

9<sup>th</sup> International conference of the EARLI SIG 14  
Learning and Professional Development



INTERACTION, LEARNING AND  
PROFESSIONAL DEVELOPMENT

12<sup>th</sup> – 14<sup>th</sup> September 2018  
Geneva, Switzerland

CONFERENCE PROGRAM



[www.unige.ch/earlisig14](http://www.unige.ch/earlisig14)



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9<sup>th</sup> International conference of the EARLI SIG 14  
Learning and Professional Development

# **INTERACTION, LEARNING AND PROFESSIONAL DEVELOPMENT**

12-14 September 2018  
Geneva, Switzerland

**CONFERENCE PROGRAM**

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## FOREWORD BY CONFERENCE CONVENORS



Dear EARLI SIG14 delegates,

Welcome to Geneva and the 9<sup>th</sup> international bi-annual conference of the European Association for Research on Learning and Instruction (EARLI) Special Interest Group (SIG) 14: Learning and professional development, from September 12<sup>th</sup> to 14<sup>th</sup> 2018.

The University of Geneva and Griffith University are very honoured and pleased to host this conference with its theme of 'Interaction, learning and professional development'.

For almost two years, the co-convenors and local organizing committee has done their best to bring together all the ingredients for a stimulating and enjoyable scientific meeting. Following from previous SIG14 conferences, this conference aims to bring together scholars from diverse disciplinary backgrounds, fields of research and orientations, but all united in their interests in the study of work and education as contexts for professional learning and development. These contributions will be made through a combination of individual papers, posters, thematic symposia, round tables and data sessions. Importantly, this conference makes a small step towards greater inclusiveness by having a strand for Francophone papers, realizing the important contributions that Francophone perspectives can make to the discussions on learning and professional development.

In these ways, the SIG encourages research and reflection developing interdisciplinarity, methodological diversity, inter-professional collaboration and across the themes of: Work and education as contexts for professional learning and development; theories and methodologies for the study of professional learning and development; constraints and affordances of professional learning and work identities; vocational education and training in schooling and working life contexts; and adult learning processes within the context of work.

In this 9<sup>th</sup> conference, special attention is given to the topic of 'Interaction, learning and professional development'. Professional and vocational learning is becoming a priority for governments, employer organizations, professional bodies and unions, who are concerned about developing and sustaining competent workforces and workers to meet important social and economic goals. Much of work and learning is premised upon interactions between and amongst interlocutors. Increasingly, professional work is becoming a group and, often, an inter-professional endeavour. Equally, contemporary conceptions of learning emphasize interactions between individuals who are learning and social partners, artefacts and social settings. Also, models of professional development are increasingly focussing on models of interaction. Hence, this focus seems pertinent for a conference in 2018.

This theme also seems to have attracted attention of the SIG membership and beyond. In response to the call for papers, we received 370 proposals, including 18 thematic symposia. We are very grateful to the 60 members of the scientific committee who have contributed to the reviewing process, those who assisted in the 'best paper' award process and those who have assisted the organizing committee in its tasks. Our gratitude also goes to the institutions based in Switzerland and Australia who accepted to provide support to the conference. Finally, we are also thankful to the three keynote speakers and the four invited symposium conveners, who have agreed to share their expertise with the SIG 14 community.

We wish you an exciting conference and a pleasant stay in Geneva!

***Stephen Billett & Laurent Filliettaz***

Co-convenors of the 9<sup>th</sup> SIG14 conference

## ORGANIZING COMMITTEE

Prof. Stephen Billett (conference chair)  
Prof. Laurent Fillietaz (conference chair)  
Dr. Vanessa Rémer  
Dr. Marianne Zogmal  
Dr. Isabelle Durand  
Ms. Stéphanie Garcia  
Ms. Sandra De Grazia

## SCIENTIFIC COMMITTEE

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| Prof. Anne Jorro              | CNAM, France                                           |

|                            |                                                                   |
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| Dr. Markus Nivala          | University of Gothenburg, Sweden                                  |
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| Prof. Susanne Weber        | Ludwig-Maximilian University of Munich, Germany                   |
| Prof. Richard Wittorski    | University of Rouen, France                                       |
| Prof. Eveline Wuttke       | University of Frankfurt, Germany                                  |
| Dr. Marianne Zogmal        | University of Geneva, Switzerland                                 |

# PRACTICAL INFORMATION

## VENUE

All presentations take place in the Uni Mail building, which is located in the city center (40, bd du Pont-d'Arve). The conference venue is easily accessible by bus and tram, and within walking distance of many hotels.

## PUBLIC TRANSPORT

Geneva has an efficient and dense public transport network. Please note that most hotels provide a free public transport pass to their residents. Do not hesitate to ask for the pass at the reception of your hotel. If you arrive by plane and land at Geneva airport, you can benefit from a free public transport ticket on the day of your arrival. This ticket can be obtained in the baggage hall just before the exit.

## RECEPTION DESK

The reception desk is located in the left wing of the building (Bloc 1). Registration is open every morning before the start of the conference, and during the conference activities. Reception desk will also be open on Tuesday September 11<sup>th</sup> from 5pm to 6:30pm.

## LUGGAGE

There is a luggage room available in room R150 (please ask the reception desk). We cannot take responsibility in the case of loss or damage of luggage stored in the luggage room.

## MONEY

The Swiss currency is Swiss Franc (CHF), but Euros are widely accepted in shops and restaurants. An ATM machine is available inside the building for cash withdrawal in Swiss Francs.

## INTERNET ACCESS

For Wi-Fi access during the conference, delegates may use the following connection options:

- **Eduroam:** for members of institutions taking part of the international project Eduroam.
- **Guest-unige:** this network is accessible for any visitor present in the UNIGE buildings. You will get a free password by cell phone.
- **Unige:** If you cannot access the Wi-Fi with either of the previous solutions, you may use the *Unige* network and ask for an individual password at the reception desk.

## PRINTING FACILITIES

There are no on-site printing facilities. Delegates who wish to print documents may go to UniCopy, a printer located next to the Uni Mail building, at Boulevard Carl-Vogt 99.

## ELECTRICITY

Please note that Switzerland uses a specific electrical outlet plug (type J) which needs an adapter even for EU devices. For more information, please visit <https://www.worldstandards.eu/electricity/plugs-and-sockets/>

## MEALS AND COFFEE BREAKS

Coffee breaks are served in the main hall according to the conference program. Lunches are included in the conference fees and are served in the Marx cafeteria only, inside the Uni Mail building. To access the cafeteria, **conference badges are required.**

## PROGRAM UPDATE

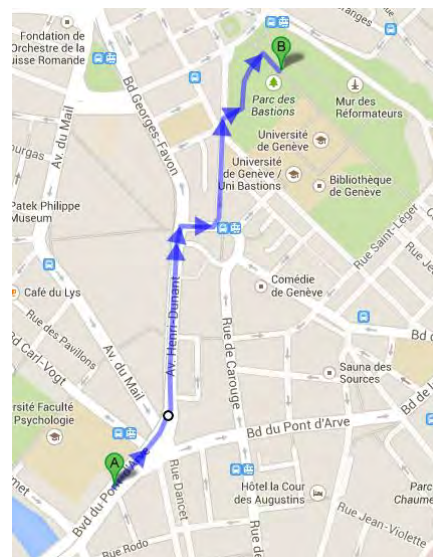
The information contained in the printed Conference program is accurate at the time of going to press. Every day, notice boards at the reception desk will display last-minute changes and cancellations.

*Please check on the boards or online regularly.*

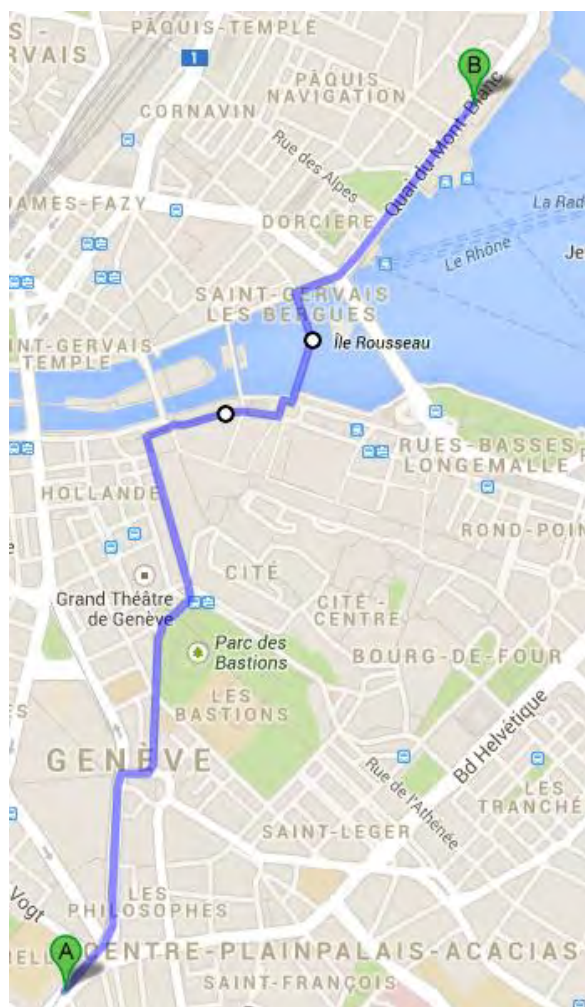
## PRE-CONFERENCE WELCOME RECEPTION

The pre-conference welcome reception takes place on **Tuesday, September 11<sup>th</sup> from 7 pm to 8 pm** at the Restaurant du Kiosque des Bastions, located in a beautiful park next to the University of Geneva historic buildings. Two drinks plus snacks will be offered.

Parc des Bastions is located 10 minutes walking distance from Uni Mail (see map).



Map to the Pre-Conference welcome reception



Map to the Conference Dinner

## CONFERENCE OPENING RECEPTION

The conference opening welcome reception takes place on **Wednesday September 12<sup>th</sup> from 6 pm to 8 pm** in the main hall of Uni Mail. It is included in the conference registration fees.

The conference opening reception is sponsored by Springer and will include brief book presentations.



## CONFERENCE DINNER

The conference dinner takes place at the Grand Hotel Kempinski on **Thursday September 13<sup>th</sup> at 7.30 pm**.

Grand Hotel Kempinski is located in the city center, right in front of the Lake of Geneva (19, quai du Mont-Blanc; see map). Registration and extra fees are required to take part to the conference dinner. A limited number of tickets will be on sale at the reception desk on the first day of the conference.

*How to get there:* you can either take the tram n°15 at Uni-Mail (direction Nations) and stop at Cornavin train station, then walk down to the lakeside; or take the tram n°12 at Pont-d'Arve, stop at Bel-Air and walk on the shore of the lake. Alternatively, you can walk directly from Uni Mail to the hotel (between 30-35 min).

A gathering at the reception desk will be organized at 7 pm for those who wish to travel in a group.

## FIND A CONFERENCE ROOM

Please refer to the maps available in this program.

## TECHNICAL EQUIPMENT IN CONFERENCE ROOMS

Each presentation room is fully equipped with:

- 1 beamer
- 1 desktop computer (PC)
- a VGA and HDMI cable for laptop connection
- an audio mini-jack.

Unless presenters are using own personal laptop, they are advised to use Microsoft PowerPoint to support their talk. Presentations produced by any other specific software may not be running properly.

Mac users are invited to provide their own VGA or HDMI adapter.

In the case of difficulties related to technical aspects, a member of the Conference Team, comprising students, will be available on each floor.

## LANGUAGE OF THE CONFERENCE

English will be the main and official language of EARLI SIG 14. Considering the Francophone context of Geneva, contributions in French are also possible. Contributors using the French language are invited to provide summaries or resources translated in English to facilitate mutual understanding. It will be assumed by the organizing committee that the language of submission (i.e. published abstract) will be consistent with the language of presentation.

## GUIDELINES FOR POSTER PRESENTATIONS

Posters will be on display in the main hall for the entire duration of the conference.

Posters board, identifiable by specific numbers, will be provided by the Organizing Committee. Poster authors are invited to display their poster on the board assigned with their poster number at the beginning of the conference.

Interactive poster sessions are scheduled in the conference program in Session C, on Wednesday 12<sup>th</sup> September from 4:30 pm to 6 pm. At this time, poster authors are invited to be present near their poster so that conference delegates can meet and discuss with poster authors.

Interactive poster sessions are coordinated by a chair and unfold as follows. At the beginning, the chair gathers the presenters and the audience, and a short oral presentation of about 5 minutes for each poster is given. For clarification, each individual presentation is followed by a brief discussion between the presenter and the audience. After all posters have been briefly presented and discussed, sufficient time is reserved for an interactive in-depth discussion between the presenter and a smaller audience that is specifically interested in particular posters.

Poster format should be A0 (84 x 120 cm) and can be either vertical or horizontal. A poster presentation includes one single poster.

## GUIDELINES FOR INDIVIDUAL PAPER PRESENTATIONS

Individual paper presentations last 30 minutes, including 20 min of presentation and 10 min for questions/answers and discussion.

Individual paper sessions are regulated by a chair, who is the presenter of the final paper in each session.

Chairs of individual paper sessions are expected to keep time allocation throughout the presentations, to introduce presenters by name and to facilitate the discussion.

In the case of a last-minute cancellation within a session, it is recommended that the schedule of the session remains as indicated in the conference program. This is to facilitate mobility across parallel sessions and to avoid unanticipated changes in the conference program.

Presenters of individual papers are recommended to arrive at their presentation room at least 10 min before the start of the session to address any technical issues and to coordinate with other contributors.

Presenters are strongly recommended to take part in the entire session in which they are delivering their individual paper.



## **GUIDELINES FOR THEMATIC SYMPOSIA**

Thematic symposia last 90 or 120 minutes. They include 3 to 4 contributions and a final discussion.

Chairs and discussants have been nominated by the conveners of the thematic symposia. The timing and internal organization of each thematic symposium is the responsibility of the chair(s) and may differ across sessions.

Each symposium has been designed as a coherent thematic unit. It is recommended that contributors and participants attending a symposium take part in the entire session.

Contributors involved in thematic symposia are advised to arrive at their presentation room at least 10 min before the start of the session to address any technical issues and coordinate activities with other contributors.

## **GUIDELINES FOR ROUND TABLE SESSIONS**

Round table sessions include three to four presentations and provide an opportunity to discuss challenging research issues or to explore new research approaches. This may involve the discussion of work in progress.

Round table sessions are scheduled for 90 minutes and are coordinated by a Chair.

First, every presenter briefly introduces the research project or issue at hand and outlines current challenges (e.g., emerging data or a research problem) in no more than 10 minutes. Second, as the main element of every round table contribution, the presenters and the Chair invite the audience to enter an in-depth discussion of the outlined issues for the rest of the session.

Contributors involved in Round table sessions are advised to arrive at their presentation room at least 10 min before the start of the session to address any technical issues and to coordinate with other contributors and the Chair. Presenters and audience are strongly recommended to take part in the entire session.

## **GUIDELINES FOR NO-OR-NOT PERFECT DATA SESSIONS**

No-or-not perfect data sessions last 90 minutes and comprise three oral presentations of draft papers or proposals. They provide an opportunity to present empirical work, which is at an early stage (e.g., research ideas or work in progress). This implies that either no data have been collected yet or that collected data seem not perfect in some way (e.g., non-significant or unexpected results). The aim of the No-or-not perfect data format is to provide a platform for researchers to get accustomed to presenting their research, to explore remedies for methodological challenges, and/or to discuss the adequacy of new/controversial research approaches. Alternatively, it is also possible to conduct data sessions in this track and to share data for co-analysis.

No-or-not perfect data sessions are scheduled for 90 minutes and are coordinated by a Chair and a Discussant, who will have made themselves familiar with the individual proposals beforehand and who provide comprehensive feedback for each participant.

Each individual presentation should last 10 minutes and is followed by a discussion with the discussant and the audience of 20 minutes.

Contributors involved in No-or-not perfect data sessions are invited to contact their Chair and Discussant before the conference and send them information about their presentations. They are also advised to arrive at their presentation room at least 10 min before the start of the session to address any technical details and to coordinate with other contributors and the Chair. Presenters and audience are strongly recommended to take part in the entire session.

## **VISIT GENEVA**

For useful information about Geneva, its surroundings, and possible activities, please visit Geneva Tourism website at <http://www.geneve.com>.

## KEYNOTE SPEAKERS



### CLAIRE TOURMEN

*University of California, Berkeley*

*Claire Tourmen has worked as an Associate Professor of Education at AgroSup Dijon (France) during 10 years, where she has specialized in the study of professional learning. Following a Piagetian and a vocational didactics tradition, she has studied the learning of occupations such as evaluation, hospital management, farming and professional training. After a 2 years visiting period at UC Berkeley's school of Education (CA, USA), she is now a Lecturer at UC Berkeley (French Department) and continues to undertake research on professional and cultural learning. She has developed a particular interest in the new probabilistic theories of learning.*

### INTERACTING: AT THE HEART OF LEARNING

*Wednesday 12<sup>th</sup> September, 9:30-10:30 am – Room MRo8o*

Acting in everyday roles and activities is, fundamentally, realized through interacting with others and with natural and cultural processes of the world. Piaget believed this movement was at the very heart of learning processes. This talk will revisit, and in detail, this Piagetian thesis as a means to understand the mechanisms that stand at the very heart of learning by interacting with the world. What better place than Geneva to do it?

Then, having elaborated and discussed these processes of learning, how these theories have been applied and adapted to study learning processes in the workplace are then advanced. This section illuminates what happens when workers interact with their work environment and how it leads to their learning. The aim here is to bring new insights to these questions through examining international studies in workplace learning, in vocational didactics and also new constructivist approaches developed in psychology, philosophy, Artificial Intelligence and neurosciences, that can also be applied to examine learning processes in the workplace. We will specifically focus on the role of feedback and surprise in learning processes.



### PIERRE DILLENBOURG

*EPFL, Lausanne*

*Pierre Dillenbourg is the director of the Swiss Leading House for Technologies on VET. A former teacher in elementary school, Pierre Dillenbourg graduated in educational science (University of Mons, Belgium). He started his research on learning technologies in 1984. He obtained a PhD in computer science from the University of Lancaster (UK), in the domain of artificial intelligence applications for educational software. He is currently full professor in learning technologies in the School of Computer & Communication Sciences, where he is the head of the CHILL Lab: "Computer-Human Interaction for Learning & Instruction". He is also the academic director of Center for Digital Education, which implements the MOOC strategy of EPFL.*

### DIGITAL GAPS AND DIGITAL BRIDGES BETWEEN SCHOOLS AND WORKPLACES

*Thursday 13<sup>th</sup> September, 11:00-12:00 am – Room MRo8o*

In a dual VET system, the gaps between what apprentices do at their workplace and at school are often perceived as obstacles. We repeatedly met apprentices who could understand what teachers told them but did not really give meaning to school contents because they had no opportunity to apply this knowledge at their workplace. This school-workplace gap is hence often characterized as a pitfall... while it is also an opportunity.

Simply stated, the education system has ambitions for apprentices that go beyond the skills required by workplace tasks. Actually, if there were no gap at all – if ever possible – it would simply not be a dual system anymore. Hence, our challenge is not erase gaps but to turn these gaps into opportunities. We developed an approach called «Erfahrraum»: can we capture experience at the workplace and exploit it during school activities? Experience can be made of concrete objects, a new patisserie or a broken engine piece. However, one opportunity created by our digital society is to easily collect and share experience digitally by taking pictures, movies, files, etc. REALTO, a Facebook-like education platform implements this conceptual model. Experience became a digital substance.



## HELEN MELANDER

*Uppsala University, Sweden*

*Helen Melander is Associate Professor in Education at Uppsala University in Sweden, where she received her PhD in 2009. Using ethnomethodology and conversation analysis, her research centers on social interaction, in particular how participants in interaction orient to epistemic issues, how learning can be analyzed and described as a social process and interactional accomplishment, and how social phenomena such as norms and affect are organized in talk and action. Helen has explored a variety of empirical areas ranging from children's and young people's interaction in classrooms and homes, to pilot training, nursing education, and performance appraisal interviews.*

## LEARNING IN INTERACTION IN 'AUTHENTIC' SITUATIONS

*Friday 14<sup>th</sup> September, 11:00-12:00 am – Room MRo8o*

Understanding knowing and learning as interactional accomplishments is a key premise for explaining the potency of authentic situations. Interest in this issue stems from a general concern with social and cultural (re)production and change, and in the importance of knowledge sharing processes to human existence. Departing from an ethnomethodological and conversation analytic perspective, this talk will explore and discuss how activities are arranged for the public organization of knowledge and learning, as multiple individuals carry out courses of action together. Within professional education, students often work in authentic situations as they practice and learn the skills that are central to their future profession. In such situations of apprenticeship, multiple participants come together to work in a shared landscape, collaboratively building action by a combination of different perspectives, where each participant contributes their specific version of the same event. Consequently, the participants also experience the situation from person-particular perspectives, where, for example, the instructor has limited access to some aspects of the evolving organization of actions whereas the student has not yet developed the skills required for successful performance, something that poses specific challenges for instruction and learning. Drawing on examples from diverse empirical contexts, such practices of instruction and learning in real, as opposed to simulated, environments are explored and discussed.

# INVITED SYMPOSIA

## SHADOW ORGANIZING: INTERACTION, LEARNING AND PROFESSIONAL DEVELOPMENT

*Wednesday 12<sup>th</sup> September, 2:00-4:00 pm – Room MR160*

*Chair:* Silvia Gherardi (University of Trento, Italy)

*Discussant:* Asa Makitalo (University of Gothenburg)

Organizations are the outcomes of organizing, rather than vice versa, and organizing is linked to the so called ‘practice turn’ in organizational studies that considers practices as the sites of working, learning, and organizing. In a radical process approach, organizational phenomena are involved in processes of ‘becoming’ through which their identities are materially negotiated and (re)confirmed, and where discursive practices are actively implied in the process. The focus on ‘becoming’ is where ‘organizational phenomena are not treated as entities, as accomplished events, but as enactments—unfolding processes involving actors making choices interactively, in inescapably local conditions, by drawing on broader rules and resources’ (Tsoukas & Chia, 2002, p. 577). For example, professional practices are enacted in the situated encounter among practitioners and an equipped environment.

Whilst the term ‘organizing’ has proven to have had a tremendous effect, today we contend that it has operated an incomplete revolution, since its potentiality of being re-interpreted within the so called post-epistemologies has not yet been fully explored. The expression ‘post-epistemologies’ embraces the debate on the blurring of the distinction between ontology and epistemology, nature and culture, and materiality and discursivity, because relations pre-exist elements. This transition from elements in interaction to intra-acting relations that form elements is a challenge both for theory and methodology. To face this challenge, metaphorical thinking proves useful since it enhances scholars’ imaginations and emotional participation, which are essential to creative processes in doing research.

To explore organizing as the effect of entangled intra-relating elements, we may resort to metaphorical thinking and writing through the metaphor of “shadow organizing.” The main reason for qualifying organizing in the light of “shadow” is to refresh the concept and look at it with new eyes. Moreover, shadow is a powerful symbol, and its polysemy is a helpful vehicle for thinking in terms of intra-actions using the images of the intertwining of light and dark, of grey tone as the entanglement of white and black, or in social imaginary the entanglement of transparency and secrecy. Shadow organizing focuses on how situated elements (e.g. people, technologies, knowledge, infrastructures, and society) intra-relate and acquire agency. Whilst ‘organizing’ as the effect of intentional coordination, planning, and strategizing represents a well-established theorization, ‘shadow organizing’ sheds light on what happens in the interstices of intentional and structured processes. The dimensions of shadow organizing are performativity, liminality, and secrecy.

The shadow is the symbol of what is “betwixt and between” (i.e. in intra-actions) and, therefore, learning in practice and situated professional development may be explored as processes going on in the interstices of the visible/invisible and the sayable/unsayable. With a processual approach to shadow organizing we can explore how professional practices, including change to these practices, are variously sociomaterial and discursive.

The present collection of papers proposes to explore ‘shadow organizing’ as an indeterminate process taking place in the interstices of intra-acting elements and in the intra-activity of multiple elements (human and more-than-human) that are understood not to have clear or distinct boundaries.

## THE SEQUENTIAL ORGANIZATION OF INSTRUCTIONS IN AND FOR THE PROFESSIONS

*Thursday 13<sup>th</sup> September, 8:30-10:30 am – Room MR160*

*Chair:* Oskar Lindwall (University of Gothenburg, Sweden)

*Discussant:* Silvia Gherardi (Università di Trento)

This symposium aims to empirically explore and conceptually discuss the relation between instructions, interaction and expertise. Through close analyses of video recorded interaction, the four presentations demonstrate some ways in which professional actions and objects are made accessible and intelligible to novices: a) Lymer and Lindwall examine how dentists demonstrate techniques and anatomical structures to students; b) Mondada shows how professional tasters are instructed in tasting and describing cheese; c) Tuncer analyses how researchers with experience of a specific experiment instruct peers who are doing the experiment for the first time; d) and Nishizaka demonstrates some patterns in the instructional interaction between a master of calligraphy and professionals who are entitled to teach calligraphy but who do not share the master's expertise. Although the investigated settings vary substantially between the four presentations, there are strong ties between them, including how video recordings are analyzed, how theoretical traditions are drawn upon, and the phenomena that are analyzed and discussed.

The focus of the symposium is the sequential organization of instructions in and for the professions; in other words, how instructions are shaped by prior actions and events, and how, in turn, the instructions shape what comes next. The sequential organization of talk-in-interaction is one of the main contributions and topics of conversation analysis (Sacks, 1992; Schegloff, 2007). Building on concepts and findings from conversation analysis and related fields, and particularly prior work that have investigated visual, material and embodied practices in professional domains (e.g., Goodwin, 2017), the four presentations demonstrate the organization of instructions in and for the professions and the multifaceted ways in which instructions are produced and responded to.

The term instruction has two different meanings that both are relevant here. On the one hand, the term is used for activities that involve some sort of teaching or training. In such activities, there typically is an instructor (a teacher, a trainer, a demonstrator) and the main purpose of going there is to be instructed in various things. On the other hand, the term can be used synonymously with certain types of actions, such as orders or directives, which do not necessarily have any educational import. While the first use of the term has been the topic of educational research, instruction as a social action has mainly been studied by sociologists, sociolinguists, and discourse analysts. In this symposium, the two meanings are interrelated. The analyses take their starting point in particular social actions and their sequential environments, but also in settings where experts teach novices how to see, act or taste in professionally relevant ways. In this way, the presentations are able to shed light on the complex relations between instruction, interaction and expertise: how instructions are produced and understood in sequences of interaction, and how expertise thereby becomes accessible and intelligible to novices.

## INTERACTIONS ET POTENTIEL D'APPRENTISSAGE DES SITUATIONS PROFESSIONNELLES

Thursday 13<sup>th</sup> September, 1:30-3:30 pm – Room MR170

*Chairs:* Paul Olry (AgrosupDijon, France), Patrick Mayen (AgrosupDijon, France)

*Discussant:* Marianne Cerf (INRA)

Ce symposium adopte une perspective de didactique professionnelle (Pastré *et al.*, 2006 ; Mayen, Olry & Pastré, 2017) pour examiner le potentiel d'apprentissage des interactions dans des situations de formation par le travail, au travail et en formation.

En effet, la place des interactions comme moteur du développement professionnel connaît un regain d'intérêt (Van Belleghem, 2016) dans la suite d'une tradition bien établie (Trognon, 2000 ; Mayen, 2001 ; Filliettaz, 2007 ; Vinatier, 2007).

Ces interactions portent sur le travail, la manière de l'effectuer et sur les coordinations entre partenaires. Elles ont aussi une visée de formation et d'apprentissage les conditions pour les réaliser, dont les positions respectives des acteurs en présence (Chrétien, 2014).

Elles se réalisent soit : 1/ dans le cours de situations quotidiennes de travail, avec un aménagement didactique très variable (Kunégel, 2006 ; Filliettaz, 2009) ; 2/ dans le cadre d'organisations de travail qui intègrent des dispositifs de formation en situation de travail plus ou moins cadrés (espace test, FEST, stage, apprentissage) et adoptant des modalités de formation variées (échange entre pairs, tutorat, formation sur le poste de travail, formation formelle en salle, mise au travail, etc.)... ; 3/ dans des organisations de formation qui intègrent des structures dans lesquelles s'effectue un travail de production ou de service aménagé dans une perspective d'apprentissage (ateliers, restaurant, exploitation agricole... des lycées professionnels).

Les interactions entre humains au travail participent des facteurs d'apprentissage ou de formation en situations de travail. Les activités d'interactions entre acteurs, interactions verbales ou interactions de coordination et de coopération sont porteuses, a priori, d'un potentiel élevé d'apprentissage et de formation. Toutefois, elles ne sont pas indépendantes des conditions dans et par lesquelles elles peuvent s'engager et se dérouler : dispositifs de participation, positions respectives des acteurs, ressources disponibles, conditions de temps et possibilités d'aménagement de l'environnement à des fins formatives, etc.

Le potentiel d'apprentissage des interactions dans des situations de formation par le travail, au travail et en formation peut être mis à l'étude selon les conditions :

- de déploiement d'une interaction à visée d'apprentissage dans les situations professionnelles (positions respectives, conditions de participation, engagement des personnes, etc.) ;
- d'aménagement et/ou d'affordances du milieu favorisant ou non la possibilité d'une interaction à visée d'apprentissage (espaces hybrides, etc.) ;
- d'aménagement de curriculum d'apprentissage du travail par le travail, au travail et en formation.

L'enjeu du symposium est de mettre en évidence ces conditions par lesquelles des interactions effectivement apprenantes s'engagent et se développent dans et par les situations de travail, réelles, aménagées, transposées, simulées : conditions de déroulement des interactions, contenus des échanges, conditions liées au contexte interactionnel.

Ce symposium s'appuiera sur trois contributions qui s'attachent à documenter ces thématiques et les questions afférentes sur la base de recherches empiriques et/ou de réflexions théoriques.

Une discutante, Marianne Cerf, engagera les débats par une mise en perspective de l'ensemble des communications avec différents travaux de recherche concernant la place des interactions comme moteur du développement professionnel.



# CONFERENCE PROGRAM

## DETAILED CONFERENCE PROGRAM

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# WEDNESDAY, SEPTEMBER 12<sup>TH</sup>

|                |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| 8:00<br>18:30  | REGISTRATION<br>Uni Mail Hall                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 9:00<br>9:30   | OPENING CEREMONY<br>MRo8o                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 9:30<br>10:30  | KEYNOTE ADDRESS<br>Claire Tourmen<br>INTERACTING: AT THE HEART OF LEARNING<br>MRo8o                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 10:30<br>11:00 | COFFEE BREAK<br>Uni Mail Hall                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                | AO1 – SYMPOSIUM<br>Apprentissage et développement professionnel dans le domaine de la santé: une approche socioculturelle et interactionnelle<br><br><i>Chairs:</i> Nathalie Muller Mirza, Michèle Grossen (University of Lausanne)<br><i>Discussant:</i> Vassiliki Markaki-Lothe (Université de Grenoble)                                           | AO2 - ROUND TABLE<br>Reflexivity and professional development<br><br><i>Chair:</i> Bev Fluckiger                                                                                                                                                                                                                                                                                                                                                                                                                                                | AO3 - DATA SESSION<br>Accounting for time and change<br><br><i>Chair:</i> Allison Littlejohn<br><i>Discussant:</i> Nick Hopwood                                                                                                                                                                                                                                                                                                                                                                                                                                 | AO4 - PAPER SESSION (FR)<br>Transformations identitaires et employabilité<br><br><i>Chair:</i> Sandrine Cortessis                                                                                                                                                                                                                                                                                                                                                                          | AO5 - PAPER SESSION<br>Learning in informal contexts<br><br><i>Chair:</i> Béatrice Arend                                                                                                                                                                                                                                                                                                                                                                  |
| 11:00<br>11:30 | <b>MR16o</b><br><i>Obstacles au travail et développement professionnel : analyse discursive d'une réunion d'équipe</i><br><br><u>Michèle Grossen<sup>1</sup>, Jenny Ros<sup>2</sup></u><br><sup>1</sup> Université de Lausanne, <sup>2</sup> Haute école de travail social et de la santé                                                            | <b>MR17o</b><br>A Systematic Review of Reviews about the Role of Reflective Practice in the Development of Competencies for Health Professionals<br><br><u>Nicolas Fernandez<sup>1</sup>, Marilou Bélisle<sup>2</sup>, Kathleen Lechasseur<sup>3</sup>, Brigitte Vachon<sup>1</sup>, Gabriel Dumouchel<sup>1</sup></u><br>1: Université de Montréal, Canada; 2: Université de Sherbrooke, Canada; 3: Université Laval, Canada                                                                                                                   | <b>M113o</b><br><i>Older academics' learning: participation in practice and biography</i><br><br><u>Gosia Iwaniec-Thompson, Chris Kubiak, Allison Littlejohn</u><br>Open University, United Kingdom                                                                                                                                                                                                                                                                                                                                                             | <b>M114o</b><br><i>Discours sur l'écriture comme révélateur de transformation identitaires - Cas de rédaction du mémoire de fin d'études en formation d'ingénieurs au Cnam</i><br><br><u>Edwige Bombaron Sabbagh</u><br>Cnam Paris, France                                                                                                                                                                                                                                                 | <b>M115o</b><br><i>CA research on Au-Pairs in homes as work settings. From real data analysis to professional application</i><br><br><u>Clelia König<sup>1</sup>, Lubie G. Alatrists<sup>2</sup></u><br>1: University of Koblenz-Landau, Germany; 2: New York City College of Technology, City University of New York, USA                                                                                                                                |
| 11:30<br>12:00 | <i>Le récit dans les consultations entre professionnels de la santé et réfugiés en France. Une démarche interactionniste pour la formation</i><br><br><u>Anna Claudia Ticca, Patricia Lambert, Vanessa Piccoli</u><br>Université de Grenoble                                                                                                         | <i>Peer Mentoring as a Professional Development Tool for the Teachers of Bhutan</i><br><br><u>Tshewang Rinzin</u><br>Murdoch University, Australia<br><br><i>Introducing a preliminary rubric for analyzing student professionalization in professionalizing programs</i><br><br><u>Marilou Bélisle<sup>1</sup>, Patrick Lavoie<sup>2</sup>, Louise Boyer<sup>2</sup>, Lechasseur Kathleen<sup>3</sup>, Johanne Goudreau<sup>2</sup></u><br>1: Université de Sherbrooke, Canada; 2: Université de Montréal, Canada; 3: Université Laval, Canada | <i>Implement a Lifelong Learning Approach to Enhance Learner's Autonomy Skills within an Apprenticeship Programme in Higher Education</i><br><br><u>Sacha Kiffer<sup>1</sup>, Jérôme Eneau<sup>1</sup>, Geneviève Lameul<sup>1</sup>, Hugues Pentecouteau<sup>1</sup>, Emmanuel Desmontils<sup>3</sup>, Serge Garlatti<sup>2</sup>, Jean-Marie Gilliot<sup>2</sup>, Mouhamadou Niang<sup>2</sup>, Patricia Serrano-Alvarado<sup>3</sup>, Hala Skaf-Molliz<sup>3</sup></u><br>1: Univ Rennes, France; 2: IMT Atlantique, France; 3: Université de Nantes, France | <i>La formation : un enjeu de maintien dans l'emploi des seniors dans un centre d'appel</i><br><br>Dominique Cau-Bareille <sup>1</sup> , Catherine Delgoulet <sup>2</sup> , Christine Vidal-Comeb <sup>3</sup> , Annie Jolivet <sup>4</sup> , Jeanne Thébaul <sup>5</sup> , Carole Tuchsziere <sup>4</sup> , Leila Oumeddour <sup>4</sup><br>1: Université Paris 1: Université Lyon2, France; 2: Université Paris Descartes; 3: Université de Nantes; 4: CEET / CNAM; 5: Université Lille3 | <i>Professional development at the workplace: lessons from a didactic intervention within a farmers' advisory organization in France</i><br><br><u>Sophie Duhamel<sup>1,2,3</sup>, Marianne Cerfi<sup>1</sup>, Paul Olry<sup>3</sup></u><br>1: UMR LISIS, CNRS, ESIEE Paris, INRA, UPEM, Université Paris-Est, 77454 Marne-La-Vallée, France; 2: Resolia, 75008 Paris France; 3: UR Développement professionnel et Formation, AgroSupDijon, Dijon, France |
| 12:00<br>12:30 | <i>Analyse de parcours professionnels contrastés d'infirmières étrangères en Suisse : les « Mesures de compensation » comme ressources ou obstacles dans le récit de femmes originaires du Kosovo</i><br><br><u>Jean-Luc Alber<sup>1</sup>, Nathalie Muller Mirza<sup>2</sup></u><br><sup>1</sup> HES-SO Valais, <sup>2</sup> University of Lausanne |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <i>The Development of the Willingness for Reflection and Problem Sensitivity of Future Teachers – A Longitudinal Study</i><br><br><u>Christine Knaub</u><br>Universität Paderborn, Germany                                                                                                                                                                                                                                                                                                                                                                      | <i>Le travail bénévole des jeunes comme opportunité de développement professionnel et personnel</i><br><br><u>Sandrine Cortessis, Saskia Weber Guisan</u><br>IFFP, Suisse                                                                                                                                                                                                                                                                                                                  | <i>The valuable use of video based analysis to reflect on teaching practices: A conversation analysis informed view on classroom activities</i><br><br><u>Béatrice Arend, Patrick Sunnen</u><br>University of Luxembourg, Luxembourg                                                                                                                                                                                                                      |

WEDNESDAY, SEPTEMBER 12<sup>TH</sup>

|                | Ao6 - PAPER SESSION<br>Career and professional development<br><i>Chair: Katja Vähäsantanen</i><br><b>M1160</b>                                                                                                                                                                                             | Ao7 - PAPER SESSION<br>Learning in higher education<br><i>Chair: Isabel Raemdonck</i><br><b>M1170</b>                                                                                                                                                                              | Ao8 – PAPER SESSION<br>The development of vocational education and training<br><i>Chair: Alessia Eletta Coppi</i><br><b>M2150</b>                                                                                                                                                                                                                                                                                                       | Ao9 - PAPER SESSION<br>Innovation and technology in higher education<br><i>Chair: Peggy Lambriex-Schmitz</i><br><b>M2160</b>                                                                                                                                                                                                                              |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11:00<br>11:30 | Competency-based identification of in-firm further educational innovators in small and medium-sized enterprises – a contribution to professionalism development in the area of in-company training<br><br><b>Käthe Prof. Dr. Schneider, Benjamin Möller</b><br>Friedrich-Schiller-University Jena, Germany | A data-led approach to teacher development: Raising language awareness of university lecturers<br><br><b>Marion Heron, Doris Dippold</b><br>University of Surrey, United Kingdom                                                                                                   | Teachers' approaches to supporting refugee and migrant students integrate learning in different sites<br><br><b>Sarojini Choy, Gun-Britt Warvik<sup>2</sup></b><br>1: Griffith University, Australia; 2: University of Gothenburg, Sweden                                                                                                                                                                                               | Work and everyday life: HE adults' problem-solving skills in technology-rich environments based on PIAAC<br><br><b>Rajja Hämäläinen<sup>1</sup>, Sebastiano Cincinnato<sup>2</sup>, Kari Nissinen<sup>1</sup>, Bram De Wever<sup>3</sup></b><br>1: University of Jyväskylä, Finland; 2: Vrije Universiteit Brussel, Belgium; 3: Ghent University, Belgium |
| 11:30<br>12:00 | Occupational career patterns and career adaptability: An Optimal Matching Analysis<br><br><b>Michaël Raphaël Parmentier, Thomas Pirsoul, Frédéric Nils</b><br>Université catholique de Louvain, Belgium                                                                                                    | The PECAL Model: Bringing the Best Together for Dynamic Gains<br><br><b>Mazeegha Ahmed Al Tale'</b><br>King Khalid University, Saudi Arabia                                                                                                                                        | Vocational didactics in Brazil<br><br><b>Olivier Allain, Crislaine Gruber, Paulo Roberto Wollinger</b><br>Instituto Federal de Santa Catarina, Brazil                                                                                                                                                                                                                                                                                   | Professionalism of Technical Vocational Education and Training-Teachers for Industry 4.0 based on the Technological Pedagogical Content Knowledge (TPACK) approach<br><br><b>Nico Link, Walker Felix, Schäfer Pia</b><br>Technical University of Kaiserslautern, Germany, Germany                                                                         |
| 12:00<br>12:30 | Leaders' professional learning – Are emotions significant?<br><br><b>Katja Vähäsantanen, Susanna Paloniemi, Päivi Hökkä</b><br>Jyväskylä University, Finland                                                                                                                                               | Subjective transfer task value and cognitive engagement of adult students during portfolio development as predictors of perceived transfer of learning in the work context<br><br><b>Anne Jacot, Isabel Raemdonck, Mariane Frenay</b><br>Université catholique de Louvain, Belgium | Exploring visual languages across vocational professions : Implications for education and instructional design<br><br><b>Alessia Eletta Coppi, Alberto Cattaneo<sup>3</sup>, Jean-Luc Gurtner<sup>3</sup></b><br>1: Swiss Federal Institute for Vocational Education and Training (SFIVET), Switzerland; 2: Swiss Federal Institute for Vocational Education and Training (SFIVET), Switzerland; 3: University of Fribourg, Switzerland | When innovation in education works: Selecting and stimulating teachers in different stages of change<br><br><b>Peggy Lambriex-Schmitz, Mien Segers<sup>2</sup>, Marcel Van der Klink<sup>1</sup>, Simon Beusaert<sup>2</sup></b><br>1: Zuyd University, The Netherlands; 2: Maastricht University, The Netherlands                                        |
| 12:30<br>14:00 | LUNCH<br>Uni Mail Marx Cafeteria                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                           |

|                | Bo1 – INVITED SYMPOSIUM<br>Shadow Organizing: Interaction, Learning<br>and Professional Development<br><i>Chair: Silvia Cherardi</i> (University of Trento,<br>Italy)<br><i>Discussant: Asa Makitalo</i> (University of<br>Gothenburg)                              | Bo2 – SYMPOSIUM<br>Hybrid training spaces<br><i>Chair: Laurent Veillard</i> (ICAR, University of<br>Lyon, France)<br><i>Discussant: Ingrid De Saint-Georges</i><br>(University of Luxembourg)                                    | Bo3 – PAPER SESSION (FR)<br>Formation et développement professionnel<br>des enseignants<br><i>Chair: Sylvain Dousot</i>                                                                                                                                                             | Bo4 – PAPER SESSION<br>Learning at work<br><i>Chair: Christof Nägele</i>                                                                                                                                                                                                                                                                           | Bo5 – PAPER SESSION<br>Learning in teams<br><i>Chair: Andreas Widmann</i>                                                                                                                                                                                                                                                                                                                              |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | MR160                                                                                                                                                                                                                                                               | MR170                                                                                                                                                                                                                            | MR130                                                                                                                                                                                                                                                                               | MR140                                                                                                                                                                                                                                                                                                                                              | MR150                                                                                                                                                                                                                                                                                                                                                                                                  |
| 14:00<br>14:30 | <i>When does the owl of Minerva spread its<br/>wings? Shadow organizing and modes of<br/>inquiry</i><br><br><u>Anders Buch</u><br>Aalborg University Copenhagen                                                                                                     | <i>Students' use of writings in a vocational school<br/>workshop: an indicator of autonomy and<br/>hybrid learning processes</i><br><br><u>Laurent Veillard, Patricia Lambert</u><br>ICAR, University of Lyon, France            | <i>Le rôle des interactions dans la trajectoire de<br/>développement professionnel de l'enseignant</i><br><br><u>Joëlle Morrissette, Annie Malo</u><br>Université de Montréal, Canada                                                                                               | <i>The co-occurrence of learning through work<br/>and innovations at work: Prospect for personal,<br/>workplace and cultural change</i><br><br><u>Stephen Richard Billett</u><br>Griffith University, Australia                                                                                                                                    | <i>The cognitive turn in team leadership: an<br/>elicitation study on team leaders' mental<br/>models</i><br><br><u>Mieke Koeslag-Kreunen<sup>1</sup>, Piet Van den<br/>Bossche<sup>2,3</sup>, Marcel Van der Klink<sup>1</sup>, Wim<br/>Gijssels<sup>3</sup></u><br><sup>1</sup> : Zuyd University, The Netherlands; <sup>2</sup> :<br>University of Antwerp; <sup>3</sup> : Maastricht<br>University |
| 14:30<br>15:00 | <i>Shadow organising in work for families with<br/>young children at risk</i><br><br><u>Nick Hopwood<sup>1</sup>, Karen Jensen<sup>2</sup></u> <sup>1</sup> University of<br>Technology Sydney, <sup>2</sup> Oslo Universitet                                       | <i>Analyzing hybrid learning situations through<br/>the notion of "interactional schisming"</i><br><br><u>Isabelle Durand, Marianne Zogmal</u><br>Interaction & Training, Geneva University                                      | <i>Les différentes formations et développement<br/>professionnel des enseignants novices selon les<br/>pays</i><br><br><u>Eugénie Demoussa</u><br>Aix Marseille Université ED 356 Langage et<br>cognition - ADEF EA 4671, France                                                    | <i>Learning in uncertainty: Nature of<br/>uncertainties perceived by finance<br/>professionals</i><br><br><u>Vasudha Chaudhari<sup>1</sup>, Leonie Jacob<sup>2</sup>, Regina<br/>Mulder<sup>2</sup>, Allison Littlejohn<sup>1</sup></u><br><sup>1</sup> : The Open University, United Kingdom; <sup>2</sup> :<br>University of Regensburg, Germany | <i>Engaged employee, engaged "team"? The<br/>influence of employees' collaborative context<br/>and individual resources</i><br><br><u>Katrien Vangrieken, Filip Dochy, Eva Kyndt</u><br>KU Leuven, Belgium                                                                                                                                                                                             |
| 15:00<br>15:30 | <i>The becoming of an object: Analyzing the<br/>development of a local curriculum in a teacher<br/>team</i><br><br><u>Eli Tronsmo, Monika Nerland</u><br>University of Oslo                                                                                         | <i>Twofold analytic framework of tutorials<br/>hybridity. An interdisciplinary study of midwife<br/>training</i><br><br><u>Lucile Vadcard, Christian Depret, Vassiliki<br/>Markaki-Lothe</u><br>LaRAC, Grenoble-Alpes University | <i>La professionnalisation des enseignants en<br/>Master of Art in pedagogy. Analyses<br/>didactiques de gestes professionnels en<br/>développement</i><br><br><u>Isabelle Mili, Catherine Grivet Bonzon</u><br>Université de Genève, DAM, Suisse                                   | <i>How do perturbation training contribute to<br/>safety? The unexpected and the unthought as<br/>means to design perturbations in safety<br/>training</i><br><br><u>Simon Flandin, Germain Poizat</u><br>University of Geneva, Suisse                                                                                                             | <i>Team Learning Behaviours as Predictors of<br/>Innovative Work Behaviour</i><br><br><u>Andreas Widmann<sup>1</sup>, Regina H. Mulder<sup>1</sup>,<br/>Christoph König<sup>2</sup></u><br><sup>1</sup> : Universität Regensburg, Germany; <sup>2</sup> :<br>Friedrich Schiller University Jena, Germany                                                                                               |
| 15:30<br>16:00 | <i>Working within the shadow: what do we do<br/>with indeterminate data? And what they do to<br/>us?</i><br><br><u>Angelo Benozzo<sup>1</sup>, Silvia Cherardi<sup>2</sup></u><br><sup>1</sup> Universita' Della Val D'Aosta, <sup>2</sup> Universita' di<br>Trento | <i>Learning conditions during a hybrid learning<br/>sequence in a French agricultural high school</i><br><br><u>Dominique Guidoni-Stoltz, Claire Masson</u><br>UP DPF, Agrosup Dijon                                             | <i>Interactions entre enseignants, avec leurs<br/>élèves et avec le savoir : quelles conditions à<br/>une formation didactique (en histoire et<br/>géographie) des enseignants par un séminaire<br/>de recherche ?</i><br><br><u>Sylvain Dousot</u><br>Université de Nantes, France | <i>Effects of quality of workplace learning, social<br/>integration and work satisfaction on career<br/>paths to higher professional or higher<br/>academic education</i><br><br><u>Christof Nägele, Patsawee Rodcharoen,<br/>Markus P Neuenschwander</u><br>University of Applied Sciences and Arts<br>Northwestern Switzerland                   |                                                                                                                                                                                                                                                                                                                                                                                                        |

WEDNESDAY, SEPTEMBER 12<sup>TH</sup>

|                         | Bo6 - PAPER SESSION<br><i>Chair: Merel M. van der Wal</i><br><b>M1160</b><br>Teachers learning and professional development                                                                                                                                                                                                                                                    | Bo7 - PAPER SESSION<br><i>Chair: Alex Sandro Gomes</i><br><b>M1170</b><br>The development of expertise and competences                                                                                                                                                                                                                                                                                                                  | Bo8 - PAPER SESSION<br><i>Chair: Alessia Evi-Colombo</i><br><b>M2150</b><br>Integrating education and work in vocational training                                                                                                                                                                                                                                  |
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| 14:00<br>14:30<br>14:30 | <i>The intersection between knowledge and experience of classroom events: A theoretical model for teachers' situational awareness and classroom management scripts</i><br><br><b>Charlotte Eliza Wolff<sup>1,2</sup>, Henny P.A. Boshuizen<sup>2</sup>, Halszka Jarodzka<sup>2</sup></b><br>1: University of Iceland, Iceland; 2: Open University of the Netherlands           | <i>Developing Digital Competences of Vocational School Teachers in Commerce</i><br><br><b>Sabine Seufert, Josef Guggemos, Eric Tarantini</b><br>University of St.Gallen, Switzerland                                                                                                                                                                                                                                                    | <i>Connecting learning at school and vocational workplaces by using digital boundary objects: teachers' experiences in Swedish upper secondary education</i><br><br><b>Nina Kilbrink, Ann-Britt Enochsson, Linda Söderlind, Annica Ådefors</b><br>Karlstad university, Sweden                                                                                      |
| 14:30<br>15:00          | <i>Understanding how educators at the workplace reach judgements when assessing students' professional performance</i><br><br><b>Marlies de Vos<sup>1,2</sup>, Liesbeth Baartman<sup>2</sup>, Cees van der Vleuten<sup>3</sup>, Elly de Bruijn<sup>1,2</sup></b><br>1: Open University of The Netherlands; 2: University of Applied Sciences Utrecht; 3: Maastricht University | <i>The Creation Processes of Professional Artists and Beginners</i><br><br><b>Linda Puppe<sup>1</sup>, Helen Jossberger<sup>1</sup>, Christiane Settele<sup>2</sup>, Birgit Eiglsperger<sup>2</sup>, Hans Gruber<sup>1,3</sup></b><br>1: Department of Educational Science, University of Regensburg, Germany; 2: Department of Art Education, University of Regensburg, Germany; 3: Faculty of Education, University of Turku, Finland | <i>Integrating theory and practice – A reconstruction of interactions in professional learning situations</i><br><br><b>Eva Cendon, Anita Mörtz</b><br>FernUniversität in Hagen, Germany                                                                                                                                                                           |
| 15:00<br>15:30          | <i>Emotions and arousal of higher education teachers in various teaching-related events</i><br><br><b>Susanna Hartikainen<sup>1</sup>, Laura Pylväs<sup>2</sup>, Petri Nokelainen<sup>1</sup></b><br>1: Tampere University of Technology, Finland; 2: University of Tampere, Finland                                                                                           | <i>How to compare professional competencies internationally : a methodological proposition</i><br><br><b>Alexandre Labelle</b><br>University of Lille 3, France                                                                                                                                                                                                                                                                         | <i>Learning for dental practice in a pre-clinical laboratory: An exploration of simulation-based learning</i><br><br><b>Punyanit Rungnava<sup>1,2</sup>, Lina Markauskaite<sup>1</sup>, Peter Goodyear<sup>1</sup></b><br>1: The University of Sydney, Centre for Research on Learning and Innovation (CRU); 2: Faculty of Dentistry, Mahidol University, Thailand |
| 15:30<br>16:00          | <i>Measuring professional agency in Finnish and Dutch contexts: a need for applying a double standard?</i><br><br><b>Merel M. van der Wal<sup>1</sup>, Katja Vähäsantanen<sup>2</sup></b><br>1: Radboud Teachers Academy, Radboud University, Netherlands; 2: University of Jyväskylä, Finland                                                                                 | <i>The repetition of orchestra as double mediation</i><br><br><b>Olivier Villeret<sup>1</sup>, Grégory Munoz<sup>2</sup></b><br>1: Université de Nantes, France; 2: Université de Nantes, France                                                                                                                                                                                                                                        | <i>Video-Annotation: Affordances for Education and Professional Development. A Systematic Review</i><br><br><b>Alessia Evi-Colombo<sup>1</sup>, Alberto Cattaneo<sup>1</sup>, Mireille Bétrancourt<sup>2</sup></b><br>1: SFIVET, Switzerland; 2: Université de Genève, Switzerland                                                                                 |
| 16:00<br>16:30          | COFFEE BREAK<br>Uni Mail Hall                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                    |

WEDNESDAY, SEPTEMBER 12<sup>TH</sup>

|                | Co1 - POSTER SESSION<br>Addressing the challenges of work-based learning<br><i>Chair: Sarojini Choy</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Co2 - POSTER SESSION<br>Learning in apprenticeship across contexts<br><i>Chair: Stephen Richard Billett</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Co3 - POSTER SESSION<br>Learning and development in organisations<br><i>Chair: Nathalie Delobbe</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Co4 - POSTER SESSION<br>Learning and professional development of teachers<br><i>Chair: Päivi Tynjälä</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Co5 - ROUND TABLE (FR)<br>Analyse du travail et développement des compétences<br><i>Chair: Germain Poizat</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                | <p><b>Uni Mail Hall - Poster Section A</b></p> <p><i>Difficulties in Diagnostic Performance: Does Systematic Viewing Help?</i></p> <p><u>Helen Lossberger</u><sup>1</sup>, Lisa Hahn<sup>1</sup>, Anja Gulden<sup>1</sup>, Hans Gruber<sup>1</sup>, Christian Stroszczyński<sup>2</sup>, René Müller-Wille<sup>3</sup></p> <p>1: University of Regensburg, Germany; 2: University Hospital Regensburg, Germany; 3: University Hospital Göttingen, Germany</p> <p><i>Informal faculty mentoring practices in higher education in Kazakhstan</i></p> <p><u>Gulsaulé Kairat</u>, <u>Orsolya Kereszty</u></p> <p>Eötvös Loránd University, Budapest, Hungary</p> <p><i>Emotional agency in organisational change</i></p> <p><u>Päivi Kristiina Hökkä</u>, Heini Ikävalko, <u>Susanna Paloniemi</u>, <u>Katja Vähäsantanen</u>, <u>Jarkko Rantanen</u></p> <p>University of Jyväskylä, Finland</p> <p><i>Work-based learning of HR professionals</i></p> <p><u>Brigita Szőcsová</u>, <u>Orsolya Kereszty</u></p> <p>Eötvös Loránd University, Hungary</p> | <p><b>Uni Mail Hall - Poster Section B</b></p> <p><i>Which competencies do apprentices need for Industry 4.0?</i></p> <p><u>Michael Röll</u>, <u>Dirk Ifenthaler</u><sup>1,2</sup></p> <p>1: University of Mannheim, Germany; 2: Curtin University, Australia</p> <p><i>Education at the boundary of school and work: a multiple case study of learning environments in Dutch secondary and higher vocational education</i></p> <p><u>Erica Bouw</u><sup>1,2</sup>, <u>Ilya Zitter</u>, <u>Ely de Bruijn</u><sup>1,2</sup></p> <p>1: HU University of Applied Sciences, the Netherlands; 2: Open University of the Netherlands</p> <p><i>Pedagogic practices in vocational communities to support novices' workplace learning</i></p> <p><u>L. {Lieke} Ceelen MSc</u><sup>1,2</sup>, Dr. A. {Anne} <u>Khaled</u><sup>2</sup>, Prof. dr. A.F.M. {loek} <u>Nieuwenhuis</u><sup>1</sup>, Prof. dr. E. {Elly} <u>de Bruijn</u><sup>1,2</sup></p> <p>1: Open University of the Netherlands; 2: University of Applied Sciences Utrecht, the Netherlands</p> <p><i>Educating agency for life long learning</i></p> <p><u>Loek Nieuwenhuis</u><sup>1,2</sup>, <u>Aimée Hoeve</u><sup>1</sup>, <u>Chris Kroeze</u><sup>1</sup>, <u>Leon Nuij</u>, <u>Mirelle Voskes</u><sup>1</sup></p> <p>1: HAN University of Applied Sciences &amp; Open University, The Netherlands; 2: Open University, the Netherlands</p> | <p><b>Uni Mail Hall - Poster Section C</b></p> <p><i>A Serious Game as a means of professional development - The development game which addresses occupational health and safety issues in workplace teams</i></p> <p><u>Felix Kapp</u>, <u>Julia Rose</u>, <u>Susanne Narciß</u></p> <p>Technische Universität Dresden, Germany</p> <p><i>Leader airtime management and team learning within command &amp; control teams</i></p> <p><u>Michael Hoven</u><sup>1</sup>, <u>Piet van den Bossche</u><sup>1,2</sup>, <u>Mien Segers</u><sup>1</sup></p> <p>1: Maastricht University, The Netherlands; 2: University of Antwerp, Belgium</p> <p><i>Organizational Learning: Individual Dispositions and Collective Practices</i></p> <p><u>Raphaël Grasset</u></p> <p>Paris X Nanterre, France</p> <p><i>Student-run hospital wards: Institutionalised workplace-learning opportunities for nursing students</i></p> <p><u>Michael Goller</u>, <u>Bianca Steffen</u></p> <p>University of Paderborn, Germany</p> | <p><b>Uni Mail Hall - Poster Section D</b></p> <p><i>The development of teachers' expertise through a professional school culture and learning activities at the workplace in primary education</i></p> <p><u>Maud Rietjens</u>, <u>Els Boshuizen</u></p> <p>Open University The Netherlands, The Netherlands</p> <p><i>Changes in vocational teachers' instructional practices through the lens of mind mapping</i></p> <p><u>Florinda Sauli</u><sup>1</sup>, <u>Jean-Louis Berger</u><sup>1</sup>, <u>Chantale Beaucher</u><sup>2</sup></p> <p>1: Swiss federal institute for vocational education and training, Switzerland; 2: University of Sherbrooke, Canada</p> <p><i>Plurality in teacher education PhD programs: Opportunities and challenges</i></p> <p><u>Anne Milatz</u>, <u>Juliane Suchy</u>, <u>Dana Strauss</u></p> <p>Friedrich-Schiller University of Jena, Germany</p> | <p><b>MR160</b></p> <p><i>Travailler la compétence du savoir-agir en français langue professionnelle : de l'analyse du discours à la proposition didactique</i></p> <p><u>Sabrina Royer</u></p> <p>Université d'Artois, France</p> <p><i>Un dispositif hybride de formation-validation collectif pour soutenir le développement professionnel et organisationnel dans une PME italienne du secteur des chaussures</i></p> <p><u>Mariachiara Pacquola</u><sup>1,2,3</sup></p> <p>1: Università di Macerata, Italy; 2: Eduter Recherche (UP DPF), Dijon, France; 3: Consultant Développement Ressources Humaines Politecnico Calzaturiero, Riviera del Brenta , Italy</p> |
| 16:30<br>18:00 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



WEDNESDAY, SEPTEMBER 12<sup>TH</sup>

|                | Co6 - ROUND TABLE<br>Responding to the challenges of uncertain work conditions<br><i>Chair: Christian Harteis</i><br><b>MR170</b>                                                                                                                                                                                                                                                               | Co7 - PAPER SESSION (FR)<br>Simulation, formation et santé<br><i>Chair: Lucien Tisserand</i><br><b>M1150</b>                  | Co8 - PAPER SESSION<br>Learning through verbal interactions<br><i>Chair: Martin Johnson</i><br><b>M1160</b>                                                                                                                        | Co9 - PAPER SESSION<br>Linking education and work in higher education<br><i>Chair: Uta Boesch</i><br><b>M1170</b>                                                                                                                                                   | Co10 - PAPER SESSION<br>Adult learning processes within the context of work<br><i>Chair: Ray Smith</i><br><b>M2150</b>                                                                                                                                                                                                              |
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| 16:30<br>18:00 | <i>Proactive work behavior in uncertain contexts: strengths and challenges of interventions for fostering proactivity in the finance sector</i><br><br><b>Vasudha Chaudhari</b> <sup>1</sup> , <b>Leonie Jacob</b> <sup>2</sup> , <b>Allison Littlejohn</b> <sup>1</sup> , <b>Regina Mulder</b> <sup>2</sup><br>1: The Open University, United Kingdom;<br>2: University of Regensburg, Germany | 16:30<br>17:00<br><br><b>Florence Policard</b><br>Université Paris Nanterre, France                                           | <i>Becoming the third party: Professional socialization in hair salons</i><br><br><b>Anne-Sylvie Horlacher</b><br>Université de Bâle, Suisse                                                                                       | <i>Workplace learning in dual higher education</i><br><br><b>Alexander Brodsky</b> <sup>1</sup> , <b>Jürgen Seifried</b> <sup>1</sup> , <b>Sailmann Gerald</b> <sup>2</sup><br>1: University of Mannheim, Germany; 2: University of Applied Labour Studies, Germany | <i>Self-regulated learning in the crowd workplace</i><br><br><b>Anoush Margaryan</b><br>University of Frankfurt, Germany                                                                                                                                                                                                            |
|                | <i>The reification as a learning opportunity and its role in reducing the cognitive load</i><br><br><b>Florina Nicoleta Ivan</b><br>University of Montreal, Canada<br><br><i>Differing perspectives of learning from incidents</i>                                                                                                                                                              | 17:00<br>17:30<br><br><b>Elodie Ciccone</b> , <b>Lucie Cuvelier</b> , <b>Françoise Decortis</b><br>Université Paris 8, France | <i>Teaching and Learning to Weld in Interaction: Professional Development</i><br><br><b>Stig-Börje Asplund</b> , <b>Nina Kilbrink</b><br>Karlstad university, Sweden                                                               | <i>Can Classroom Experiments Challenge Students' Understanding of Economic Concepts? – Results from a Common Goods Experiment</i><br><br><b>Isabel Cademartori</b> , <b>Jürgen Seifried</b><br>University of Mannheim, Germany                                      | <i>Cambodian teachers' group interactions during a professional development program using video</i><br><br><b>Leandra Lok</b> <sup>1</sup> , <b>Gonny Schellings</b> <sup>1</sup> , <b>Perry Den Brok</b> <sup>2</sup><br>1: Technical University Eindhoven, The Netherlands; 2: Wageningen University, Wageningen, The Netherlands |
|                | <i>Professionals' growth and personalized learning in the digital era</i><br><br><b>Kirsi Hanhisalo</b><br>University of Tampere, Finland                                                                                                                                                                                                                                                       | 17:30<br>18:00<br><br><b>Lucien Tisserand</b><br>Université Sorbonne Nouvelle - Paris 3, France                               | <i>Learning to think alike: A study of professional examiners' feedback interactions in a UK Qualification Awarding Organisation</i><br><br><b>Martin Johnson</b><br>Cambridge Assessment, University of Cambridge, United Kingdom | <i>Self-regulated professional learning: Developing skills for the fourth industrial revolution</i><br><br><b>Uta Boesch</b> , <b>Ivo Mersowsky</b><br>FOM Stuttgart, Germany                                                                                       | <i>Understanding work-learning through forms of negotiation</i><br><br><b>Ray Smith</b><br>Griffith University, Australia                                                                                                                                                                                                           |
| 18:00<br>20:00 | WELCOME RECEPTION<br><br>Standing dinner, music and Springer book presentation<br><br>Uni Mail Hall                                                                                                                                                                                                                                                                                             |                                                                                                                               |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                     |

# THURSDAY, SEPTEMBER 13<sup>TH</sup>

| REGISTRATION<br>Uni Mail Hall |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                          |
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| 8:00<br>18:30                 | <p><b>D01 – INVITED SYMPOSIUM</b></p> <p><b>The sequential organization of instructions in and for the professions</b></p> <p><i>Chair:</i> Oskar Lindvall (University of Gothenburg, Sweden)<br/><i>Discussant:</i> Silvia Cherardi (Università di Trento)</p> <p><b>MR160</b></p> | <p><b>D02 – SYMPOSIUM</b></p> <p><b>Relationships as Risks and Resources for Resilience</b></p> <p><i>Chair:</i> Susan Beltman (School of Education, Curtin University, Australia)<br/><i>Discussant:</i> Julia Warwas (University of Goettingen, Germany)</p> <p><b>MR170</b></p>                                                                                                                        | <p><b>D03 – SYMPOSIUM</b></p> <p><b>The use of role-play simulations of political decision-making</b></p> <p><i>Chair:</i> Dorothy Duchatelet (University of Antwerp, Belgium)<br/><i>Discussant:</i> Christian Harteis (University of Paderborn)</p> <p><b>M2160</b></p>                  | <p><b>D04 – SYMPOSIUM</b></p> <p><b>Workplace difficulties in teachers' professional conversations - Les obstacles dans les discours professionnels</b></p> <p><i>Chairs:</i> Kristine Balslev (Université de Genève, Switzerland), Soraya de Simone (HEP-VD)<br/><i>Discussant:</i> Anne Clerc-Georgy (HEP-VD)</p> <p><b>M2170</b></p> | <p><b>D05 – PAPER SESSION (FR)</b></p> <p><b>Tutorat et apprentissages en situation de travail</b></p> <p><i>Chair:</i> Marine Pelé-Peycelon</p> <p><b>M1130</b></p>                                                                                                     |
| 8:30<br>9:00                  | <p><i>Seeing and seeing-as in instructional question-answer sequences</i></p> <p><u>Gustav Lymer</u><sup>1</sup>, <u>Oskar Lindwall</u><sup>2</sup><br/><sup>1</sup>Stockholm University, <sup>2</sup>University of Gothenburg</p>                                                  | <p><i>Two sides of the same coin – Apprentices' (work) relationships as risk and supportive factors in the resilience process</i></p> <p><u>Jennifer Schwarze</u><br/>RWTH Aachen University, Germany</p>                                                                                                                                                                                                 | <p><i>How do participants learn through policy simulation-games? Effects of simulation based learning</i></p> <p><u>Robert Lohmann</u><br/>Universität Passau</p>                                                                                                                          | <p><i>Theory and practice articulation in professional discourses: the case of group management in the language classroom</i></p> <p><u>Laura Nicolas</u><br/>Université Paris Est Créteil</p>                                                                                                                                          | <p><i>Le dispositif d'apprentissage en situation de travail (AST), des interactions aux effets différents ?</i></p> <p><u>Sandra Enlart</u>, <u>Frédérique Gérard</u><br/>Equipe recherche "Apprenance &amp; Formation des Adultes", CREF, Université Paris Nanterre</p> |
| 9:00<br>9:30                  | <p><i>Instructing sensoriality: Guiding taste in cheese tasting courses</i></p> <p><u>Lorenza Mondada</u><br/>University of Basel</p>                                                                                                                                               | <p><i>Learning Communities: what influences knowledge sharing?</i></p> <p><u>Ellen P.W.A. Jansen</u><sup>1</sup>, <u>Jasperina Brouwer</u><sup>2</sup><br/><sup>1</sup>University of Groningen Department of Teacher Education/ Research Division Higher Education, <sup>2</sup>University of Groningen/ Faculty of Behavioural and Social Sciences</p>                                                   | <p><i>Simulation games as a tool for teaching about the European Union – results of an intervention study</i></p> <p><u>Monika Oberle</u>, <u>Sven Ivens</u>, <u>Johanna Leunig</u><br/>Georg-August-Universität Göttingen</p>                                                             | <p><i>Interactions au travail et développement professionnel : comment les tuteurs et les stagiaires traitent les difficultés pendant les entretiens</i></p> <p><u>Soraya de Simone</u><br/>HEP-VD</p>                                                                                                                                  | <p><i>Interactions tutorales en situation dynamique</i></p> <p><u>Christèle Billing</u><br/>Centre Hospitalier Annecy Genevois, Institut de Formation en soins Infirmiers (IFS) Annecy, France</p>                                                                       |
| 9:30<br>10:00                 | <p><i>Professional development among peers in scientific laboratories: Learning experiments through multimodal and interactional instructions</i></p> <p><u>Sylvaine Tuncer</u><br/>Stockholm University</p>                                                                        | <p><i>Relationships at school: supportive and unsupportive factors for vocational school teachers' resilience</i></p> <p><u>Viviana Sappa</u><sup>1</sup>, <u>Carmela Aprea</u><sup>2</sup>, <u>Elena Boldrini</u><sup>1</sup><br/><sup>1</sup>Swiss Federal Institute for Vocational Education and Training (SFIVET), <sup>2</sup>Faculty of Business and Economics, University of Mannheim, Germany</p> | <p><i>The development of self-efficacy and situational interest during a simulation of decision-making</i></p> <p><u>Pieter Spooren</u>, <u>Dorothy Duchatelet</u><br/>University of Antwerp</p>                                                                                           | <p><i>Time as a major workplace difficulty</i></p> <p><u>Kristine Balslev</u>, <u>Alessandro Chidichimo</u><br/>Université de Genève</p>                                                                                                                                                                                                | <p><i>Apprendre au travail en début de vie active</i></p> <p><u>Christine Fournier</u>, <u>Olivier Joseph</u>, <u>Marion Lambert</u>, <u>Isabelle Marion</u><br/>Centre d'études et de recherches sur les qualifications (CEREQ), France</p>                             |
| 10:00<br>10:30                | <p><i>Seeing how it is done: The sequential organization of instructional actions in a Japanese calligraphy lesson</i></p> <p><u>Aug Nishizaka</u><br/>Chiba University</p>                                                                                                         | <p><i>Relationships and resilience in early childhood settings</i></p> <p><u>Susan Beltman</u><sup>1</sup>, <u>Caroline F. Mansfield</u><sup>2</sup>, <u>Madeleine Dobson</u><sup>1</sup>, <u>Jenny Jay</u><sup>1</sup><br/><sup>1</sup>School of Education, Curtin University, Australia, <sup>2</sup>School of Education, Murdoch University, Australia</p>                                             | <p><i>How participants develop their self-efficacy for negotiating: understanding the dynamics within simulation environments</i></p> <p><u>Dorothy Duchatelet</u>, <u>Vincent Donche</u>, <u>Peter Bursens</u>, <u>Pieter Spooren</u>, <u>David Gijbels</u><br/>University of Antwerp</p> | <p><i>Outils partagés pour améliorer des conversations professionnelles dans le cadre des stages en formation</i></p> <p><u>Maria-Teresa Furtés</u>, <u>M. Carmen Balaguer</u><br/>Universitat Internacional de Catalunya</p>                                                                                                           | <p><i>Configurations et affordances : impacts du collectif sur le parcours des tuteurs débutants</i></p> <p><u>Marine Pelé-Peycelon</u><br/>University Lyon 2 / ICAR, France</p>                                                                                         |

THURSDAY, SEPTEMBER 13<sup>TH</sup>

|                | Do6 - PAPER SESSION<br>Language teaching and learning<br><i>Chair: Maria Pannatier</i><br><b>M1140</b>                                                                                                                                                                                                                                    | Do7 - PAPER SESSION<br>Knowledge, concepts and epistemic development<br><i>Chair: Monika Nerland</i><br><b>M1150</b>                                                                                                                                                                                                                                                                                                                                               | Do8 - PAPER SESSION<br>Teachers' learning and professional development<br><i>Chair: Michael Collier</i><br><b>M1160</b>                                                                                                                                                                                                                                                                                            | Do9 - PAPER SESSION<br>Learning in organisations<br><i>Chair: David Guile</i><br><b>M1170</b>                                                                                                                                                                                                 | Dr0 - PAPER SESSION<br>Work and education as uncertain contexts for professional learning and development<br><i>Chair: Susanne Weber</i><br><b>M2150</b>                                                                                                                                          |
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| 8:30<br>9:00   | <i>Epistemics and Embodied Action in the Organization of Professional Development for English Medium Instruction</i><br><br><b>Joan Catherine Ploettner</b><br>Universitat Internacional Catalunya, Spain                                                                                                                                 | <i>Actions and allocated gaze: Music educators' role in promoting group-level regulation</i><br><br><b>Tarja-Riitta Hurme<sup>1</sup>, Hans Gruber<sup>2</sup>, Marjaana Puurinen<sup>3</sup></b><br>1: Department of Teacher Education, University of Turku; 2: Department of Education Science, University of Regensburg & Department of Teacher Education, University Turku; 3: Department of Psychology & Department of Teacher Education, University of Turku | <i>Development of a self-evaluation methodology for VET teacher teams to evaluate the quality of their assessment programme</i><br><br><b>Liesbeth Baartman, Wendy Peeters, Ellen de Kwant</b><br>University of Applied Sciences Utrecht, The Netherlands                                                                                                                                                          | <i>New Challenges in Utilizing Ethnography in Studying Learning and Development-Related Issues in Organizations</i><br><br><b>Kaia Marjukka Collin, Susanna Paloniemi, Soila Lemmetty</b><br>University of Jyväskylä, Finland                                                                 | <i>Learning in uncertain situations: an examination of tensions within a large-scale transformation programme in a HE institution</i><br><br><b>Koula Charitonos, Allison Littlejohn</b><br>Institute of Educational Technology, The Open University, United Kingdom                              |
| 9:00<br>9:30   | <i>Growth in social inclusion and reading skills through literacy programs for adults</i><br><br><b>Evangelia Ipekizidou<sup>1</sup>, Maurice De Greef<sup>2</sup>, Simon Beausaert<sup>1</sup>, Mien Segers<sup>1</sup></b><br>1: Maastricht University-School of Business and Economics, The Netherlands; 2: Vrije Universiteit Brussel | <i>Disciplinary academics or teacher educators? Negotiating epistemic boundaries in professional education</i><br><br><b>Hege Hermansen</b><br>University of Oslo, Norway                                                                                                                                                                                                                                                                                          | <i>Mentoring experienced teachers: A cultural historical perspective</i><br><br><b>Veronica Elizabeth Morcom, Judith Anne MacCallum</b><br>Murdoch University, Australia                                                                                                                                                                                                                                           | <i>Team work, team stress &amp; information processing</i><br><br><b>Piet Van den Bosch<sup>1,3</sup>, Catherine Gabelica<sup>2</sup>, Steffi Sassenus<sup>1</sup></b><br>1: University of Antwerp, Belgium; 2: IESEG School of Management, France; 3: Maastricht University, the Netherlands | <i>The relationship between education-job fit and work-related learning in the first job</i><br><br><b>Ilke Grosemans<sup>1</sup>, Katrien Vangrieken<sup>1</sup>, Liesje Coertjens<sup>2</sup>, Eva Kyndt<sup>1</sup></b><br>1: KU Leuven, Belgium; 2: Université Catholique de Louvain, Belgium |
| 9:30<br>10:00  | <i>Learning occupation specific language in vocational education in the workplace</i><br><br><b>Anke Settelmeyer, Christina Widera</b><br>Federal Institute for Vocational Education and Training, Germany                                                                                                                                | <i>Knowledge building in professional learning: new insights</i><br><br><b>Claire Tourmen<sup>1,2</sup></b><br>1: University of California, Berkeley, USA; 2: AgroSup Dijon, France                                                                                                                                                                                                                                                                                | <i>Lessons planning instrumental genesis: between teachers' instrument systems and professional development</i><br><br><b>Leandro Marques Queiroz<sup>1</sup>, Alex Sandro Gomes<sup>1</sup>, Grégory Munoz<sup>2</sup></b><br>1: Centro de Informática, Cidade Universitária (Campus Recife); 2: Center of Research in Education of Nantes                                                                        | <i>Personal and organizational antecedents of informal learning in the workplace</i><br><br><b>Julian Decius, Niclas Schaper</b><br>University of Paderborn, Germany                                                                                                                          | <i>Learn it, live it! – Influencing learners' intention-behavior-gap in the domain of sustainable consumption using graphical videos</i><br><br><b>Susanne Weber, Christine Kreuzer, Mona Off, Susanne Ritter von Marx</b><br>Ludwig-Maximilians-University Munich, Germany                       |
| 10:00<br>10:30 | <i>Video in Foreign Language Teaching and Learning: A Systematic Literature Review</i><br><br><b>Maria Pannatier, Mireille Betrancourt</b><br>Geneva University, Switzerland                                                                                                                                                              | <i>Knowledge work in professional-client partnerships: analysing interactions from an epistemic perspective</i><br><br><b>Nick Hopwood<sup>1</sup>, Monika Nerland<sup>2</sup></b><br>1: University of Technology Sydney, Australia; 2: Oslo University, Norway                                                                                                                                                                                                    | <i>Changes in learning-to-teach patterns of student teachers during long-term internships: A Latent Transition Analysis approach</i><br><br><b>Michael Collier<sup>1</sup>, Dagmar Festner<sup>2</sup>, Alexander Gröschner<sup>3</sup>, Tina Hascher<sup>4</sup></b><br>1: University of Paderborn, Germany; 2: University of Gießen, Germany; 3: University of Jena, Germany; 4: University of Bern, Switzerland | <i>Understanding networks and coworking: Towards a fourth-generation activity theory analysis</i><br><br><b>David Guile<sup>1</sup>, Clay Spinuzzi<sup>2</sup></b><br>1: University College London, United Kingdom; 2: University of Texas                                                    |                                                                                                                                                                                                                                                                                                   |
| 10:30<br>11:00 |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | COFFEE BREAK<br>Uni Mail Hall                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                   |

THURSDAY, SEPTEMBER 13<sup>TH</sup>

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| 11:00<br>12:00 | KEYNOTE ADDRESS<br>Pierre Dillenbourg<br>Digital gaps and digital bridges between schools and workplaces<br>MR080                                                                                                                                                                                      |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                          |
| 12:00<br>13:30 | LUNCH<br>Uni Mail Marx Cafeteria                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                          |
|                | <div>E01 – SYMPOSIUM</div> <div>Emerging perspectives of education in the professions: Learning through practice</div> <div>Chair: Christian Harteis (University of Paderborn, Germany)<br/>Discussant: Piet Van den Bossche (University of Antwerp)</div> <div>MR160</div>                            | <div>E02 – INVITED SYMPOSIUM</div> <div>Interactions et potentiel d'apprentissage des situations professionnelles</div> <div>Chair: Paul Olry (AgroSupDijon, France), Patrick Mayen (AgroSupDijon, France)<br/>Discussant: Marianne Cerf (INRA)</div> <div>MR170</div> | <div>E03 – SYMPOSIUM</div> <div>The epistemic use of material objects in workplace participatory practices: Exploring the context of health</div> <div>Chairs: Åsa Mäkitalo (Gothenburg University), Laurent Filliettaz (University of Geneva, Switzerland)<br/>Discussant: Monika Nerland (University of Oslo)</div> <div>M2160</div> | <div>E04 – SYMPOSIUM</div> <div>Emerging directions in research on connectivity for interaction, learning and professional development</div> <div>Chairs: Sarojni Choy (Griffith Univ., Australia), David Guile (University College London)<br/>Discussant: Stephen Billett (Griffith Univ.)</div> <div>M2170</div>                                                                                         | <div>E05 – PAPER SESSION (FR)</div> <div>Apprentissage et développement dans les métiers de la santé et du travail social</div> <div>Chair: Julien de Miribel</div> <div>M1130</div>                                                                                                     |
| 13:30<br>14:00 | <div>Learning during Internships: A Study of Engineering Students</div> <div>Michael Goller, Christian Harteis<sup>1</sup>, David Gijbels<sup>2</sup>, Vincent Donche<sup>3</sup><br/><sup>1</sup>University of Paderborn, <sup>2</sup>University of Antwerp</div>                                     | <div>La conception d'un EVE, pensée, agie et projetée selon une technologie didactique professionnelle</div> <div>Anais Loizon, Fanny Chrétien<br/>AgroSup Dijon, France</div>                                                                                         | <div>Renderings of an invisible condition : Graphs as objects and means of communication in hypertension consultations</div> <div>Åsa Mäkitalo, Karin Kjellgren, Roger Säljö<br/>Gothenburg University</div>                                                                                                                           | <div>Recontextualising connectivity for interaction, learning and professional development</div> <div>David Guile<br/>University College London</div>                                                                                                                                                                                                                                                       | <div>Comprendre l'expérience subjective d'une crise de santé : des enjeux professionnels majeurs pour les médecins de l'urgence</div> <div>Marianne Lafitte<br/>CHU de Bordeaux, France, Collège Santé, Université de Bordeaux et Centre de Recherche sur la Formation-CNAM, Paris</div> |
| 14:00<br>14:30 | <div>Effects of Internships on Self-perceived Competencies and Burnout of Student Teachers in Mathematics and Religion</div> <div>Dagmar Festner<sup>1</sup>, Carina Caruso<sup>2</sup>, Alexander Gröschner<sup>3</sup><br/><sup>1</sup>University of Paderborn, <sup>2</sup>University of Jena</div> | <div>Jouer et imaginer, deux fonctions de tutelle dans les interactions pour apprendre en situation de travail</div> <div>Patrick Mayen<br/>AgroSup Dijon, France</div>                                                                                                | <div>The epistemic use of the body in medical radiology: insights from an interactional perspective</div> <div>Laurent Filliettaz<br/>University of Geneva</div>                                                                                                                                                                       | <div>Pedagogical Models to Support Connectivity for Interaction, Learning and Professional Development</div> <div>Päivi Tynjälä, Maarit Virolainen, Hannu L.T. Heikkinen, Anne Virtanen<br/>Finnish Institute for Educational Research, University of Jyväskylä, Finland</div>                                                                                                                              | <div>La part du collectif dans l'apprentissage organisationnel dans les associations du secteur social</div> <div>Vivien Braccini<sup>1</sup>, Emmanuel Triby<sup>2</sup><br/><sup>1</sup>: P.S.International, France; <sup>2</sup>: LISEC EA 2310</div>                                 |
| 14:30<br>15:00 | <div>Learning from Errors at Work in Vocational Education and Training</div> <div>Andreas Rausch, Milena Huber<br/>University of Mannheim</div>                                                                                                                                                        | <div>Transmettre des savoirs-faire de métier : hybrider les formats en didactique professionnelle</div> <div>Jean-François Metral, Paul Olry<br/>AgroSup Dijon, France</div>                                                                                           | <div>Building healthcare expertise in context: The teaching-learning processes of a new tool in different healthcare settings</div> <div>Giada Danesi, Michèle Grossen<br/>University of Lausanne</div>                                                                                                                                | <div>Multilevel Boundary Crossing in connectivity for interaction, learning and professional development across contexts</div> <div>Ilva Zitter<sup>1</sup>, Liesbeth Baartman<sup>1</sup>, Elly de Bruijn<sup>2</sup><br/><sup>1</sup>HU University of Applied Sciences Utrecht, The Netherlands, <sup>2</sup>HU University of Applied Sciences Utrecht and Open University</div>                          | <div>L'expérience des aides soignants entrés en formation infirmière : entre transition identitaire et reconnaissance des transiteurs</div> <div>Bargibant Catherine<br/>Trigone Cirel, France</div>                                                                                     |
| 15:00<br>15:30 | <div>The Relevance of Beliefs, Motivation and Self-Regulation for the Development of Educational Knowledge during Internships</div> <div>Sarah Mertens, Sabine Schlag, Cornelia Gräsel<br/>University of Wuppertal</div>                                                                               | <div>Le novice en quête d'autonomie : interactions tutorales en formation et aux premiers mois de travail</div> <div>Otilia Holgado<br/>Université de Sherbrooke</div>                                                                                                 | <div>Simulations as hybrid objects in learning for the healthcare professions</div> <div>Hans Rystedt<br/>Karolinska</div>                                                                                                                                                                                                             | <div>Digitization in connectivity for interaction, learning and professional development</div> <div>Carmela Aprea<sup>1</sup>, Alberto Cattaneo<sup>2</sup>, Viviana Sappa<sup>3</sup>, Sarojni Choy<sup>3</sup><br/><sup>1</sup>University of Mannheim, Germany, <sup>2</sup>Swiss Federal Institute for Vocational Education and Training (SFIVET), Lugano, Switzerland, <sup>3</sup>Griffith Univ.</div> | <div>La dimension interactionnelle dans le développement professionnel des infirmiers en psychiatrie en France</div> <div>Julien de Miribel<br/>Université de Lille, France</div>                                                                                                        |

THURSDAY, SEPTEMBER 13<sup>TH</sup>

|                | EO6 - PAPER SESSION<br>Learning in vocational education and training<br><i>Chair: Joris Felder</i><br><b>M1140</b>                                                                                                                                                                                                                   | EO7 - PAPER SESSION<br>Emotions in learning and professional development<br><i>Chair: Susanna Paloniemi</i><br><b>M1150</b>                                                                                                                             | EO8 - PAPER SESSION<br>Teachers expertise and professional development<br><i>Chair: Henny P. A. Boshuizen</i><br><b>M1160</b>                                                                                                                                                                                                           | EO9 - PAPER SESSION<br>Training transfer in organisational contexts<br><i>Chair: Nathalie Delobbe</i><br><b>M1170</b>                                                                                                                                                       | EO10 - PAPER SESSION<br>Agency and identity in vocational training<br><i>Chair: Ray Smith</i><br><b>M2150</b>                                                                                                                                           |
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| 13:30<br>14:00 | <i>European approach: VET adults' problem-solving skills in technology-rich environments</i><br><br><b>Raija Hämäläinen</b> , Bram De Wever <sup>2</sup> ,<br><b>Sebastiano Cincinnato</b> , Kari Nissinen <sup>1</sup><br>1: University of Jyväskylä, Finland; 2: Ghent University, Belgium; 3: Vrije Universiteit Brussel, Belgium | <i>Dynamic interplay of learning behaviours and affective reactions within work teams</i><br><br><b>Verena Watzek</b> , <b>Andreas Widmann</b> , <b>Regina H. Mulder</b><br>Universität Regensburg, Germany                                             | <i>The use of audio diaries in the mentoring process of initial teacher education</i><br><br><b>Kinga Káplár-Kodácsy</b> , <b>Helga Dörner</b> <sup>2</sup><br>1: Eötvös Loránd University, Faculty of Education and Psychology, Budapest, Hungary; 2: Central European University, Center for Teaching and Learning, Budapest, Hungary | <i>Decoding training transfer through the lens of the social exchange and psychological contract theories</i><br><br><b>Isabelle Bosset</b> <sup>1</sup> , <b>Nathalie Delobbe</b> , <b>Etienne Bourgeois</b> <sup>2</sup><br>1: IFEP, Switzerland; 2: Université de Genève | <i>Occupational prestige as challenge for occupational identities: comparing retail and bricklaying apprentices*</i><br><br><b>Kerstin Duemmler</b> , <b>Alexandra Felder</b> , <b>Isabelle Caprani</b><br>SFIVET, Switzerland                          |
| 14:00<br>14:30 | <i>Quality of VET - A Systematic Survey Review</i><br><br><b>Svenja Boehn</b> , <b>Viola Katharina Deutscher</b><br>University of Mannheim, Germany                                                                                                                                                                                  | <i>Emotional processes and Adaptation: A longitudinal Study in An Adult Education Program</i><br><br><b>Michaël Raphaël Parmentier</b> , <b>Thomas Pirsoul</b> , <b>Frédéric Nils</b><br>Université catholique de Louvain, Belgium                      | <i>Negotiating professional identity: Challenges for early career casual teachers</i><br><br><b>Helen Therese Dempsey</b><br>Murdoch University, Australia                                                                                                                                                                              | <i>The relationship between approaches to teaching and training outcome in professional training</i><br><br><b>Caroline Bonnes</b> , <b>Sabine Hochholding</b><br>University of Konstanz, Germany                                                                           | <i>Teacher's professional identity: configurations of personal and contextual factors</i><br><br><b>Gonny Schellings</b> , <b>Douwe Beijaard</b> , <b>Maaike Koopman</b> , <b>Janine Mommers</b><br>Eindhoven University of Technology, The Netherlands |
| 14:30<br>15:00 | <i>Career adaptability of VET students in the commercial domain – different operationalizations and relationship to professional identification</i><br><br><b>Sebastian Kirchknopf</b><br>Universität Hohenheim, Germany                                                                                                             | <i>Training emotional competence for a successful school-to-work transition: An experimental study</i><br><br><b>Thomas Pirsoul</b> , <b>Michaël Raphaël Parmentier</b> , <b>Frédéric Nils</b><br>Université catholique de Louvain, Belgium             | <i>Narrative Pedagogy and teacher professional development</i><br><br><b>Nurit Dvir</b> <sup>1</sup> , <b>Orna Schatz Oppenheimer</b> <sup>2</sup><br>1: The Kibbutzim College of Education, Israel; 2: The Hebrew University, David Yellin, Academic College                                                                           | <i>Effects of work factors on the three stages of post-training transfer: An empirical investigation within the Dutch Police</i><br><br><b>Jolanda Botke</b><br>VU Amsterdam, The Netherlands                                                                               | <i>Experienced "Protein Engineering" lecturer changing identity through enabling dialogue: from a knowledge transmitter to a learning facilitator</i><br><br><b>Yael Furman Shahrabani</b> , <b>Hana Faiger</b><br>ORT Braude College, Israel           |
| 15:00<br>15:30 | <i>How can innovations best be propagated in dual VET?</i><br><br><b>Joris Felder</b> , <b>Jean-Luc Gurtner</b><br>University of Fribourg, Switzerland                                                                                                                                                                               | <i>Emotions in Professional Learning: Integrating Self-Report and Psychophysiological Measurement Data</i><br><br><b>Susanna Paloniemi</b> , <b>Päivi Hökkä</b> , <b>Katja Vähäsantanen</b> , <b>Anneli Eteläpelto</b><br>Jyväskylä University, Finland | <i>Teachers' expertise development through professional learning activities at the workplace: the case of lower vocational education in the Netherlands</i><br><br><b>Henny P. A. Boshuizen</b> <sup>1,2</sup> , <b>Jantje Wolters-Mepschen</b> <sup>1</sup><br>1: Open University of the Netherlands, Netherlands; 2: Turku University | <i>Learning to be a practitioner-researcher: the processes, practices, products and profiles of research engagement in international non-governmental organisations</i><br><br><b>Jude Fransman</b><br>Open University, United Kingdom                                      | <i>Forms of work-learning negotiation and professional identity development</i><br><br><b>Ray Smith</b><br>Griffith University, Australia                                                                                                               |
| 15:30<br>16:00 | COFFEE BREAK<br>Uni Mail Hall                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                         |



|                | F01 – SYMPOSIUM<br>Learning to work in the margins:<br>interactional and discourse analytical<br>perspectives<br><i>Chair: Ingrid de Saint-Georges (University of<br/>Luxembourg)</i><br><i>Discussant: Stefano Losa (SUPSI)</i> | F02 – ROUND TABLE<br>Measuring and developing professional<br>expertise<br><i>Chair: Andreas Rausch</i>                                                                                                                                                                                                                                                                                  | F03 – DATA SESSION<br>Observing and measuring complex<br>research objects<br><i>Chair: Juergen Seifried</i><br><i>Discussant: Michael Goller</i>                                                                                                                                       | F04 – PAPER SESSION (FR)<br>Apprentissage et formation des adultes<br><i>Chair: Christine Vidal-Gomel</i>                                                                                                                                                                | F05 – PAPER SESSION<br>Learning from collaboration and<br>interprofessional experiences at work<br><i>Chair: Joanne Stephens</i>                                                                                                                                                                                 |
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| 16:00<br>16:30 | <b>MR160</b><br><i>Discursive constructions of Luxembourgish<br/>Vocational Education and Training and its<br/>learners in policy-related documents</i><br><br><u>Constanze Tress</u><br>University of Luxembourg                | <b>MR170</b><br><i>A critical appraisal of Boshuizen &amp; Wolters-<br/>Mepschen (2018)</i><br><br><u>Henry P. A. Boshuizen</u> <sup>1,2</sup> , <u>Monique M.<br/>Bijker</u> , <u>Jantje Wolters-Mepschen</u> <sup>1</sup><br>1: Open University of the Netherlands, The<br>Netherlands; 2: University of Turku, Finland;<br>3: Zuyd University of applied Sciences, The<br>Netherlands | <b>M1160</b><br><i>The Contribution of Mental Simulation to the<br/>Development of Intuition</i><br><br><u>Bianca Steffen</u> , <u>Christian Harteis</u><br>University of Paderborn, Germany                                                                                           | <b>M1130</b><br><i>L'engagement du sujet adulte apprenant en<br/>formation continue obligatoire : un paradoxe<br/>de l'apprenance ?</i><br><br><u>Marie-Paule Maugis</u><br>Université de Nanterre, France                                                               | <b>M2170</b><br><i>Teacher Orientations towards Learning and<br/>Self-Perceived Participation: A Cross Case<br/>Analysis of In-School Teacher Collaboration</i><br><br><u>Loes de Jong</u> , <u>Jacobienne Meirink</u> , <u>Wilfried<br/>Admiraal</u><br>ICLON, Leiden University Graduate School of<br>Teaching |
| 16:30<br>17:00 | <i>Exploring workplace practices as a mediational<br/>space for professional development in self-<br/>employment at the margins</i><br><br><u>Stefan Karl Serwe</u><br>University of Osnabrück                                   | <i>A practice based research on the value of<br/>higher education teacher externships as a<br/>professional development initiative</i><br><br><u>Ele Holvoet</u> <sup>1,2</sup> , <u>Delphine Wante</u> , <u>Joke<br/>Coens</u> <sup>1</sup> , <u>Jan Elen</u> <sup>2</sup><br>1: VIVES University of Applied Sciences,<br>Belgium; 2: KU Leuven, Belgium                                | <i>Developing an on-line application, Emotion<br/>Circle (EC) for the self-assessment of emotions<br/>in agentic learning at work</i><br><br><u>Anneli Etelapelto</u> , <u>Päivi Hökkä</u> , <u>Susanna<br/>Paloniemi</u> , <u>Katja Vähäsantanen</u><br>Jyväskylä University, Finland | <i>Organisation du travail et apprentissage</i><br><br><u>Christèle Billing</u><br>Centre Hospitalier Annecy Genevois, France -<br>Institut de formation en soins infirmier,<br>Annecy France                                                                            | <i>Professional learning on assessment design<br/>through teacher collaboration</i><br><br><u>Ivy Lau</u> , <u>Susan Bridges</u> , <u>Dennis Fung</u><br>The University of Hong Kong, S.A.R. (China)                                                                                                             |
| 17:00<br>17:30 | <i>Recognizing transversal competencies in<br/>situations of professional development:<br/>challenges and stakes</i><br><br><u>Ingrid de Saint-Georges</u><br>University of Luxembourg                                           | <i>Networks of musicians at different expert<br/>levels</i><br><br><u>Manuel Längler</u> <sup>1</sup> , <u>Markus Nivala</u> <sup>2</sup> , <u>Hans<br/>Gruber</u> <sup>1,3</sup><br>1: University of Regensburg, Germany; 2:<br>University of Gothenburg, Sweden; 3:<br>University of Turku, Finland                                                                                    | <i>Employee Perspective on Well-Being at Work –<br/>An Interview Study</i><br><br><u>Stefanie Zutavern</u> , <u>Juergen Seifried</u><br>University of Mannheim, Germany                                                                                                                | <i>Élucidation d'une structure conceptuelle de<br/>situation professionnelle et éducation des<br/>savoirs experts</i><br><br><u>Géraldine Body</u> , <u>Christine Vidal-Gomel</u> ,<br><u>Isabelle Vinatier</u><br>Centre de Recherche en Education de Nantes,<br>France | <i>Meeting the needs of children with autism:<br/>What paramedics and parents of children with<br/>autism can contribute to the interprofessional<br/>health team</i><br><br><u>Joanne Stephens</u><br>Queensland University of Technology,<br>Australia                                                         |



THURSDAY, SEPTEMBER 13<sup>TH</sup>

|                | F06 - PAPER SESSION<br>Reflexivity and professional development<br><i>Chair: Bärbel Fürstenau</i><br><b>M1140</b>                                                                                                                                                  | F07 - PAPER SESSION<br>Integrating learning experiences in higher education<br><i>Chair: Stephen Richard Billett</i><br><b>M1150</b>                                                                       | F08 - PAPER SESSION<br>Learning and professional development of primary school teachers<br><i>Chair: Bev Fluckiger</i><br><b>M1170</b>                                                                                                                                                                                                                | F09 - PAPER SESSION<br>Theories and methodologies for the study of professional learning and development<br><i>Chair: Mariana Orozco</i><br><b>M2150</b>                                                                                                                                              | F10 - PAPER SESSION<br>Learning medical practices<br><i>Chair: Judith Warren Little</i><br><b>M2160</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 16:00<br>16:30 | REFLECTION-IN-ACTION vs. REFLECTION-ON-ACTION The Benefits of Reflection for Improving Professional Judgments<br><br><u>Therese Grohnert, Roger H. G. Meuwissen, Wim H. Gijsselaers</u><br>Maastricht University School of Business and Economics, The Netherlands | Articulate different levels of analysis of activity in training environment<br><br><u>Benjamin Watteau, Jérôme Gérin</u><br>Universiè de Bretagne Occidentale, France                                      | Multimodal interactions between teacher and pupils during free play at preschool: tools for vocational training as a lever for pupil's learnings?<br><br><u>Marie-Laure Michel</u><br>UNICE                                                                                                                                                           | The mother or the child: theorising simulation through double stimulation<br><br><u>Madeleine Abrandt Dahlgren<sup>1</sup>, Nick Hopwood<sup>2</sup>, Johanna Dahlberg<sup>1</sup>, Marie Blomberg<sup>1</sup></u><br>1: Linköping University, Sweden; 2: University of Technology, Sydney, Australia | Self-regulation of professional learning in the medical practice: which processes are actually happening?<br><br><u>Katrien Cuyvers<sup>1</sup>, Van den Bossche Piet<sup>1,2</sup>, Donche Vincent<sup>1</sup></u><br>1: University of Antwerp, Belgium; 2: Maastricht University, The Netherlands                                                                                                                                                                                                                                                                              |
| 16:30<br>17:00 | Facilitating professional development through (self)reflection and interaction. Findings of an evaluation study<br><br><u>Anita Pachner. PhD, Christina Baust, Patrick Fleck, Josef Schrader. Prof. Dr.</u><br>University of Tübingen, Germany                     | Boundaries between education and working life in vocational education organized by a company. A case study KONE Elevators Ltd<br><br><u>Kaisa Hytönen, Anne Kovalainen</u><br>University of Turku, Finland | 21 <sup>st</sup> Century Leadership Skills for Learning Networks in Primary Education<br><br><u>Floor Basten<sup>1</sup>, Arnoud Evers<sup>1</sup>, Femke Geijssels, Marjan Vermeulen<sup>1</sup></u><br>1: Open University of the Netherlands, The Netherlands; 2: Research Institute of Child Development and Education, Universiteit van Amsterdam | Work Expertise and Shared Moral Values: an Exploration through Transmission in Cross Self-Confrontation<br><br><u>Laure Kloetzer</u><br>University of Neuchâtel, Switzerland                                                                                                                          | Complex clinical practice: different sources for trainees' motivation during postgraduate medical education<br><br><u>Wieke van der Goot<sup>1</sup>, Sayra Cristancho<sup>2</sup>, Marco de Carvalho Filho<sup>3</sup>, Debbie Jaarisma<sup>1</sup>, Esther Helmich<sup>1</sup></u><br>1: University of Groningen / University Medical Center Groningen, The Netherlands; 2: Schulich School of Medicine and Dentistry, University of Western Ontario, London, Ontario, Canada; 3: Department of Emergency Medicine, School of Medical Sciences, University of Campinas, Brazil |
| 17:00<br>17:30 | Reflection in professional contexts – Views of teachers in vocational education<br><br><u>Bärbel Fürstenau<sup>1</sup>, Mandy Hommel<sup>1</sup>, Regina Mulder<sup>2</sup></u><br>1: TU Dresden, Germany; 2: Universität Regensburg                               | Augmenting tertiary education students' work experiences through post-practicum interventions: Preferred purposes and processes<br><br><u>Stephen Richard Billett</u><br>Griffith University, Australia    | A research-informed and research-led approach to supporting the professional learning of teachers<br><br><u>Bev Fluckiger, Madonna Stinson, Julie Dunn</u><br>Griffith university, Australia                                                                                                                                                          | Empirical conceptualisation of integrative learning. A focus on theory-practice integration<br><br><u>Mariana Orozco, David Gijbels, Christiane Timmerman</u><br>University of Antwerp, Belgium                                                                                                       | Perspectives on the Patient in Simulation-Based Education of Interprofessional Health Care Teams<br><br><u>Judith Warren Little<sup>1</sup>, Bridget O'Brien<sup>2</sup>, Joe Cook<sup>2</sup></u><br>1: University of California, Berkeley, United States of America; 2: University of California, San Francisco, United States of America                                                                                                                                                                                                                                      |
| 17:35<br>18:30 | SIG BUSINESS MEETING<br><b>MRo80</b>                                                                                                                                                                                                                               |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 19:30<br>22:30 | CONFERENCE DINNER<br>Grand Hotel Kempinski                                                                                                                                                                                                                         |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

# FRIDAY, SEPTEMBER 14<sup>TH</sup>

| REGISTRATION<br>Uni Mail Hall |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| 8:00<br>17:30                 | <p>G01 – SYMPOSIUM</p> <p>Transformer l'expérience en apprentissage par l'accessibilité cognitive, conative et socio-affective</p> <p><i>Chair:</i> Laurence Durat (Université de Haute-Alsace, France)</p> <p><i>Discussant:</i> Vivien Braccini (PSI)</p> <p><b>MR160</b></p> | <p>G02 – SYMPOSIUM</p> <p>Learning and developing 'professional vision' at work</p> <p><i>Chairs:</i> Barbara Pentimalli (University Sapienza Roma, Italia; Department of Sociology), Vanessa Rémy (University of Geneva, Department of Adult training)</p> <p><i>Discussant:</i> Laurent Fillietaz (University of Geneva, Department of Adult training)</p> <p><b>MR170</b></p> | <p>G03 – SYMPOSIUM</p> <p>Francophone perspectives on the articulation between learning at work and learning through work</p> <p><i>Chairs:</i> Lionel Roche (Laboratoire Acté, UCA, France, France), Florian Meyer (Université de Sherbrooke, Canada), Cathy Rolland (Laboratoire Acté, UCA, France, France)</p> <p><i>Discussant:</i> Stephen Billett (Griffith University, Brisbane, Australia)</p> <p><b>M2150</b></p> | <p>G04 – PAPER SESSION (FR)</p> <p>Formation et développement professionnel des enseignants</p> <p><i>Chair:</i> Annie Malo</p> <p><b>M1130</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>G05 – PAPER SESSION</p> <p>The development of skills and expertise</p> <p><i>Chair:</i> Åsa Mäkitalo</p> <p><b>M1140</b></p>                                                                                                                                                                                                                                                                                                                                       |
| 8:30<br>9:00                  | <p>L'examen clinique du nouveau-né par les étudiants sages-femmes</p> <p><u>Catherine Burgy</u><br/>Ecole de sages-femmes Strasbourg</p>                                                                                                                                        | <p><i>Ways of Seeing, The Formation and Circulation of a Synesthetic Expert Eye in Swiss and Hong Kong Vocational Training Practices</i></p> <p><b>Hervé Munz</b><br/>University of Geneva, Department of Geography and Environment</p>                                                                                                                                          | <p><i>Learning at work or developing work activity?</i></p> <p><b>Yannick Lemonie</b><br/>Conservatoire National des Arts et Métiers, Paris, France</p>                                                                                                                                                                                                                                                                    | <p><i>Produire un scénario de formation pour développer le savoir-improviser en classe de stagiaires en enseignement</i></p> <p><b>Jean-Pierre Pelletier</b><br/>Université TÉLUQ, Canada</p>                                                                                                                                                                                                                                                                                                                                                                           | <p><i>Development and Evaluation of a Teacher Training Concept in the Field of Automation Technology</i></p> <p><b>Pia Schäfer, Nico Link, Felix Walker</b><br/>Technische Universität Kaiserslautern (TUK), Germany</p>                                                                                                                                                                                                                                              |
| 9:00<br>9:30                  | <p><i>Professionalisation des formateurs en ostéopathie</i></p> <p><b>Franck Garnier</b><br/>Collège Européen d'ostéopathie, Strasbourg</p>                                                                                                                                     | <p><i>"The Diagnostic Eye". Seeing and Learning to See in an Hemodynamic Laboratory</i></p> <p><b>Barbara Pentimalli</b><br/>University Sapienza Roma, Italia, Department of Sociology</p>                                                                                                                                                                                       | <p><i>The intervention as training of ESPE trainers</i></p> <p><b>Pierre-Alain Filippi</b><br/>Aix-Marseille Université – ESPÉ- EA 4671-ADEF</p>                                                                                                                                                                                                                                                                           | <p><i>Débriefer en contexte de vidéoformation : Comprendre l'activité du conseiller pédagogique par l'étude de ses préoccupations et de sa représentation du partenaire</i></p> <p><b>Vincent Alonso Vilches<sup>1</sup>, Florence Pirard<sup>2</sup>, Pascal Detroz<sup>1</sup>, Dominique Verpoorten<sup>1</sup></b><br/><sup>1</sup>: Institut de Formation et de Recherche en Enseignement Supérieur (IFRES) - University of Liège, Belgique; <sup>2</sup>: Faculté de Psychologie, de Logopédie et des Sciences de l'Education - University of Liège, Belgique</p> | <p><i>Trainers' knowledge and skills from the perspective of trainers, trainees, and human resource development practitioners</i></p> <p><b>Susanne Wisshak, Sabine Hochholdingner</b><br/>University of Konstanz, Germany</p>                                                                                                                                                                                                                                        |
| 9:30<br>10:00                 | <p><i>La prise en compte des émotions dans le cadre de la formation professionnelle des managers</i></p> <p><b>Simon Mallard</b><br/>CREAD Université de Rennes</p>                                                                                                             | <p><i>Learning to see : An exploratory study on practical training in obstetrical and fetal ultrasound</i></p> <p><b>Nelly Duret<sup>1</sup>, Vanessa Rémy<sup>2</sup></b><br/><sup>1</sup>Geneva University Hospital, Switzerland, Fetal Medicine Department, <sup>2</sup>University of Geneva, Switzerland, Department of Adult training</p>                                   | <p><i>Designing online platforms for professional development : the case of PE teachers and gymnastics coaches</i></p> <p><b>Lionel Roche, Cathy Rolland, Nathalie Gal-Petitfaux</b><br/>Laboratoire ACTé, Université Clermont Auvergne, France</p>                                                                                                                                                                        | <p><i>Pour un enseignement apprentissage du français par l'évaluation dynamique : cas des étudiants de première année de licence F.L.E</i></p> <p><b>Sahraoui Lafrid</b><br/>Université de Médéa, Algérie</p>                                                                                                                                                                                                                                                                                                                                                           | <p><i>The Creation Process in Sculpting – An Observation Study</i></p> <p><b>Isabell Stein<sup>1</sup>, Helen Jossberger<sup>1</sup>, Linda Puppe<sup>1</sup>, Birgit Eiglsperger<sup>2</sup>, Hans Gruber<sup>3</sup></b><br/><sup>1</sup>: Department of Educational Science, University of Regensburg, Germany; <sup>2</sup>: Department of Art Education, University of Regensburg, Germany; <sup>3</sup>: Faculty of Education, University of Turku, Finland</p> |
| 10:00<br>10:30                | <p><i>Transformer les pratiques pédagogiques des enseignants</i></p> <p><b>Badya Lage</b><br/>Education Nationale du Maroc</p>                                                                                                                                                  | <p><i>'Visual repairs' : Managing the visual organization of courtroom hearings with video links</i></p> <p><b>Christian Licoppe</b><br/>Télécom ParisTech, Université Paris-Saclay, France</p>                                                                                                                                                                                  | <p><i>Analyzing activities of pedagogical engineers in unusual situations of distance work to design trainings</i></p> <p><b>Marie Hoarau<sup>1</sup>, Geneviève Lameul<sup>1</sup>, Florian Meyer<sup>2</sup></b><br/><sup>1</sup>Université Rennes 2, <sup>2</sup>Université de Sherbrooke, Canada</p>                                                                                                                   | <p><i>La complexité de "converser avec la situation" : le cas des stagiaires de fin de formation en enseignement au secondaire</i></p> <p><b>Annie Malo, Joëlle Morrisette</b><br/>Université de Montréal, Canada</p>                                                                                                                                                                                                                                                                                                                                                   | <p><i>Working with categories and recontextualising expertise in professional client interactions</i></p> <p><b>Nick Hopwood<sup>1</sup>, Åsa Mäkitalo<sup>2</sup></b><br/><sup>1</sup>: University of Technology Sydney, Australia; <sup>2</sup>: Gothenburg University, Sweden</p>                                                                                                                                                                                  |

FRIDAY, SEPTEMBER 14<sup>TH</sup>

|                | Go6 - PAPER SESSION<br>Learning in informal contexts<br><i>Chair: Patrizia Salzmann</i><br><b>M1150</b>                                                                                                                                                                                            | Go7 - PAPER SESSION<br>Learning and professional development in health<br><i>Chair: Katrien Cuyvers</i><br><b>M1160</b>                                                                                                                                                                                                                                                                                                                                         | Go8 - PAPER SESSION<br>Learning in vocational education and training<br><i>Chair: Juergen Seifried</i><br><b>M1170</b>                                                                                                                                                                                                          |
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| 8:30<br>9:00   | <i>Professional development in real work situation: case studies in block release apprenticeship training</i><br><br><b>Souâd Zaouani-Denoux<sup>1</sup>, Klara Kövesi<sup>2</sup></b><br>1: Université Paul Valéry Montpellier 3, France; 2: ENSTA Bretagne, France                               | <i>Supervision in psychiatry: interactional analysis to learn self-disclosure competence</i><br><br><b>Alexandra Nguyen, Laurent Frobert, Jérôme Favrod</b><br>La Source, School of nursing sciences, HES-SO University of Applied Sciences and Arts of Western Switzerland                                                                                                                                                                                     | <i>Reasons and barriers for continuing vocational education and training (CVET) of fringe groups</i><br><br><b>Christin Siegfried<sup>1</sup>, Eveline Wuttke<sup>1</sup>, Susan Seeber<sup>2</sup>, Therese Rosemann<sup>2</sup></b><br>1: Goethe-University Frankfurt, Germany; 2: Georg-August-University Göttingen, Germany |
| 9:00<br>9:30   | <i>Professionnalisation des formateurs en ostéopathie</i><br><br><b>Franck Garnier</b><br>Collège Européen d'ostéopathie, Strasbourg                                                                                                                                                               | <i>Becoming an implementer – Professional development of experts in social and health care reform</i><br><br><b>Mervi Hasu</b><br>University of Oslo, Norway                                                                                                                                                                                                                                                                                                    | <i>Mediation system for development: the case of agricultural trainers</i><br><br><b>Samira Mahlaoui<sup>1</sup>, Grégory Munoz<sup>2</sup></b><br>1: UMR ADEF; 2: Research Center in Education of Nantes                                                                                                                       |
| 9:30<br>10:00  | <i>From the study of interactions in restaurants-schools to vocational training engineering in the field of catering and hospitality management</i><br><br><b>Céline Alcade</b><br>Laboratoire ICAR, Université Lyon 2, CNRS, ENS de Lyon / Laboratoire Dipralang Université Montpellier 3, France | <i>Transfer of nursing roles from theory into practice in the care for older persons, based on the CanMEDS</i><br><br><b>Petra Huizenga<sup>1,2</sup>, Evelyn Finnema<sup>1</sup>, Robbert Gobbens<sup>1</sup>, Petrie Roodbol<sup>2</sup></b><br>1: NHL Stenden University of Applied Sciences, The Netherlands;; 2: Health Sciences, Nursing Research, University of Groningen, the Netherlands; 3: Inholland University of Applied Sciences, The Netherlands | <i>Mentoring and construction of professional competences of pre-service teachers</i><br><br><b>Ziyin Xiong, Rebecca Matthews, Sébastien Chaliès</b><br>Université de Toulouse - Midi-Pyrénées, France                                                                                                                          |
| 10:00<br>10:30 | <i>Validation of non-formal and informal learning in Switzerland – the example of healthcare assistants</i><br><br><b>Patrizia Salzmann, Evelyn Tsandev, Saskia Weber Guisan, Deli Salini</b><br>Swiss Federal Institute for Vocational Education and Training, Switzerland                        | <i>Measuring self-regulated learning processes during job-performance of medical specialists: an integrated research perspective</i><br><br><b>Katrien Cuyvers<sup>1</sup>, Van den Bossche Pieth<sup>2</sup>, Donche Vincent<sup>1</sup></b><br>1: University of Antwerp, Belgium; 2: Maastricht University                                                                                                                                                    | <i>Training Drop-Out in the Hotel and Catering Industry – Individual Reasons or Lack of Training Quality?</i><br><br><b>Stefanie Findeisen, Juergen Seifried, Stefanie Zutavern</b><br>University of Mannheim, Germany                                                                                                          |
| 10:30<br>11:00 | COFFEE BREAK<br>Uni Mail Hall                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                 |
| 11:00<br>12:00 | KEYNOTE ADDRESS<br>Helen Melander<br>Learning in interaction in 'authentic' situations<br>MRO80                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                 |

FRIDAY, SEPTEMBER 14<sup>TH</sup>

| LUNCH<br>Uni Mail Marx Cafeteria |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                    |
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| 12:00<br>13:00                   | H01 – SYMPOSIUM<br>Collectifs-groupes-équipes de travail et apprentissage en contexte de travail : formes et objet, enjeux scientifiques et méthodes empiriques<br><i>Chairs:</i> Frédérique Rebetez (HEP Vaud, Suisse), Sephora Boucenna (Université de Namur, Belgique)<br><i>Discussant:</i> Frédérique Rebetez (HEP Vaud, Suisse) | H02 – SYMPOSIUM<br>Simulations for Professional Learning<br><i>Chair:</i> Helen Jossberger (University of Regensburg, Germany)<br><i>Discussant:</i> Andreas Rausch (University of Mannheim)                      | H03 - PAPER SESSION (FR)<br>Apprentissages et formation professionnelle<br><i>Chair:</i> Jean-Marie Weber                                                                                                                       | H04 - PAPER SESSION<br>Learning and professional development of teachers<br><i>Chair:</i> Valerie Lussi Borer                                                                                                                                                                         | H05 - PAPER SESSION<br>Workplace learning and vocational training<br><i>Chair:</i> Stephen Richard Billett                                                                                | H06 - PAPER SESSION<br>Learning behaviors in work and education contexts<br><i>Chair:</i> Therese Grohnert                                                                                                                                                                                         |
|                                  | <b>MR160</b>                                                                                                                                                                                                                                                                                                                          | <b>Mn160</b>                                                                                                                                                                                                      | <b>Mn130</b>                                                                                                                                                                                                                    | <b>Mn140</b>                                                                                                                                                                                                                                                                          | <b>Mn150</b>                                                                                                                                                                              | <b>Mn170</b>                                                                                                                                                                                                                                                                                       |
| 13:00<br>13:30                   | <i>Equipes de travail et apprentissage en contexte organisationnel</i><br><br><u>Frédérique Rebetez</u><br>HEP Vaud, Suisse                                                                                                                                                                                                           | <i>The Relation of Verisimilitude and Learning in the Context of Simulated Games</i><br><br><u>Tuire Palonen, Timo Lainema</u><br>University of Turku                                                             | <i>Alternance et accompagnement dans la formation professionnelle de la suisse romande et du Tessin</i><br><br><u>Valentina Giovannini-Cartulano</u><br>Université de Fribourg, Switzerland                                     | <i>How can (preservice) teachers be promoted to develop supportive student-teacher relationships?: Exploration of preservice teachers' relational beliefs and relational competence</i><br><br><u>Anne Milatz</u><br>Friedrich-Schiller University of Jena, Germany                   | <i>Towards a Heutagogy-based Workplace Curriculum Development Model</i><br><br><u>Saeid Safaei Movahhed</u><br>University of Tehran, Islamic Republic of Iran                             | <i>Computer-supported collaborative learning for careers staff working in European Public Employment Services</i><br><br><u>Alan John Brown, Jenny Bimrose</u><br>University of Warwick, United Kingdom                                                                                            |
| 13:30<br>14:00                   | <i>Lorsque les chercheurs s'intéressent aux transformations de leur propre équipe</i><br><br><u>Sephora Boucenna</u><br>Université de Namur, Belgique                                                                                                                                                                                 | <i>Mountain rescuers' (non-)technical skills and the role of self-efficacy and attitude in simulated resuscitation</i><br><br><u>Michael Scheumann, Helen Jossberger, Hans Gruber</u><br>University of Regensburg | <i>La co-conception en ingénierie pédagogique numérique</i><br><br><u>Dorothee Cavignaux-Bros, Denis Cristol</u><br>Université Paris Nanterre, France                                                                           | <i>Teachers' perception of effects of in-service training on their teaching and on their students learning</i><br><br><u>Davaajav Purejav, Edit Katalin Molnár</u><br>1: Doctoral School of Education, University of Szeged, Hungary; 2: Institute of Education, University of Szeged | <i>Work analysis in vocational education researchers' training</i><br><br><u>Olivier Allain, Crislaine Gruber, Paulo Roberto Wollinger</u><br>Instituto Federal de Santa Catarina, Brazil | <i>Graduation project supervision of undergraduate students in Higher Professional Education</i><br><br><u>Dr. Irene R.M. van der Mare, Dr. Lisette Munneke, Prof. Dr. Elly de Bruijn</u><br>1: Hogeschool Utrecht, The Netherlands; 2: Open Universiteit, The Netherlands                         |
| 14:00<br>14:30                   | <i>L'apprentissage collectif : mission impossible ou soutien de l'activité</i><br><br><u>Marco Allenbach</u><br>HEP Vaud, Suisse                                                                                                                                                                                                      | <i>Improving Physicians' Ward Round Communication through Simulation-Based Training</i><br><br><u>Marc Grünewald, Evelyn Klein, Martin Gartmeier, Pascal Berberat</u><br>TUM Medical Education Center             | <i>Entre désir et compétence professionnelle : recherches pour une formation à l'éthique de la rencontre</i><br><br><u>Jean-Marie Weber, Ilaria Pirone</u><br>1: University of Luxembourg, Luxembourg; 2: Université Paris VIII | <i>Considering Work Norms to Design Collaborative Inquiry in a Workplace Professional Development Program</i><br><br><u>Valérie Lussi Borer, Alain Muller</u><br>University of Geneva, Switzerland                                                                                    | <i>Two conceptions of apprenticeship: Mode of learning and model of education</i><br><br><u>Stephen Richard Billett</u><br>Griffith University, Australia                                 | <i>Retaining the learning professionals: A Survival Study on Professionals' Actual Turnover and A Supportive Learning Environment at Work</i><br><br><u>Therese Grohnert, Roger H. G. Meuwissen, Wim H. Gijsselaers</u><br>Maastricht University School of Business and Economics, The Netherlands |
| 14:30<br>15:00                   | COFFEE BREAK<br>Uni Mail Hall                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                    |

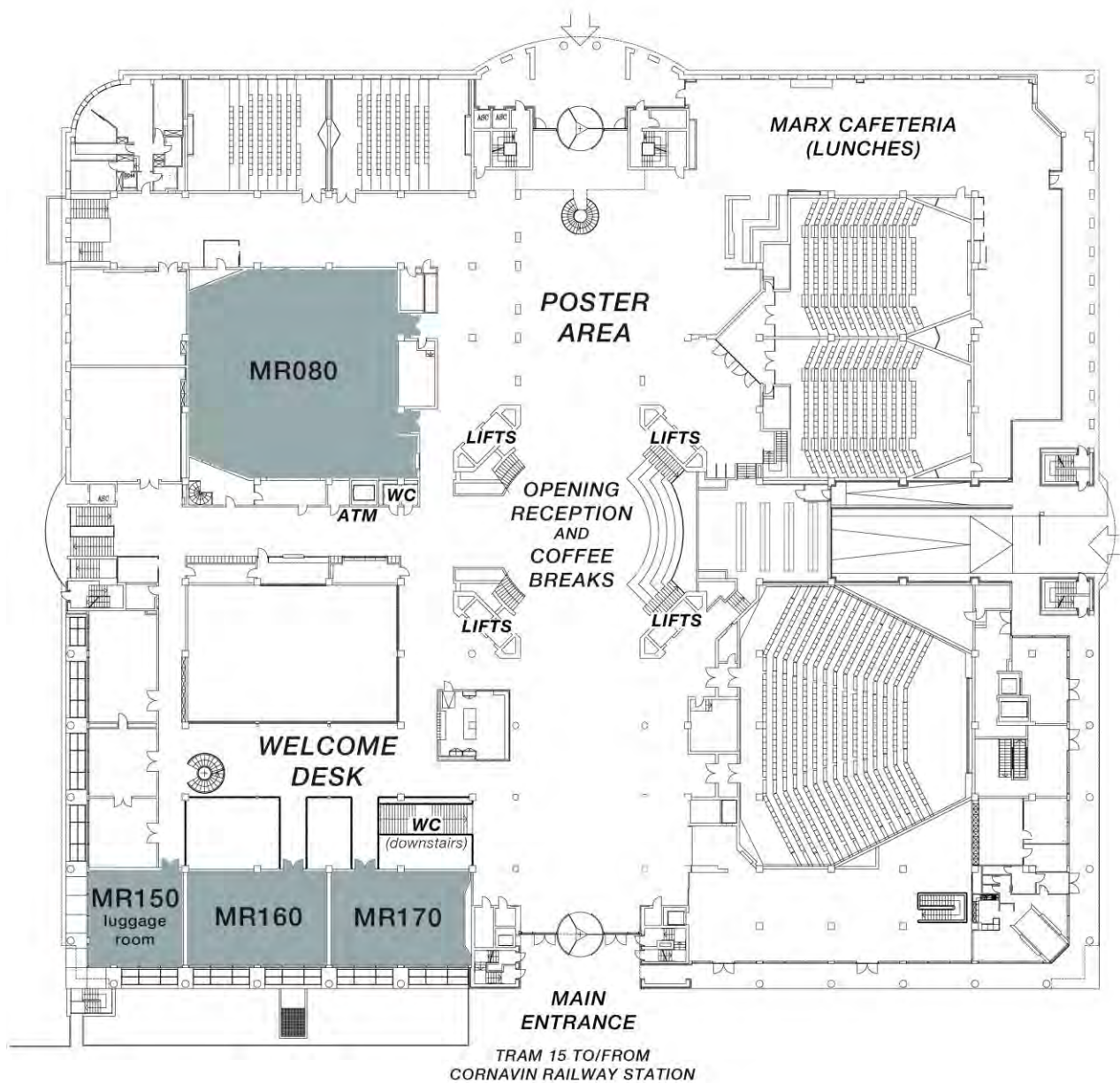
FRIDAY, SEPTEMBER 14<sup>TH</sup>

|                | Io1 – SYMPOSIUM<br>Collectifs-groupes-équipes de travail et apprentissage en contexte de formation (dans et hors de l'espace de travail) : formes et objet, enjeux scientifiques et méthodes empiriques<br><i>Chairs:</i> Frédérique Rebetz (HEP Vaud, Suisse), Sephora Boucenna (Université de Namur, Belgique)<br><i>Discussant:</i> Sephora Boucenna (Université de Namur, Belgique) | Io2 - PAPER SESSION (FR)<br>Professionnalisation des acteurs de l'éducation<br><i>Chair:</i> Robert David                                                                                                                                                                                                                                                                          | Io3 - PAPER SESSION<br>Adult learning processes within the context of work<br><i>Chair:</i> Judy MacCallum                                                                                                                                                                                                                                                                                                                                                                       | Io4 - PAPER SESSION<br>Testing, measuring and assessment<br><i>Chair:</i> Josef Guggemos                                                                                                                             | Io5 - PAPER SESSION<br>Teachers training and professional development<br><i>Chair:</i> Bernadette Charlier                                                                                                                     |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15:00<br>15:30 | <b>MR160</b><br><br><i>Les groupes de travail sont-ils des environnements apprenants ?</i><br><br><u>Patrick Mayen</u><br>Université de Bourgogne Franche-Comté / Agrosup Dijon                                                                                                                                                                                                         | <b>MR170</b><br><br><i>Interaction préméditée, interaction improvisée du médiateur culturel dans un musée</i><br><br><u>Jamila Al Khatib, Anne Jorro</u><br>CRF, CNAM, France                                                                                                                                                                                                      | <b>M1160</b><br><br><i>Emotions in professional learning at work: a review</i><br><br><u>Päivi Kristiina Hökkä, Katja Vähäsantanen, Susanna Paloniemi</u><br>University of Jyväskylä, Finland                                                                                                                                                                                                                                                                                    | <b>M1170</b><br><br><i>The development of a video-based competence assessment in vocational teacher education</i><br><br><u>Felix Walker, Andrea Faath-Becker</u><br>Technical University of Kaiserslautern, Germany | <b>M1150</b><br><br><i>Studying Teacher Professional Development through Proxemic Analysis and Cartography of Movements in the Classroom</i><br><br><u>Isabelle Lermigeaux-Sarrade</u><br>University of Grenoble Alpes, France |
| 15:30<br>16:00 | <i>Improving Learning in Self-organizing Teams in High-School</i><br><br><u>Christian Wandeler<sup>1</sup>, Eric Herzog<sup>2</sup>, Willy Wijnands<sup>3</sup></u><br><sup>1</sup> California State University, Fresno, <sup>2</sup> California State University, Fresno, USA, <sup>3</sup> Ashram College, Alphen, Netherlands                                                        | <i>L'apprentissage par la pratique en milieu pluriilingue</i><br><br><u>Didérot Djiala Mellie</u><br>Université de Dschang, Cameroun                                                                                                                                                                                                                                               | <i>The role of adult learning theory in the practice of mentoring novice teachers: a qualitative literature review</i><br><br><u>Kinga Káplár-Kodácsy<sup>1</sup>, David Cameron<sup>2</sup>, Helga Dörner<sup>3</sup></u><br><sup>1</sup> : Eötvös Loránd University, Faculty of Education and Psychology, Budapest, Hungary; <sup>2</sup> : Independent Researcher, London, UK; <sup>3</sup> : Central European University, Center for Teaching and Learning Budapest, Hungary | <i>Developing innovative behaviour of teachers at work</i><br><br><u>Arnoud Evers, Kamakshi Rajagopal, Karel Kreijns</u><br>Open University of the Netherlands, The Netherlands                                      | <i>Teachers' professional development and environmental sustainability in schools: Insight from the activity systems analysis</i><br><br><u>Niina Mykrä</u><br>University of Tampere, Finland                                  |
| 16:00<br>16:30 | <i>How psychological safety climate influences team performance: A multilevel study of explanatory mechanisms in an academic setting</i><br><br><u>Nathalie Delobbe<sup>1</sup>, Cecilia Mornata<sup>1</sup>, Maud Lebrun<sup>2</sup></u><br><sup>1</sup> Université de Genève, Suisse, <sup>2</sup> Université Louvain, Belgique                                                       | <i>Conditions d'efficacité des cercles pédagogiques pour susciter un développement des pratiques pédagogiques</i><br><br><u>Robert David<sup>1</sup>, Marie-Hélène Giguère<sup>2</sup>, Anne-Marie Poirier<sup>3</sup></u><br><sup>1</sup> : Université de Montréal, Canada; <sup>2</sup> : Université du Québec à Montréal, Canada; <sup>3</sup> : Université de Montréal, Canada | <i>Vocational teachers' perception of professionalism and continuing professional development (CPD)</i><br><br><u>Ani Widayati<sup>1</sup>, Judith MacCallum<sup>2</sup></u><br><sup>1</sup> : Universitas Negeri Yogyakarta (Yogyakarta State University), Indonesia; <sup>2</sup> : Murdoch University                                                                                                                                                                         | <i>Validation of an Information Literacy Test in a Multinational Setting</i><br><br><u>Sabine Seufert, Katarina Stanoevska-Slabeva, Josef Guggemos</u><br>Universität St.Gallen, Switzerland                         | <i>The final project in a HE teacher training: what effects for the working team?</i><br><br><u>Bernadette Charlier, Lambert Marie</u><br>Université de Fribourg, Switzerland                                                  |
| 16:30<br>17:00 | CLOSING CEREMONY<br><b>MR080</b>                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                |



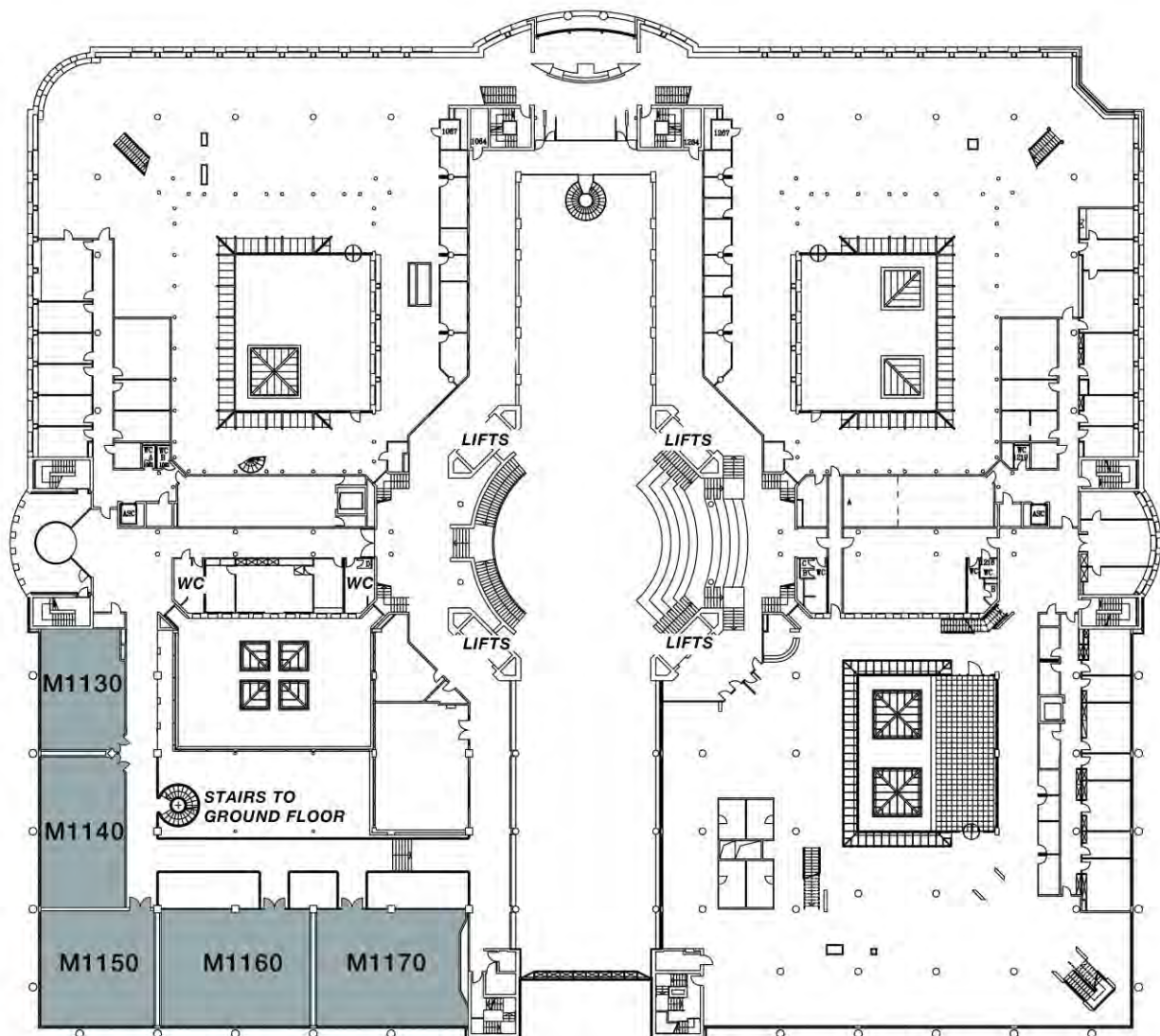
# MAPS OF UNI MAIL BUILDING

## GROUND FLOOR

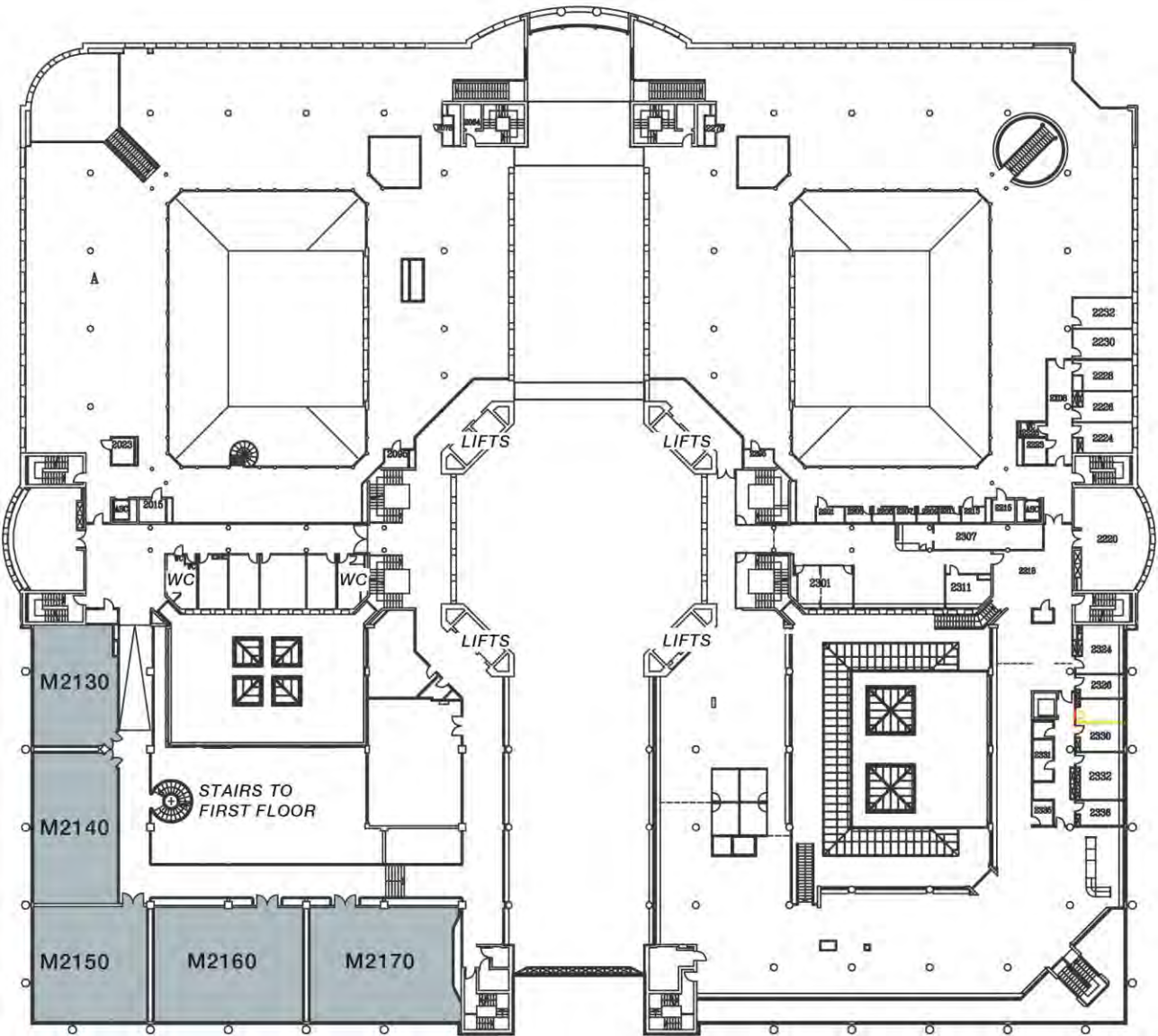




## 1<sup>ST</sup> FLOOR



2<sup>ND</sup> FLOOR



# PROGRAM OVERVIEW

|         | Symposia | Papers | Posters | Round tables | Data sessions |
|---------|----------|--------|---------|--------------|---------------|
| English | 12       | 140    | 15      | 10           | 6             |
| French  | 6        | 31     | -       | 3            | -             |

|       | 12 <sup>th</sup> September 2018                                                                                                                                                    | 13 <sup>th</sup> September 2018                                                                                                                                                    | 14 <sup>th</sup> September 2018                                                                                                      |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 8:00  | <b>8:00-9:00</b><br>Registration                                                                                                                                                   | <b>8:00-8:30</b><br>Registration                                                                                                                                                   | <b>8:00-8:30</b><br>Registration                                                                                                     |
| 8:30  |                                                                                                                                                                                    | <b>8:30-10:30</b><br><b>Parallel sessions D</b><br>- 4 Symposium sessions<br>- 1 Paper session French<br>- 5 Paper sessions English                                                | <b>8:30-10:30</b><br><b>Parallel sessions G</b><br>- 3 Symposium sessions<br>- 1 Paper session French<br>- 4 Paper sessions English  |
| 9:00  | <b>9:00-9:30</b><br>Opening ceremony<br><i>MRo80</i>                                                                                                                               |                                                                                                                                                                                    |                                                                                                                                      |
| 9:30  | <b>9:30-10:30</b><br>Keynote address 1<br>Claire Tourmen<br><i>MRo80</i>                                                                                                           |                                                                                                                                                                                    |                                                                                                                                      |
| 10:30 | <b>10:30-11:00</b><br>Coffee break                                                                                                                                                 | <b>10:30-11:00</b><br>Coffee break                                                                                                                                                 | <b>10:30-11:00</b><br>Coffee break                                                                                                   |
| 11:00 | <b>11:00-12:30</b><br><b>Parallel sessions A</b><br>- 1 Symposium session<br>- 1 Round Table session<br>- 1 Data session<br>- 1 Paper session French<br>- 5 Paper sessions English | <b>11:00-12:00</b><br>Keynote address 2<br>Pierre Dillenbourg<br><i>MRo80</i>                                                                                                      | <b>11:00-12:00</b><br>Keynote address 3<br>Helen Melander<br><i>MRo80</i>                                                            |
| 12:00 |                                                                                                                                                                                    | <b>12:00-13:30</b><br>Lunch<br>Marx Cafeteria<br><i>VOCA Board meeting</i><br><i>M3141 (3<sup>rd</sup> floor Uni Mail)</i>                                                         | <b>12:00-13:00</b><br>Lunch<br>Marx Cafeteria                                                                                        |
| 12:30 | <b>12:30-14:00</b>                                                                                                                                                                 |                                                                                                                                                                                    |                                                                                                                                      |
| 13:00 | Lunch                                                                                                                                                                              |                                                                                                                                                                                    | <b>13:00-14:30</b><br><b>Parallel sessions H</b><br>- 2 Symposium sessions<br>- 1 Paper session French<br>- 3 Paper sessions English |
| 13:30 | Marx Cafeteria                                                                                                                                                                     | <b>13:30-15:30</b><br><b>Parallel sessions E</b><br>- 4 Symposium sessions<br>- 1 Paper session French<br>- 5 Paper sessions English                                               |                                                                                                                                      |
| 14:00 | <b>14:00-16:00</b><br><b>Parallel sessions B</b><br>- 2 Symposium sessions<br>- 1 Paper session French<br>- 5 Paper sessions English                                               |                                                                                                                                                                                    | <b>14:30-15:00</b><br>Coffee break                                                                                                   |
| 14:30 |                                                                                                                                                                                    |                                                                                                                                                                                    | <b>15:00-16:30</b><br><b>Parallel sessions I</b><br>- 1 Symposium session<br>- 1 Paper session French<br>- 3 Paper sessions English  |
| 15:00 |                                                                                                                                                                                    |                                                                                                                                                                                    |                                                                                                                                      |
| 15:30 |                                                                                                                                                                                    | <b>15:30-16:00</b><br>Coffee break                                                                                                                                                 |                                                                                                                                      |
| 16:00 | <b>16:00-16:30</b><br>Coffee break                                                                                                                                                 | <b>16:00-17:30</b><br><b>Parallel sessions F</b><br>- 1 Symposium session<br>- 1 Round Table session<br>- 1 Data session<br>- 1 Paper session French<br>- 6 Paper sessions English | <b>16:30-17:00</b><br>Closing ceremony<br><i>MRo80</i>                                                                               |
| 16:30 | <b>16:30-18:00</b><br><b>Parallel sessions C</b><br>- 4 Poster sessions<br>- 2 Round Table sessions<br>- 1 Paper session French<br>- 3 Paper sessions English                      |                                                                                                                                                                                    |                                                                                                                                      |
| 17:00 |                                                                                                                                                                                    |                                                                                                                                                                                    |                                                                                                                                      |
| 17:30 |                                                                                                                                                                                    | <b>17:35-18:30</b><br>SIG Meeting, with best paper<br>award announcement<br><i>MRo80</i>                                                                                           |                                                                                                                                      |
| 18:00 | <b>18:00-20:00</b><br>Welcome Reception with music<br>& Springer book presentation                                                                                                 |                                                                                                                                                                                    |                                                                                                                                      |
| 18:30 |                                                                                                                                                                                    |                                                                                                                                                                                    |                                                                                                                                      |
| 19:30 |                                                                                                                                                                                    | <b>19:30</b><br>Conference dinner at Grand<br>Hotel Kempinski                                                                                                                      |                                                                                                                                      |