



Conference Agenda

Overview and details of the sessions of this conference. Please select a date or location to show only sessions at that day or location. Please select a single session for detailed view (with abstracts and downloads if available).

Hide Presentations	List View	Authors
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Session Overview

Date: Tuesday, 16/Aug/2022

6:30pm	Informal Gathering Location: Brauhaus We made a reservation at the Brauhaus on Tuesday, August 16th, and look forward to an informal gathering with the participants who have already arrived. Please note: Menu à la carte, Self-payment
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Date: Wednesday, 17/Aug/2022

9:00am	Check-In					
10:00am	Opening Ceremony Location: L0.101					
10:30am	Keynote: Prof. Dr. Dr. h.c. Hans Gruber - Collecting the past and shaping the future: Learning and professional development within EARLI Location: L0.101 Chair: Christian Harteis					
12:00pm	Lunch Break I					
1:30pm	Symposium 1 - Methods for researching professional learning and development Location: L0.101 Methods for researching professional learning and development: Challenges, applications, and empirical illustrations Chair(s): Michael Goller, Eva Kyndt, Susanna Paloniemi, Crina Damsa; michael.goller@upb.de Discussant(s): Hans Gruber; hans.gruber@ur.de <i>Presentations of the Symposium</i> Video-based interaction analysis: A research and training method to understand workplace learning and professional development Laurent Fillietaz, Stéphanie Garcia, Marianne Zogmal Investigating the process of self-regulation of professional learning: Combining observations and stimulated recall interviews in longitudinal case study research Katrien Cuyvers, Piet Van den Bossche, Vincent	Symposium 2 - Designing professional education for adaptive expertise Location: L0.102 Designing professional education for adaptive expertise Chair(s): Loek Nieuwenhuis, Lia Fluit, Wietske Kuijer-Siebelink Discussant(s): Regina Mulder <i>Presentations of the Symposium</i> Adaptive expertise: reviewing the reviews Els Pelgrim, Elske Hissink, Marieke Van der Schaaf, Jan Van Tartwijk, Loek Nieuwenhuis, Wietske Kuijer-Siebelink Measuring adaptive expertise Elske Hissink, Els Pelgrim, Marieke Van der Schaaf, Jan Van Tartwijk, Loek Nieuwenhuis, Wietske Kuijer-Siebelink The impact of work-based learning Marleen Groenier, Anne Khaled, Jan Kamphorst, Maaïke Endedijk, Lia Fluit, Wietske Kuijer-Siebelink Developing a program theory through realist evaluation of educational practices. Carla Oonk, Irene Visscher-Voerman, Hans	Room available for silent work I Location: L1.201	Paper 1.1 - Professional development of teachers Location: L1.202 Chair: Sabrina Courtois The use of social capital in teacher research: A trendy but blurry concept Thibault Coppe, Laura Thomas, Dominik Froehlich, Marc Sarzin, Natasa Pantic, Isabel Raemdonck Two Teachers: Investigating individual and combined effects of teacher professional development and increased teacher-student ratio Oddy Judith Solheim, Mari Rege, Venke Furre Haaland, Erin McTigue Exploring the concept of a responsive curriculum in teacher education. Rieke Van Bemmel, Ilya Zitter, Elly de Bruijn	Room available for work I Location: L2.201	Paper 1.2 - Assessment at the workplace and in higher education Location: L2.202 Chair: Bas Agricola Context-specific design choices and implementations of programmatic assessment in higher professional education Liesbeth Baartman, Tamara Van Schilt-Mol, Marlies de Vos, Nienke Annika Boere Defining qualities on two mastery levels as a framework for teachers' assessment literacy in higher education. Kitty Meijer, Tamara van Schilt-Mol, Liesbeth Baartman

	<p>Donche</p> <p>Data mining and analytics in the context of workplace learning: Benefits and affordances</p> <p>Dirk Ifenthaler, Joana Heil</p> <p>Combining physiological and experiential measures to holistically study adult learning experience</p> <p>Mikko Vesisenaho, Minna Silvennoinen</p>	<p>Savelberg, Loek Nieuwenhuis, Lotte Bus, Petra Swennenhuis, Wietske Kuijjer-Siebelink</p>				
3:00pm - 3:30pm	Coffee Break I					
3:30pm - 5:00pm	<p>Paper 2.1 - Reflection on errors, goal orientation and literate practices</p> <p>Location: L0.101 Chair: Andreas Rausch</p> <p>Learning and teaching with Enterprise Resource Planning (ERP) systems – A report on self-reflected typical student mistakes and problem-solving approaches by student teachers</p> <p>Christian Mayer, Jürgen Seifried</p> <p>Teachers' reflection on error situations – Results of group discussions in teacher training</p> <p>Patricia Köpfer, Katharina Bushyla, Eveline Wuttke</p> <p>Goal orientations at work: Construction sector employees' goal orientation profiles and their connections with self-efficacy beliefs, approaches to learning at work, and work engagement</p> <p>Ilmari Juho Aleksi Puhakka, Markku Niemivirta, Liisa Postareff, Petri Nokelainen</p> <p>Role and place of literate practices in worklife histories, transitions and learning: Some examples from the Australian context</p> <p>Laurent Filliettaz, Stephen Billett, Debbie Bargallie, Sarojni Choy, Anh Hai Le, Henning Salling Olesen, Raymond Smith</p>	<p>Paper 2.2 - Supporting situational awareness and visual attention through feedback</p> <p>Location: L0.102 Chair: Tuire Palonen</p> <p>Supporting beginning teachers' situational awareness by means of simultaneous feedback</p> <p>Henny P. A. Boshuizen, Willeke de Geit-Middag</p> <p>Evaluation of different feedback options in digital learning environments for teacher training and interventions with apprentices</p> <p>Pia Schäfer, Felix Walker</p> <p>This is how we roll: Testing and training Situation Awareness in roller operator students using Virtual Reality</p> <p>Ilona Friso-van den Bos, Bas Kollöffel</p> <p>Differences in student teachers' and experienced teachers' visual attention processing, judgements and instructions of fractions</p> <p>Maikki Pouta, Erno Lehtinen, Tuire Palonen</p>	<p>Paper 2.3 - Barriers in adult learning</p> <p>Location: L1.201 Chair: David Guile</p> <p>Studying low-educated adults' psychosocial barriers to learning: A qualitative approach</p> <p>Lisse Van Nieuwenhove, Bram De Wever</p> <p>Andragogical assumptions about the adult learner in the contexts of technology and police work</p> <p>Soila Lemmetty, Kaisu Hämäläinen, Kaija Collin</p> <p>What makes a vocational task difficult? – A question of experts' and novices' perspectives</p> <p>Anke Braunstein, Viola Deutscher, Sabrina Ludwig, Sophia Gentner, Christian Mayer, Andreas Rausch, Jürgen Seifried, Esther Winther, Jessica Paeßens, Julia Sangmeister</p> <p>[CANCELLED] Individual, structural and team-related barriers to informal learning at the workplace</p> <p>Sebastian Anselmann</p>	<p>Paper 2.4 - Job satisfaction and self-development at work</p> <p>Location: L1.202 Chair: Therese Grohnert</p> <p>How workplace learning opportunities and career success are related to job satisfaction and turnover intention in expert work</p> <p>Eija Elina Lehtonen, Ilmari Juho Aleksi Puhakka, Petri Jouni Kristian Nokelainen</p> <p>Global apprenticeship management and apprentices satisfaction - A case study in the international automotive sector</p> <p>Sebastian Ciolek, Karl-Heinz Gerholz</p> <p>Contextual and individual factors in the prediction of job satisfaction, turnover intention, and learning at work</p> <p>Lennia Matos, Christian Harteis, Michael Goller</p> <p>Off your own bat or aided by others? An investment-reward typology of metacognition and social support for self-development at work</p> <p>Julian Decius, Michael Knappstein, Andreas Seifert</p>	<p>Paper 2.5 - Induction programmes and career orientation</p> <p>Location: L2.201 Chair: Manal Raoui</p> <p>Career orientation programs – Expectations and requests of students</p> <p>Teresa Giek</p> <p>A system level analysis of early career teacher attrition in Dutch secondary education</p> <p>Meren M. van der Wal</p> <p>Women's career paths in academia: a multi-cohort view</p> <p>Patricia Köpfer, Jule Hangen, Christin Siegfried, Laura Baade</p> <p>Long-term effects of the learning environment "induction phase" on beginning teachers' wellbeing. A longitudinal analysis.</p> <p>Stefanie Gaeckle, Claudia Menge</p>	<p>Paper 2.6 - Empathy, emotion, and burnout</p> <p>Location: L2.202 Chair: Josef Strasser</p> <p>The Method of Empathy-Based Stories (MEBS)</p> <p>Anna Wallin</p> <p>Professional agency and emotions – Hand in hand in working life?</p> <p>Katja Vähäsantanen, Kari Nissinen, Susanna Paloniemi, Päivi Hökkä, Heini Ikävalko</p> <p>Student misbehaviour and teachers' emotion: A case of narrative change</p> <p>Alba Vallés, Marc Clarà</p> <p>The differential role of quantitative and cognitive demands on teacher burnout</p> <p>Marc Clarà, Alba Vallés, Jordi Coiduras, Patricia Silva, Sílvia Cavalcante</p>
5:00pm - 5:15pm	Short Break					
5:15pm - 6:15pm	SIG Meeting Location: L0.101					

Date: Thursday, 18/Aug/2022

9:00am - 10:30am	<p>Paper 3.1 - Dropout vs. learning progression</p> <p>Location: L0.101 Chair: Viola Deutscher</p> <p>Learning progressions: How VET students' learning</p>	<p>Paper 3.2 - Knowledge sharing and identification</p> <p>Location: L0.102 Chair: Jürgen Seifried</p> <p>Diverse perspectives on knowledge sharing failure - Insights from</p>	<p>Paper 3.3 - Learning environments 4.0 and team learning</p> <p>Location: L1.201 Chair: Ines Langemeyer</p> <p>Tracing conceptual discussions: Exploring integration</p>	<p>Paper 3.4 - Technology enhanced and machine learning</p> <p>Location: L1.202 Chair: Petri Nokelainen</p> <p>On the predictors of human resource developers'</p>	<p>Paper 3.5 - Professional development and networks of teachers and students' wellbeing</p> <p>Location: L2.201 Chair: Helen Jossberger</p>	<p>Paper 3.6 - Emotional and professional agency</p> <p>Location: L2.202 Chair: Katja Vähäsantanen</p> <p>Experiencing agency while creating bottom up social innovation</p>
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<p>progresses on the long term <u>Liesbeth Baartman</u>, Judith Gulikers</p>	<p>a German IT service provider <u>Stefanie Birkle</u>, Jürgen Seifried, Sophia Gentner</p>	<p>among practice and industry for work-related use of Augmented Reality in vocational education. <u>A. Camilla Wiig</u>, <u>Eva Sauvage</u></p>	<p>positioning toward smart machines <u>Josef Guggemos</u>, Sabine Seufert, Judith Spirgi</p>	<p>Teachers' network capital under societal demands of multiculturalism. Comparison of six teacher communities in Finland, Scotland, and Sweden <u>Tuire Palonen</u></p>	<p>in the educational system. <u>Merel M. van der Wal</u>, <u>Ida Oosterheert</u></p>
<p>Drop-out in dual VET – Why we should consider the drop-out direction when analysing drop-out <u>Maximilian Krötz</u>, Viola Deutscher</p>	<p>Sharing practices to create knowledge or sharing knowledge to create practices? A comparative case study analysis of inter-organizational CSR communities of practice. <u>Sabrina Courtois</u>, Valérie Swaen</p>	<p>Co-present groups: Understanding professional learning as communal becoming <u>Adeline Yuen Sze Goh</u>, Alistair Daniel Lim</p>	<p>Machine learning – A “recontextualisation” perspective on the implication of machine learning for professional education <u>David Guile</u></p>	<p>[Cancelled] Site-based professional development based on web-based resources: Possibilities, challenges, and experiences Margunn Mossige, <u>Oddy Judith Solheim</u></p>	<p>Professional agency in a university context: Academic freedom and fetters Katja Vähäsantanen, <u>Susanna Paloniemi</u>, Eija Räikkönen, Päivi Hökkä</p>
<p>Influence of different P-V fit indicators on premature contract termination <u>Christian Michaelis</u>, <u>Stefanie Findeisen</u></p>	<p>Fostering competences of information security at the workplace through training? Results of a structured literature review <u>Julia Warwas</u>, <u>Patricia Köpfer</u>, Florian Rampold, Florian Schütz, Kristin Masuch, Simon Trang</p>	<p>Models to support designing and researching stand-alone and interconnected learning environments at the boundary of school and work Erica Bouw, <u>Maria Custers</u>, Tjark Huizinga, Amber Kornet, <u>Jantje Timmerman</u>, <u>Kathinka Van Doesum</u>, <u>Ilya Zitter</u></p>	<p>Towards a framework for guiding the socio-technical reflection of ethical issues in Technology Enhanced Learning <u>Sebastian Maximilian Dennerlein</u>, Stefan Schweiger, Christof Wolf-Brenner, Robert Gutounig, Viktoria Pammer-Schindler, Maaike Endedijk</p>	<p>What are the contributions of a co-teaching-based professional development program to novice teachers? <u>Irit Sasson</u></p>	<p>Emotional agency at work and how to measure it <u>Päivi Kristiina Hökkä</u>, Eija Räikkönen, Heini Ikävalko, Susanna Paloniemi, Katja Vähäsantanen</p>
<p>Self-regulated learning and predicting dropout in a professional online learning environment: A retrospective pilot study <u>Hala El Demellawy</u>, Fouarge Didier, Segers Mien</p>	<p>The duality of online labour platforms as restrictive-expansive sites of professional learning and development <u>Anoush Margaryan</u></p>	<p>Knowledge, attitudes, and beliefs toward applications of Artificial Intelligence of prospective vocational teachers in Germany <u>Jacqueline Schmidt</u>, Roland Happ</p>	<p>Capturing individuals' functional understanding of a technical system with concept maps <u>Eva Louise Kaseler</u>, Romy Müller, Judith Schmidt, Peter Hesse, Stephan Abele</p>	<p>Wellbeing and resilience competencies during the COVID-19 pandemic: An online-based training program <u>Ianina Scheuch</u>, Bärbel Fürstenau, Gisele Dias, Patricia Zanzain</p>	<p>Teachers as transformative agents in changing school culture <u>Hanna Reinjus</u>, Ida Kaukinen, Tiina Korhonen, Kalle Juuti, Kai Hakkarainen</p>

10:30am - Coffee Break II
11:00am -

<p>11:00am - 12:00pm</p>	<p>VOCA Editorial Board Meeting Location: L0.101</p>	<p>Room available for silent work II Location: L0.102</p>	<p>Poster 1 - Student teachers' and teachers' professional development Location: L1.201 Chair: <u>Liesbeth Baartman</u></p> <p>Teacher educators' and teacher students' perceptions of co-creating formative assessment to increase student agency <u>Bas Agricola</u>, Liesbeth Baartman, Kristin Vanlommel, Elwin Savelsbergh</p> <p>Measuring the use of theoretical approaches in reflective student essays <u>Anna-Lena Molitor</u>, Kati Trempler, <u>Judith Schellenbach-Zell</u></p> <p>An intervention study on the impact of team teaching <u>Dries Mariën</u>, Elke Struyf, Ruben Vanderlinde</p> <p>What do prospective teachers learn? A review on professional development in initial teacher education in Finland <u>Riitta-Leena Metsäpelto</u>, Jenni Koski, Anna-Maija Poikkeus, Mari Kyllönen</p> <p>Montessori teacher's professional identity constructed by interactions with students <u>Miroslav Jurčik</u></p>	<p>Poster 2 - (Vocational education and) training Location: L1.202 Chair: <u>Sebastian Maximilian Dennerlein</u></p> <p>Exploring noticing behaviors in technical vocational education to foster effective feedback on workplace situations <u>Sietse Brands</u></p> <p>State of the art and challenges of research on the internationalization of vocational education and training <u>Carla Kühling-Thees</u>, <u>Miriam Toepper</u>, Olga Zlatkin-Troitschanskaia, Anne Bieß, Sandra Böhlinger, Michael Gessler, Greppmair Anja-Christina, Ianina Scheuch</p> <p>Verbal versus video assisted debriefings for mountain rescue training: A qualitative comparison <u>Stefan Alois Hanus</u>, Helen Jossberger, Hans Gruber</p> <p>The regulation of learning in micro-learning communities in the installation sector <u>Amber Kornet</u>, Maaike Endedijk, Tijmen Schipper, Sebastian Maximilian Dennerlein</p> <p>Understanding vocational healthcare students' skills of research and inquiry.</p>	<p>Poster 3 - Agency, Covid, and workplace learning Location: L2.201 Chair: <u>Susanna Paloniemi</u></p> <p>A longitudinal study on professional development in visual arts <u>Melanie Troll</u>, Helen Jossberger, Hans Gruber</p> <p>Wellbeing and resilience competency development: An international study during the COVID-19 pandemic <u>Ianina Scheuch</u>, Bärbel Fürstenau, Gisele Dias, Patricia Zanzain</p> <p>Apprenticeship during the Coronavirus pandemic <u>Silke Seyffer</u>, <u>Hochmuth Melanie</u>, <u>Ulrich Angela</u></p> <p>Physically distant, digitally close: What it takes to successfully collaborate after COVID <u>Ascha Nurun Ahmed</u>, Viola Deutscher</p> <p>[Cancelled] Contextual factors that affect medical residents' agency in interprofessional feedback practices <u>Marije Lesterhuis</u>, Marijke Eurelings, Marieke van der Schaaf, Reinier Hoff</p> <p>Leading sustainable learning at work <u>Kaija Collin</u>, Soila Lemmetty, Sara Keronen,</p>	<p>Poster 4 - Digital learning and emotions Location: L2.202 Chair: <u>Laurent Veillard</u></p> <p>Using sensory process measures for analyzing patterns of learning and knowledge exchange of command and control teams in a crisis situation <u>Marcella Hoogeboom-Hendriksen</u></p> <p>[Cancelled] Creating an adaptive learning environment for forklift operators in VR <u>Gilles Obourdin</u>, Piet Van den Bossche, Sven de Maeyer</p> <p>Emotions in nursing students' collaborative simulation context <u>Virpi Salo</u>, Raija Hämäläinen, Katja Vähäsantanen</p> <p>Fostering situational interest and cognitive activation through complex business simulations <u>Mandy Hommel</u></p> <p>Psychological Capital: A prerequisite for professional learning in times of change? <u>Franziska Wick</u>, <u>Josef Strasser</u></p> <p>How practice relates to performance in an online programming course</p>
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		<p>Assessment and promotion of professional competence in digital learning environments Andrea Faath-Becker, Felix Walker</p> <hr/> <p>Supporting metacognition in pre-service teacher's education by using an online logbook Manal Raoui, Eliane Mourad, Julie Arseneault</p>	<p>Erica Wijnands, Anne Khaleed, Annoesjka Boersma, Elly de Bruijn</p> <hr/> <p>The design of an approach for video-assessment using self-recorded student videos in technical vocational education Pleun Driessen</p> <hr/> <p>Research on the internationalization of vocational education and training (VET) – Evaluation results and implications Carla Kühling-Thees, Miriam Toepper, Olga Zlatkin-Troitschanskaia</p> <hr/> <p>Best practice assignments via the Hurdle Principle – The example of vocational education in nutrition and home economics Valentina Conty, Nina Langen</p> <hr/> <p>Innovation and transfer processes in the German VET-System – Insights into first results and analyses of the meta-research project 'ITiB' Friederike Breuing, Desiree Daniel-Söltenuß, H.-Hugo Kremer, Marie-Ann Kückmann</p>	<p>Marianne Jaakkola</p> <hr/> <p>Emotional agency in strategy implementation Heini Ikävalko, Päivi Hökkä, Susanna Paloniemi, Katja Vähäsantanen</p>	<p>Dorothy Duchatelet, Halszka Jarodzka, Christian Drumm, Henny P. A. Boshuizen</p> <hr/> <p>Professional development and digitalized personalities – Possibilities and limitations of electronic portfolio work to promote reflection in studies Yvette Völschow, Julia-Nadine Warrelmann</p>	
12:00pm - 1:30pm	Lunch Break II					
1:30pm - 3:00pm	<p>Symposium 3 - Current perspectives on learning from errors in professional contexts Location: L0.101</p> <p>Current perspectives on learning from errors in professional contexts Chair(s): Martin Gartmeier, Charlotte Jonasson Discussant(s): Jürgen Seifried</p> <p><i>Presentations of the Symposium</i></p> <p>Barriers towards learning from errors: Can an open error management climate enhance learning in auditing? Oskar van Mourik, Anna Gold, Therese Grohnert</p> <p>Professionals' Learning from Errors in Digital Patient Communication Rikke Amalie Agergaard Jensen, Charlotte Jonasson</p> <p>Learning from Errors in Healthcare through Critical Incident Reporting Ottl Eva, Martin Gartmeier, Johannes Bauer, Pascal O. Berberat</p> <p>Developing guidance for surgical training in the hospital context Minna Ruoranan, Teuvo Antikainen, Anneli Eteläpelto</p>	<p>Symposium 4 - Focusing on the field of nursing Location: L0.102</p> <p>Focusing on the field of nursing: Investigations on nurses' learning, motivation, commitment and professional identity Chair(s): Veronika Anselmann Discussant(s): Piet van den Bosche</p> <p><i>Presentations of the Symposium</i></p> <p>Autonomous and controlled motivation of first-year nursing students Maugault Sacré, Benjamin Le Hénaff, Marie-Christine Toczek, Dominique Lafontaine</p> <p>The importance of basic psychological needs and reciprocity for nursing students' commitment and turnover intentions during an internship Jasperina Brouwer, Jelly Zuidersma</p> <p>Nurses' development of self-regulation of professional learning: results of a targeted intervention Katrien Cuyvers, Catharina Van Oostveen, Maaike Endedijk, Veerle Struben</p> <p>[CANCELLED] What do you think about nursing?</p>	<p>Room available for silent work III Location: L1.201</p>	<p>Paper 4.1 - Vocational education and training Location: L1.202 Chair: Nico Link</p> <p>Professional bodies in formation: An ethnography of maritime basic safety training Charlott Sellberg, Martin Viktorelius</p> <hr/> <p>Using semiotic systems in school agri-food workshop: Affordances and difficulties for teaching-learning practices Laurent Veillard, Métral Jean-François, Masson Claire</p> <hr/> <p>Cloud Simulation: The opportunities and challenges for using cloud simulators for learning & assessment in a maritime educational context. William C. Gyldensten, Morten Bustgaard, A. Camilla Wiig</p> <hr/> <p>How do workplace educators assess student performance at the workplace? A qualitative systematic literature review Marlies de Vos, Liesbeth Baartman, Cees van der Vleuten, Eily de Bruijn</p>	<p>Room available for work III Location: L2.201</p>	<p>Paper 4.2 - Learning and decision-making through videos and vignettes Location: L2.202 Chair: Dorothy Duchatelet</p> <p>Interdependent decisions in lesson planning - Introduction of a generic framework model, a corresponding vignette test and first results from a pilot study Daniel Scholl, Simon KÜth, Christoph Schüle</p> <hr/> <p>"I don't have time to finish my sentence, she's already understood..." Accounting for time in video-based training sessions. The case of yearly meetings with parents in early childhood education Stéphanie Garcia, Ayla Bimonte, Laurent Filleltaaz, Marianne Zogmal</p> <hr/> <p>Scaffolding meaning making through annotated video analysis: A literature review Sietse Brands</p> <hr/> <p>How to use 360-degree video in VET? The perspective of Swiss VET educators Vito Candido, Francesca Amenduni, Alberto Cattaneo</p>

Veronika Anselmann,
Benjamin Bohn

3:00pm - 3:30pm	Coffee Break III
3:30pm - 5:00pm	Keynote: Prof. Dr. Victoria Marsick - Rethinking learning & development: Influence of intelligent technologies and complexity on learning in the flow of work Location: L0.101 Chair: Michael Goller
6:30pm - 11:59pm	Gala Dinner Location: Schützenhof

Date: Friday, 19/Aug/2022

9:00am - 10:30am	<p>Paper 5.1 - Digitalisation in professional learning Location: L0.101 Chair: Josef Guggemos</p> <p>Making professional learning visible in teacher education – Mastering the digital transformation cooperatively? <u>Melanie Heldt</u>, Kerstin Drossel, Birgit Eickelmann</p> <p>New technologies, changes at work and professional development in the German nursing domain: An exploratory interview study <u>L. Romina Bornhaupt</u>, Regina H. Mulder</p> <p>What does the business graduate actually do in the digital world? - An analysis of job advertisements about digital job activities in business administration <u>Philipp Schlottmann</u>, Karl-Heinz Gerholz</p> <p>AI-based Competence Management: How HRD has the potential to transform the workplace of the 21st century? Sabine Seufert, Christoph Meier, <u>Judith Spirgi</u></p>	<p>Paper 5.2 - Training and experience-based learning Location: L0.102 Chair: Alexander Brodsky</p> <p>Effects of practical experience embedded in work-integrated learning – State of research <u>Alexander Brodsky</u>, <u>Jürgen Seifried</u></p> <p>The role of deliberate practice in the professional training and development of counselors <u>Josef Strasser</u></p> <p>Theme-centered educational management on regional levels – Implications for vocational education <u>Desiree Daniel-Söltenfuß</u>, <u>Daniel Hagemeyer</u>, Fabian Ludolph</p>	<p>Roundtable 1 - Digital learning environments and dynamic transfer Location: L1.201 Chair: David Gijbels</p> <p>Examining the process and content of feedback and reflection during post simulation debriefing <u>Lynn Dittrich</u></p> <p>One size won't fit all: A prompt-model for personalized learning in digital learning environments <u>Herbert Thomann</u>, Viola Deutscher</p> <p>A methodology to capture dynamic transfer trajectories: Implementation challenges Tine van Daal, <u>Marije Lesterhuis</u>, Piet Van den Bossche, Sven De Maeyer, David Gijbels</p>	<p>Paper 5.3 - The effects of Covid-19 Location: L1.202 Chair: Isabel Raemdonck</p> <p>[CANCELLED] Where is my community? What happened to the engagement and career orientation of first-year students during the pandemic <u>Helena Kantanen</u>, Leena Penttinen, Päivi Rosenius, Katri Ruth</p> <p>Using the challenges of the Coronavirus pandemic as an opportunity for sustainable vocational education <u>Silke Seyffer</u>, <u>Hochmuth Melanie</u>, <u>Ulrich Angela</u></p> <p>Development of online teaching expertise: An experience sampling study among university teachers Tahani Ziad Aldahdoh, <u>Petri Nokelainen</u></p>	<p>Roundtable 2 - Learning from peers, experts and innovation Location: L2.201 Chair: Ilya Zitter</p> <p>Co-constructing learning environments at the boundaries of practices: how to grasp design strategies that help to exploit the learning potential of multiple boundaries? <u>Erica Bouw</u>, Ilya Zitter</p> <p>Understanding guiding professionals' pedagogic strategies for enhancing agile craftsmanship in learning-working environments <u>Nienke Annika Boere</u>, <u>Anne Khaled</u>, Marco Mazereeuw</p> <p>[CANCELLED] Innovation in the school system <u>Christian Schrack</u></p>	<p>Roundtable 3 - Teachers' tasks and innovation in schools Location: L2.202 Chair: Ely de Bruijn</p> <p>Supporting young immigrants on the transition from school to work: A staff perspective on challenges of Vocational Integration Classes <u>Hannes Reinke</u>, Michael Goller</p> <p>Counseling parents: How teachers learn to get along with a neglected professional task <u>Heike Liepelt</u>, Josef Strasser</p> <p>Teachers' conceptions of assessment literacy; a survey study <u>Kitty Meijer</u>, Liesbeth Baartman, Marjan Vermeulen, Ely de Bruijn</p>
10:30am - 11:00am	Coffee Break IV					
11:00am - 12:30pm	<p>Keynote: Prof. Dr. Maaïke Endendijk - Supporting self-directed workplace learning: A pathway from science to impact Location: L0.101 Chair: Eva Kyndt</p>					
12:30pm - 2:00pm	Lunch Break III					
2:00pm - 3:30pm	<p>Paper 6.1 - Professional learning on different levels of expertise Location: L0.101 Chair: Loek Nieuwenhuis</p> <p>Expertise differences in translating Latin: An eye-tracking study <u>Helen Jossberger</u>, Alfred Lindl</p> <p>Supporting diagnostic tasks and competencies of teachers in vocational schools – An interview study <u>Andrea Burda-Zoyke</u>, <u>Jürgen Seifried</u>, <u>Teresa Giek</u>, <u>Philipp Eichentopf</u></p>	<p>Paper 6.2 - The use of simulators in training Location: L0.102 Chair: Charlott Sellberg</p> <p>Reflective deliberate practice in flight simulator training: A pathway to understand pilots' thinking and actions <u>Ari Tuhkala</u>, Raija Hämäläinen, Tommi Kärkkäinen, Joni Lämsä, Ville Heilala, Arto Helovu, Ilkka Tynkkynen, Jouni Helske, Katrīna Sipiläinen</p> <p>Maritime simulator-based training: Exploring students' engagement" (SE)</p>	<p>Paper 6.3 - Self-directed learning and the deconstruction of professionalism Location: L1.201 Chair: Katrien Cuyvers</p> <p>The Self-Directed Learning Orientation (SDLO) scale: Development and validation across four languages in five countries <u>Isabel Raemdonck</u>, <u>Julian Decius</u>, Michael Knappstein, David Gijbels</p> <p>The deconstruction of professionalism <u>Thiemo Bloh</u></p>	<p>Paper 6.4 - Technological innovation and digitalisation at the workplace Location: L1.202 Chair: Ilona Friso-van den Bos</p> <p>Exploring the links between professional development, new technologies, and change at work – An exploratory interview study in the financial sector <u>Patrick Beer</u>, Regina H. Mulder</p> <p>How to foster innovation in SMEs:</p>	<p>Paper 6.5 - Learning culture and collaboration Location: L2.201 Chair: Laurent Fillietz</p> <p>A meta-analysis of the link between organizational learning culture, performance, innovation, and job attitudes <u>Therese Grohnert</u>, Nele F. Ennemoser, Magdalena Orth, Wim H. Gijssels</p> <p>[CANCELLED] The role of learning culture and technostress in professional</p>	<p>Paper 6.6 - Collaboration and teams Location: L2.202 Chair: Oddny Judith Solheim</p> <p>The development of team reflexivity over time <u>Lieke Luchten</u>, Piet Van den Bossche, Sven De Maeyer</p> <p>How social regulation unfolds at the workplace during team interactions: A process-oriented perspective <u>Marijn Wijga</u>, Maaïke Endendijk, Bernard Veldkamp</p>

<p>Analysis of learning obstacles when programming a programmable logic controller <u>Nico Link</u>, Hannes Helmut Nepper, Bernd Geißel</p>	<p>within a bridge simulation environment <u>Anastasia Skarpeti</u>, Marte Fanneløb Giskeødegård, A. Camilla Wiig</p>	<p>SEN teachers' trainees: Main constraints and consequences for professional learning during field experience <u>Coralie Delorme</u></p>	<p>Evidence of the effectiveness of a project-based technology transfer approach <u>Frederic Hilkenmeier</u>, Christian Fechtelpeter, Julian Decius</p>	<p>development of university teachers emanating from technology-driven changes in their work <u>Louisa F. Reinheimer</u>, Regina H. Mulder, Mireille D. Post-Hubers</p>	<p>Gamified collaborative course elements to promote active participation in higher education <u>Sabrina Sailer</u>, <u>Silvia Annen</u></p>
<p>Investigating the 70-20-10 model and conditions for informal workplace learning by using the Experience Sampling Method (ESM) <u>Andreas Rausch</u>, <u>Jürgen Seifried</u></p>	<p>Developing students' professional skills; exploring how maritime students interact in ship simulators <u>Mari Starup</u>, A. Camilla Wiig</p>		<p>A 3D virtual environment to support learning near the work place in KMU <u>Ines Langemeyer</u>, Daniela Reimann, Jana Busse</p>	<p>Perk or peril? Making sense of difference at the start of interorganizational collaboration <u>Ellen Nathues</u>, <u>Maaïke Endedijk</u>, Mark van Vuuren</p>	<p>Measuring the collaborative diagnostic process in automotive malfunction diagnosis. <u>Dave Rexhäuser</u>, Anika Radkowsch, Constanze Richters, Peter Hesse, Inga Glogger-Frey, Julius Meier, Stephan Abele</p>
			<p>Workplace learning and digitalisation: Opportunities for learning or technostress? <u>Pauliina Rikala</u>, <u>Kaisa Silvennoinen</u>, <u>Aaron Joshua Peltoniemi</u>, Jesse Sorvali, Joni Lämsä, <u>Raija Hämäläinen</u>, Mikko Niilo-Rämä</p>		

3:30pm

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3:45pm

3:45pm

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4:15pm

Short Break II

Farewell Ceremony

Location: L0.101