

Conference program

Thursday August 18, 2016

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| 9.00-10.30 | Registration (continues until noon) | |
| 10.30-10.45 | <p style="text-align: center;"><i>Conference opening</i></p> <p style="text-align: center;">Room: Co-Greepzaal M5.01</p> | |
| 10.45-12.00 | <p style="text-align: center;">Keynote 1: Roger Säljö, University of Gothenburg</p> <p style="text-align: center;">Learning and hybrid minds: Units of analysis in the study of human development</p> <p style="text-align: center;"><i>Moderator: Andreas Gegenfurtner</i></p> <p style="text-align: center;">Room: Co-Greepzaal M5.01</p> | |
| 12.00-13.00 | <i>Lunch break</i> | |
| 13.00-14.30 | Symposium 1 | Research Design Forum 1 |
| | <p>Room: Co-Greepzaal M5.01 Chair: Esther Slot</p> <p>Tracing interest development in daily life: the need for idiosyncratic and ecological methodology <i>Organizer: Sanne Akkerman</i> <i>Discussant: Andreas Gegenfurtner</i></p> <p>S1.1 Measuring idiosyncratic interests and interest engagement in daily life: development and validation of an ecological momentary assessment smartphone application <i>Kroonenberg, Akkerman & Bakker</i></p> <p>S1.2 Beyond the distinction between situational and individual interest <i>Draer, Slot, Akkerman, Bakker</i></p> <p>S1.3 Patterns of interest engagement across multiple life domains of adolescents <i>Slot, Akkerman, Wubbels</i></p> | <p>Room: Docprofkamer N4.22 Chair: Dominik Froehlich</p> <p>Developing visual expertise in Radiology: a longitudinal observational eye-tracking and think-aloud study <i>Van Geel, Kok, Gegenfurtner, Robben, Van Merriënboer</i></p> <p>Commentators: <i>Koen Veermans, Judith Schoonenboom</i></p> |
| 14.30-14.45 | <i>Coffee break</i> | |

| | Paper session 1 | Research Design Forum 2 |
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| | Room: Co-Greepzaal M5.01 Chair: Judith Schoonenboom | Room: Docprofkamer N4.22 Chair: Karen Könings |
| 14.45-16.15 | <p>P1.1 Determinants of Social Interaction during Organizational Innovation Processes: A Social Network Analysis <i>Froehlich, Messmann</i></p> <p>P1.2 Financial literacy of first-time homebuyers—what do potential customers learn from online information provided by banks <i>Fürstenau, Hommel, Leopold, Ponce, López</i></p> <p>P1.3 Homophily and feedback-seeking in the workplace: A social network analysis <i>Frieling, Froehlich</i></p> | <p>Adaptive scaffolding to enhance self-regulated learning in problem-based learning <i>Rovers, Clareabout, Winne, Van Merriënboer, Savelberg</i></p> <p>Commentators: <i>Patrick Sins, Hanni Muukkonen</i></p> |
| 16.15-16.30 | <i>Coffee break</i> | |
| 16.30-18.00 | Paper session 2 | Research Design Forum 3 |
| | Room: Co-Greepzaal M5.01 Chair: Ellen Kok | Room: Docprofkamer N4.22 Chair: Andreas Gegenfurtner |
| | <p>P2.1 A multi-level longitudinal analysis of 80,000 online learners: : Affective-Behaviour-Cognition models of learning gains <i>Rogate, Rientjes, Whitelock, Cross, Littlejohn</i></p> <p>P2.2 Effects of Metacognitive Checklists on Self-Regulated Learning Skills <i>Leppink, Gog, Kester, Paas, Chandler, Van Merriënboer</i></p> <p>P2.3 Validating the Contextual Knowledge Practices Questionnaire: Considering the variation between course practices and learning outcomes <i>Muukkonen, Lakkala, Ilomaki, Lahti, Toom</i></p> <p>P2.4 Work in Progress: Towards a Progression Model of</p> | <p>Meaning-Making and Participation in Digital Cultural Heritage: User Perspectives and Youth Engagement <i>Emily Oswald</i></p> <p>Commentators: <i>Eric Sanchez, Crina Damşa</i></p> |

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| | Competence-Based Employability <i>Froehlich, Liu, Van der Heijden</i> | |
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Friday August 19, 2016

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| 9.00-10.30 | Paper session 3 | Research Design Forum 4 |
| | Room: Co-Greepzaal M5.01 Chair: Hanni Muukkonen | Room: Docprofkamer N4.22 Chair: Crina Damşa |
| | P3.1 Some Reflections on the Use of Structured Equation Modeling in Education <i>Veermans, Topalli, Jaakkola</i> | Scientific citizenship <i>Laurence Guérin</i> |
| | P3.2 The “good enough”-principle: How a study’s action goal can be used to determine the required quality of the description and generalization in multi-method and mixed methods inquiry <i>Schoonenboom</i> | Commentators: <i>Klas Karlgren, Robbert Smit</i> |
| | P3.3 Challenges in Studying Visual Expertise in Medical Image Diagnosis <i>Gegenfurtner, Kok, Van Geel, Bruin, Jarodzka</i> | |
| 10.30-10.45 | <i>Coffee break</i> | |
| 10.45-12.00 | Keynote 2 Bart Rienties, UK Open University | |
| | The power of learning analytics: a need to move towards new methodologies in education? | |
| | <i>Moderator: Patrick Sins</i> | |
| 12.00-13.00 | <i>Lunch break</i> | |
| 13:00-14:30 | SIG17 Invited Symposium | Pecha Kucha session |
| | Room: Co-Greepzaal M5.01 Chair: Patrick Sins | Room: Docprofkamer N4.22 Chair: Andreas Gegenfurtner |
| | S2. Reflections on the use of mixed-methods in educational research <i>Organizer: Patrick Sins</i> | PK1 School Self-Concept: its Role in Learning and Teaching, Practical Implication and Measurement Considerations <i>Bakadorova</i> |

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| | <p><i>Discussant: Roger Säljö</i></p> <p>S2.1 Ingredients for mixing methods in educational research <i>Sins</i></p> <p>S2.2 Classifying existing mixed methods studies: it makes a difference! <i>Schoonenboom</i></p> <p>S2.3 Using a novel language analysis tool for quantitative-qualitative analysis of transcripts <i>Karlgren</i></p> | <p>PK2 Teacher's proactive feedback-seeking and flourishing: Applicability of PLS-SEM in the context of a case-study <i>Froehlich, Harwood</i></p> <p>PK3 Neural correlates of expertise in real-life tasks: Achieving ecological validity in fMRI research <i>Kok, De Bruin, Heyligers, Gegenfurtner, Robben, Van Geel, Sorger, Dolmans, Van Merriënboer</i></p> |
| 14.30-14.45 | <i>Coffee break</i> | |
| 14.45-16.15 | Paper session 4 | Research Design Forum 5 |
| | <p>Room: Co-Greepzaal M5.01 Chair: Crina Damşa</p> <p>P4.1 What are the effects of lesson preparation in peers? – Analysis of attitudes and knowledge with the help of an Actor-Partner Independence Model <i>Smit</i></p> <p>P4.2 Learners' dynamics of lived experience. An application of the course-of-action method in a teacher education program <i>Dieumegard, Nicolas</i></p> <p>P4.3 Characterizing Social Engagement in a Digital Role-Playing Game. A Case Study Based on Learning Analytics <i>Sanchez</i></p> <p>P4.4 Learning across contexts. Analytical considerations <i>Damşa, Rasmussen</i></p> | <p>Room: Docprofkamer N4.22 Chair: Laurence Guérin</p> <p style="text-align: center;">Learning for the fourth industrial revolution <i>Froehlich, Covarrubias-Venegas</i></p> <p style="text-align: center;">Commentators: <i>Andreas Gegenfurtner, Bart Rienties</i></p> |