <p>What is the University of Students? Introduction in a form of dialogue (Eugene Matusov, University of Delaware)</p>

12:30–13:30	Lunch break		
13:30–14:30	Plenary lecture SIG21: Geert Van Hove: When disability enters the classroom		
14:45–16:15	SIG25 Invited symposium (more details TBA)	Paper session: Learning and Teaching in Culturally Diverse Settings (SIG 21) Chair: Sabrina Bacher, University of Innsbruck Teachers' self-efficacy, basic psychological needs and differentiated teaching practices (José Castro Silva, ISPA-Instituto Universitário; Sofia Ferreira Cândido) Opposing views of teacher professionalism: Institutionalism versus an ontological, fiduciary agent (Bryan Campbell, University of Delaware) Transitions towards inclusive teacher in institutional context (Tijana Jokic Zorkic, University of Belgrade)	Paper session: Joint construction of knowledge (SIG 10) Chair: TBA Voting in online communities, knowledge sharing practices in tension (Alena Serecko, University of Gothenburg; Thomas Hillman) Usage of collaborative and reflexive technique in ECEC teachers horizontal learning in Serbia (Ivana Đerić, Institute for Educational Research; Dušica Čolaković) Unfolding developed concepts: getting closer to the object of teaching (Martín Vergara, Université de Neuchatel) Dialoguing in the wild: Practices of (online) information seeking in a multilingual country (Jinyoung Choi, Luxembourg multi-LEARN Institute; Natalia Durus; Gudrun Ziegler)
16:15–16:45	Closing ceremony		