### Session A: 1
**Time:** 10:15-11:15  
**Location:** Session Room 9

**SINGLE PAPER: BEST OF JURE PAPER SESSION**

**Chair**
Prajakt Pande, Roskilde University, Denmark

**Developing and Validating Preschoolers’ Early Numeracy Teacher Rating Scale (TRS-EN)**
Terhi Vessonen, University of Helsinki, Finland; Anna Wiedlund, Åbo Akademi University, Finland; Arii Hakkarainen, University of Helsinki, Finland; Pirjo Aunio, University of Helsinki, Finland

**Stimulating Inference-making When Reading and Listening to Narrative Texts**
Brechtje van Zeijts, Erasmus University Rotterdam, Netherlands; Lesya Ganushchak, Erasmus University Rotterdam, Netherlands; Hub Tabbers, Erasmus University Rotterdam, Netherlands

**Promoting student teachers’ writing skills by automated feedback and self-assessment**
Veronika Barkata, Universität Koblenz-Landau, Germany; Miriam Leuchter, University of Koblenz - Landau, Germany

### Session A: 2
**Time:** 10:15-11:15  
**Location:** Session Room 1

**SINGLE PAPER: MATHEMATICS**

**Chair**
Funda Kelahmetoğlu Tunçer, Middle East Technical University, Turkey

**Mathematics Teachers’ Perceived Levels of Metacognition and Students’ Achievement in Mathematics**
Ruth Wafubwa, University of Szeged, Kenya

**Lecture Note-taking Factor Analyses: Japanese and Chinese Students’ Math Class Strategies**
Mengsi Liu, The University of Tokyo, Japan

**Teaching subtraction bridging through ten: different learning possibilities for pupils in grade 1**
Maria Nord, University of Gothenburg, University of Borås, Sweden

### Session A: 3
**Time:** 10:15-11:15  
**Location:** Session Room 10

**SINGLE PAPER: SPECIAL EDUCATIONAL NEEDS**

**Chair**
Agnes Cichy, University of Regensburg, Germany

**Evaluating Ability Grouping’s Potential to Reduce Gifted Students’ Academic Boredom**
Markus Feuchter, University of Trier, Germany; Franzis Preckel, University of Trier, Germany

**The Effect of Individual and Situational Factors on Teachers’ Justice Ratings of Class Situations**
Scarlett Madeline Kobs, Humboldt Universität zu Berlin, Germany; Michel Kriigge, Humboldt Universität zu Berlin, Germany; Antje Ebert, University of Potsdam / University of Johannesburg, Germany; Jenny Lenkeit, University of Potsdam, Germany; Anne Hartmann, University of Potsdam, Germany; Nadine Spörer, University of Potsdam, Germany

**A combined numerical relational and motor skill intervention to improve preschoolers’ early numeracy**
Pinja Jylänki, University of Helsinki, Finland; Elina Sipinen, University of Helsinki, Finland; Theo Mbay, University of Helsinki, Finland; Arja Sääkslahti, University of Jyväskylä, Faculty of Sport and Health Sciences, Finland; Pirjo Aunio, University of Helsinki, Finland

### Session A: 4
**Time:** 10:15-11:15  
**Location:** Session Room 8

**SINGLE PAPER: CITIZENSHIP AND MULTICULTURAL EDUCATION**

**Chair**
Belinda Merkle, University of Mannheim, Germany

**Initiators’ perception of community education’s purposes**
Julia Steenwegen, University of Antwerp, Belgium; Noel Clycq, University of Antwerp, Belgium; Jan Vanhoof, University of Antwerp, Belgium

**Pedagogy and Democratic Vision in Israel’s Democratic Schools**
Yifat Filo, Tel Aviv University, Israel; Benzi Slakmon, Tel Aviv University, Israel

**Students evaluating the trustworthiness of historical sources and internet sources: a comparison.**
Maaike van der Eem, University of Amsterdam, Netherlands; Marleike Smelt, University of Amsterdam, Netherlands; Jannet Van Drie, University of Amsterdam, Netherlands; Saskia Brand-Gruwel, Hogeschool Zuyd, Netherlands; Carla Van Boxtel, University of Amsterdam, Netherlands
### Session A:5  Time: 10:15-11:15  Location: Session Room 7

**SINGLE PAPER: SOCIAL ASPECTS OF LEARNING AND TEACHING**

**Chair**
ANASTASIA SKARPETI, NTNU - Norwegian University of Science and Technology, Norway

- **Students’ Explicit and Implicit Interethnic Attitudes and Classroom Cohesion and Peer Acceptance**
  Lian van Vemde, Utrecht University, Netherlands; Lisette Horstma, Utrecht University, Netherlands; Jochem Thijjs, University Utrecht, Netherlands

- **The relational social support system in primary school – A longitudinal multi-level study**
  Phila Rautanen, Tampere University, Finland; Tiina Soini-Ikonen, Tampere University, Finland; Janne Pietarinen, University of Eastern Finland, Finland; Kiri Pyhältö, University of Helsinki, Finland

- **Validation for the Constructivist Learning Environment Questionnaires in Iraqi Kurdistan**
  saif Mohammed, University of Szeged, Doctoral School of Education, Hungary; Laszlo Kinyo, University of Szeged, Hungary

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### Session A:6  Time: 10:15-11:15  Location: Session Room 4

**SINGLE PAPER: READING COMPREHENSION**

**Chair**
Xiangyuan Feng, University of Groningen, Netherlands

- **Sixth Graders Evaluating the Credibility of Online Texts: The Role of Self-Efficacy Beliefs**
  Riikka Anttonen, Tampere University, Finland, Finland

- **Do digital reading habits support the development of reading comprehension skills?**
  Lidia Altamura García, University of Valencia, Spain; Ladislao Salmeron, University of Valencia, Spain

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### Session A:7  Time: 10:15-11:15  Location: Session Room 5

**SINGLE PAPER: ASSESSMENT AND EVALUATION**

**Chair**
Ijtihadi Kamila Amalina, University of Szeged, Doctoral School of Education, Hungary

- **Predictive validity of a positioning test for Engineering Technology**
  Jolan Hanssens, KU LEUVEN, Belgium; Greet Langie, KU LEUVEN, Belgium; Carolien Van Soom, University of Leuven, Belgium

- **Setting the baseline for the development of a feedback ecosystem to encourage feedback literacy**
  Kurt Coppens, KU Leuven, Belgium; Lynn Van den Broeck, KU Leuven, Belgium; Naomi Winstone, University of Surrey, United Kingdom; Greet Langie, KU Leuven, Belgium

- **Assessing Student Engagement: A Case Study in Vietnamese Higher Education**
  Huy Cuong Nguyen, University of Szeged, Viet Nam

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### Session A:8  Time: 10:15-11:15  Location: Session Room 2

**SINGLE PAPER: EARLY CHILDHOOD EDUCATION**

**Chair**
Rhiannon Moore, University of Bristol, United Kingdom

- **Becomings of children’s (in)equality of agency**
  Anna Kristina Kokko, University of Eastern Finland, Finland

- **The last will be first? Stability of school readiness in 3-year old children**
  Erica Kamphorst, University of Groningen, Netherlands; Marja Cantell, University Groningen, Netherlands; Gerda Van der Veer, University of Groningen, Netherlands; Alexander Minnaert, University of Groningen, Netherlands; Suzanne Houwen, University of Groningen, Netherlands

- **Structure of early parent-child interactions in NEPS-SC1 observational data**
  Daniel Mann, University of Bamberg (Otto-Friedrich-Universität Bamberg), Germany
## Session B: 1
### Time: 11:30-12:30
### Location: Session Room 6

### ROUNDTABLE: TEACHING AND INSTRUCTION

**Chair**
Valentina Reitenbach, BIUW | University of Wuppertal, Germany

**Studying Diverse Solution Attempts as Preparation for Learning from Subsequent Instruction**
Charleen Brand, Ruhr University Bochum, Institute of Educational Research, Germany; Katharina Lobli, University of Education Freiburg, Germany; Nikol Rummel, Ruhr University Bochum, Germany

**Teacher effectiveness in India: understanding teacher factors in the context of a ‘learning crisis’**
Rhiannon Moore, University of Bristol, United Kingdom

**Would that be racist? Constructing a scale on teacher students’ concerns about cross-ethnic teaching**
Anna K Nishen, Freie Universität Berlin, Germany; Diana Schieck, Freie Universität Berlin, Germany; Ursula Kessels, Freie Universität Berlin, Germany

## Session B: 2
### Time: 11:30-12:30
### Location: Session Room 8

### ROUNDTABLE: SELF-REGULATION AND SELF-EFFICACY

**Chair**
Bea Mertens, University of Antwerp, Belgium

**Training of metacognitive monitoring abilities in primary school children**
Florian Bühler, University of Bern, Switzerland; Claudia Roelbers, University of Bern, Switzerland

**Exploring writing competence and affective and motivational aspects of writing in the EFL classroom**
Lea Siekmann, Westfälische Wilhelms-Universität Münster, Germany; Vera Busse, Westfälische Wilhelms-Universität Münster, Germany; Judy M. Parr, University of Auckland, New Zealand

**How do second-chance adults learn? Exploring learning profiles on different contextual levels**
Bea Mertens, University of Antwerp, Belgium; Vincent Donche, University of Antwerp, Belgium; Sven De Maeyer, Antwerp University, Belgium

## Session B: 3
### Time: 11:30-12:30
### Location: Session Room 9

### ROUNDTABLE: DESIGN-BASED RESEARCH

**Chair**
Ijtihadi Kamila Amalina, University of Szeged, Doctoral School of Education, Hungary

**Development of FOCUS App for Assessment of Approaches to Learning in Kenya**
STEPHEN AMUKUNE, University of Szeged, Hungary; Karen Barret, University of Colorado at Denver, United States; Norbert Szabo, Institute of Education, University of Szeged, Hungary; Kristian Józsa, Institute of Education, University of Szeged, Hungary

**Designing for teacher education: Exploring the concept of a responsive curriculum.**
Riekje van Bemmel, Open University of the Netherlands, Netherlands; Ilya Zitter, Hogeschool Utrecht (University of Applied Sciences Utrecht), Netherlands; Elly De Bruijn, Open University of the Netherlands, Netherlands

**Developing dialogue in primary mathematics classrooms supported by online interactive technology**
Qian Liu, University of Cambridge, UK, China

## Session B: 4
### Time: 11:30-12:30
### Location: Session Room 1

### ROUNDTABLE: SECONDARY EDUCATION

**Chair**
Qiyun Zhu, Guangdong University of Foreign Studies, China

**Perfectionism, achievement striving, and academic well-being during upper secondary education**
Anna Kuusi, University of Helsinki, Finland; Markku Niemivirta, University of Eastern Finland, Finland; Petri Irinoya, University of Helsinki, Finland; Heta Tuominen, University of Turku, Finland

**Schools’ Notions of Citizenship, Belonging and Collective Identities**
Emma Brummer, University of Antwerp, Belgium; Noel Clycq, University of Antwerp, Belgium

**Migration background and writing competence in German: An exploration of Year 9 students in Germany**
Nora Müller, Westfälische Wilhelms-Universität Münster, Germany; Vera Busse, Westfälische Wilhelms-Universität Münster, Germany
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<tr>
<th>Session B: 5</th>
<th>Time: 11:30-12:30</th>
<th>Location: Session Room 5</th>
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<tbody>
<tr>
<td><strong>ROUNDTABLE: FEEDBACK</strong></td>
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<td><strong>Chair</strong></td>
<td>Jenni Kunnari, University of Oulu, Finland</td>
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<td></td>
<td><strong>Conflicting roles of feedback on a large-scale online Q&amp;A platform</strong></td>
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<td>Alena Seredko, University of Gothenburg, Sweden</td>
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<td><strong>Feedback for L1, L2 and FL writing: A discussion of in- and exclusion criteria for a meta-analysis</strong></td>
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<td>Sina Scherer, Westfälische Wilhelms-Universität Münster, Germany; Steve Graham, Arizona State University, United States; Vera Busse, Westfälische Wilhelms-Universität Münster, Germany</td>
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<th>Workshops I: 1</th>
<th>Time: 13:30-14:30</th>
<th>Location: Session Room 7</th>
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<tbody>
<tr>
<td><strong>JURE 2021 WORKSHOP: HOW TO BECOME ACTIVELY INVOLVED IN THE RESEARCH COMMUNITY WITH JURE &amp; EARLI NETWORKS</strong></td>
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<td>How to become actively involved in the research community with Jure &amp; Earli networks</td>
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<td>Hanke Korpershoek, University of Groningen, Netherlands; Panagiota Christodoulou, University of Western Macedonia, Greece</td>
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<th>Workshops I: 2</th>
<th>Time: 13:30-14:30</th>
<th>Location: Session Room 3</th>
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<tr>
<td><strong>JURE 2021 WORKSHOP: HOW TO GROUND TECHNOLOGY-ENHANCED LEARNING RESEARCH IN (NEW) THEORIES OF COGNITION AND LEARNING?</strong></td>
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<td>How to ground technology-enhanced learning research in (new) theories of cognition and learning?</td>
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<td>Prajakt Panda, Roskilde University, Denmark; Ritwik Majumdar, Kyoto University, Japan; Shtanshu Mishra, UNESCO MGIEP, India; Jayakrishnan Madathil Warriem, Indian Institute of Technology Madras, India; Aditi Kothiyal, Swiss Federal Institute of Technology Lausanne (EPFL), Switzerland</td>
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<th>Workshops I: 3</th>
<th>Time: 13:30-14:30</th>
<th>Location: Session Room 8</th>
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<tr>
<td><strong>JURE 2021 WORKSHOP: SEM IN EDUCATIONAL RESEARCH: POSSIBILITIES AND APPLICATIONS</strong></td>
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<td>SEM in Educational Research: Possibilities and Applications</td>
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<td>Kaisa Haverinen, Tampere University, Finland; Roosa Yli-Piirilä, Tampere University, Finland</td>
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<th>Workshops I: 4</th>
<th>Time: 13:30-14:30</th>
<th>Location: Session Room 2</th>
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<tr>
<td><strong>JURE 2021 WORKSHOP: SYSTEMATIC LITERATURE REVIEW: HOW TO PLAN, CONDUCT AND PRESENT THE RESULTS</strong></td>
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<td>Systematic Literature Review: How to plan, conduct and present the results</td>
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<td>Triantafyllia Georgiadou, University of Western Macedonia, Greece</td>
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<tr>
<td>Session C: 1</td>
<td>Time: 09:00-10:00</td>
<td>Location: Session Room 6</td>
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<tr>
<td><strong>ROUNDTABLE: TEACHING AND TEACHER EDUCATION</strong></td>
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<td><strong>Chair</strong></td>
<td>Sally Gutierez, Far Eastern University, Philippines, Philippines</td>
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<td><strong>Co-designing an intervention promoting empathy use in primary school teachers</strong></td>
<td>Vanessa Kuri, University of Reading, United Kingdom; Cathy Creswell, University of Oxford, United Kingdom; Jessica Deighton, University College London &amp; Anna Freud Centre, United Kingdom; Kou Murayama, University of Reading, United Kingdom</td>
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<td><strong>A resources perspective on newly-qualified teachers: conceptual and methodological challenges</strong></td>
<td>Julia van Leeuwen, Radboud Teachers Academy, Radboud University Nijmegen, Netherlands; Femke Geipal, Radboud University Nijmegen, Netherlands; Harmen Schaap, Radboud University Nijmegen, Netherlands; Paulien Meijer, Radboud University Nijmegen, Netherlands</td>
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<tr>
<td><strong>Promoting Teacher Self-Efficacy: A systematic review and meta-analysis on intervention studies.</strong></td>
<td>Janina Täschner, Technical University of Munich (TUM) &amp; ZIB (Centre for International Student Assessment), Germany; Doris Holzberger, Technical University of Munich (TUM), Germany; Theresa Dicke, Australian Catholic University</td>
<td>Institute for Positive Psychology &amp; Education, Australia</td>
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<th>Session C: 2</th>
<th>Time: 09:00-10:00</th>
<th>Location: Session Room 5</th>
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<tr>
<td><strong>ROUNDTABLE: BEST OF JURE ROUNDTABLE SESSION</strong></td>
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<td><strong>Chair</strong></td>
<td>Valentina Reitenbach, BUW</td>
<td>University of Wuppertal, Germany</td>
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<td><strong>Does the impact of modeling approaches on the effects of teaching quality vary across countries?</strong></td>
<td>Benjamin Herbert, DIPF</td>
<td>Leibniz Institute for Research and Information in Education, Germany</td>
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<td><strong>Measuring effective teaching from three perspectives: school inspectors, students, and teachers</strong></td>
<td>Hannah Bijlsma, University of Twente, Netherlands</td>
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<td><strong>Adolescent Electronic Health Literacy In the Context of Education Policies and Pedagogical Practices</strong></td>
<td>Hadil Elsayed, University of Gothenburg, Sweden</td>
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<th>Session C: 3</th>
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<tr>
<td><strong>ROUNDTABLE: TEACHER PROFESSIONAL DEVELOPMENT</strong></td>
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<td><strong>Chair</strong></td>
<td>Pihla Rautanen, Tampere University, Finland</td>
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<td><strong>Fostering Pre-service Teachers’ Assessment Competences in Simulations with Two Types of Prompts</strong></td>
<td>Michael Nökel, Technische Universität München, Germany; Daniel Sommerhoff, Leibniz Institute for Science and Mathematics Education, Germany; Elias Codrearu, Technische Universität München, Germany; Stefan Ufer, Ludwig Maximilians-Universität (LMU), Germany; Tina Seidel, Technische Universität München, Germany</td>
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<td><strong>Lesson Planning Competence: A Systematization of Empirical Studies</strong></td>
<td>Madlena Kirchhoff, Leibniz University Hannover, Germany; Katharina Mueller, Leibniz University Hannover, Germany</td>
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<td><strong>Who is willing to reflect? - A matter of student teachers’ professional competence or personality?</strong></td>
<td>Rene Staab, DIPF</td>
<td>Leibniz Institute for Research and Information in Education, Germany</td>
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<tr>
<td><strong>ROUNDTABLE: WORKPLACE LEARNING AND PROFESSIONAL DEVELOPMENT</strong></td>
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<td><strong>Chair</strong></td>
<td>Sebastian Anselmann, University of Education Schwäbisch Gmünd, Germany</td>
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<td><strong>Applying digital ethnography to better understand technology-enhanced informal workplace learning</strong></td>
<td>Anna Kamppää, University of Jyväskylä, Finland; Raija Hämäläinen, University of Jyväskylä, Finland; Johanna Pöysä Tartonen, University of Jyväskylä, Finland</td>
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<tr>
<td><strong>Expertise in Science - The relationship between social networks and research performance</strong></td>
<td>Agnes Cichy, University of Regensburg, Germany; Hans Grüber, University of Regensburg, Germany</td>
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<tr>
<td><strong>Individual and Collective Deliberate Practice in Popular Music Bands</strong></td>
<td>Simon Schmidt, Universität Regensburg, Germany; Hans Grüber, University of Regensburg, Germany</td>
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THURSDAY, 19 AUGUST 2021

Session C: 5  |  Time: 09:00-10:00  |  Location: Session Room 1

ROUNDTABLE: CITIZENSHIP EDUCATION

Chair
Sarah Straub, University of Vienna - Centre for Teacher Education, Austria

Mentoring Inclusive Citizenship Education
Sarah Straub, University of Vienna - Centre for Teacher Education, Austria

Teaching and learning of historical-citizen competence in vulnerable contexts students
Paula Neira, Pontificia Universidad Católica de Chile, Chile

Session D: 1  |  Time: 10:15-11:15  |  Location: Session Room 7

POSTER PRESENTATION: BEST OF JURE POSTER SESSION

Chair
Hoda Ashjari, University of Gothenburg, Sweden

Inside the ‘black box’: Advancing insight in learning during mentoring in teacher education
Ine Ophalvens, Ghent university, Belgium; Hanne Tack, Ghent University, Belgium; Ruben Vanderlinde, Ghent University, Belgium

Developing first-year students’ self-efficacy in a digital dominated semester: An intervention study
Ronja Büker, Paderborn University, Germany; Tobias Jenert, Paderborn University, Germany

Potentials and pitfalls of using a video-based approach to competency modeling
Lara Gerhardts, University of Paderborn, Germany

Session D: 2  |  Time: 10:15-11:15  |  Location: Session Room 6

POSTER PRESENTATION: TEACHING AND TEACHER EDUCATION

Chair
Valentina Reitenbach, BLW | University of Wuppertal, Germany

Requirements for the digital competencies of teachers in context of the new curriculum Media and ICT
Marina Grgic, Pädagogische Hochschule Bern, Switzerland

Digital Competence in Teacher Education Curricula – Indications for Teacher Educator Knowledge?
Ilka Nagel, Østfold University College / University of Oslo, Norway

Classroom perceptions of students in differing ability levels in mathematics
Freya Winterle, Leibniz Institute for Science and Mathematics Education (IPN) Kiel, Germany; Nele Kampa, University College of Teacher Education, Austria

Portuguese Teachers’ Conceptions about Grade Retention in 2nd Grade
Natalie Santos, ISPA-Instituto Universitário, Portugal; Vera Monteiro, ISPA- Istituto Universitário, Portugal
Session D: 3  
Time: 10:15-11:15  
Location: Session Room 10

POSTER PRESENTATION: E-LEARNING AND ONLINE LEARNING

Chair  
Madeleine Strobel, University of Glasgow, UK, Sweden

Towards Automated Analysis and Visualization of Cognitive Presence in Online-based Learning  
Verena Donnauer, Institute of Medical Informatics, UMIT - Private University of Health Sciences, Medical Informatics and Technology, Hall in Tirol, Austria; Lisa-Maria Norz, Institute of Medical Informatics, UMIT - Private University for Health Sciences, Medical Informatics and Technology, Hall in Tirol, Austria; Michael Netzer, Institute of Medical Informatics, UMIT - Private University of Health Sciences, Medical Informatics and Technology, Hall in Tirol, Austria; Eva Kaczko, Institute of Medical Informatics, UMIT - Private University of Health Sciences, Medical Informatics and Technology, Hall in Tirol, Austria; Werner Hackl, Institute of Medical Informatics, UMIT - Private University of Health Sciences, Medical Informatics and Technology, Hall in Tirol, Austria; Elske Ammenwerth, Institute of Medical Informatics, UMIT - Private University of Health Sciences, Medical Informatics and Technology, Hall in Tirol, Austria

Towards an automatic measurement of social presence in online learning communities  
Lisa-Maria Norz, Institute of Medical Informatics, UMIT - Private University for Health Sciences, Medical Informatics and Technology, Hall in Tirol, Austria; Verena Donnauer, Institute of Medical Informatics, UMIT - Private University of Health Sciences, Medical Informatics and Technology, Hall in Tirol, Austria; Eva Kaczko, Institute of Medical Informatics, UMIT - Private University of Health Sciences, Medical Informatics and Technology, Hall in Tirol, Austria; Werner Hackl, Institute of Medical Informatics, UMIT - Private University of Health Sciences, Medical Informatics and Technology, Hall in Tirol, Austria; Michael Netzer, Institute of Medical Informatics, UMIT - Private University of Health Sciences, Medical Informatics and Technology, Hall in Tirol, Austria; Elske Ammenwerth, Institute of Medical Informatics, UMIT - Private University of Health Sciences, Medical Informatics and Technology, Hall in Tirol, Austria

Implementing Conditions of Hybrid Teaching and Learning Environment in Cambodian Higher Education  
sopheap kaing, University of Fribourg, Switzerland

Teachers’ views on digital personalized learning: an analysis of focus group interviews  
Rani Van Schoors, KU LEUVEN, Belgium; Kamakshi Rajagopal, KU LEUVEN, Belgium; Stefanie Vanbeerselaere, KU Leuven, Belgium; Jan Ellen, KU Leuven, Belgium; Annelies Raes, KU Leuven, Belgium; Fien Depaepe, KU Leuven, Belgium

Session D: 4  
Time: 10:15-11:15  
Location: Session Room 1

POSTER PRESENTATION: MATHEMATICS AND PROBLEM SOLVING

Chair  
Soeharto Soeharto, University of Szeged, Doctoral School of Education, Indonesia

Computer-Based Virtual Environment Simulations for Differential Diagnosis in Medical Education  
Christian Fässler, Swiss Federal Institute of Technology ETH Zurich, Switzerland; Manu Kapur, ETH Zurich, Switzerland; Jörg Goldhahn, Institute for Translational Medicine, Switzerland

A Model of Problem-Solving in STEM based-Education  
Ijtihadi Kamila Amalina, University of Szeged, Doctoral School of Education, Hungary; Tibor Vidákovich, University of Szeged, Hungary

Tracing the significance of coefficients in learning to solve equations  
Anna Holmlund, University of Gothenburg and Chalmers University of Technology, Sweden

Measuring math anxiety through self-reports and physiological data  
Febe Demedts, University of Leuven - Campus KULAK, Belgium; Bert Reynvoet, University of Leuven - Campus KULAK, Belgium; Delphine Sasanguie, HoGent, Belgium; Fien Depaepe, KU Leuven, Belgium

Session D: 5  
Time: 10:15-11:15  
Location: Session Room 4

POSTER PRESENTATION: HIGHER AND VOCATIONAL EDUCATION

Chair  
Erica Kamphorst, University of Groningen, Netherlands

Exploring university students’ interaction process while collaboratively writing a synthesis text  
Karen Putzeys, Ghent University, Belgium; Bram De Wever, Ghent University, Belgium

Evaluation of English Curriculum in Terms of Intercultural Communication Competences  
Funda Kalmetoglu Tungar, Middle East Technical University, Turkey

Constructing a participatory-transformative Future Skills approach for Higher Education  
Laura Eibigreh, DHBW Karlsruhe, Germany

Input from the grass roots - Challenges and problems of VET professionals in Germany  
Sebastian Anselmann, University of Education Schwäbisch Gmünd, Germany; Stefan Harm, University of Rostock, Germany; Uwe Falthauer, University of Education Schwäbisch Gmünd, Germany
**Session E: 1**
**Time: 11:30-12:30**
**Location: Session Room 3**

**POSTER PRESENTATION: TECHNOLOGY-ENHANCED LEARNING**

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<th>Chair</th>
<th>Preservice Maths Teachers Techno-pedagogical Content Knowledge Regarding Geometry</th>
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<td>Ipek Saralar-Aras, Ministry of Turkish National Education, Turkey</td>
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<tr>
<th>VR simulation training in healthcare: professional development</th>
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<tr>
<td>Emilia Lampi, University of Jyväskylä, Finland; Ari Tuhkala, University of Jyväskylä, Finland; Maarii Virta, University of Jyväskylä, Finland; Katja Väihäätanen, University of Jyväskylä, Finland; Raija Hämäläinen, University of Jyväskylä, Finland</td>
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<tr>
<th>Digitally supported learning in informal learning places - motivational and cognitive effects</th>
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<tr>
<td>Miriam Degner, Technische Universität München (TUM), Germany; Doris Lewalter, Technical University of Munich (TUM), Germany; Stephanie Moser, TUM Technical University of Munich, Germany</td>
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<tr>
<th>Access the Molecular World through Haptic Quantum Chemistry</th>
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<tr>
<td>Charlotte Müller, Professorship for Learning Science and Higher Education, Switzerland; Manu Kapur, ETH Zurich, Switzerland; Markus Reiner, Laboratorium für Physikalische Chemie, ETH Zürich, Switzerland</td>
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**Session E: 2**
**Time: 11:30-12:30**
**Location: Session Room 6**

**POSTER PRESENTATION: MOTIVATION AND EMOTION**

<table>
<thead>
<tr>
<th>Chair</th>
<th>The role of soft skills in sustaining students’ life satisfaction and academic achievement</th>
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<td>Terhi Vessonen, University of Helsinki, Finland</td>
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<tr>
<th>The joint role of students’ expectation discrepancies and their interests for study success</th>
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<tr>
<td>Belinda Merkle, University of Mannheim, Germany; Oliver Dickhaeuser, University of Mannheim, Germany</td>
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<tr>
<th>Validating the Short Version of the Multidimensional Emotional Competence Questionnaire using ESEM</th>
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<tr>
<td>Sebastian Gerbeth, University Regensburg, Germany; Elena Stammouli, University of Regensburg, Germany; Regina Mulder, University of Regensburg, Germany</td>
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<tr>
<th>Acceptance and Commitment Approach to School Engagement: The Development of a Questionnaire</th>
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<tr>
<td>Giulia Vettori, University of Florence, Italy; Daniele Mugnaini, Freelance Psychologist, Italy</td>
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</table>

**Session E: 3**
**Time: 11:30-12:30**
**Location: Session Room 4**

**POSTER PRESENTATION: PEER INTERACTION**

<table>
<thead>
<tr>
<th>Chair</th>
<th>The psychosocial profile of student victims of school bullying in primary education</th>
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<td>Iida Vedenpää, University of Helsinki, Finland</td>
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<tr>
<th>The Relationship between Parental Control and High-Risk Internet Behaviours in Adolescence</th>
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<tr>
<td>Zara Suárez-Garcia, Universidad de Oviedo, Spain; Maniol Guell, Universidad de Oviedo, Spain; Débora Areces, University of Oviedo, Spain; Paloma González-Castro, University of Oviedo, Spain; David Álvarez-Garcia, Oviedo University, Spain</td>
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<tr>
<th>How Do Knowledge Co-Construction and Social Regulation Interplay in a CSCL Task?</th>
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<tr>
<td>Katerina Zabolotna, University of Oulu, Finland; Jonna Malmberg, University of Oulu, Finland; Samma Jarvelä, University of Oulu, Finland; Hanna Jarvenoja, University of Oulu, Finland</td>
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<tr>
<th>A systematic literature review on the social nature of peer assessment</th>
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<tr>
<td>Morgane Senden, Université catholique de Louvain (UCL), Belgium; Liesje Coertjens, Université catholique de Louvain (UCL), Belgium</td>
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</tbody>
</table>
### Session E: 4 | Time: 11:30-12:30 | Location: Session Room 8

**POSTER PRESENTATION: INSTRUCTIONAL DESIGN AND LEARNING TECHNOLOGIES**

**Chair**
Fitria Arifiyanti, University of Szeged, Doctoral School of Education, Hungary

**Using storytelling method for supporting pupils’ PBL in home economics and science education**
Lisa Lavonen, University of Helsinki, Finland

**The Role of Regional Governance Networks in the Implementation of a Curriculum Reform in Switzerland**
Thomas Wicki, PHiBern, University of Teacher Education, Switzerland

**Exploring benefits and constraints of a part-time course concept using digital learning tools**
Frank Deckert, TU Dresden, Germany; Susanne Narciss, TU Dresden, Germany; Hermann Körndle, TU Dresden, Germany

### Session E: 5 | Time: 11:30-12:30 | Location: Session Room 7

**POSTER PRESENTATION: MOTIVATION AND EMOTION**

**Chair**
Madeleine Strobel, University of Glasgow, UK, Sweden

**Team teaching is emotional: Antecedents and qualities of teachers’ emotions caused by team partners**
Franziska Muehlbacher, University of Salzburg, Austria

**Investigating the relationship between test anxiety and motivation in science learning**
Soeharto Soeharto, University of Szeged, Doctoral School of Education, Indonesia; Benö Csapó, University of Szeged, Hungary

**Who drives innovation? Assessing interindividual differences in teachers’ proactive behavior**
Verena Jörg, German Institute for International Educational Research (DIPF), Germany; Ulrike Hartmann, DIPF | Leibniz Institute for Research and Information in Education, Germany; Mareike Kunter, DIPF | Leibniz Institute for Research and Information in Education, Germany

### Keynotes: 1 | Time: 13:30-14:30 | Location: Auditorium A

**JURE 2021 KEYNOTE: INFORMED TRUST IN SCIENCE AS A WAY OF DEALING WITH SCIENCE IN DAILY LIFE**

**Chair**
Panagiota Christodoulou, University of Western Macedonia, Greece

**Informed Trust in Science as a Way of Dealing with Science in Daily Life**
Friederike Hendriks, TU Braunschweig, Germany

### Keynotes: 2 | Time: 13:30-14:30 | Location: Auditorium B

**JURE 2021 KEYNOTE: "THE PALE BLUE DOT": LEARNING ACROSS TIME & SPACE**

**Chair**
Rimma Nyman, University of Gothenburg, Sweden

**"The Pale Blue Dot": Learning across time & space**
Dawn Sanders, University of Gothenburg, Sweden
### Session F: 1
**Time:** 09:00-10:00  
**Location:** Session Room 4

**SINGLE PAPER: COMPETENCIES**

**Chair**  
Hoda Ashjari, University of Gothenburg, Sweden

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<tr>
<th>Title</th>
<th>Authors</th>
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<tbody>
<tr>
<td>Cognitive and non-cognitive factors of academic achievement: the role of soft skills</td>
<td>Tommaso Feraco, Università degli Studi di Padova, Italy; Davide Fregonese, Pentathlon Srl, Italy; Chiara Meneghetti, University of Padova, Italy</td>
</tr>
<tr>
<td>How higher education facilitates students' transition to the labor market</td>
<td>Niels van der Baan, Maastricht University School of Business and Economics, Netherlands; Inken Gast, Maastricht University, Netherlands; Simon Beausaert, Maastricht University, Netherlands; Wim Gijselaers, Maastricht University, Netherlands</td>
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<tr>
<td>Examining the Interconnection between Health Literacy and Family Background among Adolescents</td>
<td>Dominik Pendl, University of Graz, Austria</td>
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### Session F: 2
**Time:** 09:00-10:00  
**Location:** Session Room 3

**SINGLE PAPER: COMPUTER-ASSISTED AND MULTIMEDIA LEARNING**

**Chair**  
Prajakt Pande, Roskilde University, Denmark

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<tr>
<th>Title</th>
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<tr>
<td>Example-Based Learning: Can Closed-Open-Book Prompts enhance Learning Success?</td>
<td>Niklas Obergassel, Ruhr University Bochum, Germany; Julian Roelle, Ruhr University Bochum, Germany</td>
</tr>
<tr>
<td>Writing Business Letters with „Self-Regulated Strategy Development“ in Secondary Schools</td>
<td>Winnie-Karen Giera, Institut für Germanistik, University Potsdam (Germany), Germany</td>
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<tr>
<td>Pedagogical beliefs on the possibilities of developing student's fact-checking skills</td>
<td>Annamária Ablonczy-Bugra, University of Szeged, Doctoral School of Education, Hungary</td>
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### Session F: 3
**Time:** 09:00-10:00  
**Location:** Session Room 6

**SINGLE PAPER: TEACHING AND TEACHER EDUCATION**

**Chair**  
Rimma Nyman, University of Gothenburg, Sweden

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<tr>
<th>Title</th>
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<tr>
<td>Topic Modeling of Student Contemporary Perceptions of Teaching Behavior: Does It Offer New Insights?</td>
<td>Bilge Gencoglu, University of Groningen, Netherlands; Michelle Helms-Lorenz, University of Groningen, Netherlands; Ridwan Maulana, GION - University of Groningen, Netherlands; Ellen Jansen, University of Groningen, Netherlands; Oguzhan Gencoglu, Top Data Science, Finland</td>
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<tr>
<td>Teacher Educators’ Perceptions on Flipped Classroom in Teacher Education for EFL Students</td>
<td>Han Han, Norwegian University of Science and Technology (NTNU), Norway; Fredrik Mark Rekenes, Norwegian University of Science and Technology (NTNU), Norway</td>
</tr>
<tr>
<td>Effects of mobile eye tracking videos on the perception of classroom management</td>
<td>Leonie Telgmann, Leibniz University Hannover, Germany; Kathleen Stürmer, Technische Universität München, Germany; Kai Cortina, University of Michigan, Germany</td>
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### Session F: 4
**Time:** 09:00-10:00  
**Location:** Session Room 2

**SINGLE PAPER: ASSESSMENT METHODS AND TOOLS**

**Chair**  
Panagiota Christodoulou, University of Western Macedonia, Greece

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<th>Title</th>
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<tr>
<td>Degrees of epistemic dialogism in ‘high stakes’ History curriculum discourse in England</td>
<td>Siobhan Dickens, University of Cambridge, UK, United Kingdom</td>
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<tr>
<td>How oral exams in Norwegian secondary schools are carried out and implications for validity</td>
<td>Marte Søve Syverud, University of South-Eastern Norway, Norway</td>
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<td>Hungarian adaptation of the Five Facet Mindfulness Questionnaire and pilot-study in 10th grade</td>
<td>Imola Budis, University of Szeged, Doctoral School of Education, Hungary</td>
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# Session F: 5

**Time:** 09:00-10:00  
**Location:** Session Room 5

## SINGLE PAPER: EDUCATIONAL POLICY

**Chair**  
Sally Gutierrez, Far Eastern University, Philippines

**Framing student group work in an individual and merit-oriented policy context**  
Christine Rendahl Stenersen, University of Southeast Norway, Norway

**Citizenship education and nationalism in Chile: the problematization of immigration**  
Rodrigo Velásquez, Pontificia Universidad Católica de Chile, Chile

**Do different selection criteria gain students with different matriculation examination results?**  
Jenni Kunnari, University of Oulu, Finland; Jouni Pursiainen, University of Oulu, Finland; Hanni Muukkonen, University of Oulu, Finland

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# Session F: 6

**Time:** 09:00-10:00  
**Location:** Session Room 1

## SINGLE PAPER: LANGUAGE (FOREIGN AND SECOND)

**Chair**  
Mengsi Liu, The University of Tokyo, Japan

**Conceptualizations of democracy and citizenship in curriculum**  
Tiril Finnanger, University of South-Eastern Norway, Norway

**Students' attitude towards communication in a foreign language classroom**  
Jaroslava Jelinkova, Masaryk University, Czech Republic

**Navigating the digital text landscape: EFL teachers as digital curators**  
Marthe Pande-Rolfsen, Norwegian Univ. of Science and Technology, Norway

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# Session F: 7

**Time:** 09:00-10:00  
**Location:** Session Room 10

## SINGLE PAPER: MIXED-METHOD RESEARCH

**Chair**  
Iida Vedenpää, University of Helsinki, Finland

**Exploring university students' ecologies of digital resources in disciplinary learning**  
Dan Uehara, University of Oslo, Faculty of Education, Norway; Crina Damsa, University of Oslo, Norway; Lise Henrikson, University of Oslo, Faculty of Education, Norway

**Mapping levels of processing in learning from video: A trace data study followed by a cued recall.**  
Marijn Gijssen, University of Antwerp, Belgium; Leen Catrysse, Open Universiteit Nederland, Netherlands; Sven De Maeyer, Antwerp University, Belgium; David Gijbels, University of Antwerp, Belgium

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# Session G: 1

**Time:** 10:15-11:15  
**Location:** Session Room 4

## POSTER PRESENTATION: ATTITUDES, BELIEFS AND MOTIVATION

**Chair**  
Jolan Hanssens, KU LEUVEN, Belgium

**How Do Mathematics Motivations Explain Attainment of a Mathematical or Life Science Degree?**  
Lil Toh, University of Sydney, Australia; Helen Watt, The University of Sydney, Australia

**Preschool Teachers’ Beliefs about the Emotional Development of Preschool Children**  
Ana Fernandes, CIE - ISPA, Portugal; Lourdes Mata, CIE - ISPA, Portugal; Francisco Peixoto, ISPA - Instituto Universitário / CIE - ISPA, Portugal

**Attitudes, Interests, Motivation and Cognitive learning strategy use for Physics learning in Uganda**  
Diana Kwarikunda, Universität Potsdam, Germany; Ulrich Schiefele, Universität Potsdam, Germany; Joseph Ssemonga, Universität Konstanz, Germany; Charles Mwonge, Mbarara University of Science and Technology, Uganda

**Supporting adaptive reactions to failure feedback: examining the role of a self talk intervention**  
Helena Laudel, Dresden Technical University, Germany; Maria Neumann, Dresden University of Technology, Germany; Susanne Narciss, TU Dresden, Germany
### Session G: 2 | Time: 10:15-11:15 | Location: Session Room 1

**POSTER PRESENTATION: ASSESSMENT METHODS AND TOOLS**

| Chair | YouTube as a Trustworthy Confidant? A Closer Look at Educational Channels  
|-------|-----------------------------------------------------------------  
| Daniel Mann, University of Bamberg (Otto-Friedrich-Universität Bamberg), Germany | Stefan Siegel, University of Augsburg, Germany; Sebastian Streitberger, University of Augsburg, Germany  
| How can we statistically gauge students’ deep understanding from high school regular tests?  
| Shun Saso, The University of Tokyo, Japan; Motonori Oka, The University of Tokyo, Japan; Yuri Uesaka, The University of Tokyo, Japan |  
| Assessment of Mathematical Creative Thinking Using Ethnomathematics Content  
| Shuherman Suherman, University of Szeged, Doctoral School of Education, Hungary; Tibor Vidákovich, University of Szeged, Hungary |  
| From laboratory to classroom: Assessing attention using mobile electroencephalography devices  
| Nathalie Johns, DIPF | Leibniz Institute for Research and Information in Education, Germany; Franziska Baier-Mosch, Goethe-Universität Frankfurt, Germany; Sebastian Korinth, German Institute for International Educational Research (DIPF), Germany; Mareike Kunter, DIPF | Leibniz Institute for Research and Information in Education, Germany |  
| The relationship between self-efficacy and mindfulness in the case of 10th grade hungarian students  
| Imola Budis, University of Szeged, Doctoral School of Education, Hungary |  

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### Session G: 3 | Time: 10:15-11:15 | Location: Session Room 3

**POSTER PRESENTATION: LANGUAGE AND READING COMPREHENSION**

| Chair | The Implementation of Cultural Learning in Austrian Lower Secondary English Classrooms  
| saif Mohammed, University of Szeged, Doctoral School of Education, Hungary | Jasmn Peskoller, University of Innsbruck, Austria, Austria  
| Vocabulary and oral narrative skills in monolingual and bilingual language minority children  
| Giulia Vettori, University of Florence, Italy; Oriana Incognito, University of Florence, Italy |  
| Unraveling learners' cognitive and emotional processes in texts: A psychophysiological perspective  
| Yilun Jheng, University of Antwerp, Belgium; Leen Catrysse, Open Universiteit Nederland, Netherland; Karolien Poels, University of Antwerp, Belgium; David Gijbels, University of Antwerp, Belgium |  
| Executive Functions empowerment during dialogic reading in preschoolers  
| Costanza Ruffini, University of Florence, Italy; Silvia Bonetti, Equipe Multiprofessionale Evolutiva, Italy; Maria Chiara Di Lieto, Fondazione IRCCS Stella Maris, Italy; Chiara Pecini, University of Florence, Italy |  

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### Session G: 4 | Time: 10:15-11:15 | Location: Session Room 10

**POSTER PRESENTATION: ASSESSMENT AND EVALUATION**

| Chair | Assessing Self-regulated Learning – Validation of a Strategy Interview for Primary School Students  
| Rhiannon Moore, University of Bristol, United Kingdom | Bernadette van Berk, German Institute for International Educational Research (DIPF); IDeA-Research Center, Germany; Charlotte Dignath, DIPF Leibniz Institute for Education Research Frankfurt, Germany  
| Measuring knowledge of historical reasoning and how to teach it in an elementary school PD-programme  
| Yolanda Potjer, University of Amsterdam, Netherlands; Marjolein Dobber, Vrije Universiteit Amsterdam, Netherlands; Carla Van Boxtel, University of Amsterdam, Netherlands |  
| MEDIATION OF ENGAGEMENT BETWEEN CLASSROOM CLIMATE AND STUDENTS’ OUTCOMES IN KAZAKHSTAN  
| Agül Akhmetova, University of Szeged, Doctoral School of Education, Hungary; Gaysha Imambayeva, Innovative Eurasian University, Kazakhstan; Beni Csapó, University of Szeged, Hungary |  
| Students’ track recommendation, and performance development in primary and secondary education.  
| Anne van Leest, Utrecht University, Netherlands; Lisette Hornstra, Utrecht University, Netherlands; Jan van Tartwijk, Utrecht University, Netherlands; Jannike van de Pol, Utrecht University, Netherlands |  

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### Session G: 5
**Time: 10:15-11:15**  
**Location: Session Room 7**

**POSTER PRESENTATION: ATTITUDES AND BELIEFS IN TEACHER PROFESSIONAL DEVELOPMENT**

| Chair | Mentoring Novice Teachers: Effects on Self-Efficacy, Emotion Work, and the Role of Mentees’ Beliefs  
Julian Burger, Johannes Gutenberg-Universitaet, Germany  
Verification of a Standardized Instrument Recording Profession-Specific Competencies of Mentors  
Bettina Gautel, Gottfried Wilhelm Leibniz Universität Hannover, Germany; Katharina Mueller, Leibniz University Hannover, Germany  
Teachers’ epistemic cognition and work-related wellbeing  
Ida Vedenpää, University of Helsinki, Finland  
Physics Teachers’ Beliefs of Students’ Interest and Talent - A qualitative Study  
Verena Auer, University of Salzburg, Austria |
|---|---|

### Session G: 6
**Time: 10:15-11:15**  
**Location: Session Room 9**

**POSTER PRESENTATION: METACOGNITION AND SOCIAL INTERACTION**

| Chair | Do Rubrics Enhance Self-Assessment Accuracy?  
Rebecca Krotes, Ruhr-University Bochum, Germany; Julian Roselle, Ruhr University Bochum, Germany; Björn Rothstein, Ruhr-University Bochum, Germany  
How is Teachers’ Professional Competence Linked to Their Promotion of Self-Regulated Learning?  
Antonia Fischer, German Institute for International Educational Research (DIPF), Germany; Charlotte Dignath, DIPF Leibniz Institute for Education Research Frankfurt, Germany  
Patterns of Socio-emotional and Cognitive Participation for Regulation in Collaborative Learning  
Eija Vuorenmaa, University of Oulu, Finland; Sanna Jarvela, University of Oulu, Finland; Muhterem Dindar, University of Oulu, Finland; Hanna Jarvenoja, University of Oulu, Finland  
Social Network Perspective on Knowledge Sharing: A Systematic Review  
Sofie Vermeiren, University Antwerp, Belgium; Eva Kynø, University of Antwerp, Belgium; David Gijbels, University of Antwerp, Belgium |
|---|---|

### Session H: 1
**Time: 11:30-12:30**  
**Location: Session Room 3**

**SINGLE PAPER: HIGHER EDUCATION**

| Chair | University students’ remote learning experiences, motivation and well-being during Covid-19 pandemic  
Henriikka Juntunen, University of Helsinki, Finland; Heta Tuominen, University of Turku, Finland; Jaana Viljaranta, University of Eastern Finland, Finland; Riikka Hirvonen, University of Eastern Finland, Finland; Auli Toom, University of Helsinki, Finland; Markku Niemivirta, University of Eastern Finland, Finland  
Emotional support and the effects on well-being in teacher training: A longitudinal approach  
Anna Hartl, Technical University Munich, Germany; Dora Holzberger, Technical University of Munich (TUM), Germany; Kristin Wolf, German Institute for International Educational Research (DIPF), Germany  
Caught Between Relief and Unease. University Students’ Well-being and Resilience During COVID-19  
Lisa Kiltz, University of Groningen, Netherlands; Marjon Fokkens-Bruinsma, University of Groningen, Netherlands; Ellen Jansen, University of Groningen, Netherlands |
|---|---|
### Session H: 2  
**Time:** 11:30-12:30  
**Location:** Session Room 9  

#### SINGLE PAPER: COLLABORATIVE LEARNING  

**Chair**  
Sarah Straub, University of Vienna - Centre for Teacher Education, Austria  

- **Linking higher education students' self-efficacy beliefs and participation in group level regulation**  
  Sara Ahola, University of Oulu, Finland; Jonna Malmberg, University of Oulu, Finland; Hanna Jarvenoja, University of Oulu, Finland  

- **How multiple levels of metacognitive awareness operates in collaborative problem solving**  
  Ahsen Çini, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland; Jonna Malmberg, University of Oulu, Finland; Muhterem Dindar, University of Oulu, Finland  

- **Collective artifacts in co-construction process: Moving from “I” to “We”**  
  Niina Halonen, University of Helsinki, Finland  

### Session H: 3  
**Time:** 11:30-12:30  
**Location:** Session Room 8  

#### SINGLE PAPER: TEACHER PROFESSIONAL DEVELOPMENT  

**Chair**  
Xiangyuan Feng, University of Groningen, Netherlands  

- **The Significance of Teacher Enthusiasm and Teacher Interest for the Quality of Lesson Planning**  
  Julia Kantreiter, University of Augsburg, Germany  

- **Developing teachers' social and emotional learning - are workshops useful?**  
  Minna Berg, University of Helsinki, Finland; Markus Talvio, University of Helsinki, Finland; Taru Lintunen, University of Jyväskylä, Finland; Kirsti Lonka, University of Helsinki, Finland  

### Session H: 4  
**Time:** 11:30-12:30  
**Location:** Session Room 10  

#### SINGLE PAPER: METACOGNITION AND SELF-REGULATION  

**Chair**  
Amine Merve Ercan, Middle East Technical University, Turkey  

- **In-class Implementation of Self-Regulated Learning practices following Unique Authentic Experiences**  
  Orna Heaysman, School of Education, Bar-Ilan University, Israel; Bracha Kramarski, Bar-Ilan University, Israel  

- **Primary School Students’ Awareness of their Monitoring and Regulation Accuracy**  
  Sophie Oudman, Utrecht University, Netherlands; Janneke van de Pol, Utrecht University, Netherlands; Tamara Van Gog, Utrecht University, Netherlands  

- **How to improve learners’ accuracy in judging self-generated examples**  
  Linda Froese, Ruhr University Bochum, Germany; Julian Rosse, Ruhr University Bochum, Germany  

### Session H: 5  
**Time:** 11:30-12:30  
**Location:** Session Room 7  

#### SINGLE PAPER: QUANTITATIVE AND QUALITATIVE METHODS  

**Chair**  
Funda Kelahmetoğlu Tuner, Middle East Technical University, Turkey  

- **National Identity and Sense of Belonging of Students in Germany with Immigration Backgrounds**  
  Beatrix Matafora, University Duisburg-Essen, Germany; Hermann J. Abs, University of Duisburg-Essen, Germany; Katrin Hahn-Laudenberg, University of Wuppertal, Germany  

- **Nudging Autonomous Learning Behavior: How Do Teachers in Vocational Education Nudge their Students?**  
  Robert Weijers, Erasmus University Rotterdam, Netherlands; Björn de Koning, Erasmus University Rotterdam, Netherlands; Ellen Klatte, Hogeschool Rotterdam, Netherlands; Fred Paas, Erasmus University Rotterdam/University of Wollongong, Netherlands  

- **Capturing equity. Educational equity in secondary analyses on ILSAs: a systematic review**  
  Lies Appels, University of Antwerp, Belgium; Sven De Maeyer, Antwerp University, Belgium; Jerich Faddar, University of Antwerp, Belgium; Peter Van Petegem, University of Antwerp, Belgium
### Session H: 6
**Time:** 11:30-12:30  
**Location:** Session Room 2

**SINGLE PAPER: LITERACY**

**Chair** Belinda Merkle, University of Mannheim, Germany

- Exploring the role of the emotional process in feedback contexts at the university  
  Matthieu Hausman, ULiège, Belgium; Dominique Verpoorte, ULiège, Belgium; Pascal Detroy, ULiège, Belgium

- Unfolding joy in Finnish ECE: A new materialist investigation into affect during a Storybook project  
  Alexandra Nordström, University of Helsinki, Finland; Kristiina Kumpulainen, University of Helsinki, Finland; Antti Rajala, University of Helsinki, Finland

- Reading circles: Knowledge co-construction with learners of English as a Second Language  
  Madeline Strebel, University of Glasgow, UK, Sweden

### Session H: 7
**Time:** 11:30-12:30  
**Location:** Session Room 1

**SINGLE PAPER: SELF-REGULATION**

**Chair** Hannah Bijlsma, University of Twente, Netherlands

- Developmental Differences in Vocabulary Learning Strategy at Secondary Education Level  
  Nao Uchida, The University of Tokyo, Japan

- Does feedback on students’ diagramming affect monitoring accuracy of their text comprehension?  
  Sophia Braumann, University Utrecht, Netherlands; Janneke van de Pol, Utrecht University, Netherlands; Héctor J. Pijeira-Díaz, Maastricht University, Netherlands; Ellen Kok, Utrecht University, Netherlands; Anique de Bruin, Maastricht University, Netherlands; Tamara Van Gog, Utrecht University, Netherlands

- Individual & collaborative self-regulatory support: peer assessment & video feedback in an EFL task  
  Rebecca CLAYTON BERNARD, IMT Atlantique, France

### Session H: 8
**Time:** 11:30-12:30  
**Location:** Session Room 4

**SINGLE PAPER: MATHEMATICS, NUMERACY AND PROBLEM SOLVING**

**Chair** Agnes Cichy, University of Regensburg, Germany

- A conceptual framework of concreteness for aligning multiple representation of varying concreteness  
  Xiaoshan Huang, University of Turku, Department of Teacher Education, Finland; Tomi Jaakkola, Tampere University, Finland; Koen Veeurams, University of Turku, Finland

- Physical Activity, Motor skills, Executive Functions and Early Numeracy in Preschoolers  
  Anssi Vanhala, University of Helsinki, Finland; Eero Haapala, University of Jyväskylä, Faculty of Sport and Health Sciences, Finland; Ari Hakkarainen, University of Helsinki, Finland; Pirjo Aunio, University of Helsinki, Finland

- The Physiological and Neural Mechanisms of Learning through Productive Failure  
  Cléa Formaz, ETH Zurich, Switzerland

### Workshops II: 1
**Time:** 13:30-14:30  
**Location:** Session Room 2

**JURE 2021 WORKSHOP: WRITING PEER REVIEWS OF RESEARCH ARTICLES**

Writing peer reviews of research articles  
Ola Helenius, University of Gothenburg, Sweden

### Workshops II: 2
**Time:** 13:30-14:30  
**Location:** Session Room 6

**JURE 2021 WORKSHOP: GROUNDED THEORY: CODING PROCEDURES AND CONSTRUCTION OF THEORY**

Grounded Theory: Coding procedures and construction of theory  
Kathrin Berdelmann, German Institute for International Educational Research (DIPF), Germany
<table>
<thead>
<tr>
<th>Workshops II: 3</th>
<th>Time: 13:30-14:30</th>
<th>Location: Session Room 5</th>
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<tbody>
<tr>
<td><strong>JURE 2021 WORKSHOP: VARIATION THEORY OF LEARNING: WHAT IS DIFFERENT AND WHAT IS THE SAME?</strong></td>
<td>Variation Theory of Learning: What is different and what is the same? Hanan Innabi, Göteborg University, Sweden</td>
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<td>Workshops II: 4</td>
<td>Time: 13:30-14:30</td>
<td>Location: Session Room 1</td>
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<td><strong>JURE 2021 WORKSHOP: INTRODUCTION TO MIXED METHODS</strong></td>
<td>Introduction to Mixed methods Lisbeth M Brevik, University of Oslo, Norway</td>
<td></td>
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