

Program Changes - FRIDAY, 24.06.2022

Paper Session VI

Paper Session	Time:	Location:
Single Paper paper_type_1 session 10	10.45 am – 12.15 pm	Auditorium (Veranstaltungssaal)
Assigned Chair: Marcus Kindlinger, University of Wuppertal, Germany		
<p>Examining epistemic processes when preservice teachers reflect on a pedagogical situation Marcus Kindlinger, University of Wuppertal, Germany; Kati Trempler, University of Wuppertal, Germany; Anna-Lena Molitor, University of Wuppertal, Germany; Ulrike Hartmann, DIPF Leibniz Institute for Research and Information in Education, Germany</p> <p>Pre-Service Teachers' Collaborative Lesson Planning and their Self-Concepts in Inclusive Education Jan R. Schulze, Paderborn University, Germany; Eva Blumberg, University of Paderborn, Germany; Frank Hellmich, Paderborn University, Germany</p> <p>Supporting teachers' use of cooperative learning through teacher training based on collaboration Susanne Jurkowski, University Erfurt, Germany; Anna Abramczyk, Dolnośląska Szkoła Wyższa, Poland</p>		

Paper Session VII

Paper Session	Time:	Location:
Single Paper paper_type_1 session 21	1.00 pm – 2.30 pm	Big Club Room (Großer Clubraum)
Assigned Chair: Marco R��th, University of Cologne, Germany		
<p>Effectiveness of a digital professional development program for history teachers Matthias Schulden, Department of Special Needs Education and Rehabilitation, University of Oldenburg, Germany; Viktoria P��chm��ller, Department of Special Needs Education and Rehabilitation, University of Oldenburg, Germany; Dr. Clemens Hillenbrand, University Oldenburg, Institute for Special Education and Rehabilitation, Germany</p> <p>Early-career teachers' experiences with innovative professional potential in secondary schools Julia van Leeuwen, Radboud Teachers Academy, Radboud University Nijmegen, Netherlands; Harmen Schaap, Radboud University Nijmegen, Netherlands; Femke Geijsel, Radboud University Nijmegen, Netherlands; Paulien Meijer, Radboud University Nijmegen, Netherlands</p> <p>How pre-service teachers' intentions to teach with games relate to their personal characteristics Marco R��th, University of Cologne, Germany; Adrian Birke, University of Cologne, Germany; Kai Kaspar, University of Cologne, Germany</p>		

Paper Session VII

Paper Session	Time:	Location:
Single Paper paper_type_1 session 3	1.00 pm – 2.30 pm	Auditorium (Veranstaltungssaal)
Assigned Chair: Marco R��th, University of Cologne, Germany		
<p>Digital competences unleashed: Developing a curriculum for in- and pre-service teachers Katharina Maitz, University of Graz, Austria; Angela Fessler, Graz University of Technology, Austria; Lisa Paleczek, University of Graz, Austria; Monica Divitini, Norwegian University of Science and Technology (NTNU), Norway; Majid Rouhani, Norwegian University of Science and Technology (NTNU), Norway; Thomas K��hler, Dresden University of Technology, Germany</p> <p>Longitudinal changes in stress experiences and self-efficacy beliefs of German preschool teachers Julia Steigleder, Eberhard Karls University T��bingen, Germany; Lilly Buhr, Eberhard Karls University T��bingen, Germany; Jan Henning Ehm, Center for Research on Education and Human Development (DIPF), Germany; Antje von Suchodoletz, New York University Abu Dhabi, United Arab Emirates; Caterina Gawrilow, Eberhard Karls University T��bingen, Germany</p> <p>How pre-service teachers' intentions to teach with games relate to their personal characteristics Marco R��th, University of Cologne, Germany; Adrian Birke, University of Cologne, Germany; Kai Kaspar, University of Cologne, Germany</p>		