EARLI SIG14 CONFERENCE 2024

21.08.-23.08.2024 JYVÄSKYLÄ, FINLAND

Conference Participant Guidelines

JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

Contents

Welcome!

Dear Conference Participant,

We're excited to welcome you to the EARLI SIG14 2024 Conference, hosted by the University of Jyväskylä, Faculty of Education and Psychology. The EARLI SIG14 2024 is the 12th biennial conference of EARLI SIG 14. It will take place on August 21st-23rd in Jyväskylä, Finland. Enjoy the conference! We hope you make new connections, expand your personal and professional networks, and catch up with dear colleagues and close friends. You might want to quickly thank the EARLI SIG14 2024 volunteers you will meet through the conference! Feel free to share the key highlights of the conference on social media using the hashtag #SIG14JYU24.

Please visit the Conference Website for further information: https://www.jyu.fi/en/events/earli-sig14-conference-2024

E-mail: info-sig14@jyu.fi

You can find and download the EARLI SIG14 2024 abstract book here http://urn.fi/URN:ISBN:978-952-86-0263-7.

EARLI SIG14 2024 Committees

Scientific committee: Prof. Stephen Billett, Prof. Piet Van den Bossche, Prof. Michael Goller, Prof. Christian Harteis, Prof. Raija Hämäläinen, Ph.D. Sami Lehesvuori, Ph.D. Pauliina Rikala, Ph.D. Katja Vähäsantanen

Organizing Committee: Prof. Raija Hämäläinen (Conference Chair), Ph.D. Ville Heilala (JURE Coordinator), Ph.D. Sami Lehesvuori (Scientific Chair), Ph.D. Minna Ylönen (Work Life Chair), Prof. Anna-Maija Poikkeus (Dean, Professor), Pia Krimark (Conference Secretary), Pauliina Rikala (Conference Secretary), Antti Vuoriainen (Conference Secretary). The members of Professor Raija Hämäläinen's research group are also involved in organizing the conference.

Keynotes

Keynote 21.8.2024 Professor Allison Littlejohn
This call may be recorded for training purposes: digital technology and professional learning
Digital technology is changing how people work and learn, as technology systems and data transform work practices and ways of knowing. The growth in technology development is speeding the rate of change of work, with technologies replacing some tasks and altering others. These changes intensify the need for continual professional learning and open up opportunities for professionals to learn while using technologies for work.

Although the integration of digital technologies with work offers benefits to professionals, new associations of humans and technology generate a range of cultural and social issues related to identity, practice and knowledge. To address these issues, professional learning has to extend beyond learning new skills and knowledge, to supporting professionals to deal with the social and cultural challenges they experience at work.

In this keynote I investigate the interplay of digital technology, work and learning. Using concepts of professional practice, knowledge and identity, I examine some of the cultural and social issues and that influence ways of working and ways of knowing. I explore diverse forms of professional learning that may, in future, help to address the unseen challenges professionals face when digital technology systems are integrated with work.

Allison Littlejohn is Professor of Learning and Technology at University College London and Director of the UCL Knowledge Lab, a transdisciplinary research centre shaping the future of society and technology. Her research examines how digital technology is reshaping new ways of knowing in professional contexts. This work has made contributions to the understanding of how people learn for work across the Energy, Finance, Health, Education and International Development sectors. Previously Professor Littlejohn was Dean (Learning & Teaching), in the College of Social Sciences, University of Glasgow; Academic Director of Digital Innovation at the Open University (2015-2019); and Professor and Founding Director of the Caledonian Academy at Glasgow Caledonian University (2006 – 2014), where she was Senior Researcher for Royal Dutch Shell's learning innovation division (2008-2010). Her research explores the interplay between professional work, learning and digital technologies.

Keynote 22.8.2024 Professor Dr. Bram De Wever
Human-Driven Learning and Professional Development in a Tech-Driven World
In this keynote lecture I will present my view on how important humans are – and will increasingly be – for guiding future learning and professional development. Given the theme of this SIG14 meeting 'Learning On-the-Go: Understanding the Dynamics of Continuous Professional Development in a Tech-Driven World' I thus decided to focus on 'Human-Driven Learning and Development'.

In doing this, I will draw some parallels with technology-enhanced learning and instruction in higher education settings, focusing on challenges for developing online and blended learning environments and course design. I will make the point that we have been moving to a digital first type of education that is still human centered. Both what technologies can bring to the table with regard to learning and professional development, as well as what human facilitators can bring to the table will be discussed, as well as competences needed for facilitating learning and professional development in an increasing digital world. Based on PIAAC (Programme for the International Assessment of Adult Competencies, OECD) and related data I will also focus on differences regarding shorter and longer educated people, how they look at learning, and how we may need human-driven learning and professional development to ensure a broad spectrum of future opportunities for learning and development for all.

Bram De Wever (Ph.D., 2006) is Associate Professor at the Department of Educational Studies at Ghent University, Belgium, and head of the research group TECOLAB at that department. His research is focusing on technology-enhanced learning and instruction, peer assessment and feedback, computer-supported collaborative learning activities, inquiry learning, and argumentative and collaborative writing. Most of his research takes place in a higher education setting, followed closely by adult education and professional development.

Keynote 23.8.2024 Professor Marianne Teräs
The Potential and Limitations of Simulations - Examples from the Health Care Sector
This presentation explores the intersection of pedagogy and health care simulations, reflecting the evolving landscape of simulation technologies in education. Simulations, crucial in health care for both students and professionals, aim to replicate authentic work scenarios, fostering skills, competencies, and interprofessional collaboration. First, I will outline various types of simulations, then I will explore the concept of pedagogy in relation to simulations and different pedagogical models used in health care simulations. Second, I will examine ethics and pedagogical dilemmas surrounding simulations such as authenticity, fidelity, and participant engagement, with a focus on the delicate balance between deception and realistic professional practice. Lastly, I will suggest some pedagogical principles in the design and implementation of health care simulations.

Marianne Teräs is Professor of Education with special focus on Health Care Education, at the Stockholm University, Department of Education, Sweden. She holds a Docentship in Adult Education (University of Helsinki, Finland) and in Simulation Pedagogy (University of Lapland, Finland). Her research interests include professional and vocational education and training in various contexts.

Code of conduct & safety

EARLI SIG14 is committed to provide the best possible circumstances in which participants can positively and safely share their research and exchange their ideas. We value and respect all people. Each participant has the right to equal, non-discriminating and respectful treatment, regardless of their age, origin or nationality, language, religion, beliefs, culture, opinions, political activity, trade union membership, family relations, health, disability or functional capacity, sexual orientation, gender, gender identity, gender expression, or other factor related to their person. The EARLI SIG14 will not tolerate vilification, abuse, or harassment in any form. Anyone asked to stop unacceptable behaviour is expected to comply immediately. EARLI SIG14 conference and University of Jyväskylä complies with valid national laws and decrees, as well as the regulations, guidelines and agreements that apply to our operations.

We expect all participants to follow this Code of Conduct during the EARLI SIG14 conference. We are aware that cultural or any other differences may cause misunderstandings, but we do expect all participants to be both polite and proactive, and to ensure a pleasant conference experience for everyone.

In the unpleasant situation you feel unsafe or harassed, notice that someone else is being harassed, or have any other concerns, contact our Safe Conference Care Team by email info-sig14@jyu.fi.

The health and safety of everyone who attends EARLI SIG14 2024 is our top priority, and the conference will be held in a safe and clean environment. We are carefully tracking all the latest health and safety regulations, guidelines, and recommendations. The general emergency number in Finland is **112**. When the question is about a life-threatening situation, react quickly and immediately call the emergency number **112**. You can call this number if you need an ambulance or police or help in case of a fire, traffic accident or other accident. Get familiar with the most important first aid instructions of the Finnish Red Cross.

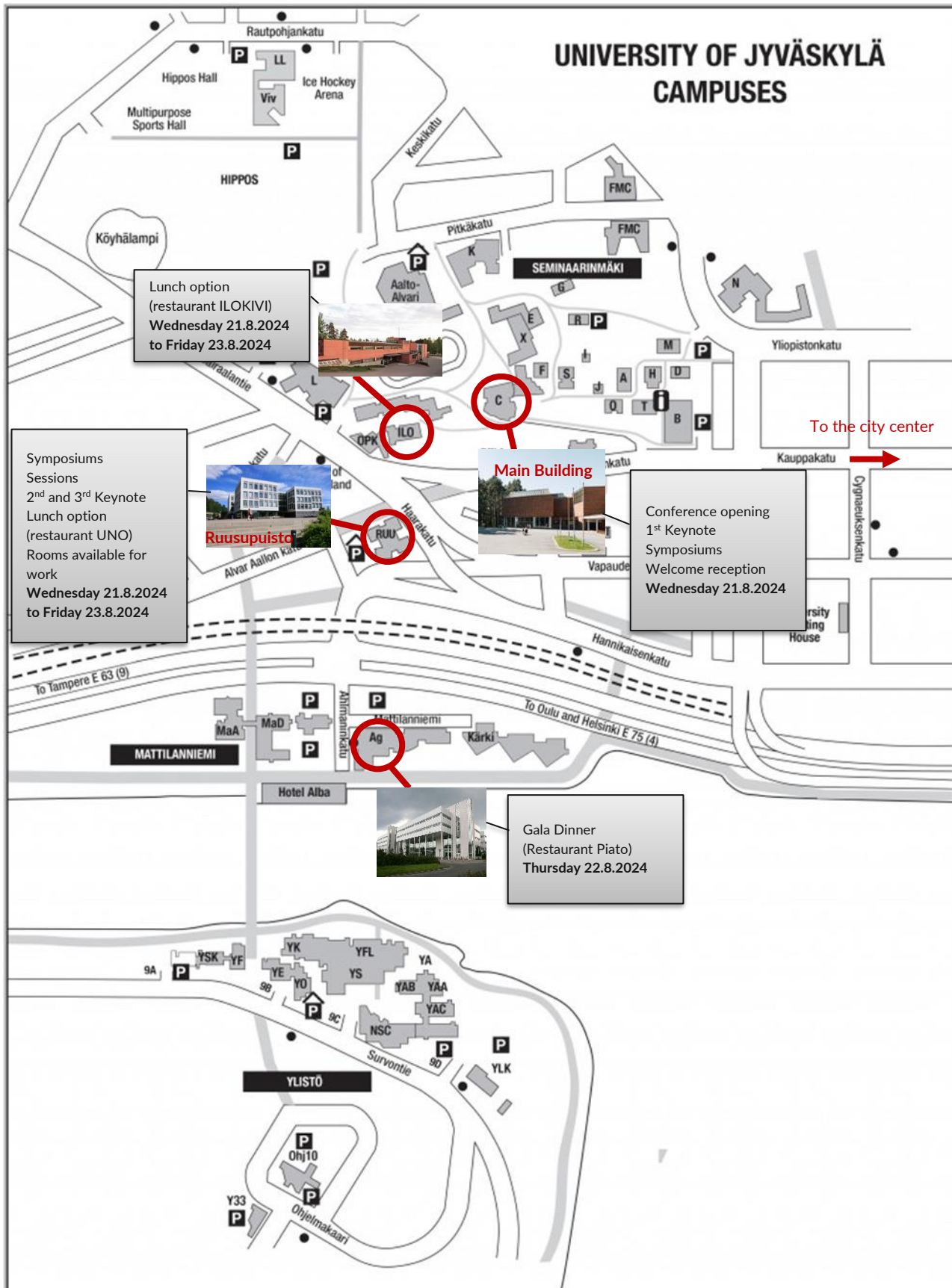**Thank you for contributing to a safe EARLI SIG14 2024 conference!**

Conference etiquette

During presentations, we kindly ask that all attendees refrain from entering or leaving the session room once the presentation has started and to remain in the room until the presentation has concluded. If you need to leave, we suggest doing so during the presenter changeover to minimize disruption. It's important to be punctual for all sessions, and if you need to have a conversation, we ask that you step out of the room to avoid disturbing the presenter or other attendees. Additionally, we request all participants to keep their cell phones on silent mode. If you must take or make a call, we ask that you kindly step out of the room to minimize distractions for others. Furthermore, we encourage a positive and respectful exchange of ideas and request that all participants avoid making personally demeaning or insulting comments. Let's ensure a welcoming and professional environment for everyone.

Conference venues

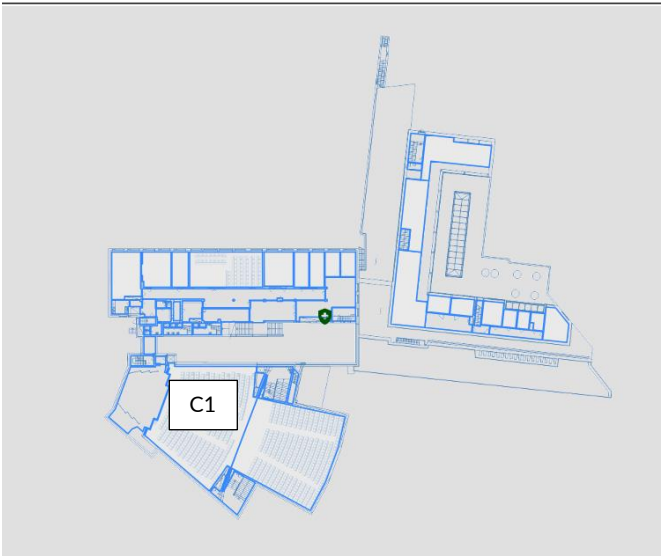Building and classroom locations can be found using navi.jyu.fi -map service.

Conference venues: Ruusupuisto Alvar Aallon katu 9, 40600 Jyväskylä; Main Building C Seminaarinkatu 15, 40100 Jyväskylä.

Lunch option (restaurant ILOKIVI)
Wednesday 21.8.2024 to Friday 23.8.2024

Symposiums Sessions
2nd and 3rd Keynote
Lunch option (restaurant UNO)
Rooms available for work
Wednesday 21.8.2024 to Friday 23.8.2024

Ruusupuisto

Main Building

Conference opening
1st Keynote
Symposiums
Welcome reception
Wednesday 21.8.2024

To the city center

Gala Dinner (Restaurant Piato)
Thursday 22.8.2024

UNIVERSITY OF JYVÄSKYLÄ CAMPUSES

Floor maps

Main Building
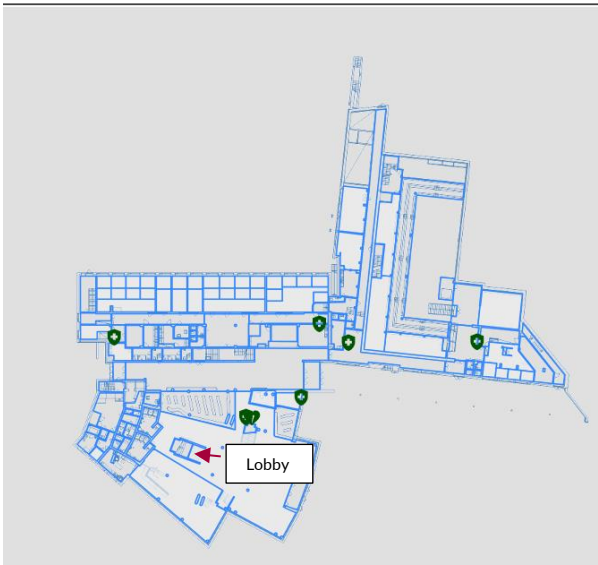
Main Building ballroom C1 entrance from the lobby, 2nd floor C1

Ruusupuisto 1st floor

Restaurant Uno

Lobby 1st floor

RUU D104
Helena

RUU D101
Juho

RUU C101
Lucina

Ruusupuisto 2nd floor

RUU
E214
Toivo

Lobby 2nd
floor

RUU
E214
Onni

Ruusupuisto 3rd floor

RUU
E307
Katri

RUU
E308
Aino

Lobby 3rd
floor

RUU
E314
Isa
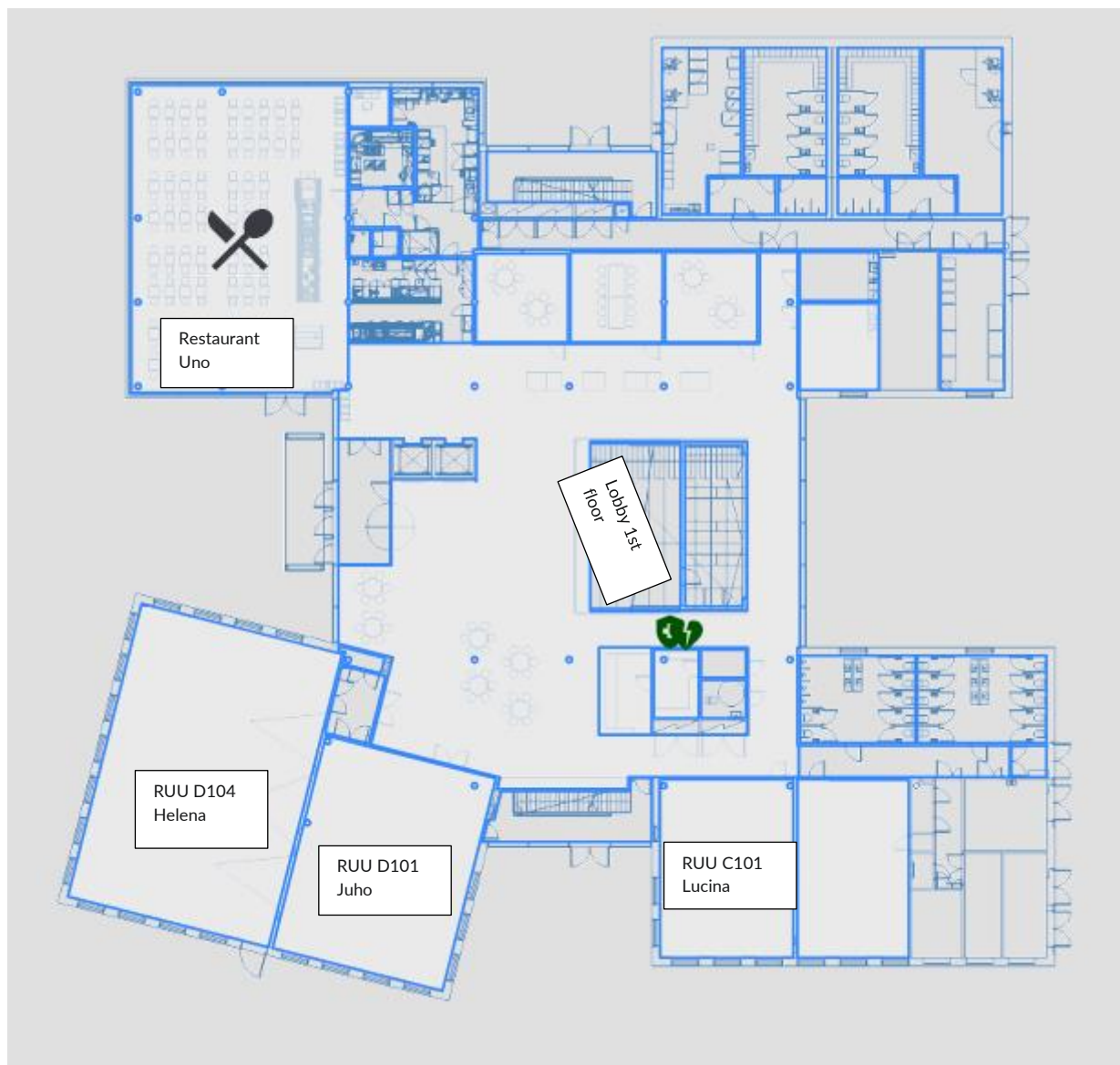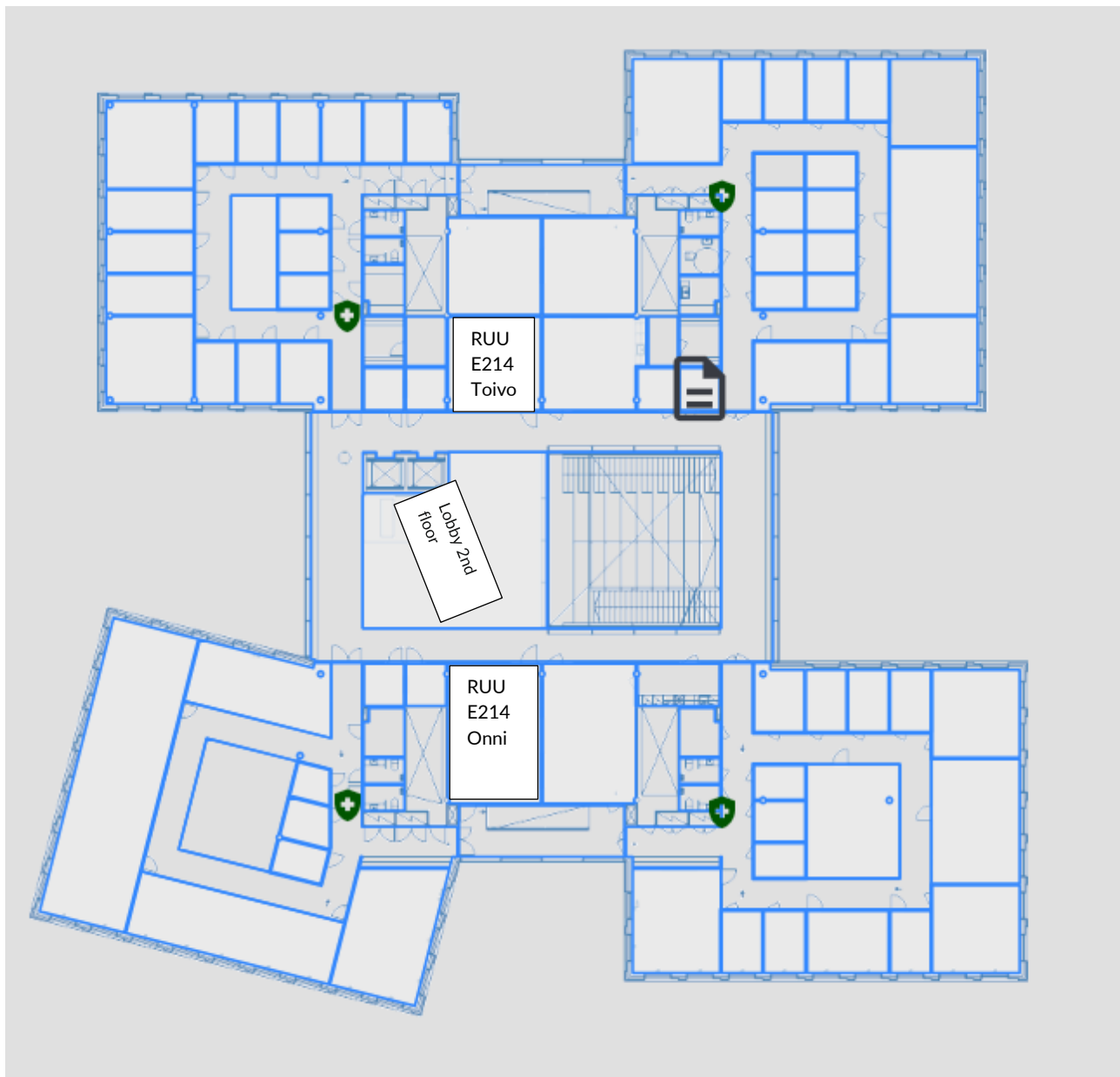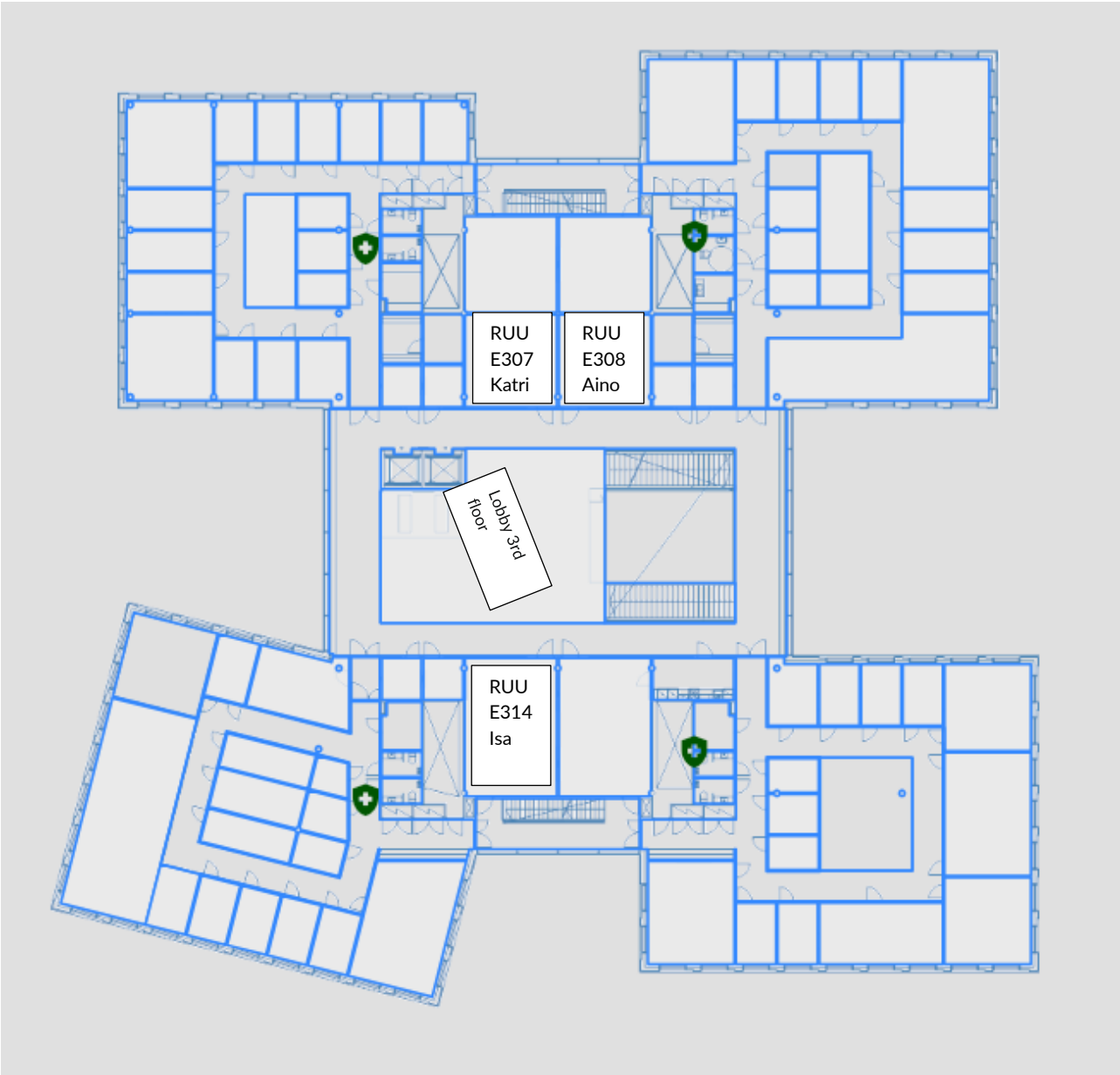
Conference program

Wednesday	Thursday	Friday
08.00–09.30 Registration & Welcome Coffee Location: Main building C 10.00–12.00 Conference opening Location: Main building ballroom C1	8.30– Registration Location: Ruusupuisto	8.30– Registration Location: Ruusupuisto
	9.00–10.30 Sessions (3) Symposium (3): A glance at professional development: Mobile eye tracking in ecologically valid educational environments Location: Ruusupuisto D104 Helena Roundtable1: RUU C101 Lucina Posters 1: Ruusupuisto lobby (2nd floor) Paper 3.1: RUU D101 Juho Paper 3.2: RUU E314 Isa Paper 3.3: RUU E214 Onni	9.00-10.30 Sessions (6) Symposium (5): Professional Development from Student Selection to Teacher Education and the Teaching Profession: Theoretical, Empirical and Methodological Considerations Location: Ruusupuisto lobby (1st floor) Symposium (6): Communities as learning incubators Location: RUUD 104 Helena Paper 6.1: RUU D101 Juho Paper 6.2: RUU C101 Lucina Paper 6.3: RUU E314 Isa Paper 6.4: RUU E214 Onni
10.30–12.00 Keynote Allison Littlejohn: This call may be recorded for training purposes: digital technology and professional learning Location: Main building ballroom C1	10.30–11.00 Coffee break (Ruu lobby 1st floor) Coffee with Professors" for early career and junior researchers (JURE) Coffee with Professors" for early career and junior researchers Location: Ruusupuisto D101 Juho. Encouraging and informal opportunity to discuss with Prof. Stephen Billett, Prof. Piet Van den Bossche, Prof. Hans Gruber, Prof. Christian Harteis, Prof. Raija Hämäläinen, Prof. Allison Littlejohn, Prof. Marianne Teräs, and Prof. Bram de Wever.	10.30–11.00 Coffee break (Ruu lobby 1st floor)
	11.00–12.30 Sessions (4) Symposium 4: Professional learning in the era of digital transformation: Exploring the challenges of meta-work Location: RUU D104 Helena Roundtable2: RUU C101 Lucina Posters 2: Ruusupuisto lobby (3rd floor) Paper 4.1: RUU D101 Juho Paper 4.2: RUU E314 Isa Paper 4.3: RUU E214 Onni	11.00–12.30 Sessions (7) Invited symposium (3): A tribute to Michael Eraut Location: Ruusupuisto lobby (1st floor) Paper 7.1: RUU D104 Helena Paper 7.2: RUU D101 Juho Paper 7.3: RUU C101 Lucina Paper 7.4: RUU E314 Isa Paper 7.5: RUU E214 Onni
12.00–13.30 Lunch Break Restaurant Uno or Ilokivi Campus walk (Aalto walk) option during the lunch break - departure Main building C lobby	12.30–13.30 Lunch Break Restaurant Uno or Ilokivi 12.30–13.30 A Board Meeting for the Journal Vocations and Learning	12.30–13.30 Lunch Break Restaurant Uno or Ilokivi
13.30–15.00 Sessions (1) Symposium 1: Wisdom in Practice: Theorisations and Empirical Findings of Practical Wisdom in and for Occupational Practice Location: Main building ballroom C1 Paper 1.1: RUU D104 Helena Paper 1.2: RUU D101 Juho Paper 1.3: RUU C101 Lucina Paper 1.4: RUU E314 Isa Paper 1.5: RUU E214 Onni	13.30–15.00 Keynote Bram De Wever: Human-Driven Learning and Professional Development in a Tech-Driven World Location: Ruusupuisto lobby 1st floor (14.00–17.00 Excursion to the Hospital Nova for registered)	13.30–15.00 Keynote Marianne Teräs: The potential and limitations of simulations - examples from the health care sector Location: Ruusupuisto lobby 1st floor
15.00–15.45 Coffee Break. Note! Coffee is served only at the main building.	15.00–15.30 Coffee break (Ruu lobby 1st floor)	15.15 Farewell Ruusupuisto (Ruu lobby 1st floor) Campus walk (Aalto walk) option at 15.30 - departure Ruusupuisto lobby
15.45–17.15 Sessions (2) Invited symposium (1): Panel Sig14 EWIDE: Organizational Learning in the Digital Age Location: Main building ballroom C1 Symposium 2: Unravelling and Prompting Informal Workplace Learning Using Experience Sampling and Mobile Apps Location: Ruusupuisto lobby 1st floor Paper 2.1: RUU D104 Helena Paper 2.2: RUU D101 Juho Paper 2.3: RUU C101 Lucina Paper 2.4: RUU E314 Isa	15.30–17.00 Sessions (5) Invited symposium (2): Presenters Inge Timoštšuk, Päivi Tynjälä, Krista Loogma, and Christian Harteis. Stephen Billett as discussant. Location: Ruusupuisto lobby 1st floor Paper 5.1: RUU D104 Helena Paper 5.2: RUU D101 Juho Paper 5.3: RUU C101 Lucina Paper 5.4: RUU E314 Isa Paper 5.5: RUU E214 Onni	Wednesday (13-17) Thursday and Friday (all day) Location: Ruusupuisto E308 Aino, E307 Katri, E207 Toivo available for work
17.30-20.00 Welcome reception Location: Main building C	17.15–18-15 SIG14 Business Meeting (RUU D104 Helena) Campus walk (Aalto walk) option - departure Ruusupuisto lobby From 19.00 Gala Dinner Location: Agora Piato In the evening, you can expect an entertaining event with a good food, band, and DJ Soul Valpio.	

Invited symposium (1): Panel Sig14 EWIDE: Organizational Learning in the Digital Age
Chair(s): Jenni Kantola (University of Jyväskylä)

The panel will discuss the role of digitalization in professional learning and education. Guided by moderator, postdoc researcher Jenni Kantola from JSBE, the group of experts, representing diverse backgrounds from researchers to organization and technology developers, will delve into the impact of technology on organizational learning and how advanced technologies can help increasing organizational value. We will cover a broad range of opportunities and challenges associated with technology-enabled learning and personnel development, such as: What are the constraints and affordances of using technology in adult learning compared to traditional learning methodologies?, How can technology enhance personalized learning experiences in professional development and vocational education? and how technology-enhanced organizational learning can be implemented sustainably?
Panelists:
- Prof. Dr. Christian Harteis, Universität Paderborn
- Postdoctoral researcher Ville Heilala, University of Jyväskylä
- HR Partner Janne Rajala, University of Jyväskylä
- CEO Ilkka Mäkitalo, Howspace

Invited symposium (2): How to integrate work-related or informal learning experiences into educational settings?
Chair(s): Inge Timoštšuk (Tallinn University)
Discussant: Stephen Billett (Griffith University)

This symposium discusses approaches and insights from the field of research on integrating formal education and workplace learning (WPL) for students, schools and Vocational Education.
With the ongoing digital transformation, unleashed by the technological advances of the information age, there is an increasing research interest in enriched learning in various authentic environments. This symposium will pay special attention to students' participation in authentic work environments outside the school, their practice-based learning and the acknowledgement of those learning outcomes in educational programs. In the context of integrating learning at school and work, previous research activities have internationally mainly focused on vocational education, but this symposium widens the focus by extending the target group and including besides VET students also students in basic education and upper secondary general education.
Contributions:
- Broadening the context of learning through work-related experiences for supporting learning engagement in primary schools (Inge Timoštšuk, Tallinn University).
- Conceptualizing work-based learning of high school students in Estonia (Krista Loogma, Tallinn University).
- Integrating Theory and Practice for Professional Development in Higher Education (Päivi Tynjälä, University of Jyväskylä).
- "No – that does not work!" Challenges of coordinating workplace learning and VET (Christian Harteis, Paderborn University).

Invited symposium (3): A tribute to Michael Eraut; his contributions to theory and methods of SIG 14
Chair(s): Raija Hämäläinen (University of Jyväskylä)
Discussants: Prof. Dr. Dr. h. c. Hans Gruber (University of Regensburg) and Professor Allison Littlejohn (University College London)

Michael Eraut was a very influential educational scientist from British origin. The scope of his work was mainly learning in the workplace, non-formal learning, learning from others and professional development, leading to much cited publications. His most cited book of 1994 received 7445 citations according to Google Scholar (date January 14, 2024). Trained as an organic chemist, his interest in teaching and education put him on a career path in which he first got involved in educational technology and curriculum development, and later turned to continuing and professional education. His studies on professional learning and development regarded several very divergent professions such as teaching, medicine, accountancy, social work, and engineering. His oeuvre also includes critical analyses of concepts and theories that otherwise have an almost undisputed status. Examples are his work on Schön's reflection in action, on competence, and on apprenticeship learning, which had had the working title 'deconstructing communities of practice' (Eraut, 1995, 1996, 2004). This aspect of his work made academic discussions with Michael Eraut so interesting and inspiring.
Michael Eraut passed away in 2018, and it took a couple of years before the continental educational community became aware of this. Years of corona prevented that we discussed with one another what his work has meant for us as researchers of professional learning and development, and for us as a Sig.
In this symposium three presenters will each take one aspect of Eraut's work and will show what Michael's concepts and ideas contributed to their thinking and what problem it solved. Together we'll highlight what we consider Eraut's intellectual heritage.
- *Use of ideas of Michael Eraut when defining and investigating informal learning at work* Regina H. Mulder, University of Regensburg
- *Knowledge Brokers' Influence on Informal Learning Networks on Social Media* Martin Rehm, University Of Regensburg; Marie Lockton, University of California, San Diego; Anita Caduff, University of California, San Diego; Alan J Daly, University of California, San Diego
- **Fast cognitive processes – a blind spot in teacher expertise research** Els Boshuizen, Open Universiteit; Charlotte Wolff, University of Iceland; Dorothy Duchatelet, Open Universiteit

In line with the theme of the conference, discussants, Hans Gruber and Allison Littlejohn, will examine these concepts to consider the relevance of Eraut's work in the context of today's digital and 'data driven' work settings.

Symposium 1: Wisdom in Practice: Theorisations and Empirical Findings of Practical Wisdom in and for Occupational Practice
Discussant(s): Professor Laurent Filliettaz (University of Geneva)
Chair(s): Hannu L. T. Heikkinen (University of Jyväskylä), Laurent Filliettaz (University of Geneva)

- *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
- *Wisdom in practice: its character, formation and development* Stephen Billett, Griffith University
- *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

Symposium 2: Unravelling and Prompting Informal Workplace Learning Using Experience Sampling and Mobile Apps
Discussant(s): Professor David Gijbels (University of Antwerp)
Chair(s): Andreas Rausch (University of Mannheim), Maaike Endedijk (University of Twente), David Gijbels (University of Antwerp)

- *Investigating Structure and Predictors of Informal Workplace Learning Using Experience Sampling Katja* Häußermann, Ulm University; Tina Seufert, Ulm University
- *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 Hoogeboom, University of Twente; Maaike Endedijk, University of Twente
- *Investigating Effects of an App-based Prompting on Informal Workplace Learning Using Experience Sampling* Manuel Böhm, Mannheim University; Andreas Rausch, Mannheim University
- *Using the Experience Sampling Method to support ongoing workplace learning processes in district nursing teams* Inge Wolbers, University of Applied Sciences Utrecht; Maaike Endedijk, Twente University; Pieterbas Lalleman, Fontys University of Applied Sciences; Lisette Schoonhoven, UMC Utrecht; Nienke Bleijenberg, UMC Utrecht

Symposium 3: A glance at professional development: Mobile eye tracking in ecologically valid educational environments
Discussant(s): Prof. Dr. Dr. h. c. Hans Gruber (University of Regensburg)
Chair(s): Maikki Pouta (University of Turku), Senne van Hoecke (Open University of the Netherlands), Marjaana Puurtinen (University of Turku), Hans Gruber (University of Regensburg)

- *Mobile eye tracking and visual expertise in authentic classroom settings* Senne van Hoecke, Open University, Heerlen, Netherlands
- *History and education specialists' cognitive-emotional engagement with a historical milieu* Marjaana Puurtinen, University of Turku, Finland; Jan Löfström, University of Turku, Finland
- *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
- *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

Symposium 4: Professional learning in the era of digital transformation: Exploring the challenges of meta-work
Discussant(s): Professor David Guile (UCL - Institute of Education)
Chair(s): Monika Nerland (University of Oslo), David Guile (UCL - Institute of Education)

- *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; Fransisco Duran Del Fierro, UCL Knowledge Lab, Institute of Edcucation, University College London, UK; Eileen Kennedy, UCL Knowledge Lab, Institute of Education, University College London, UK
- *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
- *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
- *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
- *Human and Machine Learning: a "Recontextualised" Connectionist & neo-Vygotskian Perspective* David Guile, UCL - Institute of Education

Symposium 5: Professional Development from Student Selection to Teacher Education and the Teaching Profession: Theoretical, Empirical and Methodological Considerations
Discussant(s): Prof. Dr. Els Boshuizen (Open Universiteit)
Chair(s): Riitta-Leena Metsäpelto (University of Jyväskylä), Mirjamaija Mikkilä-Erdmann (University of Turku), Els Boshuizen (Open Universiteit)

- ***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
- ***Understanding and assessing the dispositional characteristics of Preservice Teachers*** Janet Clinton, University of Melbourne; Katina Tan, University of Melbourne
- ***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
- ***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

Symposium 6: Communities as learning incubators
Discussant(s): Associate professor Kaija Collin (University of Jyväskylä)
Chair(s): Piet Van den Bossche (University of Antwerp), Maaike Endedijk (University of Twente), Kaija Collin (University of Jyväskylä)

- ***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; Maaike Endedijk, University of Twente; Tijmen Schipper, Windesheim University of Applied Sciences
- ***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
- ***Stimulating innovative behaviour for professional development through learning communities*** Margot van Rees, Saxion Hogeschool; Stijn Visschedijk, Saxion Hogeschool; M.D. Endedijk, Universiteit Twente.

Roundtable1: Understanding the Dynamics of Continuous Professional Development in a Tech-Driven World
Chair(s): Christian Harteis (Paderborn University)

- ***Challenges of understanding, measuring, and supporting the dynamics of production workers' learning-on-the-go in the Smart Industry sector*** Maaike Endedijk, University of Twente; Akvilé Bouwens, University of Twente; Marcella Hoogeboom, University of Twente; Suzanne Janssen, University of Twente; Jessie Koen, TNO, Netherlands Organisation for Applied Scientific Research; Lisa Winkelman, University of Twente
- ***The AI Literate Researcher: Cross-Disciplinary Conceptualizations in Mathematics, Biology, and Educational Science*** Stephan Drechsler, Paderborn University; Christian Harteis, Paderborn University
- ***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

Roundtable2: Theories and methodologies for the study of professional learning and development
Chair(s): Christian Harteis (Paderborn University)

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

Posters 1
Chair(s): Katrien Cuyvers (University of 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; Maaike 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
- *Exploring Essential Competencies and Conceptual Thinking Skills for Future IT Engineers* Paavo Räty, 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
- *Emotions in the implementation of the organization´s strategy – Emotional agency and psychological safety as a perspective* Elina Koivusalo, 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
- **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
- **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
- **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

Posters 2
Chair(s): Mikko Vesisenaho (University of Jyväskylä)

- *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 Ruutiainen, 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
- *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; Maaike Endedijk, University of Twente; Tijmen Schipper, Windesheim University of Applied Sciences
- *Power relations and knowledge creation in a public-private collaboration* Nathalie Schram-Wesselink, University of Twente; Ellen Nathues, University of Twente; Maaike Endedijk, University of Twente
- *Changes in students' self-efficacy through critical incidents in simulations* Helen Jossberger, University of Regensburg; Sarah Kölbel, University of Regensburg; Rebecca Seethaler, University of Regensburg; Dorothy Duchatelet, Open Universiteit
- *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

Paper 1.1: Theories and methodologies for the study of professional learning and development – tools to support professional learning
Chair(s): Minna Ylönen (University of Jyväskylä/Wellbeing Services County of Central Finland)

- *Towards design principles for Immersive Virtual Reality simulation for professional learning: Results from two review studies* Lisa Winkelman, University of Twente; Ilona Friso-van den Bos, University of Twente; Mireille Post-Hubers, University of Twente; Maaike Endedijk, University of Twente
- *Examining power relations in simulation-based education within healthcare for interprofessional learning from a sociomaterial perspective* Aaron Peltoniemi, University of Jyväskylä; Minna Ylönen, University of Jyväskylä
- *Towards multimodal learning analytics in simulation-based professional training* Charlott Sellberg, University of Gothenburg; Amit Sharma, University of Bergen; Susan Harrington, University of Gothenburg
- *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

Paper 1.2: Understanding the Dynamics of Continuous Professional Development in a Tech-Driven World – novel approaches and new technologies
Chair(s): Katriina Sipiläinen (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
- *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

Paper 1.3: Work and education as contexts for professional learning and development – migrant education and translingual practices
Chair(s): Antti Vuoriainen (University of Jyväskylä)

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

Paper 1.4: Work and education as contexts for professional learning and development – expectations, feedback, gaps, and methods
Chair(s): Ville Heilala (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
- *Organizational Feedback Norms: Scale Development and Analysis of Their Influence on Employees' Feedback Seeking Behaviour* Akvilė Bouwens, University of Twente
- *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; Maaike Dorine Endedijk, University of Twente, Professional Learning & Technology, Enschede, Netherlands

Paper 1.5: Understanding the Dynamics of Continuous Professional Development in a Tech-Driven World – workplace training
Chair(s): Michael Goller (University of Kassel)
- *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
- *Learning-from-failure culture – a novel approach for effective workplace training* Friederike Lindauer, University of Applied Sciences Brandenburg
- *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

Paper 2.1: Understanding the Dynamics of Continuous Professional Development in a Tech-Driven World – results and findings of new opportunities
Chair(s): Pauliina Rikala (University of Jyväskylä)

- *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
- *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
- *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)

Paper 2.2: Work and education as contexts for professional learning and development – agency, well-being, and possibilities
Chair(s): Sami Lehesvuori (University of Jyväskylä)

- *An embedded view of educational professionals' agency in relation to quality of education* Merel van der Wal, Radboud University Nijmegen
- *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
- *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; Mirjamaija Mikkilä-Erdmann, University of Turku, Department for Teacher Education

Paper 2.3: Understanding the Dynamics of Continuous Professional Development in a Tech-Driven World – biases, changes, and directions
Chair(s): Stephen Billett (Griffith University)

- *Professional Learning as an Antidote to Automation Bias?* Therese Grohnert, Maastricht University/School of Business and Economics; Wim Gijselaers, Maastricht University/School of Business and Economics; Roger Meuwissen, Maastricht University/School of Business and Economics
- *[CANCELLED] 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
- *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
- *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

Paper 2.4: Vocational education and training in schooling and working life contexts – simulation teaching and training
Chair(s): Sahsenem Öz (University of Jyväskylä)

- *Simulation training in WBL through the lens of contingent scaffolding* Minna Ylönen, University of Jyväskylä; Pauliina Rikala, University of Jyväskylä; Paavo Räty, University of Jyväskylä; Raija Hämäläinen, University of Jyväskylä
- *Collaborative learning in nursing students' simulation teaching* Virpi Salo, Seinäjoki University of Applied Sciences; Pauliina Rikala, University of Jyväskylä; Minna Ylönen, University of Jyväskylä; Katja Vähäsantanen, Häme University of Applied Sciences; Raija Hämäläinen, University of Jyväskylä
- *Can nurse students' learning of infection prevention and control be promoted by applying principles of meaningful learning? A field-experimental study* Riikka Eronen, University of Turku, Department of Teacher Education; Laura Helle, University of Turku, Department of Teacher Education; Tuire Palonen, University of Turku, Department of Teacher Education; Henny P. A. Boshuizen, Open University of the Netherlands, Faculty of Educational Sciences
- *[CANCELLED] The power of feedback and facilitation in post-simulation debriefings* Catherine Gabelica, IESEG SCHOOL OF MANAGEMENT; Vitaliy Popov, The University of Michigan Medical School Department of Learning Health Sciences

Paper 3.1: Vocational education and training in schooling and working life contexts – opportunities for improvement
Chair(s): Minna Ylönen (University of Jyväskylä/Wellbeing Services County of Central Finland)

- *Opportunities for improvement of organising workplace learning in vocational education: systematic analysis of theories and empirical evidence* Regina H. Mulder, University of Regensburg
- *[CANCELLED] Vocational education teachers' digital competence* Veronika Anselmann, University of Education Schwäbisch Gmünd; Sebastian Anselmann, University of Education Schwäbisch Gmünd
- *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 Radkowitsch, 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
- *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

Paper 3.2: Work and education as contexts for professional learning and development – finding the right blend
Chair(s): Mikko Vesisenaho (University of Jyväskylä)

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

Paper 3.3: Adult learning processes within the context of work – workplace as environment for learning and well-being
Chair(s): Stephen Billett (Griffith University)

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

Paper 4.1: Adult learning processes within the context of work – educative experiences & learning pathways across working life
Chair(s): Anne Karhapää (University of Jyväskylä)

- *Elaborating learning 'on the go' across working life: Educative experiences and personal curriculum* Stephen Billett, Griffith University
- *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
- *Employee's continuous learning and its support in previous research in the context on non-profit organizations (NPO)* Nina Karuneva, University of Jyväskylä

Paper 4.2: Theories and methodologies for the study of professional learning and development – Insights from research projects and professional learning and development
Chair(s): Paavo Räty (University of Jyväskylä)

- *[CANCELLED] The Role of Self-efficacy, Language Proficiency, and the Length of the Training in Language Teacher Conceptual Change* Polina Kordik, Helsinki University
- *Dilemmas in second-hand ethnography: Lessons learned from two organizational research projects* Soila Lemmetty, University of Eastern Finland; Sari Vanhanen, Migration Institute of Finland
- *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
- *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

Paper 4.3: Work and education as contexts for professional learning and development – talents in health care professions
Chair(s): Aaron Peltoniemi (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
- *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
- *Training professionals into looking at interactional competences with collective data sessions: experiences in the fields of education, healthcare and social work* Laurent Filliettaz, University of Geneva; Evelyne Berger, La Source Nursing School, HES-SO Lausanne

Paper 5.1: Understanding the Dynamics of Continuous Professional Development in a Tech-Driven World – teaching and teachers
Chair(s): Ville Heilala (University of Jyväskylä)

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

Paper 5.2: Work and education as contexts for professional learning and development – team learning and learning communities
Chair(s): Paavo Räty (University of Jyväskylä)

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

Paper 5.3: Constraints and affordances of professional learning and work identities – teachers' professional identity and agency
Chair(s): Antti Vuoriainen (University of Jyväskylä)

- *Paths and tensions of physical education teachers' professional identity learning* Jukka Virta, University of Jyväskylä / Department of Teacher Education
- *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
- *The evolution of teachers' professional identity during their first year of implementing team teaching* Dries Mariën, University of Antwerp; Ruben Vanderlinde, Ghent University; Elke Struyf, Unversity of Antwerp
- *Diamonds are born under pressure? Vocational teachers between education and the world of work* Katja Vähäsantanen, Häme University of Applied Sciences; Heta Rintala, Häme University of Applied Sciences; Mika Tammilehto, Häme University of Applied Sciences

Paper 5.4: Theories and methodologies for the study of professional learning and development – teacher education and training
Chair(s): Jeri Varjosalo (University of Jyväskylä)

- *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)
- *Documentary method to investigate commitment to become a teacher and teacher education* Jan Boehm, University of Education Upper Austria; Eeva Kaisa Hyry-Beihammer, University of Education Upper Austria; Heidi Krzywacki, University of Helsinki; Katriina Maaranen, University of Helsinki; Katariina Stenberg, University of Helsinki
- *Integrating working life in classroom learning - the primary teacher perspective* Kaidi Nurmik, Tallinn University, Inge Timoštšuk, Tallinn University

Paper 5.5: Adult learning processes within the context of work – tools supporting professional learning and development
Chair(s): Aaron Peltoniemi (University of Jyväskylä)

- *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); Maaike Endedijk, University of Twente
- *Personalized Prompts to Support Problem-Solving in the Digital Office Simulation LUCA* Herbert Thomann, University Mannheim; Viola Deutscher, University Mannheim; Andreas Rausch, University Mannheim; Jürgen Seifried, University Mannheim
- *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
- *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

Paper 6.1: Vocational education and training – constraints and affordances
Chair(s): Katriina Sipiläinen (University of Jyväskylä)

- *Basic economic literacy and the concept of basic ideas on digital transformation – a new measurement approach for business education* Tobias Schlömer, Helmut-Schmidt-University Hamburg; Sara-Marie Schön, Helmut-Schmidt-University Hamburg; Tim Neu, Helmut-Schmidt-University Hamburg
- *Constraints and Affordances for Transformative Learning in the Tourism Industry* Sanna Brauer, Tampere University of Applied Sciences; Timo Halttunen, University of Turku / Turku University of Applied Sciences
- *Exploring the dynamics of participation, motivation, and emotional states in VET teacher training: A multi-level longitudinal study* Matthias Bottling, University of Hohenheim; Julia Katharina Weiss, University of Hohenheim; Tobias Kärner, University of Hohenheim
- *The importance of considering the directions of dropout when analyzing the dropout intentions of trainees in dual vocational education and training* Anke Braunstein, University of Mannheim; Viola Deutscher, University of Göttingen

Paper 6.2: Work and education as contexts for professional learning and development – competence and knowledge
Chair(s): Sami Lehesvuori (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
- *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
- *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, -

Paper 6.3: Professional development and growth – multiple perspectives and expertise
Chair(s): Anne Karhapää (University of Jyväskylä)

- *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
- *Development of competence in hybrid work interaction situations* Ilmari Puhakka, Tampere University; Petri Nokelainen, Tampere University; Eija Lehtonen, Tampere University
- *Brokers' facilitation of cross-organizational working and learning on wicked problems* Marjoleine Heijboer, Universiteit Utrecht; Mayke Vereijken, Universiteit Utrecht; Larike Bronkhorst, Universiteit Utrecht
- *Co-regulation of Adaptive Expertise Development: Student Perspectives during Workplace Learning* Anne Khaled, HAN University of Applied Sciences; Elske Hissink, Radboud Univerity Medical Center; Joost Haverkort, Hanze University of Applied Sciences; Martine van Rijswijk, Utrecht University

Paper 6.4: Adult learning processes within the context of work – learning experiences, paths, and communities
Chair(s): Mikko Vesisenaho (University of Jyväskylä)

- *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
- *Through Sieve to Fighter's Cockpit. Flight Instructor´s Role in Pilot Training* Harri Karjalainen, University of Jyväskylä; Mikko Vesisenaho, 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
- *Longitudinal Associations between Child Behavior and Parental Depressive Symptoms: A Random Intercept Cross-Lagged Panel Model* Zhiyang Feng, University of Jyväskylä

Paper 7.1: Constraints and affordances of professional learning and work identities – professional growth, agency, and emotions
Chair(s): Sami Lehesvuori (University of Jyväskylä)

- *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
- *Emotional terrain of work-related learning: What kinds of emotions matter and how?* Katja Vähäsantanen, Häme University of Applied Sciences, Finland; Susanna Paloniemi, University of Jyväskylä, Finland
- *The narrative mediation of teachers' emotional experience: identifying predictive narrative structures* Marc Clarà, University of Lleida; Alba Vallés, University of Lleida; Aina Franch, University of Lleida; Jordi Coiduras, University of Lleida; Patricia Silva, University of Barcelona; Sílvia Cavalcante, University of Lleida

Paper 7.2: Work and education as contexts for professional learning and development – continuous workplace learning inside and outside education
Chair(s): Miitta Järvinen (University of Jyväskylä)

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

Paper 7.3: Vocational education and training in schooling and working life contexts –dynamics and superpowers
Chair(s): Piet Van den Bossche (University of Antwerp)

- *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; Maaike Endedijk, University of Twente; Elwin Savelsbergh, Hogeschool Utrecht/University of Utrecht
- *Unveiling the Dynamics of Learning Location Cooperation in VET: An In-Depth Exploration of Stakeholders' Perspectives, Experiences, and Approaches* Jana Schwede, Paderborn University; Dietmar Heisler, Paderborn University; Christian Harteis, Paderborn University
- *Superpowers in Vocational Education: A Thematic Analysis of Expectations and Potential of Learning Analytics* Ville Heilala, University of Jyväskylä; Toni Stubin, Metodix Oy; Antti Kauppi, Metodix Oy; Hannu Linturi, Metodix Oy
- *I expected more from you: Identifying social discontinuities between the school and workplace in dual partnerships in secondary education* Steffi Sassenus, University Antwerp; Piet Van den Bossche, University Antwerp; University Maastricht; David Gijbels, University Antwerp

Paper 7.4: Work and education as contexts for professional learning and development – research findings
Chair(s): Pauliina Rikala (University of Jyväskylä)

- *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
- *[CANCELLED] Co-teaching in innovative learning environments, a case study in a primary school* Heini Ahonen, University of Turku
- *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

Paper 7.5: Adult learning processes within the context of work – nurturing professional learning
Chair(s): Joonas Mannonen (University of Jyväskylä)

- *Collective self-determination in group-learning situations* Sara Keronen, University of Jyväskylä
- *The role of experimentation and reflection in changing organizational routines: via Learning Communities* Britt Wiefferink, University of Twente; Mireille Post-Hubers, University of Twente
- *Situated leadership in assessment: Nurturing professional learning for assessment-capable teachers* Jennifer Charteris, University of New England; Dianne Smardon, Springboard Trust
- *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
- *[CANCELLED] 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

Speaker and presentation guidelines

Each **paper session** will comprise three to four papers, which will be thematically grouped by the organizing committee. Each paper will be allocated 15 minutes for presentation and 5 minutes for short discussion following each paper. In each room, in which paper sessions will take place, a computer, digital projector, and internet access will be provided. Student volunteers will be available near session rooms to assist with loading your presentations onto the computer. Please arrive at the session room at least 5 minutes before the start of the session.

Symposia will consist of three to four papers and a discussant. Each paper will be allocated 15 minutes for presentation, 10 minutes for discussant, and 20 minutes for open discussion (we are, however, open for innovative ideas – please contact us if you wish to organize your symposium in a different way). Symposia organizers have to nominate the discussant who is responsible for integrating the individual contributions. In each room, in which symposia will take place, a computer, digital projector, and internet access will be provided. Student volunteers will be available near session rooms to assist with loading your presentations onto the computer. Please arrive at the session room at least 5 minutes before the start of the session.

The **posters** will be thematically grouped by the organizing committee. We kindly ask the authors to be present in the poster session slot and to prepare a 2-3-minute presentation of their poster. Posters should be printed in either A0 or A1 format. Posters should contain the major components of the study and the title and authors' names and affiliation. A poster can show work in progress if no data is available yet. Otherwise, there is room for flexibility. Thus, no specific guidelines or templates. However, be aware that your poster is viewed from a distance. Therefore, all text should be large enough to be read from a distance of about 1.5 m. We also recommend preparing A4 handouts. You can also provide a QR code linking to your poster online. Poster boards and materials for attaching the posters to the boards will be provided. Please arrive at the session room at least 5 minutes before the start of the session.

Roundtable sessions are scheduled for 90 minutes and consist of 3 to 5 thematically clustered submissions. Each presenter provides a 5-minute presentation, followed by time for questions and discussion around a table to explore and exchange ideas on a specific topic. RUU C101 Lucina offers flexible furniture that can be adapted to fit different styles/situations. In addition, the discussions can flexibly move to the lobby spaces on the first floor if necessary. Roundtables are submitted individually and then clustered thematically into roundtable session by the conference organizers. Presenters should prepare a handout that provides a helpful overview of their project. Student volunteers will be available near session rooms to assist with your arrangements. Please arrive at the session room at least 5 minutes before the start of the session so that we can customize the tables for your need. If you have certain special requests, please contact the organizing committee info-sig14@jyu.fi.

Session chair guidelines

Each session will have a chair. At the beginning of the session, the chair is expected to provide a brief introduction, stating the session title and duration. The primary responsibilities of the session chair include:

- Introduce the speakers by name and then announce the talk title.
- Ensure smooth sessions.
- Keep the schedule according to the overall program.

Before starting the session, the chair should:

- Confirm with the assistant that the device is working properly. If you encounter any issues, please don't hesitate to approach the assistants stationed near the conference rooms. They are readily available to provide assistance and support to help resolve any problems that may arise.
- Invite the speakers to sit in the front row to facilitate a quick handover.

At the end of the session, the chair should:

- Thank all the participants and the audience, and formally announce that the session is closed.

If you are a chair for a session, it's important to review the conference programme to confirm the time and place of your session. Please arrive at least 5 minutes before the scheduled start time. It's crucial to adhere to the published schedule and ensure that presentations stay within the allotted time. Refer to the speaker and presentation guidelines for timing. Within the room, both 1-minute- and 5-minute notes are available for your use. These notes are intended to signal to the presenter when the final minutes of their speaking slot are approaching. Questions during the session should primarily come from the audience. However, as the chair, it's recommended that a couple of questions be prepared in case no audience questions are raised. Please refrain from asking questions if the presenter has used all their time.

Practical information

Conference registration & information desk
- Please don't hesitate to reach out to the staff at the registration and information desk for any inquiries about venue facilities, the conference programme, social events, or general questions or issues. You can also register for the campus/Aalto walk (3 options) at the information desk. Our team is here to ensure that your attendance at EARLI SIG14 is a pleasant and rewarding experience.
  - 21.8.2024 registration & information desk located at the Main Building
  - 22.8.-23.8.2024 registration & information desk located at the Ruusupuisto

Coffee breaks
- 21.8.2024 coffee is served at the Main Building C lobby. 22.8.-23.8.2024 coffee is served at the Ruusupuisto lobby 1st floor.

Lunches
- Lunch buffets will be available at the Uno and Ilokivi restaurants. You will be given one lunch ticket for each day (Wednesday, Thursday, and Friday). The ticket must be presented to the restaurant at the time of payment. The lunch menu will feature a variety of healthy meal options. See the lunch menu below:
  - https://www.semma.fi/en/restaurants/ruusupuisto/restaurant-uno/
  - https://www.ilokivi.fi/en/lunch/

Informal Gathering
- Tuesday, 20.8.2024 at 7PM: We have a reservation at HIISI, a unique local craft brewery taproom (https://hiisi.beer/en/taproom/) for Tuesday. We're looking forward to a casual gathering with the participants who have already arrived. Please note: à la carte, self-payment. If you're interested in attending, please indicate your participation by checking the box provided https://link.webropolsurveys.com/S/1B41B11415C5EB47

Welcome reception
- The welcome reception is set to take place on Wednesday, August 21st. The event will kick off at 17:30 and conclude at 20:00. You can find us at Main Building C. Due to limited places, attendees were asked to pre-register for the reception when signing up for the conference.

Conference dinner
- The conference dinner is scheduled for August 22nd (Thursday) from 19:00 to 23:00 at Restaurant Piato in Agora. It promises to be an enjoyable event with live music by a band and DJ Soul Valpio. As there are limited seats available, attendees were required to pre-register for the dinner when signing up for the conference. Just a friendly reminder that the event starts promptly at 7:00 PM. Please be sure to arrive on time.

Excursion to the Hospital Nova
- The visit to Hospital Nova is scheduled for August 22nd (Thursday) from 14:00 to 17:00. The departure from the Ruusupuisto registration & information desk to Hospital Nova on foot is at 13:30. It is important to note that pre-registration for the excursion was required at the time of conference registration, as there are limited spots available.

Wireless Access
- The conference provides a wireless network (**jyu-guest;** login: rvss-4644; password: 2e-ceef) that has been setup to provide you with the best possible experience.

Working spaces
- Wednesday (from 13:00 to 17:00) and Thursday and Friday (all day), Ruusupuisto E308 Aino, E307 Katri, E207 Toivo are available for work.

Photos
- Throughout the conference, we'll take photos that will be shared online.

Secure your valuables
- When visiting Finland, it's important to note that the country is generally safe for tourists, with low crime rates. However, like in any country, there are some pickpockets and petty thieves. It's advisable to keep your valuable possessions with you or entrusted to someone you can trust, as thieves may target public areas where people leave belongings unattended, especially during breaks.

Non-smoking and fragrance-free workplace policies
- Avoid using fragrances. JYU fosters a healthy work and study environment and promotes the well-being of the members of the university community by encouraging everyone to follow the non-smoking and fragrance-free workplace policies. Everyone can limit their use of different fragranced products, for example, by reducing the use of perfumes and after shave lotions.

Parking
- For parking on JYU campuses, the eParking application is used. You can find more information about parking areas and prices on our campuses as well as instructions for using the application from the university's website https://www.jyu.fi/en/about-us/maps-and-visitor-information/parking-on-jyu-campuses.

Taxis
- You can book your taxi either by phone +358 0100 6900 or with the JYTAKSI mobile app: App Store or Google Play

Finnish tap water
- Finland is known for having some of the highest quality tap water in the world. Studies have found that the tap water in Finland is not only completely safe but also remarkably clean, often surpassing the quality of bottled water. As a result, it is safe and enjoyable to drink tap water throughout Finland.

Weather in Finland in August
- The weather in Finland during August can still be relatively warm, with temperatures typically ranging from 12 to 20°C. The average monthly rainfall is around 7 cm or 3 inches, with approximately ten rainy days. Due to the country's geographical location, the weather can be unpredictable, with rapid changes from sunshine to rain. It's advisable to check the weather in the morning before heading out, enabling you to dress appropriately for comfort and warmth.

Join Us for a Relaxing Crochet Session!

Need a peaceful end to your day after the conference gala dinner? Whether you're new to crochet or have some experience, this session is a great opportunity to unwind, explore your creativity, and connect with other participants!

Who Should Join?

- Anyone interested in learning or practising crochet
- Those seeking a relaxing, creative activity
- Attendees looking to meet and connect with fellow crafters

What to Expect?

- Guided Instructions: Perfect for beginners, with all materials provided.
- Relaxed Atmosphere: No pressure, just a peaceful space to enjoy crafting.
- Inspiring Conversations: Meet new people and share creative ideas.

Join us for a session of creativity and relaxation, and create something unique that will remind you of your time here. We look forward to seeing you there!

The source of all photos University of Jyväskylä

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