

SYMPOSIUMS

Wisdom in Practice: Theorisations and Empirical Findings of Practical Wisdom in and for Occupational Practice

1. Holistic Wisdom Model (HWM). Eeva K. Kallio, University of Jyväskylä; Päivi Tynjälä, University of Jyväskylä; Maarit Virolainen, University of Jyväskylä; Hannu L. T. Heikkinen, University of Jyväskylä
2. Wisdom in practice: its character, formation and development. Stephen Billett, Griffith University
3. Experts learning to be wise. Maarit Virolainen, University of Jyväskylä, Päivi Tynjälä, University of Jyväskylä; Eeva K. Kallio, University of Jyväskylä; Hannu L. T. Heikkinen, University of Jyväskylä

Professional Development from Student Selection to Teacher Education and the Teaching Profession: Theoretical, Empirical and Methodological Considerations

1. Are the research paradigms on teacher expertise and teacher competence complementary or contradictory to each other? Gabriele Kaiser, University of Hamburg; Stefan Krauss, University of Regensburg; Hans Gruber, University of Regensburg
2. Understanding and assessing the dispositional characteristics of Preservice Teachers. Janet Clinton, University of Melbourne; Katina Tan, University of Melbourne
3. Reflective thinking in teacher education: Connections to admission tests and attitudes towards diversity. Sotiria Varis, University of Jyväskylä; Riitta-Leena Metsäpelto, University of Jyväskylä; Tuomo Virtanen, University of Jyväskylä; Manne Kallio, University of Helsinki; Iina Pousi, University of Helsinki; Anna-Maija Poikkeus, University of Jyväskylä
4. Assessing preservice teachers' situation-specific skills via text and video: empirical findings and methodological considerations. Henna Vilppu, University of Turku, Finland; Ville Mankki, University of Turku, Finland; Mirjamaija Mikkilä-Erdmann, University of Turku, Finland

Professional learning in the era of digital transformation: Exploring the challenges of meta-work

1. Meta-work and identity negotiation in a digitalised science community: the case of Astronomy. Allison Littlejohn, UCL Knowledge Lab, Institute of Education, University College London; Koula Charitonos, Institute of Education, Open University, UK; Francisco Duran Del Fierro, UCL Knowledge Lab, Institute of Education, University College London, UK; Eileen Kennedy, UCL Knowledge Lab, Institute of Education, University College London, UK
2. The relationships between new technologies, metawork and professional development in nursing. Regina H Mulder, Faculty of Human Sciences, University of Regensburg; Theresa Hartl, Faculty of Human Sciences, University of Regensburg; Tai Nguyen, Faculty of Human Sciences, University of Regensburg; Louisa Siemens, Faculty of Human Sciences, University of Regensburg
3. Learning by stabilizing. Health care work in the multi-layeredness of digital transformation. Monika Nerland, Department of Education, University of Oslo; Åsa Mäkitalo, Dept of Education, Communication and Learning, University of Gothenburg
4. Becoming a back-office health expert: Care professionals' formation as 'meta-workers' in the service management platform. Mervi Hasu, Department of Education, University of Oslo; Eveliina Saari, Finnish Institute of Occupational Health
5. Human and Machine Learning: a "Recontextualised" Connectionist & neo-Vygotskian Perspective. David Guile, UCL - Institute of Education

A glance at professional development: Mobile eye tracking in ecologically valid educational environments

1. Mobile eye tracking and visual expertise in authentic classroom settings. Senne van Hoecke, Open University, Heerlen, Netherlands
2. History and education specialists' cognitive-emotional engagement with a historical milieu. Marjaana Puurtinen, University of Turku, Finland; Jan Löfström, University of Turku, Finland
3. Teacher attention distribution between students in relation to teacher knowledge about student learning behaviours. Kateryna Horlenko, Vytautas Magnus University, Kaunas, Lithuania; Lina Kaminskienė, Vytautas Magnus University, Kaunas, Lithuania
4. Development of primary school teachers' focus of attention in authentic teaching situations. Maikki Pouta, University of Turku, Finland; Erno Lehtinen, University of Turku, Finland & Vytautas Magnus University, Kaunas, Lithuania; Tuire Palonen, University of Turku, Finland

Unravelling and Prompting Informal Workplace Learning Using Experience Sampling and Mobile Apps

1. Investigating Structure and Predictors of Informal Workplace Learning Using Experience Sampling. Katja Häußermann, Ulm University; Tina Seufert, Ulm University
2. Uncovering Informal Learning Processes With a Mobile Application: Comparing Time-based and Event-based Experience Sampling. Nick Goossen, University of Twente; Sebastian Dennerlein, University of Twente; Marcella Hoozeboom, University of Twente; Maaïke Endedijk, University of Twente
3. Investigating Effects of an App-based Prompting on Informal Workplace Learning Using Experience Sampling. Manuel Böhm, Mannheim University; Andreas Rausch, Mannheim University
4. Using the Experience Sampling Method to support ongoing workplace learning processes in district nursing teams. Inge Wolbers, University of Applied Sciences Utrecht; Maaïke Endedijk, Twente University; Pieterbas Lalleman, Fontys University of Applied Sciences; Lisette Schoonhoven, UMC Utrecht; Nienke Bleijenberg, UMC Utrecht

Communities as learning incubators

1. Combining learning and reflexivity to define, refine, and attain team goals in cross-functional learning communities. Amber Kornet, Saxion University of Applied Sciences; Sebastian Dennerlein, University of Twente; Maaïke Endedijk, University of Twente; Tijmen Schipper, Windesheim University of Applied Sciences
2. Farm Demonstration Networks on Integrated Pest Management through a Community of Practice lens. Simon Lox, ILVO; Jo Bijttebier, ILVO; Laure Triste, ILVO; Piet Van den Bossche, UAntwerp
3. How do PLC's about educational innovation contribute to the professional development of teachers? Tim Stevens, Eindhoven School of Education, Eindhoven University of Technology; Arjen de Vetten, ICLON, Leiden University; Lydia Schaap, Utrecht University of Applied Sciences; Remco Coppoolse, Utrecht University of Applied Sciences; Roeland van der Rijst, ICLON, Leiden University; Indira Day, Department of Education, Utrecht University; Frans Prins, Department of Education, Utrecht University; Perry den Brok, Education and Learning Sciences Group, Wageningen University and Research; Jan Vermunt, Eindhoven School of Education, Eindhoven University of Technology
4. Stimulating innovative behaviour for professional development through learning communities. Margot van Rees, Saxion Hogeschool; Stijn Visschedijk, Saxion Hogeschool; M.D. Endedijk, Universiteit Twente.

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Developing adults learning abilities – from single to three-dimensional workplace learning. Ulrik Brandt, Aarhus University/Danish School of Education; Lars Bengtsson, Lund University; Åsa Dahlstrand, Lund University; Jessica Wadin, Lund University

The AI Literate Researcher: Cross-Disciplinary Conceptualizations in Mathematics, Biology, and Educational Science. Stephan Drechsler, Paderborn University; Christian Harteis, Paderborn University

Challenges of understanding, measuring, and supporting the dynamics of production workers' learning-on-the-go in the Smart Industry sector. Maaïke Endedijk, University of Twente; Akvilė Bouwens, University of Twente; Marcella Hoozeboom, University of Twente; Suzanne Janssen, University of Twente; Jessie Koen, TNO, Netherlands Organisation for Applied Scientific Research; Lisa Winkelman, University of Twente

Challenges in Studying Team Processes: Lessons learned from a Longitudinal Study of Team Reflexivity. Lieke Lochten, University of Antwerp; Piet Van den Bossche, University of Antwerp; Sven De Maeyer, University of Antwerp

Expertise and counselors' perception of counseling sessions - an eye tracking study. Josef Strasser, RPTU Kaiserslautern-Landau; Kristina Ackel-Eisnach, RPTU Kaiserslautern-Landau; Inga Wagner, RPTU Kaiserslautern-Landau; Ilona Weyrauch, RPTU Kaiserslautern-Landau

POSTERS

Exploring AI's Role as an Intelligent Assistant for Students and Teachers: The Beginning of a Strategic Development Journey. Minna Silvennoinen, Jamk University of Applied Sciences; Satu Aksovaara, Jamk University of Applied Sciences

Who finishes and who drops out from early childhood education teacher training? Motivation for the training and experiences of it in focus. Elina Koivusalo, University of Jyväskylä; Ville Ruutinen, University of Jyväskylä; Maarit Alasuutari, University of Jyväskylä

(Un)expected Emotions and Teamwork – Narratives of Early Childhood Education Practitioners. Essi Hanhikoski, University of Jyväskylä; Maarit Alasuutari, University of Jyväskylä; Eija Sevón, University of Jyväskylä

Understanding and measuring skill gaps in Industry 4.0 — A review. Pauliina Rikala, University of Jyväskylä; Greta Braun, Chalmers University of Technology; Miitta Järvinen, University of Jyväskylä; Johan Stahre, Chalmers University of Technology; Raija Hämäläinen, University of Jyväskylä

Designing and developing a 360° learning environment for the development of soft skills. Elena Van den Broeck, AP University of Applied Sciences and Arts Antwerp; Yasmine Wauthier, AP University of Applied Sciences and Arts Antwerp; Peter David, AP University of Applied Sciences and Arts Antwerp; Siham Chaoui, AP University of Applied Sciences and Arts Antwerp; Ellen De Bruyne, AP University of Applied Sciences and Arts Antwerp

Single case experimental designs to investigate change in professional learning and development over time. Katrien Cuyvers, University of Antwerp, department of Training and Education Sciences, Belgium; Regina H. Mulder, University of Regensburg, Faculty of Human Sciences; Maaïke D. Endedijk, University of Twente, Department of Professional learning and technology; L. Romina Bornhaupt, University of Regensburg, Faculty of Human Sciences; Gerhard Messmann, University of Regensburg, Faculty of Human Sciences; Sebastian Ertl, University of Regensburg, Faculty of Human Sciences; David R. Kolar, University of Regensburg, Faculty of Human Sciences

Enhancing Historical Thinking Concepts in History and Social Sciences Education in Latvia: A Comprehensive Strategy. Evi Daga - Krūmiņa, University of Latvia, Interdisciplinary Centre for Educational Innovation; Liene Ozoliņa, University of Latvia, Interdisciplinary Centre for Educational Innovation

Objects supporting collaborative knowledge creation in cross-functional teams. Amber Kornet, Saxion University of Applied Sciences; Sebastian Dennerlein, University of Twente; Maaïke Endedijk, University of Twente; Tijmen Schipper, Windesheim University of Applied Sciences

The Role of Collaborative Design Methods in Boundary Crossing: Exploring Learning Processes of Design Boundary Objects in a Case Study. Angela Fessl, ISDS, Graz University of Technology, Austria & Know-Center GmbH, Austria; Sebastian Maximilian Dennerlein, University of Twente, Professional Learning & Technology, Enschede, Netherlands; Carles Garcia-Lopez, Universitat Oberta de Catalunya & Tecnocampus, Universitat Pompeu Fabra, Spain; Carlos Martínez-Gaitero, Tecnocampus, Universitat Pompeu Fabra, Research group GRACIS, Barcelona, Spain; Viktoria Pammer-Schindler, ISDS, Graz University of Technology, Austria & Know-Center GmbH, Austria; Maaïke Dorine Endedijk, University of Twente, Professional Learning & Technology, Enschede, Netherlands

Changes in students' self-efficacy through critical incidents in simulations. Author of Abstract: Helen Jossberger, University of Regensburg; Sarah Kölbl, University of Regensburg; Rebecca Seethaler, University of Regensburg; Dorothy Duchatelet, Open Universiteit

Power relations and knowledge creation in a public-private collaboration. Nathalie Schram-Wesselink, University of Twente; Ellen Nathues, University of Twente; Maaïke Endedijk, University of Twente

Teachers' use of digital technologies outside the classroom: A systematic review. Verena Pfeiffer, Institute of Vocational Education, University of Kassel, Germany; Michael Goller, Institute of Vocational Education, University of Kassel, Germany

Examining teachers' intentions and inclusive practices from the viewpoint of the theory of planned behaviour. İpek Gülsün, Department of Teacher Education, University of Jyväskylä; Olli-Pekka Malinen, Faculty of Educational Sciences, University of Helsinki; Akie Yada, Centre of Excellence in Learning Dynamics and Intervention Research (InterLearn); Hannu Savolainen, School of Educational Sciences and Psychology, University of Eastern Finland

Exploring Essential Competencies and Conceptual Thinking Skills for Future IT Engineers. Paavo Rätty, University of Jyväskylä; Pauliina Rikala, University of Jyväskylä; Miitta Järvinen, University of Jyväskylä; Ville Heilala, University of Jyväskylä; Antti Vuoriainen, University of Jyväskylä; Lauri Kettunen, University of Jyväskylä; Raija Hämäläinen, University of Jyväskylä

How can collaboration between companies and universities improve the transition of engineering students into the workforce? The six c's of successful collaboration. Antti Vuoriainen, University of Jyväskylä; Pauliina Rikala, University of Jyväskylä; Ville Heilala, University of Jyväskylä; Sami Lehesvuori, University of Jyväskylä; Sahsenem Öz, University of Jyväskylä; Lauri Kettunen, University of Jyväskylä; Raija Hämäläinen, University of Jyväskylä

Modelling the Effectiveness of Training for Military Pilots. Olaf N.J. Hornes, Radboud University / Netherlands Aerospace Centre; Merel M. van der Wal, Radboud University; Jelke van der Pal, Netherlands Aerospace Centre

Emotions in the implementation of the organization's strategy – Emotional agency and psychological safety as a perspective. Elina Koivusalo, University of Jyväskylä

Faithful or truthful? Reducing grades is intentionally good, but challenging in practice. Dan-Anders Normann, Norwegian University of Science and Technology

Teachers' Occupational Well-Being in Relation to Teacher–Student Interactions in Primary School. Sze Wah Chan, University of Jyväskylä

ORAL PRESENTATIONS

The need for personalized professional development and recognition of talents in health care professions. Jasperina Brouwer, University of Groningen; Miriam Mayer, University of Groningen; Nienke Renting, University of Groningen

Learning-from-failure culture – a novel approach for effective workplace training. Friederike Lindauer, University of Applied Sciences Brandenburg

Trainers' knowledge about the transfer of training – conceptualization and operationalization of a crucial yet uncharted concept. Susanne Wisshak, University of Kaiserslautern-Landau; Alexander Naumann, Technical University of Dortmund; Alisha Koch, University of Kaiserslautern-Landau, University of Konstanz; Claudio Spener, -

Digital workplace learning in crowdwork. Karen Schwien, Helmut Schmidt University Hamburg

Learning organisation and the uptake of new technologies in the framework of Industry 4.0. Renate Wesselink, Wageningen University; Yvette Baggen, Wageningen University; Pablo Morales, Wageningen University

Learning communities as building blocks for human capital innovations: pre-, sharing- and challenge-based learning communities. Myrthe Lubbers, Saxion University of Applied Sciences; Lotte Jansen, Saxion University of Applied Sciences; Marleen Bosch, Saxion University of Applied Sciences; Amber Kornet, Saxion University of Applied Sciences; Stijn Visschedijk, Saxion University of Applied Sciences; Koen Nijland, Saxion University of Applied Sciences; Paul Preenen, TNO & Saxion University of Applied Sciences

New opportunities for continuous teacher development through online self-study courses - Findings of a research and development project. Corinne Wyss, FHNW School of Education; Samuel Krattenmacher, Schaffhausen University of Teacher Education; Rey Thomas, St.Gallen University of Teacher Education; Anna-Lena Roos, St.Gallen University of Teacher Education; Kerstin Bäuerlein, FHNW School of Education; Nina Hüsler, FHNW School of Education; Luca-Marie Eirich, FHNW School of Education; Eva Weingartner, St.Gallen University of Teacher Education; Alexandra Roggensinger, St.Gallen University of Teacher Education

Pre-Service and In-Service Teachers noticing of gender in STEM. Özün Keskin, University of Augsburg

Teachers' digitally mediated collaboration practices. Hanna Reinius, University of Helsinki; Netta Tiippana, University of Helsinki; Tea Laine, University of Helsinki; Tiina Korhonen, University of Helsinki

Providing tailored support for higher education teachers with low technological skills. Ari Tuhkala, University of Jyväskylä; Johanna Kainulainen, University of Jyväskylä

Between Help and Hindrance: A Laboratory Experiment on the Impact of ChatGPT on Work-Related Learning. Julian Decius, University of Bremen; Carolin Graßmann, VICTORIA International University of Applied Sciences; Michèle Rieth, University of Bremen; Hannah Louisa Krüger, University of Bremen

Professional Learning as an Antidote to Automation Bias? Therese Grohnert, Maastricht University/School of Business and Economics; Wim Gijsselaers, Maastricht University/School of Business and Economics; Roger Meuwissen, Maastricht University/School of Business and Economics

Towards an integrated online learning system for microscopic pathology: two teaching examples. Laura Helle, University of Turku, Finland; Mikko Kainulainen, University of Turku, Finland; Pauliina Kronqvist, University of Turku, Finland; Koen Vincken, UMC Utrecht, the Netherlands; Friedrich Pawelka, University of Muenster, Germany; Katarina Korpinen, University of Turku, Finland; Bas de Leng, University of Muenster, Germany

Teaching with Virtual Reality – A Comparative Study of VR Literacies Among Pre-Service Educators in Finland and Germany. Volker Eisenlauer, University of the Bundeswehr Munich; Maximilian Fink, University of the Bundeswehr Munich; Bernhard Ertl, University of the Bundeswehr Munich; Hart Lukas, University of the Bundeswehr Munich; Maximilian Huisgen, University of the Bundeswehr Munich; Anna Blume, University of the Bundeswehr Munich

Professional Development emerging from using New Technologies at Work – Results and Implications of an Interview Study. Patrick Beer, University of Regensburg, Faculty of Human Sciences; Regina H. Mulder, University of Regensburg, Faculty of Human Sciences

Development of competence in hybrid work interaction situations. Ilmari Puhakka, Tampere University; Petri Nokelainen, Tampere University; Eija Lehtonen, Tampere University

Change in professional development of university teachers emanating from technology-driven changes in their work. Louisa F. Reinheimer, University of Regensburg / Faculty of Human Sciences; Regina H. Mulder, University of Regensburg / Faculty of Human Sciences; Mireille D. Post-Hubers, University of Twente / Department Professional Learning & Technology; Andreas Widmann, University of Regensburg / Faculty of Human Sciences

Empowering Online Teachers: Assessing the Influence of an Online Professional Development Program on Technical and Social Competences of Synchronous Online Teachers. Maaïke Grammens, Ghent University/d-teach; Fien De Smedt, Ghent University; Bram De Wever, Ghent University

Digital Communication and Collaboration in Office Workplaces: Challenges and opportunities for informal learning. Andreas Rausch, Mannheim University; Alina Yudakov, University of Kassel; Michael Goller, University of Kassel

Understanding the associations between teaching processes and physiological arousal to support higher education teachers' professional development. Anna Parpala, University of Helsinki; Petri Nokelainen, University of Tampere; Laura Pylväs, University of Helsinki

To comply or not to comply - The roles of professionals' action regulation and personality traits in following cybersecurity policies at work. Thomas Keller, University of Hohenheim; Patricia Köpfer, University of Hohenheim; Julia Warwas, University of Hohenheim

Curriculum Autonomy as a Catalyst for Continuous Professional Development (CPD) among Teachers in Indian Schools: A Systematic Literature Review and Research Gaps. Heramb Kulkarni, Jyväskylä University - Faculty of IT - Education Technology

What Makes You Stay or Leave? Individual Experiences Behind the Retention and Turnover Intention in the Field of Technology in Finland. Eija Lehtonen, Tampere University, Finland; Heta Rintala, HAMK Edu, Finland; Petri Nokelainen, Tampere University, Finland; Stephen Billett, Griffith University, Australia

Trust and distrust in distance learning - a special case of exam fraud. Kati Kasanen, UEF; Sari-Johanna Karhapää, UEF

Supporting Students' Career Choices During Learning Activities at Museums and Science Centres. Helene Uppin, Tallinn University; Inge Timoštšuk, Tallinn University

The Use of Team Learning in Engineering Education - A Systematic Literature Review. Sakari Koivunen, Turku University of Applied Sciences; Mirjamaija Mikkilä-Erdmann, University of Turku

Practices on integration of workplace learning into upper secondary education. Birgit Peterson, University of Tallinn

Continuous professional development inside and outside of the university. Suggestions from a Delphi expert panel. Marcia Håkansson Lindqvist, Dept of Education, Mid Sweden University; Peter Mozelius, Department of Computer and System Sciences, Mid Sweden University; Jimmy Jaldemark, Department of Education, Mid Sweden University; Martha Cleveland-Innes, Centre for Interdisciplinary Studies, Athabasca University

Exploring situated, social, and informal learning environments during school internships: A study on the professional growth of German vocational student teachers. Junmin Li, University of Cologne; Petri Nokelainen, Tampere University; Laura Pylväs, Helsinki University

Digital technology as environment for informal workplace learning. Anne Karhapää, University of Jyväskylä; Pauliina Rikala, University of Jyväskylä; Johanna Pöysä-Tarhonen, University of Jyväskylä; Raija Hämäläinen, University of Jyväskylä

Finding the right blend: Designing professional development for tutors in an active learning environment. Alexandra Mihai, Maastricht University

Higher education lifelong learning initiatives in the tension between organisational and continuous professional development. Jimmy Jaldemark, Mid Sweden University; Marcia Håkansson Lindqvist, Mid Sweden University; Peter Mozelius, Mid Sweden University; Peter Öhman, Mid Sweden University

Finnish primary teachers' perceptions of themselves as media users and media educators in in-service education and afterwards. Mari Hankala, Department of Teacher Education, University of Jyväskylä; Merja Kauppinen, Department of Teacher Education, University of Jyväskylä

Mapping the main streams and foci of competence-based education research: A review with direct citation network analysis and topic modelling with latent semantic analysis. Joonas Mannonen, Finnish Institute for Educational Research, University of Jyväskylä; Felipe Urrutia, Universidad de Chile; Raija Hämäläinen, University of Jyväskylä; Roberto Araya, Universidad de Chile; Sami Lehesvuori, University of Jyväskylä

Study Crafting and Well-Being among Open University and Degree Students in Finland. Florencia Sortheix, Faculty of Education, University of Helsinki; Tuuli-Anna Renvik, University of Helsinki

Factors Explaining the Development of Wisdom in University Students. Päivi Tynjälä, University of Jyväskylä; Eeva K. Kallio, University of Jyväskylä; Anne Virtanen, University of Jyväskylä; Maija Gerlander, University of Jyväskylä; Peppi Taalas, University of Jyväskylä

Co-regulation of Adaptive Expertise Development: Student Perspectives during Workplace Learning. Anne Khaled, HAN University of Applied Sciences; Elseke Hissink, Radboud University Medical Center; Joost Haverkort, Hanze University of Applied Sciences; Martine van Rijswijk, Utrecht University

Students' profiles at the Ecole Hôtelière de Lausanne (EHL) during their internship: Tension between acculturation and individuation. Charlotte de Boer, University of Geneva; France Merhan, University of Geneva; Nathalie Delobbe, University of Geneva

Exploring Co-Design Partners' Roles in the Development of Epistemic Games for Teacher Professional Identity. Nur Akkuş Çakır, Middle East Technical University; Hürriyet Sarıdemir, Middle East Technical University; Neslihan Gök Ayyıldız, Middle East Technical University; Diler Öner, Bogaziçi University; Aroutis N. Foster, Drexel University

Knowledge and Attitudes of Teachers, Students (SNE and Elementary Schools) and Special Education Assistants. Dagmar Festner, Paderborn University; Katrin B. Klingsieck, Paderborn University; Désirée Laubenstein, Paderborn University

University teachers' possibilities for collaborative pedagogical regulation in relation to regulation of their students' learning. Henna Vilppu, University of Turku; Emmi Saariaho-Räsänen, University of Turku; Mari Murtonen, University of Turku

Co-teaching in innovative learning environments, a case study in a primary school. Heini Ahonen, University of Turku

Facilitation of reflective practice and critical reflection in Specialisation Education Programs. Timo Halttunen, University of Turku, and Turku University of Applied Sciences; Sari Vanhanen, Migration Institute of Finland; Kia Lundqvist, University of Turku

Integrating workplace learning in migrant education: A case of Finnish vocational education. Katarzyna Kärkkäinen, University of Jyväskylä

Knowledge, expertise, care and practice: becoming and being an educator of students from refugee backgrounds in distance higher education. Koula Charitonos, The Open University UK; Neil Graffin, The Open University; Marie Gillespie, The Open University; Shannon Martin, The Open University; Olwyn O'Malley, The Open University; Fidele Mutwarasibo, The Open University; Ahmad Al-Rashid, IOM; Colin Wilding, N/A

An embedded view of educational professionals' agency in relation to quality of education. Merel van der Wal, Radboud University Nijmegen

Student teachers' leadership development in a Finnish teacher education programme. Janni Alho, University of Jyväskylä; Eija Hanhimäki, University of Jyväskylä; Sirpa Eskelä-Haapanen, University of Jyväskylä

Scaffolded interaction in interprofessional healthcare simulation: How does it address professional identity formation? Minna Ylönen, University of Jyväskylä; Pauliina Rikala, University of Jyväskylä; Aaron Peltoniemi, University of Jyväskylä; Kaisa Silvennoinen, University of Jyväskylä; Anneli Eteläpelto, University of Jyväskylä; Raija Hämäläinen, University of Jyväskylä

Debriefing as epistemic engineering: conversational remembering and socially distributed metacognition in healthcare simulation Mads Solberg, Norwegian University of Science and Technology; Charlott Sellberg, University of Gothenburg

Training professionals into looking at interactional competences with collective data sessions: experiences in the fields of education, healthcare and social work. Laurent Fillietaz, University of Geneva; Evelyne Berger, La Source Nursing School, HES-SO Lausanne

Organizational Feedback Norms: Scale Development and Analysis of Their Influence on Employees' Feedback Seeking Behaviour. Akvilė Bouwens, University of Twente

Validating Quantitative Engagement Metrics in Speech-to-Text Data on Team Interaction. David Otten, University of Twente; Pantelis Papadopoulos, University of Twente; Maryam Amir Heari, University of Twente; Rike Bron, Rijksdienst voor Ondernemend Nederland (RVO); Maaiké Endedijk, University of Twente

Barriers to learning as a dynamic construct in the context of workplace learning. Sebastian Anselmann, University of Education Schwäbisch Gmünd; Veronika Anselmann, University of Education Schwäbisch Gmünd

When teams adapt: Applying the four measurement principles to study the temporal dynamics between team stress and team behavior during natural task setting. Steffi Sassenus, University Antwerp; Piet Van den Bossche, University Antwerp; University Maastricht; Karolien Poels, University Antwerp

Employee's continuous learning and its support in previous research in the context on non-profit organizations (NPO). Nina Karuneva, University of Jyväskylä

The relationships between uncertainty and innovative work behaviour – A systematic literature review. Vanessa Hämmerl, University of Regensburg, Faculty of Human Sciences; Patrick Beer, University of Regensburg, Faculty of Human Sciences; Regina H. Mulder, University of Regensburg, Faculty of Human Sciences

Continuous professional learning throughout the career: Evidence from the technology industry. Omri Hadar, The Hebrew University of Jerusalem; Yifat Ben-David Kolikant, The Hebrew University of Jerusalem

The role of experimentation and reflection in changing organizational routines: via Learning Communities. Britt Wiefferink, University of Twente; Mireille Post-Hubers, University of Twente

Longitudinal Associations between Child Behavior and Parental Depressive Symptoms: A Random Intercept Cross-Lagged Panel Model. Zhiyang Feng, University of Jyväskylä

Workplace and organizational learning and well-being – How are they approached and related in the research? Kaija Collin, University of Jyväskylä; Ulrik Brandt, Aarhus University

Through Sieve to Fighter's Cockpit. Flight Instructor's Role in Pilot Training. Harri Karjalainen, University of Jyväskylä; Mikko Vesisenaho, University of Jyväskylä

Expectations of, and initial experiences with flexible learning pathways at the PHBern. Anja Winkler, University of Teacher Education Bern; Angela Aegerter, University of Teacher Education Bern; Aline Loew, University of Teacher Education Bern

Situated leadership in assessment: Nurturing professional learning for assessment-capable teachers. Jennifer Charteris, University of New England; Dianne Smardon, Springboard Trust

Collective self-determination in group-learning situations. Sara Keronen, University of Jyväskylä

Knowledge sharing in a hybrid work context: A social network perspective. Sofie Vermeiren, University of Antwerp; Eva Kyndt, Swinburne University of Technology; David Gijbels, University of Antwerp

Managers' Encounters with Socio-Cognitive Conflicts in Collaborative Learning Processes. Markku Laajala, University of Jyväskylä; Raija Hämäläinen, University of Jyväskylä; Tiina Lämsä, University of Jyväskylä; Elina Riivari, University of Jyväskylä

Exploring the benefits of a team-based approach to online CPD: a case study of Careers Consultants at St Mary's University Employability Service in the UK. Julia Yates, City, University of London; Janie Angell, St Marys University, Twickenham

Elaborating learning 'on the go' across working life: Educative experiences and personal curriculum. Stephen Billett, Griffith University

Supporting new speakers in Catalonia: An exploration of schoolscape and translingual practices. Laura Castañe Bassa, University of Jyväskylä

The Role of Self-efficacy, Language Proficiency, and the Length of the Training in Language Teacher Conceptual Change. Polina Kordik, Helsinki University

Finding the key competencies of teaching technology to young learners with multidimensional adapted process model of teaching. Arttu Korkeaniemi, University of Turku; Eila Lindfors, University of Turku; Leena Kiviranta, University of Turku

Team learning: Developing innovative student teachers for emerging complexities at work. Adeline Yuen Sze Goh, Universiti Brunei Darussalam

Integrating working life in classroom learning - the primary teacher perspective. Kaidi Nurmik, Tallinn University

VET Teachers' Professional Development at Work: Validation of a Measurement Instrument. Natascha Schreurs-Kuipers, Immigration and Naturalisation Service (IND), the Netherlands; Arnoud Evers, Open University, the Netherlands

How mature are your learning efforts?! : A framework for maturity assessment of professional development function in companies. Saeid Safaei Movahhed, National Iranian Oil Company(NIOC); Yasamin Javadi Mamaghani, National Iranian Oil Refining and Distribution Company(NIORDC)

Dilemmas in second-hand ethnography: Lessons learned from two organizational research projects. Soila Lemmetty, University of Eastern Finland; Sari Vanhanen, Migration Institute of Finland

Learning to make impact: a tool to identify and enhance the impact of educational innovations in professional higher education. Haske van Vlokhoven, HAN University of Applied Sciences; Anne Khaled, HAN University of Applied Sciences

Serious Games for IT Security Awareness Training: A Case Vignette Study on Transfer Effects. Kai Weeber, University of the Bundeswehr Munich (UniBW); Manuela Pietraß, University of the Bundeswehr Munich (UniBW)

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Towards multimodal learning analytics in simulation-based professional training. Charlott Sellberg, University of Gothenburg; Amit Sharma, University of Bergen; Susan Harrington, University of Gothenburg

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Collaborative learning in nursing students' simulation teaching. Virpi Salo, Seinäjoki University of Applied Sciences; Pauliina Rikala, University of Jyväskylä; Minna Ruoranen, University of Jyväskylä; Katja Vähäsantanen, Häme University of Applied Sciences; Raija Hämäläinen, University of Jyväskylä

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Reflective Practices in Vocational Training: A Video-Based Approach to Student Evaluation and Teacher Engagement. Sietse Brands, University of Twente; Bas Kollöffel, University of Twente; Maaïke Endedijk, University of Twente; Elwin Savelsbergh, Hogeschool Utrecht/University of Utrecht

Does specificity matter? Fostering collaborative diagnostic problem solving using worked examples with self-explanation prompts of varying specificity. Dave Rexhäuser, TUD Dresden University of Technology; Anika Radkowsch, IPN Leibniz Institute for Science and Mathematics Education, Kiel; Constanze Richters, LMU Munich; Inga Glogger-Frey, University of Erfurt; Stephan Abele, TUD Dresden University of Technology

Vocational education teachers' digital competence. Veronika Anselmann, University of Education Schwäbisch Gmünd; Sebastian Anselmann Anselmann, University of Education Schwäbisch Gmünd

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In pursue of a meaningful teaching career - a 2-year investigation on identity tensions and professional agency in the Hong Kong context. Josephine Lau, University of Jyväskylä

Teachers' professional agency in the development of science literacy pedagogy. Anni Vidbäck, University of Turku, Department for Teacher Education; Tuike Iiskala, University of Turku, Department for Teacher Education; Mirjamajja Mikkilä-Erdmann, University of Turku, Department for Teacher Education

Agency of early career teachers during the three-year induction phase: its extensiveness, context and resources. Merel van der Wal, Radboud University Nijmegen; Helma W. Oolbekkink-Marchand, HAN University of Applied Sciences; Harmen Schaap, Radboud University Nijmegen

Guided reflection as a tool to support higher education teachers' professional learning and well-being. Heta Rintala, Häme University of Applied Sciences ; Laura Pylväs, University of Helsinki; Milla Räisänen, University of Helsinki ; Anna Wallin, Tampere University ; Liisa Postareff, Häme University of Applied Sciences ; Anna Parpala, Häme University of Applied Sciences ; Telle Hailikari, Häme University of Applied Sciences ; Petri Nokelainen, Tampere University