

JURE roundtables: 1

Time: 08:30-11:00

Location: Riverside Seminar B

JURE ROUNDTABLE: JURE ROUNDTABLE PAPER_TYPE_141 SESSION 1

Chair

Sophie Thompson-Lee, University of Oxford, United Kingdom

Development of self-concepts and self-efficacy - A longitudinal study of Austrian student teachers

Sabine Bruch, University College of Education Upper Austria, Austria; Karin Busch, University of Education Upper Austria, Austria

Accountable Talk in Secondary Education

Lavinia Janke, Oxford University, United Kingdom

From Language Teacher to Corporate CEO: A Case Study of Identity Transformation of Mandarin Teachers

Ling Wang, Peking university, China

Considering Diversity: Navigating First-Year Success Through Self-Organising Support

Lara Wahrhausen, Pädagogische Hochschule Weingarten, Germany; Julia Berginski, Georg-August-University of Göttingen, Germany; Christin Siegfried, Pädagogische Hochschule Weingarten, Germany; Alexander Silbersdorff, Georg-August-Universität Göttingen, Germany

Session 1: 1

Time: 13:30-15:00

Location: AB 1.1 College

SINGLE PAPER: PRE-SERVICE TEACHER DEVELOPMENT

Evaluating two university-based seminars fostering core teaching practices in pre-service teachers

Katharina Engelmann, Universität Hildesheim, Germany; Christof Wecker, Universität Hildesheim, Germany

Activities mediating pre-service teachers' accuracy in collaboratively diagnosing students' skills

Amadeus J. Pickal, Universität Augsburg, Germany; Katharina Engelmann, Universität Hildesheim, Germany; Birgit J. Neuhaus, LMU Munich, Germany; Raimund Girwitz, LMU Munich, Germany; Christof Wecker, Universität Hildesheim, Germany

(Re)constructing Teacher Education Students' Awareness of Human Rights

Sabrina Bacher, University of Innsbruck, Austria, Austria

The impact of a practice-based curricular intervention on pre-service teachers and their teaching

Nicoletta Bürger, University of Hildesheim, Germany; Tobias Kantorski, University of Hildesheim, Germany; Katrin Hauenschild, University of Hildesheim, Germany; Mira Wittenberg, University of Hildesheim, Germany; Barbara Schmidt-Thieme, University of Hildesheim, Germany; Christof Wecker, Universität Hildesheim, Germany

Session 1: 2

Time: 13:30-15:00

Location: Riverside Seminar B

SINGLE PAPER: INNOVATION IN TEACHING AND LEARNING

Prospective teachers' attitudes towards ethical principles of the artificial intelligence use

Josef Guggemos, University of Education Schwäbisch Gmünd, Germany; Jacqueline Schmidt, Dresden University of Technology, Faculty of Business and Economics, Germany; Roland Happ, Leipzig University, Faculty of Economics and Management Science, Institute of Business and Economics Education, Germany

How to foster text comprehension? Teaching strategies in virtual and real classrooms

Gerd Hoffmann, Carl von Ossietzky Universität Oldenburg, Germany

Lesson Studies in Practicum: Students', Practicum Teachers' and Mentors' Views and Experiences

Eveline Gutzwiller-Helfenfinger, SCHWYZ UNIVERSITY OF TEACHER EDUCATION, Switzerland; Daniela Knüsel-Schäfer, Schwyz University of Teacher Education, Switzerland; Lea Weniger, Schwyz University of Teacher Education, Switzerland; Regina Schmid, Institute of Education, University of Zurich, Switzerland

Enhancing Preservice Teachers Empathy Skills Through Virtual Reality (VR)

Tova Michalsky, Bar-Ilan University, Israel; Lechon Choen, Bar-Ilan University, Israel

Session 1: 3

Time: 13:30-15:00

Location: Riverside seminar A

SINGLE PAPER: DEMOCRATIC AND CITIZENSHIP EDUCATION

Vocational teachers' view on democracy education at vocational schools

Robin Busse, Technical University of Darmstadt, Germany

Learning from encounters with the infrastructure of terror. Student visits to a Gestapo headquarters

Roger Saljo, University of Gothenburg, Sweden; Inger Marie Dalehefte, University of Agder, Norway; Ingunn Tonnevold Hansen, Arkivet, Kristiansand, Norway; Aslaug Kristiansen, University of Agder, Norway

I am able- experiences with art among pre-service teachers

Line Mastad, University of Agder, Norway; Lene Cherize Sirevaag, Institute of education, University of Agder, Norway

Playful citizenship: between disturbances and productive ruptures. An ethnographic study.

Lene Sirevåg, Institute of Education, University of Agder, Norway

Session 1: 4

Time: 13:30-15:00

Location: AB 2.2 The Khoan Sullivan

SINGLE PAPER: EXPLORING TEACHER EDUCATION AND PRESERVICE TEACHERS

How are progressive practicum experiences in Chile? Analysis from teacher educators' perspectives

Viviana Gomez, Pontificia Universidad Catolica de Chile, Chile; Florencia Gomez Zaccarelli, Pontificia Universidad Católica de Chile, Chile; Pilar Guzman, Universidad Academia de Humanismo Cristiano, Chile; Maria Paz Gonzalez, Pontificia Universidad Católica de Chile, Chile; Pablo Gutierrez, Pontificia Universidad Católica de Chile, Chile

The interplay between cognitive attributes and teacher students' first-year study success

Eeva Haataja, University of Helsinki, Finland; Juulia Lahdenperä, University of Turku, Finland; Henna Vilppu, University of Turku, Finland; Päivi Virtanen, University of Helsinki, Finland; Riitta-Leena Metsapelto, University of Jyväskylä, Finland

The development of ECE teacher students' pedagogical competence in blended teacher training program

Laura Niemi, University of Helsinki, Finland; Jonna Kangas, University of Helsinki, Finland; Samuli Ranta, University of Eastern Finland, Finland; Salla Paasovaara-Pösö, University of Jyväskylä, Finland; Sanni Kahila, University of Eastern Finland, Finland; Essi Korkeaniemi, University of Jyväskylä, Finland; Heidi Harju-Luukkainen, University of Jyväskylä, Finland

Creating a space for boundary crossing conversations in teacher education

Silje Leifsen, University of Oslo, Norway; Torunn Strømme, University of Oslo, Norway

Session 1: 5

Time: 13:30-15:00

Location: AB 1.2 Wilfrid Knapp

SINGLE PAPER: SUCCESSFUL TEACHING AND LEARNING

Practice-based study: Is there standardisation when it comes to comparability of assessment?

Rachel Logan, Cambridge Assessment, United Kingdom; Bek Genery, Anglia Ruskin University, United Kingdom

Study on Teacher's Pedagogical Thoughtfulness: A Phenomenological Perspective

Shuying Sean Li, Shenzhen University, China; Chen Li, Shenzhen University, China

Should teachers use disfluent fonts in learning materials with decorative elements to aid learning?

Sophia Christin Weissgerber, University of Kassel, Germany; Ralf Rummer, University of Kassel, Germany

Lexical Analysis of Japanese Moral Textbooks Based on Moral Foundations Theory

Kazuhiwa Miwa, Nagoya University, Japan; Yune Onuma, Nagoya University, Japan; Mayu Yamakawa, Nagoya University, Japan; Sanae Fujita, NTT Communication Science Laboratories, Japan; Tessei Kobayashi, NTT Communication Science Laboratories, Japan

Session 1: 6

Time: 13:30-15:00

Location: Raptakos Seminar

SINGLE PAPER: THE ROLE OF EMOTIONS IN EDUCATION

Research (ir)relevance for student teachers: the role of epistemic beliefs and epistemic emotions

Gillian Peiser, Liverpool John Moores University, United Kingdom; Dave Putwain, Liverpool John Moores University, United Kingdom; Tanja Held, Liverpool John Moores University, United Kingdom

Emotionalizing the study of teachers' work amidst institutional complexity

Eran Zafrani, Ben-Gurion University of the Negev, Israel; Dana Vedder-Weiss, Ben-Gurion University of the Negev, Israel

Creative learning with sketchnoting: Effects on 5th-grade students' achievement emotions

Laura Ohmes, Carl von Ossietzky University Oldenburg, Germany; Juliane Schlesier, University of Vechta, Germany; Barbara Moschner, Carl von Ossietzky Universität Oldenburg, Germany

The impact of classroom stress in adult education courses on the appraisal of disruptions

Isabel Althen, German Institut for Adult Education, Germany; Martin Merkt, Deutsches Institut für Erwachsenenbildung, Germany; Jessica Fischer, German Institute for Adult Education - Leibniz Centre for Lifelong Learning, Germany

Session 2: 1

Time: 15:30-17:00

Location: AB 1.2 Wilfrid Knapp

SINGLE PAPER: PERCEPTIONS OF TEACHING AND DEVELOPMENT

How program coherence matters for students' perception of teaching, study effort, and social contact

Esther Canrinus, University of Agder, Norway; Candice Hansen, Arendal International School, Norway; Marjon Fokkens-Bruinsma, University of Groningen, Netherlands; Hanke Korpershoek, University of Groningen, Netherlands

Diversity Factor in Teacher Professional Development: What Worked, What Didn't and Why?

Sima Caspari-Sadeghi, Østfold University, Norway; Jutta Maegdefrau, University of Passau, Germany

Teachers' views on values: The sources and the conflicts in teaching

Kübra Ünal, University of Helsinki, Türkiye; Liisa Myrsky, University of Helsinki, Finland; Auli Toom, University of Helsinki, Finland

Teaching Through Crisis: US Teachers' Experiences in the Aftermath of the 2020 Presidential Election

Jeremy Stoddard, University of Wisconsin - Madison, United States; Nora Schaffer, Teachers College, Columbia University, United States; Nathan Smith, University of Wisconsin - Madison, United States; Yameng Liu, University of Wisconsin - Madison, United States; Brett Levy, University at Albany, State University of New York, United States

Session 2: 2

Time: 15:30-17:00

Location: Riverside Seminar B

SINGLE PAPER: STEM TEACHING AND LEARNING

Analysing the Nature of Science in the Brazilian National Curriculum for Upper Secondary Level

Sara Pimenta, University of Szeged, Hungary; Edit Katalin Molnár, University of Szeged, Hungary

Math Teachers' Education Levels and Majors Related to Students' Achievement

Lishasha Fan, Durham University, School of Education, United Kingdom

Effects of a professional development course on language-responsive mathematics education

Rebekka Stahnke, IPN - Leibniz Institute for Science and Mathematics Education, Germany; Dilan Şahin-Gür, TU Dortmund University, Germany; Susanne Prediger, IPN - Leibniz Institute for Science and Mathematics Education | TU Dortmund University, Germany

How STEM teacher candidates conceptualize and enact culturally relevant and inclusive pedagogies

Sibel Akin-Sabuncu, TED University, Faculty of Education, Türkiye; Kelsey Darity, Robert Louis Stevenson School, United States; Laura Vernikoff, Touro University, United States

Session 2: 3

Time: 15:30-17:00

Location: Riverside seminar A

SINGLE PAPER: TEACHING AND THE DIGITAL WORLD**Same same but different: Profiles of (student) teachers' professional digital competence beliefs**

Jennifer Rahden, University of Magdeburg, Germany; Charlott Rubach, Universität Rostock, Germany; Raphaela Porsch, University of Magdeburg, Germany

The Impact of Digitization-Related Professional Development on Teachers in International Comparison

Claudia Menge, TU Braunschweig, Germany; Christiane Annemann, TU Braunschweig, Germany; Julia Gerick, TU Braunschweig, Germany

The teachers' social representations of digital technologies: the exploration of the mute zone

Cécile Vassaux, UNIGE, Switzerland; Joris Felder, Haute école pédagogique de Fribourg, Switzerland; Gaëlle Molinari, TECFA, Université de Genève, Switzerland

Digital Dilemmas: Understanding Teachers' Ethical and Didactic Needs in Technology-Enhanced Teaching

Mareike Kholin, German Institute for Adult Education - Leibniz Centre for Lifelong Learning, Germany; Leona Colling, Leibniz-Institut für Wissensmedien (IWM) | Knowledge Media Research Center, Germany; Nina Lamberti, German Institute for Adult Education - Leibniz Centre for Lifelong Learning, Germany; Lucia Madro, German Institute for Adult Education - Leibniz Centre for Lifelong Learning, Germany; Julia Schmidt-Peterson, University of Tuebingen, Germany; Hannes Schröter, German Institute for Adult Education - Leibniz Centre for Lifelong Learning, Germany; Detmar Meurers, Leibniz-Institut für Wissensmedien (IWM) | Knowledge Media Research Center, Germany; Justine Strube, German Institute for Adult Education - Leibniz Centre for Lifelong Learning, Germany

Session 2: 4

Time: 15:30-17:00

Location: AB 1.1 College

SINGLE PAPER: HIGHER EDUCATION AND TEACHER PREPARATION**Balancing Humility and Confidence: Insights from Teachers and Students in Higher Education**

Gabriel Fortes, Universidad Alberto Hurtado, Chile; Joaquin Parada Yáñez, Universidad Alberto Hurtado, Chile

How Romania's Master's in Teacher Education Shapes Student Motivation and Learning Approaches

Paula Ioana Cazan, West University of Timisoara, Romania; Marian Ilie, West University of Timisoara, Romania; Madalin Bunoii, West University of Timisoara, Romania; Claudiu Bunăiașu, University of Craiova, Romania; Ciprian Ceobanu, "Alexandru Ioan Cuza" University of Iași, Romania; Constantin Cucos, "Alexandru Ioan Cuza" University of Iași, Romania; Teodora Chicioreanu, Polytechnic University of Bucharest, Romania; Daniela Dumitru, Academy of Economic Studies, Bucharest, Romania; Loredana Manasia, Polytechnic University of Bucharest, Romania; Mihaela Modoran, "Ovidius" University, Constanța, Romania; Adrian Opre, "Babeș-Bolyai" University of Cluj-Napoca, Romania; Nicolae Panea, University of Craiova, Romania; Ion-Ovidiu Pănișoară, University of Bucharest, Romania; Cristian Petre, "Ovidius" University, Romania; Grigore Piroasca, Academy of Economic Studies Bucharest, Romania; Anna Soós, "Babeș-Bolyai" University Cluj-Napoca, Romania; Florin Popa, Romanian Ministry of Education, Romania

Preparing primary school teachers for university: Student teachers and GCE. A comparative study

Giulia Filippi, Free University of Bolzano, Italy

The impact of teacher qualifications and knowledge on course management in adult education

Martin Merk, Deutsches Institut für Erwachsenenbildung, Germany; Jessica Fischer, German Institute for Adult Education, Leibniz Centre for Lifelong Learning, Germany

Session 2: 5

Time: 15:30-17:00

Location: Raptakos Seminar

SYMPOSIUM: STUDENT DIVERSITY IN THE EYES OF TEACHERS: TEACHERS' VISUAL ATTENTION, BELIEFS, AND ATTITUDES**Chair**

Eeva Haataja, University of Helsinki, Finland

Organiser

Andreas Gegenfurtner, University of Augsburg, Germany

Discussant

Nora McIntyre, University of Southampton, United Kingdom

Do teachers pay more attention to strong students while ignoring struggling students?

Christian Kosel, TUM School of Education, Germany; Ricardo Böheim, Technical University of Munich, Germany; Tina Seidel, Technische Universität München, Germany

Does students' ethnicity and gender matter? Pre-service teachers' attitudes and gaze behavior

Sylvia Gabel, University of Augsburg, Germany; Özün Keskin, University of Augsburg, Germany; Alijagic Aldin, University of Augsburg, Germany; Andreas Gegenfurtner, University of Augsburg, Germany

Towards authentic and ecologically valid interpretations on teachers' professional vision

Eeva Haataja, University of Helsinki, Finland; Ilona Södervik, University of Helsinki, Finland

Session 2: 6

Time: 15:30-17:00

Location: AB 2.2 The Khoan Sullivan

SINGLE PAPER: INCLUSIVE COMMUNITIES**Teachers' voice in professional development policies and implementation: participants' perceptions**

Reem Alqahtani, University of Oxford, United Kingdom

Inclusive Practices in Action: A Close Look at One Classroom

Miroslav Jurčík, Faculty of Education, Masaryk University, Brno, Czech Republic; Jana Obrovská, Faculty of Education, Masaryk University, Brno, Czech Republic; Petr Svojanovský, Faculty of Education, Masaryk University, Brno, Czech Republic; Jana Navrátilová, Faculty of Education, Masaryk University, Brno, Czech Republic; Jana Kratochvílová, Masaryk University, Faculty of Education, Czech Republic

Teachers plan Democracy

Yifa Filo, Tel Aviv University, Israel; Benzi Slakmon, Tel Aviv University, Israel

Session 3: 1

Time: 09:00-10:30

Location: AB 1.2 Wilfrid Knapp

SINGLE PAPER: BUILDING STRONG TEACHERS AROUND THE WORLD

Building Bridges & Breaking Walls Interdisciplinarity in Norwegian Teacher Education

Candice Reinhard Hansen, Arendal International School, Norway; Esther Canrinus, University of Agder, Norway

Teacher growth in a professional development programme historical reasoning in primary schools

Yolande Potjer, University of Amsterdam, Netherlands; Carla Van Boxtel, University of Amsterdam, Netherlands; Marjolein Dobber, Vrije Universiteit Amsterdam, Netherlands

The Role of Personal Entry Characteristics in Dropout from Teacher Education

David Simon, DIPF | Leibniz Institute for Research and Information in Education, Germany; Jürgen Schneider, DIPF | Leibniz Institute for Research and Information in Education, Germany; Mareike Kunter, DIPF | Leibniz Institute for Research and Information in Education, Germany

Session 3: 2

Time: 09:00-10:30

Location: AB 2.2 The Khoan Sullivan

SINGLE PAPER: RESEARCH AND EDUCATION

International Experience and Diversity: The Impact on Doctoral Students' Professional Development

Kim-Daniel Vattøy, Volda University College, Norway

Evaluating the effectiveness of teachers' use of research evidence for students' literacy outcomes.

Wenqing Chen, Durham University, School of Education, United Kingdom

Student Teachers' Digital Self-Regulated Learning – Results of a Systematic Review

Laura N. Peters, Carl von Ossietzky Universität Oldenburg, Germany; Judit Martínez Moreno, Institute of Education, University of Zurich, Switzerland & Centre for Education and Digital Transformation, Zurich University of Teacher Education, Switzerland, Switzerland; Kirsten Gronau, Carl von Ossietzky University Oldenburg, Germany; Berrin Cefa, Center for Open Education Research (COER), University of Oldenburg, Germany; Olaf Zawacki-Richter, Center for Open Education Research (COER), University of Oldenburg, Germany

Learning to notice for equity – a review of the literature on equity-oriented teacher noticing

Katrine Nesje, University of Oslo, Norway; Tracey Lavalette, Department of Teacher Education and School Research, University of Oslo, Norway; Inga Staal Jensen, University of Oslo, Norway

Session 3: 3

Time: 09:00-10:30

Location: AB 1.1 College

SINGLE PAPER: DEMOCRACY AND TEACHER EDUCATION

Unveiling Burnout: Exploring Contributory Factors Among Special Education Teachers in China

Xinqian (Nancy) Jiang, University of Oxford, United Kingdom

Civic purposes in teaching among German and Finnish student teachers

Elina Kuusisto, Tampere University, Finland; Inkeri Rissanen, Tampere University, Finland; Susanne Timm, University of Bamberg, Germany; Mervi Kaukko, Tampere University, Finland

Diversity and Bildung. A new (albeit more than 200-year-old) perspective

Sabrina Bacher, University of Innsbruck, Austria, Austria

Session 3: 4

Time: 09:00-10:30

Location: Riverside seminar A

SINGLE PAPER: TEACHING AROUND THE WORLD

MALAYSIAN PRESERVICE ESL TEACHERS' PRACTICUM EXPERIENCE IN CAMBODIAN EFL CLASSROOMS

Fatiha Senom, UNIVERSITI MALAYA, Malaysia; Nur Syiham Mohd Syukri, Universiti Malaya, Malaysia

Brave spaces within pedagogical practices for teachers in Vietnam: Transforming scars into stars

Thanh Nguyen Thao Tran, Dong A University, Viet Nam

Insights into the Primary School Transition: A Czech Republic Kindergarten Teachers' Perspective

Tomáš Horčíčka, Faculty of Education, Masaryk University, Czech Republic

Assessing Democratic Education practices in the teacher-trainee program: perspectives from Nigeria.

Grace Ugwonna, University of Nigeria Nsukka, Nigeria; Uju Umo, University of Nigeria Nsukka, Nigeria

Session 3: 5

Time: 09:00-10:30

Location: Riverside Seminar B

SINGLE PAPER: TEACHERS' SELF-EFFICACY

Sequencing Effects of contrastive video examples on teachers self-efficacy

Anne Schlosser, University of Bamberg, Germany; Jennifer Paetsch, University of Bamberg, Germany

Pre-Service Teachers' Self-Efficacy in Handling Racism in Schools: Role of Emotions & Learning

Jennifer Paetsch, University of Bamberg, Germany; Susanne Timm, University of Bamberg, Germany; Lars Netzel, University of Potsdam, Germany

Examining Teacher Self-Efficacy and Teaching Quality: A Longitudinal Study Across Three Waves

Mara Šimunović, Ivo Pilar Institute of Social Sciences, Croatia; Irena Burić, University of Zadar, Croatia; Krešimir Jakšić, University of Zadar, Croatia; Barbara Balaž, Catholic University of Croatia, Croatia

The effect of teacher self-efficacy in behavior management on classroom behavioral climate

Olli-Pekka Malinen, University of Helsinki, Finland; Hannu Savolainen, University of Eastern Finland, Finland; Vesa Närhi, University of Jyväskylä, Finland

Session 3: 6

Time: 09:00-10:30

Location: Raptakos Seminar

SYMPOSIUM: TEACHER EDUCATION IN CHANGE: IDEAS FOR DEVELOPMENT OF PRE-SERVICE TEACHER EDUCATION

Chair

Irina Ivashenko Amdal, University of Agder, Norway

Discussant

Annelies Kreis, University of Teacher Education Lucerne (PH Luzern), Switzerland

Pre-service teachers' master's thesis communicated in a popular scientific way

Gunilla Eklund, Department of Education, University of Agder, Norway; John Henriksson, Åbo Akademi University, Finland; Jessica Aspörs, Faculty of Education and Welfare Studies, Finland

Pedagogy Matters: First-year pre-service teachers' reflections on their professional development

Line Mastad, University of Agder, Norway; Christina Nygren-Landgärds, University of Agder, Norway; Irina Ivashenko Amdal, University of Agder, Norway

Empowerment of pre-service teachers during teacher education in Norway

Irina Ivashenko Amdal, University of Agder, Norway; Kristin Endresen-Maharaj, University of Agder, Norway

Pre-service teachers' experiences of pedagogy in teacher education

Kristin Endresen-Maharaj, University of Agder, Norway; Kristin Blakstad, University of Agder, Norway; Christine Watne Kristiansen, University of Agder, Norway

Session 4: 1

Time: 11:00-12:30

Location: AB 2.2 The Khoan Sullivan

SINGLE PAPER: TEACHING AND MULTIPLE LANGUAGE ENVIRONMENTS

Language stays during high school: Diversity in participation and effectiveness

Raphaela Porsch, University of Magdeburg, Germany; Lars Hoffmann, Institute for Educational Quality Improvement (IQB) at Humboldt-Universität zu Berlin, Germany; Stefan Schipolowski, Institute for Educational Quality Improvement, Germany

The impact of the metacognitive approach on English Reading in EFL secondary classrooms

Xiaofan Zhou, Durham University, School of Education, United Kingdom

How can L1, L2, and FL learners' writing be supported through feedback? A meta-analysis

Sina Verena Scherer, University of Münster, Germany; Steve Graham, Arizona State University, United States; Vera Busse, University of Münster, Germany

Multilingual Teaching Activities in Teaching French as a Foreign Language

Kerstin Göbel, University of Duisburg-Essen, Germany; Lars Schmelter, University of Wuppertal, Germany

Session 4: 2

Time: 11:00-12:30

Location: AB 1.1 College

SINGLE PAPER: EXPLORING VALUES IN SCHOOLS

Inadequacy of Variables in Predicting Students' Future Expectation: A Critical Quantitative Analysis

Gabriel Fortes, Universidad Alberto Hurtado, Chile; Patricia Macedo, Center For Data and Knowledge in Health (CIDACS/FIOCRUZ), Brazil; Leonardo Soares e Silva, Instituto Federal de Pernambuco, Brazil; Angelina Vasconcelos, Universidade Federal de Alagoas, Brazil

Finnish adolescents' perceptions on purpose formation

Merja Viljanen, Tampere University, Finland; Elina Kuusisto, Tampere University, Finland; Inkeri Rissanen, Tampere University, Finland

Unpacking Moral Education in a Low-Cost Private School from Delhi's Unauthorized Colony

Bhabesh San San Wal, University of Oxford, United Kingdom

Session 4: 3

Time: 11:00-12:30

Location: AB 1.2 Wilfrid Knapp

SINGLE PAPER: INNOVATIONS IN ETHICS AND MORAL THINKING

The Golden Rule as Rule of the Game: Trust and trustworthiness in an augmented trust game

Gerhard Minnameier, Goethe-University Frankfurt, Germany; Tim Bonowski, Goethe-Universität Frankfurt, Germany

Post-conventional Interventions and Moral Thinking in a Digital Environment

HELEN MARGARITOU-ANDRIANESSI, Anavryta Model School-Institute of Educational Policy-University of Athens, Greece

Which media education approaches relate to students' GenAI responsibility and skills?

Tessa Consoli, University of Zurich, Institute of Education, Switzerland; Konstantinos Michos, University of Zurich, Institute of Education, Switzerland; Dominik Petko, University of Zurich, Switzerland

Session 4: 4

Time: 11:00-12:30

Location: Riverside Seminar B

SINGLE PAPER: TEACHING YOUNG PEOPLE ABOUT CITIZENSHIP

Culture in minority ethnic youth's narratives about belongingness: Perspectives for civic education

Anuleena Kimanen, University of Turku, Finland; Johanna Tigert, University of Turku, Department of Teacher Education, Finland; Jenni Alisaari, University of Turku, Finland; Samaneh Khalili, Turku university, Finland

Measurement and predictors of discrimination sensitivity among 14-Year old students

Johanna Fee Ziemes, University of Duisburg-Essen, Germany

Global Competence of 15-year-olds with and without migration background in Austria

Saranda Shabanhaxhaj, University of Graz, Institute of Education Research and Teacher Education, Austria; Heike Wendt, University of Graz, Austria; Romana Rüscher, University of Graz, Austria

Beyond voice: an agonistic and agentic perspective on youth citizenship in school

Lene Sirevåg, Institute of Education, University of Agder, Norway; Willemijn Rinnooy Kan, Amsterdam University of Applied Sciences (AUAS), Netherlands

Session 4: 5

Time: 11:00-12:30

Location: Riverside seminar A

SINGLE PAPER: INCLUSIVE PRACTICES**Inclusion-related professional competence of prospective primary school teachers**

Saskia Liebner, Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU), Germany; Christian Elting, Otto-Friedrich-Universität Bamberg, Germany; Sonja Ertl, Friedrich-Alexander Universität, Germany

A Longitudinal Test of the Theory of Planned Behavior to Explain Teachers' Inclusive Practices

İpek Gülsün, University of Jyväskylä, Finland; Olli-Pekka Malinen, University of Helsinki, Finland; Tuomo Virtanen, University of Jyväskylä, Finland; Hannu Savolainen, University of Eastern Finland, Finland

Noticing of inclusive teaching by in-service teachers from two countries using video clubs

Robbert Smit, University of Teacher Education St.Gallen, Switzerland

Teachers PD and Inclusive Teaching: Development of a Formative Self-Assessment Tool

Letizia Capelli, University of Modena and Reggio Emilia - Department of Education and Human Sciences, Italy; Paola Damiani, University of Modena and Reggio Emilia - Department of Education and Human Sciences, Italy

Session 4: 6

Time: 11:00-12:30

Location: Raptakos Seminar

INVITED SYMPOSIUM: INNOVATIVE APPROACHES TO STEM TEACHER RECRUITMENT**Chair**

Robert Klassen, University of Oxford, United Kingdom

Organiser

Sophie Thompson-Lee, University of Oxford, United Kingdom

Discussant

Beng Huat See, Durham University, School of Education, United Kingdom

A systematic review of STEM teacher recruitment and retention interventions.

Sophie Thompson-Lee, University of Oxford, United Kingdom

A person-centred investigation of a teacher recruitment intervention for STEM undergraduates

Hui Wang, The Education University of Hong Kong, Hong Kong

TeachQuest: Developing an immersive & persuasive recruitment game

Michael Saiger, University of York, United Kingdom; Rebecca Snell, Oxford University, United Kingdom

TeachQuest and Realistic Job Previews: Innovative methods of teacher recruitment.

Robert Klassen, University of Oxford, United Kingdom; Joe Cutting, University of York, United Kingdom

POSTER PRESENTATION: POSTER PRESENTATION PAPER_TYPE_2 SESSION 1

The Impact of the Iron Swords War on the Well-Being Factors of Arab-Israeli Teachers

Rodayna Badir, Al Qasemi Academic college, Israel

Evaluation of the impact of Accelerated Reader on Chinese primary school pupils' attainment

Fujia Yang, Durham University, School of Education, United Kingdom

The Correlation between Self-Reports and Situated Tests of Teachers' Digital Competences

Jakob Thomas Fischer, University of Potsdam, Germany; Yoana Omarchevska, University of Potsdam, Germany; Katharina Scheiter, University of Potsdam, Germany; Rebecca Lazarides, University of Potsdam, Germany; Isabell Runge, Universität Potsdam, Germany

Reading Gender in Children's Crime Fiction? Gender Reflection in Literature Classes

Sophie Schuhmacher, Ludwig-Maximilians-Universität (LMU), Germany

Nusantara Module: An Inclusive Pedagogy Promoting Student Teachers's Awareness of Diversity

Nina Afria Damayanti, Universitas Negeri Medan, Indonesia; Try Wahyu Purnomo, Universitas Negeri Medan, Indonesia

From knowledge to action: Looking into the classroom to train emancipatory ESD

Sophie Schuhmacher, Ludwig-Maximilians-Universität (LMU), Germany; Sabine Anselm, Ludwig-Maximilians-Universität (LMU), Germany; Eva Hammer-Bernhard, Ludwig-Maximilians-Universität (LMU), Germany

The recognition of diversity in South African Higher Education assessment policies

Danica Sims, University of Oxford, United Kingdom; Samuel Lundie, University of the Western Cape, South Africa; Simone Titus, University of Stellenbosch, South Africa; Rajendran Govender, University of the Western Cape, South Africa

The Learning Study Method in the Preparation of Primary School Teachers: A Work in Progress

Anna Drobná, Charles University in Prague, Faculty of Education, Czech Republic; Anna Yagobová, Charles University in Prague, Czech Republic; Cyril Brom, Charles University, Czech Republic

Criminal energy in literature lessons. Three theses on the value of suspense literature

Eva Hammer-Bernhard, LMU München, Forschungsstelle Werteerziehung und Lehrer:innenbildung, Germany

Socio-Emotional Skills, Empathy and Moral Disengagement in Cyberbullies: A Scoping Review

Margarita Martín-Martín, Complutense University of Madrid, Spain

Finnish subject teachers as class tutors in lower secondary education

Virpi Järvelä, Tampere University, Finland; Elina Kuusisto, Tampere University, Finland; Sonja Niiranen, Tampere University, Finland

Learning tasks and students' cognitive activation – The mediating role of task implementation

Stefanie Findeisen, University of Konstanz, Germany

Using Moodle for digital teaching - monitoring the learning activities of student teachers

Katrin Gottlieb, University Leipzig, Germany; Sandra Dietrich, University of Leipzig, Germany; Brigitte Latzko, Leipzig University, Germany

Self-Directed Learning: Examining Changes and Associations in Motivational Factors

Sabine Schweder, University Greifswald, Germany; Lia Grahl, University Greifswald, Germany; Diana Raufelder, University Greifswald, Germany

Creating and validating confidence questionnaire for mathematics teachers

Monika Grigaliuniene, Vytautas Magnus University, Lithuania

Investigating Controversy in the Classroom in Relation to Student Teachers' Political Attitudes

Thorsten Fahrback, University of Tübingen, Germany; Axinja Hachfeld, University of Konstanz, Germany

The ClassVRoom App for Teacher Education: Beyond high expectations

Dominik Petko, University of Zurich, Switzerland; Eliana Brianza, University of Zurich, Institute of Education, Switzerland; Juliette Désiron, University of Zurich, Switzerland

What Makes You Smile? - Recording Facial Expressions in an E-Learning Environment

Manuel Schmitz, Universität Leipzig, Germany; Brigitte Latzko, Leipzig University, Germany; Sandra Dietrich, University of Leipzig, Germany

Adolescent Development in Social Media: Cases analyses on Moral Judgment and Media Literacy

Brigitte Latzko, Leipzig University, Germany; Lena Pflister, University of Leipzig, Germany; Romy Schneider, University Leipzig, Germany; Thomas Hickfang, University Leipzig, Germany

Assessing Health Literacy PCK of Primary School Teachers

Marie-Theres Ronnebaum, Carl von Ossietzky Universität Oldenburg, Germany; Marisa Holzapfel, University of Oldenburg, Germany; Maja Brückmann, Department of Educational Sciences, Germany

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

Lukas Conrad Brandt, Technische Universität Dortmund, Germany

Vulnerability and Antiracist Pedagogy: A Critical Moment Self-Study

Suki Mozenter, University of Minnesota Duluth, United States

Session 5: 1

Time: 14:50-16:20

Location: AB 1.2 Wilfrid Knapp

SINGLE PAPER: ISSUES IN HIGHER AND VOCATIONAL EDUCATION

VaKE in Vocational Education and Training: The Quality of Group Discussions of Ethical Conflicts

Karin Heinrichs, Pädagogische Hochschule Oberösterreich, Austria; Christin Siegfried, University of Teacher Education Upper Weingarten, Weingarten, Germany, Germany; Alfred Weinberger, Private University of Education, Diocese of Linz, Austria

Intersectionality as a lens: Oppression as a threat for inclusion in vocational education

Jasperina Brouwer, University of Groningen, Netherlands; Mayra Mascareño Lara, University of Groningen, Netherlands

Law students' reflections of a good lawyer - perspective of values

Anne Haarala-Muhonen, University of Helsinki, Finland; Liisa Myyry, University of Helsinki, Finland

Higher education teachers' moral emotions related to assessment

Liisa Myyry, University of Helsinki, Finland; Terhi Karaharju-Suvanto, University of Helsinki, Finland; Hanna Korsberg, University of Helsinki, Finland; Juha Laakkonen, University of Helsinki, Finland; Anne Nevgi, University of Helsinki, Finland; Marja Raekallio, University of Helsinki, Finland; Mia Siven, University of Helsinki, Finland

Session 5: 2

Time: 14:50-16:20

Location: Riverside seminar A

SINGLE PAPER: TEACHERS' WELL-BEING

Multifaceted Person-Environment Fit in Teachers: Impacts on Well-being and Quitting Intentions

Hui Wang, The Education University of Hong Kong, Hong Kong; Sophie Thompson-Lee, University of Oxford, United Kingdom; Robert Klassen, University of Oxford, United Kingdom

Challenges of teachers in vocational schools: Effects on well-being, job satisfaction and burnout

Nina Marlene Sarochan, University of Mannheim, Germany; Max Simon Lohner, University of Mannheim, Germany; Carmela Aprea, University of Mannheim, Germany

Teachers' Well-Being: Enhancing Resources to Reduce the Effect of Burnout

Giacomo Angelini, LUMSA University of Rome, Italy; Caterina Fiorilli, University of LUMSA, Italy

Session 5: 3

Time: 14:50-16:20

Location: Raptakos Seminar

SINGLE PAPER: EFFECTIVE CLASSROOM PRACTICES

A matter of perspective: How a safe environment for all impacts teachers

Annette-Pascale Denfeld, University of Agder, Norway; Esther Canrinus, University of Agder, Norway; Inger Marie Dalehefte, University of Agder, Norway

Providing instructional explanations – A subject-specific skill?

Stefanie Findeisen, University of Konstanz, Germany

How do experience and cooperation contribute to facilitators' self-efficacy?

Ella Dorothea Hansen, TU Dortmund University, Germany; Rebekka Stahnke, IPN - Leibniz Institute for Science and Mathematics Education, Germany; Malte Lehmann, Humboldt-Universität zu Berlin, Germany; Bettina Roesken-Winter, Humboldt-Universität zu Berlin, Germany

Minority students' expectation of rejection by their teacher and its connection to their engagement

Zuzanna M. Preusche, University of Duisburg-Essen, Germany; Kerstin Göbel, University of Duisburg-Essen, Germany

Session 5: 4

Time: 14:50-16:20

Location: Riverside Seminar B

SYMPOSIUM: ANALYSING TEACHER REASONING IN VIDEO-BASED SCENARIOS**Chair**

Andreas Gegenfurtner, University of Augsburg, Germany

Organisers

Eeva Haataja, University of Helsinki, Finland; Andreas Gegenfurtner, University of Augsburg, Germany

Discussant

Ilona Södervik, University of Helsinki, Finland

Characterizing Teachers' Noticing of Students' Mathematical Errors

Miriam Sherin, Northwestern University, United States; Sarah Larison, Northwestern University, United States; Jennifer Richards, Northwestern University, United States

Does the subject matter for expert teachers' professional vision of classroom management?

Rebekka Stahnke, IPN - Leibniz Institute for Science and Mathematics Education, Germany; Marita Friesen, University of Education Heidelberg, Germany

A Video-Based Instrument for Measuring Teacher Professional Vision on Language Interactions

Ruben Vanderlinde, Ghent University, Belgium; Lien Dorme, Universiteit Gent, Belgium; Wendelien Vantieghem, Universiteit Gent, Belgium; Kris van den Branden, K.U.Leuven, Belgium

Hit the Road Towards an Automated Assessment of Written Reflections of Pre-Service Teachers

Richard Goellner, University of Tuebingen, Germany; Tim Fütterer, University of Tübingen, Germany; Felina Leng, University of Tübingen, Germany; Kathleen Stürmer, University of Tübingen, Germany

Session 5: 5

Time: 14:50-16:20

Location: AB 2.2 The Khoan Sullivan

SINGLE PAPER: CRITICAL THINKING AND SCIENCE TEACHING**Socialization into the mathematics teacher profession through video-supported learning activities**

Håvard Evang, University of Oslo, Department of teacher education and school research, Norway

STEAM Education: Competences for Democratic Education in Teacher's Professional Development

Juliana Abra Olivato, ISPA-Instituto Universitário (CIE - Center for Research in Education), Portugal; José Castro Silva, ISPA-Instituto Universitário, Portugal; Sérgio Gaitas, ISPA-Instituto Universitário / CIE - ISPA (Center for Research in Education), Portugal

Supporting Higher-Order Thinking for Diverse Learners: Teacher Knowledge of Difficulties & Supports

Maya Resnick, The Hebrew University of Jerusalem, Israel; Anat Zohar, Hebrew University, Israel

Session 6: 1

Time: 09:00-10:30

Location: AB 1.2 Wilfrid Knapp

SINGLE PAPER: FAMILY AND CULTURE

Emotional Geographies in Teacher PD Discourse about Teacher-parent Interactions

Dana Vedder-Weiss, Ben-Gurion University of the Negev, Israel; Idit Fast, Ben Gurion University of the Negev, Israel; The Late Yasmin Zohar, Ben-Gurion University of the Negev, Israel

Consequences of Family-Implemented Support for Children with Disabilities in Special Schools

Xinqian (Nancy) Jiang, University of Oxford, United Kingdom

Fostering Culturally Responsive Teaching with the Identity Project intervention

Jolina Ulbricht, Martin-Luther-Universität Halle-Wittenberg, Germany; Maja Schacher, Martin-Luther-Universität Halle-Wittenberg, Germany; Sauro Civitillo, Utrecht University, Netherlands; Linda Juang, Universität Potsdam, Germany

Searching for Family involvement and participation in education: Are we there yet?

Sonia Cabral, ISPA - Instituto Universitário | Center for Research in Education, Portugal; Lourdes Mata, ISPA - Instituto Universitário | Center for Research in Education, Portugal; Francisco Peixoto, ISPA - Instituto Universitário | Center for Research in Education, Portugal

Session 6: 2

Time: 09:00-10:30

Location: AB 1.1 College

SINGLE PAPER: EDUCATION AND GENDER

Experiencing enjoyment of visual programming promotes self-efficacy and reduces the gender gap

Robbert Smit, University of Teacher Education St.Gallen, Switzerland; Rahel Schmid, University of Teacher Education St.Gallen, Switzerland

Gender differences in global competences of 15-year-old students in Kosovo

Ricarda Derler, University of Graz, Austria; Bahtije Zylfiu, University of Prishtina, Kosovo; Heike Wendt, University of Graz, Austria; Saranda Shabanxhaj, University of Graz, Institute of Education Research and Teacher Education, Austria

The Role of Teachers on Ethnic and Gender Gaps in Mathematical Abilities: A Decomposition Analysis

M. Constanza Ayala, Universidad de Valparaíso, Chile; María Inés Susperreguy, Pontificia Universidad Católica de Chile, Chile

Session 6: 3

Time: 09:00-10:30

Location: Riverside seminar A

SINGLE PAPER: ISSUES IN DEMOCRATIC AND MORAL THINKING

Democratic Education under Fire. Teaching Controversial Issues in the Context of War

Johannes Drerup, TU Dortmund, Germany

The moral foundations of character education in England: a corpus-linguistic analysis.

Edward Palmer, University of Oxford, United Kingdom

Teaching About Teaching Controversial Issues

Marcus Kindlinger, University of Münster / University of Duisburg-Essen, Germany; Katrin Hahn-Laudenberg, University of Münster, Germany

THE ROLE OF MORAL DISENGAGEMENT IN CYBERBULLIES WITH PERSONALITY DISORDERS.

Margarita Martín-Martín, Complutense University of Madrid, Spain; Jose Antonio Bueno-Álvarez, Universidad Complutense de Madrid, Spain

Session 6: 4

Time: 09:00-10:30

Location: AB 2.2 The Khoan Sullivan

SINGLE PAPER: RESEARCH AND RESEARCHERS IN EDUCATION**Student- and experienced teachers' beliefs, attitude and engagement towards educational research**

Karlien De Jaeger, KU Leuven (main work address Kortrijk), Belgium; Mieke De Cock, KU Leuven - Department of Physics and Astronomy, Belgium; Wim Van Dooren, KU Leuven, Centre for Instructional Psychology and Technology, Belgium

Co-creating translational research to embed life competencies in an international school network

Alison Twiner, Hughes Hall, University of Cambridge, United Kingdom; Imogen Casebourne, Digital Education Futures Initiative (DEFI), The Bridge, Hughes Hall, University of Cambridge, United Kingdom; Patrick Carmichael, Hughes Hall, University of Cambridge, United Kingdom; Sarah Brown, International Schools Partnership, Netherlands; Maria Hersey, International Schools Partnership, United States; Pete Dudley, University of Cambridge, United Kingdom; Sara Hennessy, University of Cambridge, United Kingdom; Ying Ji, Hughes Hall, University of Cambridge, United Kingdom

Does out-of-field teaching during teacher training have a double negative impact?

Nele Kampa, University of Vienna, Austria

Session 6: 5

Time: 09:00-10:30

Location: Riverside Seminar B

SINGLE PAPER: THINKING ABOUT TEACHER QUALITY**Educational equity as a function of classroom management**

Elisabeth Bjørnsson Bø, University of Stavanger, Norway

A Comparative Investigation of Visions of Quality Teacher Preparation

Michael Putman, University of North Carolina Charlotte, United States

The Role of Educators in the Induction Process in Bavaria: Perception of Beginning Teachers

Jan Egerle, Faculty of Education, Masaryk University, Brno, Czech Republic

Investigating teachers' ideas of teaching and learning to design effective professional development

Laura Landi, Università di Modena e Reggio Emilia, Italy; Chiara Bertolini, Università degli studi di Modena e Reggio Emilia - Department of Education and Human Sciences, Italy

Session 6: 6

Time: 09:00-10:30

Location: Raptakos Seminar

INVITED SYMPOSIUM: CHANGING TIMES, CHANGING STUDENTS -- HOW TEACHERS ADAPT TO THE CHALLENGES OF EVOLVING SCHOOL LIFE**Chair**

Verena Jörg, DIPF | Leibniz Institute for Research and Information in Education, Germany

Discussant

Mareike Kunter, DIPF | Leibniz Institute for Research and Information in Education, Germany

Different Students, Different Teaching: Student Characteristics and Teaching Quality

Kyle Davison, University of Oxford, United Kingdom; Lisa Bardach, University of Giessen, Germany; Markus Wolfgang Hermann Spitzer, Martin-Luther Universität Halle, Switzerland; Claudia Neuendorf, University of Potsdam, Germany; Sebastian Roehl, University of Freiburg, Germany; Aleksander Kocaj, Institute for Educational Quality Improvement (IQB), Germany

The Role of Tensions and Quitting Intentions in Preservice Teachers' Self-Efficacy

Marjolein Zee, Erasmus University Rotterdam, Netherlands; Fadie Hanna, Amsterdam University of Applied Sciences, Netherlands

Teachers at low-SES schools: Effectiveness of online-stress reduction courses

Uta Dr. Klusmann, Leibniz Institute for Science and Mathematics Education (IPN), Germany; Dirk Richter, University of Potsdam, Germany; Lisa Benckwitz, IPN Leibniz Institute for Science Education, Germany; Anna Hilz, IPN - Leibniz Institute for Science and Mathematics Education, Germany; Tabea Schulze-Hagenest, University of Potsdam, Germany

Are teachers innovative? Comparing Teachers and other University Graduates

Verena Jörg, DIPF | Leibniz Institute for Research and Information in Education, Germany; Ulrike Hartmann, DIPF | Leibniz Institute for Research and Information in Education, Germany; Franziska Baier-Mosch, German Institute for International Educational Research (DIPF), Germany; Mareike Kunter, German Institute for International Educational Research (DIPF), Germany

Session 7: 1

Time: 13:00-14:30

Location: AB 1.1 College

SINGLE PAPER: VIDEO AND ONLINE LEARNING

Evaluation of Video Vignettes for Supporting Diagnostics in Inclusive Vocational Schools

Teresa Giek, University of Mannheim, Germany; Philipp Eichentopf, Christian-Albrechts-Universität zu Kiel, Germany; Juergen Seifried, University of Mannheim, Germany; Andrea Burda-Zoyke, Christian-Albrechts-University of Kiel, Germany

Insights into diagnosing cognitive engagement – Validation of a simulation and analysing its cases

Meral Roeben, Ludwig-Maximilians-Universität Munich, Germany; Johanna Vejvoda, Ludwig-Maximilians-Universität (LMU), Germany; Julia Murböck, Ludwig-Maximilians-Universität (LMU), Germany; Nicole Heitzmann, Ludwig-Maximilians-Universität (LMU), Germany; Florian Schultz-Pernice, Ludwig-Maximilians-Universität (LMU), Germany; Julia Glas, Ludwig-Maximilians Universität (LMU), Germany; Anne Lohr, Ludwig-Maximilians-University Munich, Germany; Michael Sailer, Universität Augsburg, Germany; Matthias Stadler, Ludwig-Maximilians-Universität (LMU), Germany; Frank Fischer, Ludwig-Maximilians-Universität (LMU), Germany

Does the Format Matter? On the Quality of Online and Face-to-Face Teacher Professional Development

Nora Froehlich, Institut für Bildungsanalysen Baden-Württemberg, Germany; Alexandra Dehmel, Institute for Educational Analysis Baden-Württemberg, Germany; Christian Fischer, University of Tübingen, Germany; Benjamin Fauth, Institute for Educational Analysis Baden-Württemberg, Germany

Session 7: 2

Time: 13:00-14:30

Location: Raptakos Seminar

SYMPOSIUM: LEARNING IN SOCIAL NETWORKS: DYNAMICS, OPPORTUNITIES, AND CHALLENGES IN TEACHER EDUCATION

Chair

Marco Galle, University of Teacher Education Lucerne, Switzerland

Discussant

Inger Marie Dalehefte, University of Agder, Norway

Facilitating student teacher learning in social networks

Emmy Vrieling-Teunter, Open University of the Netherlands, Netherlands

Learning and professionalization networks in the school preparation service of trainee teachers

Ariane Schmidt, University of Siegen, Germany

Social networks and key situations of student-teacher learning during internships

Marco Galle, University of Teacher Education Lucerne, Switzerland; Annelies Kreis, University of Teacher Education Lucerne (PH Luzern), Switzerland; Sonja Hiebler, University of Teacher Education of Lucerne, Switzerland; Esther Brunner, Thurgau University of Teacher Education, Kreuzlingen (PHTG), Switzerland; Sanja Stankovic, Thurgau University of Teacher Education, Switzerland

Session 7: 3

Time: 13:00-14:30

Location: Riverside seminar A

SINGLE PAPER: DEVELOPING TEACHERS AND MENTORS

Increasing mentoring competences through adaptive mentor training in disadvantaged schools

Eva Anderson-Park, University of Duisburg-Essen, Germany; Myrte van Veldhuizen, University of Duisburg-Essen, Germany; Hermann J. Abs, University of Duisburg-Essen, Germany

Correlation between the perceived co-determination of primary school children and teaching quality

Leonora Gerbesi, Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU), Germany; Sonja Ertl, Friedrich-Alexander Universität, Germany

The manifestation of metacognition in student teachers' reflections on professional expertise

Tuikela Iiskala, University of Turku, Finland

Evaluating motivations for a career in teaching after the first year of a teacher training program

Radu Balan, West University of Timisoara, Romania; Simona Adam, West University of Timisoara, Romania; Dana Crăciun, West University of Timisoara, Romania; Ioana Banaduc, West University of Timisoara, Romania; Marian Ilie, West University of Timisoara, Romania

Session 7: 4

Time: 13:00-14:30

Location: Riverside Seminar B

SYMPOSIUM: VALUES IN DEMOCRACY EDUCATION (VALIDE): FINDINGS FROM A TRI-NATIONAL COURSE FOR STUDENT TEACHERS**Chair**

Stefanie Schnebel, University of Education Weingarten, Germany

Discussant

Eveline Gutzwiller-Helfenfinger, SCHWYZ UNIVERSITY OF TEACHER EDUCATION, Switzerland

Competences for Democratic Culture - A Comparison of German, Polish, and Norwegian Core Curricula

Mareike Brehmer, University of Agder, Norway; Inger Marie Dalehefte, University of Agder, Norway; Kristin Endresen-Maharaj, University of Agder, Norway; Aslaug Kristiansen, University of Agder, Norway; Stefanie Schnebel, University of Education Weingarten, Germany; Natalia Demeshkant, University of National education commission, Krakow, Poland

Selfassessment as starting point for a tri-national teacher training program on democracy education

Stefanie Schnebel, University of Education Weingarten, Germany; Hilke Rapp, PH Weingarten, Germany; Marion Visotschnig, Pädagogische Hochschule Weingarten, Germany

Self-reported output in an exchange and training program on democracy education for teacher students

Natalia Demeshkant, Pedagogical University of Krakow, Poland; Stefanie Schnebel, University of Education Weingarten, Germany; Katarzyna Potyrala, Pedagogical University of Cracow, Poland; Patrycja Bartosiewicz-Kosiba, University of the National Education Commission in Krakow, Poland; Inger Marie Dalehefte, University of Agder, Norway

Session 7: 5

Time: 13:00-14:30

Location: AB 1.2 Wilfrid Knapp

SINGLE PAPER: TEACHING AND LEARNING IN MORAL AND DEMOCRATIC EDUCATION**Information Literacy: What Influences the Search for Further Information When Evaluating Arguments?**

Nina Udvardi-Lakos, University of Freiburg, Germany; Alexander Renkl, Institut für Psychologie, Albert-Ludwigs-Universität Freiburg, Germany

The Development of Pre-Service Teachers' Civic Education Cognition During Teacher Training

Emilie Vandeveld, KU Leuven - University of Leuven, Belgium

Harnessing the Power of Lesson Study – A Promising Way to Democratize Research?

Doris Ittner, University of Teacher Education Bern, Switzerland; Karin Müller, University of Teacher Education Bern, Switzerland; Noemi Aebli, University of Teacher Education Bern, Switzerland

Responsible behavior in the context of utility maximization – an interview study on business ethics

Victoria Vochatzer, Eberhard Karls University Tübingen, Germany; Taiga Brahm, University of Tübingen, Germany; Malte Ring, University of Tübingen, Germany

Session 8: 1

Time: 14:45-16:15

Location: AB 2.2 The Khoan Sullivan

SINGLE PAPER: CITIZENSHIP AND MORAL ACTION IN THE CLASSROOM**Situation specificity of moral action: Towards a theory of education for moral action**

Jean-Luc Patry, Paris-Lodron University Salzburg, Austria

Meta-reflexivity and openness to controversy in the classroom

Andreas Schmidt, University of Tuebingen, Germany; Marcus Kindlinger, University of Duisburg-Essen, Germany; Christian Gräbner, University of Tuebingen, Germany

The Bedrock of Democratic Plurality: Ontology of Ambiguity and Education

SEVKET ORAL, Kavolis Institute, Lithuania

Controversy in class. Italian and German students' and teachers' perspectives based on ICCS 2022

Katrin Hahn-Laudenberg, University of Münster, Germany; Maria Magdalena Isac, KU Leuven - University of Leuven, Belgium

Session 8: 2

Time: 14:45-16:15

Location: Riverside Seminar B

SINGLE PAPER: TEACHER EDUCATION AND DIVERSITY

How does diversity affect knowledge acquisition in social sciences teacher education? Empir. Study

Sabine Manzel, Universität Duisburg-Essen, Germany

Towards a comprehensive assessment system through teacher collaboration for classroom diversity

Ivy Lau, Hong Kong Baptist University, Hong Kong

Reflective thinking in teacher education: Links to admission exams and attitudes towards diversity

Sotiria Varis, University of Jyväskylä, Finland; Tuomo Virtanen, University of Jyväskylä, Finland; Manne Kallio, University of Helsinki, Finland; Iina Pousi, University of Helsinki, Finland; Anna-Maija Poikkeus, University of Jyväskylä, Finland

Diversity in Society and Classrooms – Teacher Education Students' Perspectives on the World in 2040

Claudia Schreiner, University of Innsbruck, Austria; Christian Kraler, Teacher Education and School Research, Austria; Sabrina Bacher, University of Innsbruck, Austria, Austria

Session 8: 3

Time: 14:45-16:15

Location: Raptakos Seminar

SINGLE PAPER: ISSUES IN MORAL AND DEMOCRATIC EDUCATION

Norwegian Teacher Education: how it is experienced by immigrant pre-service teachers

Natalia Hanssen, North University, Norway; Irina Ivashenko Amdal, University of Agder, Norway

Sustainability and Economic Growth – A critique of education for sustainable development

Gerhard Minnameier, Goethe-University Frankfurt, Germany

Developing Sociopolitical Consciousness through Teacher-Parent Clinical Simulation

Dana Vedder-Weiss, Ben-Gurion University of the Negev, Israel

Session 8: 4

Time: 14:45-16:15

Location: AB 1.1 College

SINGLE PAPER: SOCIAL FACTORS IN EDUCATION

Systemic support for students from socially disadvantaged families

Martin Fico, Masaryk University, Czech Republic; Jana Navrátilová, Faculty of Education, Masaryk University, Czech Republic; Jana Obrovská, Faculty of Education, Masaryk University, Czech Republic; Martin Majcák, Masaryk University, Czech Republic

Student engagement and teacher-class relationship: The mediating role of teacher wellbeing

Aleksandra Huic, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia; Irena Burić, University of Zadar, Croatia; Maja Parmac Kovacic, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia

Learning Conversations to enable Global Majority School Leaders to help drive social mobility

Lizana Oberholzer, University of Wolverhampton, United Kingdom

SINGLE PAPER: EMERGING TECHNOLOGIES

A Systematic Review of Successful School Leadership in the Context of Digital Transformation

Florian Sievert, University of Potsdam, Germany; Katharina Scheiter, University of Potsdam, Germany

Exploring motivations and barriers to teaching: a game-based approach

Michael Saiger, University of York, United Kingdom; Joe Cutting, University of York, United Kingdom; Sophie Thompson-Lee, University of Oxford, United Kingdom; Rebecca Snell, University of York, United Kingdom; Robert Klassen, University of Oxford, United Kingdom; Daniel Slawson, University of York, United Kingdom

What Motivates Future Teachers? The Role of AI in Social Improvement

Judit Martínez Moreno, Zurich University of Teacher Education / University of Zurich, Switzerland; Dominik Petko, University of Zurich, Switzerland

Developing a simulated teaching task for analyzing and fostering a core teaching practice

Christof Wecker, Universität Hildesheim, Germany; Nicoletta Bürger, University of Hildesheim, Germany; Katharina Engelman, Universität Hildesheim, Germany; Laura Schultze, Universität Hildesheim, Germany