

Learning Works!

Sessions overview EARLI SIG 14 Conference September 2026

September 16, 2026

09h00 - 10h00	Registration coffee
10h00 - 10h30	Welcome
10h30 - 11h45	Keynote I: Helen Jossberger <i>"Stimulate and Simulate: Make Learning Work"</i>
<i>Lunch</i>	
13h15 - 14h45	Session I
<i>Coffee & tea break</i>	
15h15 - 16h45	Session II
[13h15 - 16h45]	Optional visit Simulation Centre of Antwerp Maritime Academy
17h30	Opening reception at City Hall

September 17, 2026

09h00 - 10h15	Keynote II: Marc Clarà <i>"The Development of Professional Practice: Emotion and Semiotic Mediation in the Field of Teaching"</i>
10h15 - 11h45	Session III Posters (incl Coffee & Tea)
<i>Lunch</i>	
13h15 - 14h45	Session IV
<i>Coffee & tea break</i>	
15h15 - 16h45	Session V
17h00 - 18h00	EARLI Sig 14 Business meeting
18u30 - 00h00	Conference dinner

September 18, 2026

09h30 - 11h00	Session VI
<i>Coffee & tea break</i>	
11h30 - 13h00	Session VII
13h00	Farewell lunch
14h00	End of conference

Session I (Wednesday 16/09, 13:15 - 14:45): 1	Time: 13:15-14:45	Location: M104
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SINGLE PAPER: DIGITAL TRANSFORMATION, TECHNOLOGY AND WORKPLACE LEARNING

Chair

Marlies de Vos, HU University of Applied Sciences, Netherlands

Protecting Time, Staying Relevant: Mediated Actions for Learning in Tech Work

Omri Hadar, The Hebrew University of Jerusalem, Israel; Yifat Kolikant, Hebrew University of Jerusalem, Israel

Industry 4.0 technological acceptance with learning organization among operations workers

Renate Wesselink, Wageningen University, Netherlands; Pablo Morales, Wageningen University and Research Centre, Netherlands; Yvette Baggen, Wageningen University, Netherlands

Professional development due to new technologies, meta-work, and changes at work

Vanessa Hämmerl, University of Regensburg, Germany; Regina Mulder, University of Regensburg, Germany

From Immersion to Integration: Metaverse Technologies Transforming Healthcare Learning and Practice

Pauliina Rikala, University of Jyväskylä, Finland; Minna Ylönen, Finnish Institute of Occupational Health, Finland; Charlott Sellberg, University of Gothenburg, Sweden; Mads Solberg, Norwegian University of Science and Technology (NTNU), Norway; Ville Heilala, University of Jyväskylä, Finland; Teuvo Antikainen, Wellbeing Services County of Central Finland, Finland; Miguel Munoz, Wellbeing Services County of Central Finland, Finland; Tommi Kärkkäinen, University of Jyväskylä, Finland; Raija Hämäläinen, University of Jyväskylä, Finland

Session I (Wednesday 16/09, 13:15 - 14:45): 2	Time: 13:15-14:45	Location: M2
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SINGLE PAPER: REFLECTION, PROFESSIONAL GROWTH AND LIFELONG LEARNING

Chair

Susanna Paloniemi, University of Jyväskylä, Finland

Relationships between Professional Development, Technologies, and Changes in Work Characteristics

Patrick Beer, University of Regensburg, Germany; Regina Mulder, University of Regensburg, Germany

Educational inequalities in lifelong learning across Europe: Evidence from PIAAC 2012 and 2023

Aron Decuyper, Ghent University, Belgium; Astrid Parmentier, University Ghent, Belgium; Fien De Smedt, Ghent University, Belgium; Jan De Neve, Ghent University, Belgium; Hilde Van Keer, Ghent University, Belgium; Bram De Wever, Ghent University, Belgium

Fostering Proactive Behaviour: The Role of Work-Related Reflection as a Mediator

Gerhard Messmann, University of Regensburg, Germany

Session I (Wednesday 16/09, 13:15 - 14:45): 3	Time: 13:15-14:45	Location: M4
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SINGLE PAPER: TEACHER AGENCY, IDENTITY AND PROFESSIONAL LEARNING

Chair

Lara Wulleman, University of Amsterdam, Netherlands

Fit-Choice Motivations Predicting VET Teacher Induction Success

Christian Michaelis, University of Leipzig, Germany; Tobias Geisler, Friedrich-Schiller-University Jena, Germany; Petra Frehe-Halliwel, Friedrich-Schiller-University Jena, Germany

Living Lab Adaptive Teaching: Improving teachers' repertoire to (better) meet students' needs

Maaïke Koopman, HU University of Applied Sciences Utrecht, Netherlands; Lydia Schaap, HU University of Applied Sciences Utrecht, Netherlands

From Survival to Agency: Emotion Regulation as a Professional Competence in Teacher Education

Shimrit Telraz Cohen, Beit Berl College, Israel, Israel; Shahar Gindi, Levinsky College of Education, Israel

Framing Pedagogical Reasoning in Collaborative Video-Based Professional Learning

Apostolia Roka, Göteborg University, Greece

Session I (Wednesday 16/09, 13:15 - 14:45): 4	Time: 13:15-14:45	Location: M3
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SINGLE PAPER: ARTIFICIAL INTELLIGENCE AND EMERGING PROFESSIONAL EXPERTISE

Chair Xingya XU, The Chinese University of Hong Kong, Hong Kong	Ctrl+Think: Navigating Critical Thinking and Literacy in the Age of AI Martin Rehm, University of Southern Denmark, Denmark; Stig Børsen Hansen, University of Southern Denmark, Denmark Building inclusive futures in data-intensive work Allison Littlejohn, University College London, United Kingdom; Francisco Duran del Fierro, University College London (UCL), United Kingdom; Eileen Kennedy, University College London (UCL), United Kingdom; Steve Earl, University of Edinburgh, United Kingdom AI Mediated Knowledge Transformation: Reconfiguring Expertise in Indonesian Teacher Education Dian Wahyuningsih, University of Southampton, United Kingdom; Nora McIntyre, University of Southampton, United Kingdom; John Schulz, University of Southampton, United Kingdom Individual Differences in Teachers' Preparedness for AI in Their Daily Work Siem Buseyne, Universiteit Antwerpen, Belgium; Glen Joris, University of Antwerp, Belgium; Konstantinos Tsiakas, Open Universiteit, Netherlands; Tine van Daal, University of Antwerp, Belgium; Vincent Donche, University of Antwerp, Belgium; Sven De Maeyer, Antwerp University, Belgium; Leen Catrysse, Open Universiteit Nederland, Netherlands; Halszka Maria Jarodzka, Open Universiteit, Department of Online Learning and Instruction, Netherlands; David Gijbels, University of Antwerp, Belgium
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Session I (Wednesday 16/09, 13:15 - 14:45): 5	Time: 13:15-14:45	Location: M107
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WORKSHOP: ANALYSING HUMAN-AI ECOSYSTEMS: A SOCIO-CULTURAL-MATERIAL APPROACH TO HUMAN & MACHINE LEARNING

	Analysing Human-AI Ecosystems: A Socio-Cultural-Material Approach to Human & Machine Learning David Guile, UCL Institute of Education, United Kingdom; Jelena Popov, UCL, United Kingdom
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Session I (Wednesday 16/09, 13:15 - 14:45): 6	Time: 13:15-14:45	Location: M101
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SINGLE PAPER: MOTIVATION, PARTICIPATION AND LIFELONG LEARNING

Chair Susanne Wisshak, RPTU University Kaiserslautern-Landau, Germany	Against All Odds: Participation of Disadvantaged Adults in Non-Formal Education Jan Kalenda, Tomas Bata University, Czech Republic; Ellen Boeren, University of Glasgow, UK, United Kingdom Fostering autonomous motivation via real-world problems: the Societal Impact Project Yuanyuan Zhu, Maastricht University, FHML, Dept. of Educational Research and Development, Netherlands; Latifa Abidi, Maastricht University, Netherlands; Hans Savelberg, Maastricht University, Netherlands; S. Eleonore Köhler, Maastricht University, Netherlands; Rashmi Kusurkar, Amsterdam UMC location Vrije Universiteit Amsterdam, Netherlands; Diana Dolmans, Maastricht University, Netherlands Personality modulates participation in learning, numeracy use and proficiency in Finnish adults Pessi Lyyra, University of Jyväskylä, Finland; Joonas Mannonen, Finnish Institute for Educational Research, University of Jyväskylä, Finland; Kari Nissinen, Finnish Institute for Educational Research, University of Jyväskylä, Finland; Pauliina Rikala, University of Jyväskylä, Finland; Antti Vuoriainen, University of Jyväskylä, Finland; Raija Hämäläinen, University of Jyväskylä, Finland
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Session I (Wednesday 16/09, 13:15 - 14:45): 7	Time: 13:15-14:45	Location: M5
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SINGLE PAPER: LEARNING THROUGH INTERACTION, COMMUNICATION AND NETWORKS

Chair Ashley Norval, Wageningen University and Research Centre, Denmark	When do Professionals Learn from Errors? On Climate, Networks, and Personality Therese Grohnert, Maastricht University, Netherlands; Diane Breesch, Vrije Universiteit Brussel, Belgium; Menno Craninckx, Vrije Universiteit Brussel, Belgium; Linde Kerkhofs, IESEG School of Management, France; Marie-Laure Vanderhoute, Vrije Universiteit Brussel, Belgium Emotional Agency at Work and Psychological Safety in an Organizations Strategy Implementation Elina Koivusalo, University of Jyväskylä, Finland Learning from communicative dilemmas in professional-patient encounters at a PET-CT facility Asa Makitalo, University of Gothenburg, Sweden; Karl Henrik Storhaug Reinås, University of Oslo, Faculty of Education, Norway; Mona-Elisabeth Rootwelt-Revheim, University of Oslo, Norway; Kjersti Johnsrud, University of Oslo, Norway; Håvard Halland Frøtheim, University of Oslo, Norway Organisational Transactive Memory Systems and Learning Networks among Military Educators Mariko Matsuzaki, KU Leuven (BE) / Royal Military Academy, Belgium; Katrien Vangrieken, KU LEUVEN, Belgium; Salvatore Lo Bue, Royal Military Academy, Belgium
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Session II (Wednesday 16/09, 15:15 - 16:45): 1	Time: 15:15-16:45	Location: M101
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SINGLE PAPER: UNDERSTANDING LEARNING IN ORGANISATIONS: ACTORS, RESOURCES & CHALLENGES

Chair Therese Grohnert, Maastricht University, Netherlands	What is HRD? - An analysis of employee, manager, and HRD perspectives in Dutch organizations Jolanda Botke, Tilburg University, Netherlands; Leonie Hirtreiter, KU LEUVEN, Belgium; Henriette Lundgren, University of Georgia, United States; Rob Poell, Tilburg University, Netherlands Role models as work-based learning resources in teachers' professional networks Brent Theys, Ghent University, Belgium; Ruben Vanderlinde, Ghent University, Belgium; Noel Clycq, University of Antwerp, Belgium Time to Learn? A Qualitative Interview Study on Organizational Learning Time Katja Häußermann, Ulm University Institute of Psychology and Education, Germany; Lea Ghebre, Ulm University Institute of Psychology and Education, Germany; Tina Seufert, Ulm University, Cote D'Ivoire Challenges and Learning Needs of Heat Pump Installers: A Workplace Learning Barriers Perspective Mert Tutenkan, University of Twente, Netherlands; Sebastian Dennerlein, IT:U Interdisciplinary Transformation University Austria, Austria; Mohammadreza Farrokhnia, University of Twente, Netherlands; Tingting Zhu, University of Twente, Netherlands; Maaike Endedijk, University of Twente, Netherlands; Wilko Rohlf, RWTH Aachen University, Germany
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Session II (Wednesday 16/09, 15:15 - 16:45): 2	Time: 15:15-16:45	Location: M3
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SINGLE PAPER: COLLABORATIVE LEARNING AND KNOWLEDGE BUILDING ACROSS CONTEXTS

Chair Verena Watzek, University of Regensburg, Germany	Characterising Schools' Evidence Informed Practices: Three Profiles of Research Engagement Janneke Sleenhof, Eindhoven School of Education, Netherlands; Christa Krijgsman, Eindhoven University of Technology, Netherlands; Gonny Schellings, Eindhoven University of Technology, Netherlands; Marieke Thurlings, Eindhoven University of Technology, Netherlands; Femke Geijssels, Tilburg University, Netherlands A video-based observation study of the role of support in teaching behaviour of novice team teachers Dries Mariën, University of Antwerp, Belgium; Ruben Vanderlinde, Ghent University, Belgium; Elke Struyf, University of Antwerp, Belgium Myself, Others, and the Cross-Organizational Team: Regulation of Learning in Industry Collaborations Jana Hübner, Vrije Universiteit Amsterdam, Netherlands; Roy Sijbom, Vrije Universiteit Amsterdam, Netherlands; Christine Moser, Vrije Universiteit Amsterdam, Netherlands; Matthijs Baas, Universiteit van Amsterdam, Netherlands Understanding Learning Communities in Logistics: Knowledge Sharing and KSA Acquisition Astrid Lacroix, University of Amsterdam, Belgium; Roy Sijbom, Vrije Universiteit Amsterdam, Netherlands; Matthijs Baas, University of Amsterdam, Netherlands; Jessie Koen, Netherlands Organisation for Applied Scientific Research (TNO), Netherlands
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Session II (Wednesday 16/09, 15:15 - 16:45): 3	Time: 15:15-16:45	Location: M4
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SINGLE PAPER: TRANSITIONS BETWEEN EDUCATION, WORK AND PROFESSIONAL CAREERS

Chair Alberto A.P. Cattaneo, Swiss Federal University for Vocational Education and Training, Switzerland	The Role of Career Resources and Training Quality for Post-VET Transitions Christian Michaelis, University of Leipzig, Germany; Susan Seeber, Georg-August-Universität Göttingen, Germany The Role of Internship Quality during Lower Secondary Education for the Transition to VET Julia Haas, University of Konstanz, Germany; Robin Busse, Technical University of Darmstadt, Germany; Stefanie Findeisen, University of Konstanz, Germany Connecting school and work? Programmatic assessment as a promising approach in Dutch VET Marlies de Vos, HU University of Applied Sciences, Netherlands; Liesbeth Baartman, University of Applied Sciences Utrecht, Netherlands; Judith Gulikers, Wageningen University, Netherlands Developing Graduate Journeys: Mobilising Symbolic Resources to Navigate Transitions to Work Jelena Popov, UCL, United Kingdom
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Session II (Wednesday 16/09, 15:15 - 16:45): 4	Time: 15:15-16:45	Location: M107
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SINGLE PAPER: TRAINING EFFECTIVENESS, TRANSFER AND COMPETENCE DEVELOPMENT

Chair Monika Nerland, University of Oslo, Norway	The added value of Perceived Training Effectiveness in Military Pilot Training Olaf Hornes, Radboud University, Netherlands; Merel van der Wal, Radboud University Nijmegen, Netherlands; Jelke van der Pal, Nederlands lucht- en ruimtevaart Centrum, Netherlands; Étienne Rouwette, Radboud University Nijmegen, Netherlands Do Written Plans Reflect the Transfer for Planning Competence? Agnès Deprit, Université du Québec à Montréal (UQAM), Canada Towards More Effective Transfer of Training Interventions: The Role of Intervention Intensity Bastian de Jong, University of Amsterdam, Netherlands; Joost Jansen in de Wal, University of Amsterdam, Netherlands How do trainers' qualifications and work interact and influence their transfer knowledge? Susanne Wisshak, RPTU University Kaiserslautern-Landau, Germany; Bastian de Jong, University of Amsterdam, Netherlands; Alisha Koch, RPTU University Kaiserslautern-Landau, Germany
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Session II (Wednesday 16/09, 15:15 - 16:45): 5	Time: 15:15-16:45	Location: M104
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SINGLE PAPER: LEARNING ACROSS HEALTH AND WORK-BASED CONTEXTS

Chair Kristiina Räihä, Häme University of Applied Sciences, Finland	Evaluating learning in simulation-based health education. The multivoiced expertise of educators ASTRID CAMILLA WIIG, Norwegian Police University College, Norway; Roger Saljo, University of Gothenburg, Sweden Recognising 'connective labour' in the care experience of medical abortion patients via telemedicine Koula Charitonos, The Open university UK, United Kingdom; Kathryn Piper, British Pregnancy Advisory Service, United Kingdom; Nicole Gray, British Pregnancy Advisory Service, United Kingdom; Chloe Hanse, British Pregnancy Advisory Service, United Kingdom; Patricia Lohr, British Pregnancy Advisory Service, United Kingdom; Lesley Hoggart, The Open University UK, United Kingdom; Carrie Purcell, The Open University UK, United Kingdom Impact of a collaboration training on medical students' competence in trauma care Lotta Tikkanen, University of Helsinki, Finland; Henrika Anttila, University of Helsinki, Finland; Niklas Pakkasjärvi, University of Turku, Finland; Kirsi Pyhälä, University of Helsinki, Finland Bridging Work and Learning: The Conditional Role of Self-Regulatory Readiness in Residency Roel Huijsmans, UMC Utrecht, Netherlands; Marije Lesterhuis, UMC Utrecht, Switzerland; Gersten Jonker, UMC Utrecht, Netherlands; Marieke de Waal, UMC Utrecht, Netherlands; Reinier Hoff, UMC Utrecht, Netherlands
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Session II (Wednesday 16/09, 15:15 - 16:45): 6	Time: 15:15-16:45	Location: M2
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SINGLE PAPER: TECHNOLOGY-ENHANCED LEARNING FOR PROFESSIONAL DEVELOPMENT

Chair Minna Silvennoinen, JAMK University of Applied Sciences, Finland	FIDEMM: An Evidence-Based Design Framework for Effective Microlearning at the Workplace Friederike Lindauer, Brandenburg University of Applied Sciences and Bremen University, Germany; Katharina Frosch, Brandenburg University of Applied Sciences, Germany The influence of work characteristics on employees' attitudes towards online learning in CVET Eveline Wuttke, Goethe-Universität Frankfurt, Germany; Susan Seeber, Georg-August-University of Göttingen, Germany; Philine Krebs, Georg-August-University of Göttingen, Germany Professional development of stockpeople learning to work in higher welfare Danish pig production. Ashley Norval, Wageningen University and Research Centre, Denmark; Perry den Brok, Wageningen University and Research Centre, Netherlands; Vivi Aarestrup Moustsen, SEGES Innovation, Denmark; Renate Wesselink, Wageningen University, Netherlands Bridging Theory and Practice: Insights from Engineering Students Internship Experience Alicia Jane Peraz, University of Arizona, United States; Qian Wang, University of Arizona, United States; Erica Dagnino, University of Arizona, United States; Adriana Cimetia, University of Arizona, United States; Dean Papajohn, University of Arizona, United States; Tyler Le Peau, University of Arizona, United States
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Session II (Wednesday 16/09, 15:15 - 16:45): 7	Time: 15:15-16:45	Location: M103
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ROUNDTABLE: PROFESSIONAL IDENTITY, AGENCY AND LEARNING ENVIRONMENTS

Chair Josef Strasser, University of Kaiserslautern Landau (RPTU), Germany	The development of students' vocational narratives during VE programs in the economic domain. Kathinka van Doesum, Open University of the Netherlands, Netherlands; Ilya Zitter, Hogeschool Utrecht (University of Applied Sciences Utrecht), Netherlands; Elly De Bruijn, Open Universiteit Nederland, Netherlands Defining and contextualizing responsive vocational and higher education: a concept analysis Lotte Bus, HAN University of Applied Sciences, Netherlands; Wietske Kuijer, HAN University of Applied Sciences & Radboudumc, Netherlands; Anne Khaled, HAN University of Applied Sciences, Netherlands Learning organization and self-efficacy in youth care: being both expert and learner Lara Wulleman, University of Amsterdam, Netherlands; Marija Maric, University of Amsterdam, Netherlands; Aurelie Lange, University of Applied Sciences Amsterdam, Netherlands
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Session II (Wednesday 16/09, 15:15 - 16:45): 8	Time: 15:15-16:45	Location: M5
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SINGLE PAPER: LEADERSHIP, INNOVATION AND PROFESSIONAL LEARNING

Chair Patrick Beer, University of Regensburg, Germany	Why do Trainees become Agile? The Meaning of Workplace Task Characteristics and Need for Cognition Alexander Brodsky, University of Konstanz, Germany; Steffen Wild, TU Dortmund University, Germany; Ernst Deuer, Baden-Wuerttemberg Cooperative State University Ravensburg, Germany Promoting the Innovation of Teaching Practices from Middle Leadership: Emerging Challenges Monica Guerrero, University of Barcelona, Spain; Marta Minguela, University of Barcelona, Spain; Javier Onrubia, University of Barcelona, Spain Information Security Culture and Leadership Behavior: An SEM Analysis of Motivational Mediation Verena Zengerle, Universität Hohenheim, Professorship for Business Education, Germany; Julia Warwas, Universität Hohenheim, Professorship for Business Education, Germany; Thomas Keller, University of Hohenheim, Germany Towards online instruction: Teachers' experiences, perceptions and professional development needs Maaike Grammens, Ghent University, Belgium; Astrid Parmentier, University Ghent, Belgium; Bram De Wever, Ghent University, Belgium
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Session III (Thursday 17/09, 10:15 - 11:45): 1	Time: 10:15-11:45	Location: Hall
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POSTER PRESENTATION: POSTER SESSION: EMERGING PERSPECTIVES ON LEARNING AND PROFESSIONAL DEVELOPMENT

Educational diversity in elementary school teacher teams

Rebecca Kahmann, Erasmus University Rotterdam, Netherlands; Heleen van Mierlo, Erasmus University Rotterdam, Netherlands; Lonneke de Meijer, Erasmus University Rotterdam, Netherlands

Clinical teaching in nursing: A scoping review of predictors, instructional practices and outcomes

Roman Höhl, University of Kassel, Germany; Michael Goller, University of Kassel, Germany

Redefining soft skills in the context of Artificial Intelligence in the field of engineering

Marjan Babaie, University of Antwerp, Belgium; David Gijbels, University of Antwerp, Belgium

Systematic patient observation in nursing: An interview study on visual expertise

Alina Gierosz, Universität Kassel, Germany; Michael Goller, University of Kassel, Germany

Designing for organisational development: Integrating Artificial Intelligence in higher education

Jimmy Jaldemark, Mid Sweden University, Sweden; Marcia Håkansson Lindqvist, Mid Sweden University, Sweden; Peter Mozelius, Mid Sweden University, Sweden; Martha Cleveland-Innes, Athabasca University, Canada

Occupational competence and occupational commitment: the induction phase of ECEC teachers

Viola Tuunanen, University of Jyväskylä, Finland; Maarit Alasuutari, University of Jyväskylä, Finland; Ville Ruutinen, University of Jyväskylä, Finland; Kaija Collin, University of Jyväskylä, Finland

Who makes the call who takes the call: learning from everyday clinical activities

Marije Lesterhuis, UMC Utrecht, Switzerland; Mila van Dorst, UMC Utrecht, Netherlands; Renske de Kleijn, UMC Utrecht, Netherlands; Annet van Royen, UMC Utrecht, Netherlands; Marije Hennus, UMC Utrecht, Netherlands; Jessica Mesman, Maastricht University, Netherlands

Intentionally Developing Team Learning Cultures: A Longitudinal Multiple-Case Study

Anne Groot, SSR (Study Centre for Judiciary), Netherlands; Bastian de Jong, University of Amsterdam, Netherlands; Nicolette van Halem, Universiteit van Amsterdam, Netherlands; Hester Stubbé-Alberts, SSR (Study Centre for Judiciary), Netherlands; Frank Cornelissen, University of Amsterdam, Netherlands

Towards Sustainability of Multi-generational Learning at Work (GENTRY)

Susanna Paloniemi, University of Jyväskylä, Finland; Kaija Collin, University of Jyväskylä, Finland; Panu Forsman, University of Jyväskylä, Finland

What about Metawork?

Eva Friese, TU Dresden, Germany

Investigating learning processes in vocational education: Method and pilot findings

Rachelle van Ham, Hogeschool Utrecht (University of Applied Sciences Utrecht) / Open University of the Netherlands (OU), Netherlands; Maaïke Koopman, HU University of Applied Sciences Utrecht, Netherlands; Ely de Bruijn, Hogeschool Utrecht / OU, Netherlands

Guided reflection as a tool for supervisory development and findings from a pilot study

Henrika Anttila, University of Helsinki, Finland; Lotta Tikkanen, University of Helsinki, Finland

Nursing students' career choice motivation: Explaining training satisfaction and dropout using Q

Laura Herget, Universität Kassel, Institute of Vocational Education, Germany; Michael Goller, University of Kassel, Germany; Jonas Wagemann, Universität Kassel, Germany

Building classroom management skills at a distance: The efficacy of Real-Time Remote Coaching

Els Boshuizen, Open University of the Netherlands, Netherlands; François Molin, Open University of the Netherlands, Netherlands; Emmy Vrieling-Teunter, Open University of the Netherlands, Netherlands; Jorrick Beckers, Open University of the Netherlands, Netherlands; Kamakshi Rajagopal, Stories That Make Us, Belgium; Karel Krijns, Open University of the Netherlands, Netherlands

Once upon a time in academia: PhD candidates' reflections on work and wellbeing through reading

Merel van Goch, Radboud University, Netherlands

Teacher professional development in financial literacy education – what content to cover?

Baerbel Fuerstenau, TU Dresden, Germany; Jessica Nitsch, TU Dresden, Germany; Johann Faltermeier, OTH Amberg-Weiden, Germany; Mandy Hommel, OTH Amberg-Weiden, Germany; Andreas Emter, Universität Potsdam, Germany; Manuel Förster, Technical University of Munich, Germany; Sebastian Heidel, Leipzig University, Germany; Andreas Kraitzek, Technical University of Munich, Germany; Hayden Mueller, Technische Universität München (TUM), Germany; Christin Siegfried, Universität Potsdam, Germany; Josseline Rauscher, Universität Leipzig, Germany; Elisa Wagner, Universität Leipzig, Germany; Vinzent Weber, Goethe-Universität Frankfurt, Germany; Eveline Wuttke, Goethe-Universität Frankfurt, Germany

L&D consultants' Professional Identity amid Shifting Professional Logics within the Organisation

Anna Post, University of Twente, Netherlands; Frank Léoné, University of Twente, Netherlands

Bridge the Gap: helping autistic students transition to the workplace using transition planning

Gert Vanthournout, AP University of Applied Sciences and Arts, Belgium; Eleonora Tilkin-Franssens, AP University of Applied Sciences and Arts, Belgium; Elena Van den Broeck, AP University of Applied Sciences and Arts Antwerp, Belgium; Beno Schraepen, AP University of Applied Sciences and Arts, Belgium

Media pedagogical and AI-related professionalization needs in adult education

Kim-Maureen Martin, German Institute for Adult Education - Leibniz Centre for Lifelong Learning, Germany; Esma Eskin, Ludwig-Maximilians-Universität (LMU), Germany; Caroline Bonnes, German Institute for Adult Education – Leibniz Centre for Lifelong Learning, Germany; Bernhard Schmidt-Hertha, Ludwig-Maximilians-Universität (LMU), Germany

Engagement in team learning behaviours at individual versus team level leading to team performance

Verena Watzek, University of Regensburg, Germany; Andreas Widmann, University of Regensburg, Germany; Regina Mulder, University of Regensburg, Germany

The path to professionalisation: the impact of pracademics on criminal justice professional learning
Teri-Lisa Griffiths, Sheffield Hallam University, United Kingdom

Post-secondary career decision-making tasks: development and validation of an expanded SSCTI
Casper Van Roey, Antwerp University, Belgium; Karine Verschueren, KU Leuven, Belgium; Vincent Donche, University of Antwerp, Belgium

Video-based social and epistemic network analysis of team interactions on data literacy
Justine Baert, Ghent University, Belgium; Dries De Weerd, University of Antwerp / Ghent University, Belgium; Ruben Vanderlinde, Ghent University, Belgium; Roos Van Gasse, KU LEUVEN, Belgium; Sven De Maeyer, Antwerp University, Belgium

In Sync or out of Sync? Team Reflexivity and Group Affect in Project Teams over Time
Lieke Lichten, University of Antwerp, Belgium; Piet Van den Bossche, University of Antwerp, Belgium; Sven De Maeyer, Antwerp University, Belgium

Challenges of sustainable workplace learning in digitalized work
Anne Karhapää, University of Eastern Finland, Finland; Soila Lemmetty, University of Eastern Finland, Finland

Becoming a professional: Reflection prompts to foster psychotherapeutic competence
Verena Watzek, University of Regensburg, Germany; Gerhard Messmann, University of Regensburg, Germany; Sebastian Ertl, Universität Regensburg, Germany; David Kolar, University of Regensburg, Germany; Regina Mulder, University of Regensburg, Germany

The Hidden Layer of Modern Work: Metawork and Transversal Competence Development
Eva Friese, TU Dresden, Germany; Ianina Scheuch, TU Dresden, Germany; Baerbel Fuerstenau, TU Dresden, Germany

The effects of meta-work on professional and organizational development: a systematic review
Alexander Schmid, University of Regensburg, Germany; Vanessa Hämmerl, University of Regensburg, Germany; Regina Mulder, University of Regensburg, Germany

Situational Judgment Tests in financial education. Test or learning opportunity?
Vincent Weber, Goethe-University Frankfurt, Germany; Sebastian Heide, Leipzig University, Germany; Eveline Wuttke, Goethe-Universität Frankfurt, Germany; Roland Happ, Leipzig University, Germany; Josseline Stock, Leipzig University, Germany

Situation awareness of teachers: A scoping review
Maikki Pouta, University of Turku, Finland; Kateryna Horlenko, Vytautas Magnus University, Lithuania; Vaida Jurgilė, Vytautas Magnus University, Lithuania; Ilona Tandzegolskienė-Bielaglovė, Vytautas Magnus University, Lithuania

Clinical performance feedback in Dutch youth care: current use, facilitators and barriers
Annette Tijmann, University of Amsterdam, Netherlands; Anouk van Dijk, University of Amsterdam, Netherlands; Eva Mulder, University of Amsterdam, Netherlands; Leonieke Boendermaker, University of Amsterdam, Netherlands

Reconceptualizing Preservice Teachers' AI Competency Through Teacher Agency
Emine Kutay-Korur, ISTANBUL UNIVERSITY, Türkiye; Diler Öner, Bogazici University, Türkiye

Session IV (Thursday 17/09, 13:15 - 14:45): 1

Time: 13:15-14:45

Location: M102

ROUNDTABLE: DESIGNING LEARNING FOR PROFESSIONAL AND WORKPLACE CONTEXTS

Chair
Soila Lemmetty, University of Eastern Finland, Finland

Redesigning induction programs: tailoring second career teachers' needs in vocational education
Edy van Renselaar, Open University of the Netherlands, Netherlands; mieke koeslag-kreunen, Hogeschool Utrecht (University of Applied Sciences Utrecht), Netherlands; Patricia Brouwer, Hogeschool Utrecht Lectoraat Werken in Onderwijs, Netherlands; Ely de Bruijn, Open University of the Netherlands, Netherlands

Understanding Workplace Learning in Modern Industry: An Ethnographic Approach
Maaïke Endedijk, University of Twente, Netherlands; Lisa Winkelman, University of Twente, Netherlands; Jessie Koen, Netherlands Organisation for Applied Scientific Research (TNO), Netherlands

Co-designing Simulation-Based Learning for Complex Professional Skills: A 4C/ID-Guided Approach
Mert Tutenkan, University of Twente, Netherlands; Sebastian Dennerlein, IT:U Interdisciplinary Transformation University Austria, Austria; Mohammadreza Farrokhi, University of Twente, Netherlands; Tingting Zhu, University of Twente, Netherlands; Maaïke Endedijk, University of Twente, Netherlands; Wilko Böhlfs, RWTH Aachen University, Germany

Session IV (Thursday 17/09, 13:15 - 14:45): 2

Time: 13:15-14:45

Location: M101

WORKSHOP: WHO INFLUENCES THE RESULTS? REFLECTING ON RESEARCHER POSITIONALITY AND BIAS ACROSS METHODS

Who influences the results? Reflecting on researcher positionality and bias across methods
Bea Medens, University of Antwerp, Belgium; Marie-Lesterhuis, UMC Utrecht, Switzerland

Session IV (Thursday 17/09, 13:15 - 14:45): **3**

Time: 13:15-14:45

Location: M107

WORKSHOP: MULTIMODAL DATA IN THE ANTWERP SOCIAL LAB

Multimodal data in the Antwerp Social Lab

Glen Joris, University of Antwerp, Belgium; Piet Van den Bossche, University of Antwerp, Belgium; David Gijbels, University of Antwerp, Belgium; Karolien Poels, University of Antwerp, Belgium

Session IV (Thursday 17/09, 13:15 - 14:45): **5**

Time: 13:15-14:45

Location: M3

SINGLE PAPER: TEACHER LEARNING, COLLABORATION AND PROFESSIONAL DEVELOPMENT

Chair

Yuanyuan Zhu, Maastricht University, FHML, Dept. of Educational Research and Development, Netherlands

Advancing Pedagogical and Design-thinking Learning through Classroom-Based Design-Based Research

Sarah Fitri, University of Cambridge, UK, United Kingdom; Yeni Istiyani, SMPN 1 DAMPIT, Indonesia; Nurani Fitriana, SMP Mamba'Unnur Bululawang, Indonesia

Effects of workplace learning in schools on first-year student teachers' practice self-efficacy

Tine Nielsen, UCL University College, Odense, Denmark

PLCs and Teacher Retention Intentions: LPA of Shanghai and Flanders Language Teachers in TALIS 2024

Yujiao Liu, KU LEUVEN, Belgium; Katrien Vangrieken, KU LEUVEN, Belgium; Ilke Grosemans, KU LEUVEN, Belgium

How effective teaching behaviour unfolds in team teaching: A temporal-spatial analysis

Aron Decuyper, Ghent University, Belgium; Mathea Simons, University of Antwerp, Belgium; Ruben Vanderlinde, Ghent University, Belgium

Session IV (Thursday 17/09, 13:15 - 14:45): **6**

Time: 13:15-14:45

Location: M5

SINGLE PAPER: COLLABORATION, BOUNDARY CROSSING AND LEARNING IN VOCATIONAL EDUCATION

Chair

Koula Charitonos, The Open university UK, United Kingdom

Learning proper ergonomic practices in vocational education workshops

Stig-Börje Asplund, Karlstad University, Sweden; Nina Kilbrink, Karlstad University, Sweden

Fostering Collaborative Creativity via Co-Creative Platforms in Social Sciences Vocational Schools

Noemí Font-Piqué, University of Lleida, Spain

Exploring Vocational Teachers' Informal Learning Outcomes Through ESM and Latent Class Analysis

Manuel Böhm, Universität Mannheim, Germany; Andreas Rausch, University of Mannheim, Germany

Co-constructing across boundaries in vocational education: boundary crossers, spaces, and objects

Evelien Ketelaar, HU University of Applied Sciences Utrecht, Netherlands; Erica Bouw, HU University of Applied Sciences, Netherlands; Wilke van Beest, HU University of Applied Sciences, Netherlands; Jantje Timmerman, HU University of Applied Sciences, Netherlands; Claudine Verbiest, Fontys University of Applied Sciences, Netherlands; Ceciel Korsmit, Landstede MBO, School for Vocational Education, Zwolle, Netherlands

Session IV (Thursday 17/09, 13:15 - 14:45): 7

Time: 13:15-14:45

Location: M2

SYMPOSIUM: UNLOCKING LEARNING POTENTIAL IN SIMULATIONS TO ENHANCE PROFESSIONAL TRAINING

Chair

Helen Jossberger, University of Regensburg, Germany

Organiser

Helen Jossberger, University of Regensburg, Germany

Discussant

Monika Nerland, University of Oslo, Norway

Learning Through Observing Immersive Virtual-Reality Training: Engagement and Learning Processes

Gilles Obourdin, University of Antwerp, Belgium; Senne Van Hoecke, Open Universiteit, Netherlands; Piet Van den Bossche, University of Antwerp, Belgium; Tine van Daal, University of Antwerp, Belgium

What's in it for the Observer? Combining IVR and Collaborative Learning in Vocational Education

Herbert Thomann, University Goettingen, Germany; Lea Sennhenn, University of Göttingen, Germany; Viola Deutscher, Universität Göttingen, Germany

Procedural Knowledge and Willingness to Collaborate in Scaffolded Interprofessional IVR-Training

Constanze Richters, LMU University Hospital, Institute of Medical Education, Germany; Matthias Witt, LMU University Hospital, Institute of Medical Education, Germany; Melanie Bauer, LMU University Hospital, Institute of Medical Education, Germany; Anna Weiss, LMU University Hospital, Institute of Medical Education, Germany; Matthias Stadler, LMU University Hospital, Institute of Medical Education, Germany; Martin Fischer, LMU University Hospital, Institute of Medical Education, Germany

Adaptive simulation features: Scaffolds, stressors, and performance in police de-escalation training

Marcella Hoogeboom, University of Twente, Netherlands; Ilona Frisco-van den Bos, University of Twente, Netherlands; Bianka Rychert, University of Twente, Netherlands

Session V (Thursday 17/09, 15:15 - 16:45): 1

Time: 15:15-16:45

Location: M3

SINGLE PAPER: COMPETENCE DEVELOPMENT AND LEARNING IN PROFESSIONAL PRACTICE

Chair

ASTRID CAMILLA WIIG, Norwegian Police University College, Norway

Continuity of Workplace Learning: Insights from Finnish Police and Technology Organizations

Soila Lemmetty, University of Eastern Finland, Finland

Changing competency profiles as a driver for workplace learning and employability in logistic SMEs

Eline Bens, AP University of Applied Sciences and Arts Antwerp, Belgium; Elena Van den Broeck, AP University of Applied Sciences and Arts Antwerp, Belgium; Siham Chaoui, AP University of Applied Sciences and Arts Antwerp, Belgium; Sven Buyle, AP University of Applied Sciences and Arts Antwerp, Belgium

Validation of the work-related learning scale in Finland among highly educated employees

Kristiina Räihä, Häme University of Applied Sciences, Finland; Katja Vähäsantanen, Häme University of Applied Sciences, Finland; Sami Löfgren, Häme University of Applied Sciences, Finland; Heta Rintala, Häme University of Applied Sciences, Finland

Intercultural Competence in Action: Police Students' Stories of Work

Katja Koykka, University of Eastern Finland, Finland; Soila Lemmetty, University of Eastern Finland, Finland; Heta Rintala, Häme University of Applied Sciences, Finland; Katja Vähäsantanen, Häme University of Applied Sciences, Finland

Session V (Thursday 17/09, 15:15 - 16:45): 2

Time: 15:15-16:45

Location: M103

ROUNDTABLE: CONNECTING SCHOOL, WORK AND ASSESSMENT IN VOCATIONAL LEARNING

Chair

Veronika Anselmann, University of Education Schwäbisch Gmünd, Germany

Mapping the Research Field on Learning Location Cooperation in VET: A Scoping Review

Jana Schwede, Paderborn University, Germany; Christian Harteis, University of Paderborn, Germany

Strengthening co-construction in Hybrid Learning Environments: Tools and future directions

Erica Bouw, HU University of Applied Sciences, Netherlands; Franck Blokhuis, MBO Amersfoort (Secondary Vocational Education and Training institute), Netherlands; Evelien Ketelaar, HU University of Applied Sciences Utrecht, Netherlands; Miranda Snoeren, Fontys University of Applied Sciences, Netherlands; Marianne Wildeman, MboRijnland, Netherlands

Reframing assessment practices in authentic learning environments

Anne Khaled, HAN University of Applied Sciences, Netherlands; Marlies de Vos, HU University of Applied Sciences, Netherlands; Aimee Hoeve, HAN University of Applied Sciences, Netherlands

Session V (Thursday 17/09, 15:15 - 16:45): 3	Time: 15:15-16:45	Location: M102
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ROUNDTABLE: WORKPLACE LEARNING, INNOVATION AND PROFESSIONAL PRACTICE

Chair Renate Wesselink, Wageningen University, Netherlands	Learning to be innovative: Employees' learning and innovation in the workplace Karen Schwien, Helmut Schmidt University, Germany; Jennifer Liehr, Helmut Schmidt University Hamburg, Germany Evaluating physiotherapists' treatment practices in the workplace following professionalization. Han van Dijk, HU University of Applied Sciences Utrecht, Netherlands; Albère Kôke, Maastricht University, Netherlands; Mariëlle Goossens, Maastricht University, Netherlands; Ilya Zitter, Hogeschool Utrecht (University of Applied Sciences Utrecht), Netherlands; Rob Smeets, Maastricht University, Netherlands Exploring Mechanisms of Workplace Learning in Dutch Youth Care Miriam Mayer, Open University of the Netherlands, Netherlands; Annoesjka Boersma, Hogeschool Utrecht, Netherlands; Leonieke Boendemaker, Hogeschool van Amsterdam, Netherlands; Elly de Bruijn, Open University of the Netherlands, Netherlands
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Session V (Thursday 17/09, 15:15 - 16:45): 4	Time: 15:15-16:45	Location: M104
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WORKSHOP: CROSS-BOUNDARY TEAMING IN LEARNING ENVIRONMENTS AT THE BOUNDARY OF SCHOOL AND WORK

	Cross-boundary teaming in learning environments at the boundary of school and work Ilya Zitter, Hogeschool Utrecht (University of Applied Sciences Utrecht), Netherlands; Lotte Bus, HAN University of Applied Sciences, Netherlands; Elco Buurma, HU University of Applied Sciences Utrecht, Netherlands; Josien Engels, HU University of Applied Science Utrecht, Netherlands; Aimee Hoeve, HAN University of Applied Sciences, Netherlands; Anne Khaled, HAN University of Applied Sciences, Netherlands
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Session V (Thursday 17/09, 15:15 - 16:45): 5	Time: 15:15-16:45	Location: M101
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WORKSHOP: USING THE NIOT EVIDENCE PORTAL: TOOLS FOR RESEARCH AND PRACTITIONER-LED QUESTIONS

	Using the NIOT Evidence Portal: Tools for Research and Practitioner-Led Questions Roisin Ellison, The National Institute of Teaching, United Kingdom; Lia Commissar, The National Institute of Teaching, United Kingdom; Melissa Bond, The National Institute of Teaching, United Kingdom; Marta Ciesielska, The National Institute of Teaching, United Kingdom; Malcolm Drakes, The National Institute of Teaching, United Kingdom; Ollie Brady, The National Institute of Teaching, United Kingdom; Rebecca Underwood, The National Institute of Teaching, United Kingdom
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Session V (Thursday 17/09, 15:15 - 16:45): 6	Time: 15:15-16:45	Location: M107
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WORKSHOP: PROFESSIONAL LEARNING IN ACADEMIA: A GAME-BASED WORKSHOP

	Professional learning in academia: a game-based workshop Frank Leoné, University of Twente, Netherlands; Maaike Endedijk, University of Twente, Netherlands
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Session V (Thursday 17/09, 15:15 - 16:45): 7	Time: 15:15-16:45	Location: M2
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SINGLE PAPER: PROFESSIONAL AGENCY, EXPERTISE AND EDUCATIONAL INNOVATION

Chair Verena Watzek, University of Regensburg, Germany	From Delivery to Development: Teachers' Professional Agency in SEL Program Implementation Triin Ulla, Tallinn University, Estonia Scholarship of Teaching and Learning as a Practice of Professional Learning Daniel Winkler, Hochschuldidaktik Sachsen/Hochschule Zittau/Görlitz, Germany; Anita Sekyra, Center of Teaching and Learning in Higher Education Saxony (HDS), Germany Expertise-related differences in visual perception when observing school counselling situations Kristina Ackel-Eisnach, University of Kaiserslautern-Landau, Germany; Inga Wagner, University of Kaiserslautern-Landau, Germany; Josef Strasser, University of Kaiserslautern-Landau, Germany Team social network analysis - How are social networks used for sustainable educational innovation? Idwer Doosje, Universiteit Utrecht / Hogeschool Utrecht, Netherlands; Simon Beausaert, Maastricht University, Netherlands; mieke koeslag-kreunen, Hogeschool Utrecht (University of Applied Sciences Utrecht), Netherlands; Kristin Vanlommel, University of Antwerp, Belgium
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Session V (Thursday 17/09, 15:15 - 16:45): 8

Time: 15:15-16:45

Location: M4

SINGLE PAPER: PROFESSIONAL IDENTITY AND CAREER DEVELOPMENT ACROSS TRANSITIONS

Chair

Jimmy Jaldemark, Mid Sweden University, Sweden

An integrated implementation guideline for professional development in education

Wouter Schelfhout, University of Antwerp, Belgium; Els Tanghe, University of Antwerp, Belgium; Charlotte Struyve, KU Leuven, Belgium; Vicky Willekens, Vrije Universiteit Brussel (VUB), Belgium; Stijn Coussemant, VIVES hogeschool, Belgium; Iris Willems, Universiteit Antwerpen, Belgium

Motivating Overestimating Learners in a Problem-Solving before Instruction Setting

Dave Rexhäuser, Technische Universität Dresden, Germany; Jödis Kaepernick, Chair of Vocational Education, TUD Dresden University of Technology, Dresden, Germany, Germany; Inga Glogger-Frey, University of Erfurt, Germany; Stephan Abele, Chair of Vocational Education, Institute of Educational Vocation and Vocational Didactics, Germany

Unravelling teachers' professional identity during the first year of implementing team teaching

Dries Mariën, University of Antwerp, Belgium; Bea Mertens, University of Antwerp, Belgium; Ruben Vanderlinde, Ghent University, Belgium; Elke Struyf, University of Antwerp, Belgium

Retention of newcomers and factors influencing turnover intentions and behavior

Niels van der Baan, Maastricht University, Netherlands; Giulia Meinke, Maastricht University, Netherlands; Maarit Virolainen, University of Jyväskylä, Finland; Simon Beusaert, Maastricht University, Netherlands; Inken Gast, Maastricht University, Netherlands

Session V Thu 17, 15:15 - 16:45: 9		Time: 15:15-16:45	Location: M5
SYMPOSIUM: AI, WORK, AND LEARNING AS EPISTEMIC PRACTICE: A SOCIOCULTURAL AND SOCIOMATERIAL REFRAMING			
Chair David Guile, UCL Institute of Education, United Kingdom Organiser Jeena Popov, UCL, United Kingdom Discussant Asa Makitalo, University of Gothenburg, Sweden	Making novel technology work: Analysing emerging human-technology configurations in primary care Monika Nerland, University of Oslo, Norway; Ida Martinez Lunde, Institutt for pedagogikk, Norway		
	Learning and Working with Large Language Models in a hybrid Zone of Proximal Development David Guile, UCL Institute of Education, United Kingdom; Elly Selby, UCL, United Kingdom		
	'It is like talking to Siri'- an emerging communication genre in an AI reconfigured English test Jelena Popov, UCL, United Kingdom		
	Large Language Models and Mechanical Engineering: A New Model of Human-Machine Learning Ying Liang, Zhejiang university, China		

Session VI (Friday 18/09, 09:30 - 11:00): 1	Time: 09:30-11:00	Location: M102
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ROUNDTABLE: LEARNING COMMUNITIES AS SPACES FOR PROFESSIONAL DEVELOPMENT

Chair

Luwei Bai, University of Cambridge, United Kingdom

A Framework for Thriving Learning Communities in Safety and Security domain

Julia van, The Hague University of Applied Sciences, Netherlands

Do Learning Communities enhance professional development?

Haske van Vlokhoven, HAN University of Applied Sciences, Netherlands; Sjoerd de Vries, Hanze University Groningen. University of Applied Sciences, Netherlands; Derk-Jan Nijman, Saxion University of Applied Sciences, Netherlands; Ilse Ouwens, HAN University Nijmegen, Netherlands

Designing Learning Environments to Support Students' Cross Context Learning in Education and Work

Dineke Tigelaar, ICLON, Leiden University, Netherlands; Rineke Keijzer, Rotterdam University of Applied Science, Netherlands; Lysanne Post, ICLON - Leiden University Graduate School of Teaching, Netherlands

Session Fri 18, 09:30 - 11:00:2	Time: 09:30-11:00	Location: M2
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SYMPOSIUM: NEW WAYS OF DATA COLLECTION AND ANALYSIS TO EXAMINE LEARNING AND PROFESSIONAL DEVELOPMENT AT WORK

Chair

Verena Watzek, University of Regensburg, Germany

Organiser

Verena Watzek, University of Regensburg, Germany

Discussant

Vincent Donche, University of Antwerp, Belgium

Interview Techniques to examine invisible forms of work and consequential professional development

Koula Charitonos, The Open university UK, United Kingdom; Regina Mulder, University of Regensburg, Germany; Vanessa Hämmerl, University of Regensburg, Germany

Tackling the complexity of professional development: Interviews and voice messaging on genAI

Karen Schwen, Helmut Schmidt University, Germany; Tobias Schlömer, Helmut-Schmidt-University/University of the Federal Armed Forces Hamburg, Germany

Investigating Team Mental Models in Nursing Using Semantic Similarity and Distance-Based Metrics

Veronika Anselmann, University of Education Schwäbisch Gmünd, Germany; Baerbel Fuerstenau, TU Dresden, Germany; Regina Mulder, University of Regensburg, Germany

Adaptive Facilitation of Self-Regulated Professional Learning: A Data Science Perspective

Martin Rehm, University of Southern Denmark, Denmark; Katrien Cuyvers, University of Antwerp, Belgium

Session Fri 18, 09:30 - 11:00:3	Time: 09:30-11:00	Location: M4
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SYMPOSIUM: THE SOCIAL SIDE OF DEVELOPMENT: SOCIAL NETWORKS IN SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT

Chair

Marco Galle, Lucerne University of Teacher Education, Switzerland

Discussant

Jasperina Brouwer, University of Groningen, Netherlands

A Longitudinal Social Network Perspective on Leadership in Evidence-Informed Practices

Christa Krijgsman, Eindhoven University of Technology, Netherlands; Jasperina Brouwer, University of Groningen, Netherlands; Janneke Sleenhof, Eindhoven School of Education, Netherlands; Femke Geijssels, Tilburg University, Netherlands; Marieke Thurlings, Eindhoven University of Technology, Netherlands; Gonny Schellings, Eindhoven University of Technology, Netherlands

Social capital, professional agency and ties to colleagues at school context

Tuire Palonen, University of Turku, Finland; Shupin Li, University of Jyväskylä, Finland; Päivi Hökkä, Tampere University, Finland

Professionalisation through Interface Work: Networking in Digital School Transformation

Burri Eliane, Zurich University of Teacher Education, Switzerland

Learning opportunities for student-centred collaboration in the social network of teacher education

Marco Galle, Lucerne University of Teacher Education, Switzerland

Session Fri 18, 09:30 - 11:00:4

Time: 09:30-11:00

Location: M5

SYMPOSIUM: VULNERABILITY IN LIFELONG LEARNING – A BOUNDED AGENCY PERSPECTIVE**Chair**

David Gijbels, University of Antwerp, Belgium

Organiser

Bea Mertens, University of Antwerp, Belgium

Discussant

Ellen Boeren, University of Glasgow, UK, United Kingdom

Participation in non-formal learning: Lingering effect of parental education in Flemish PIAAC data

Astrid Parmentier, University Ghent, Belgium; Jan De Neve, University Ghent, Belgium; Fien De Smedt, Ghent University, Belgium; Hilde Van Keer, Ghent University, Belgium; Bram De Wever, Ghent University, Belgium

Learner profiles of Finnish adults with limited information-processing skills

Joonas Mannonen, Finnish Institute for Educational Research, University of Jyväskylä, Finland; Kari Nissinen, University of Jyväskylä, Finland; Pauliina Rikala, University of Jyväskylä, Finland; Pessi Lyyra, University of Jyväskylä, Finland; Antti Vuoriainen, University of Jyväskylä, Finland; Raija Hämäläinen, University of Jyväskylä, Finland

Multiple perspectives on enhancing participation in vulnerable adults' work-related learning

Simon Beausaert, Maastricht University, Netherlands; Fatemeh Janesarvatan, Maastricht University, Netherlands; Niels van der Baan, Maastricht University, Netherlands; Wendy Nuis, Maastricht University, Netherlands; Marijn Wijga, Maastricht University, Netherlands; Eva Kyndt, Deakin University, Australia

From diploma pursuit to lifelong learning agency: low educated adults in second chance education

Bea Mertens, University of Antwerp, Belgium; Katelijne Barbier, University of Antwerp, Belgium; Katrien Cuyvers, University of Antwerp, Belgium; Sven De Maeyer, Antwerp University, Belgium; Vincent Donche, University of Antwerp, Belgium

Session VII (Friday 18/09, 11:30 - 13:00): 1	Time: 11:30-13:00	Location: M4
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SINGLE PAPER: LEARNING RESOURCES AND CONDITIONS FOR WORKPLACE LEARNING

Chair

Idwer Doosje, Universiteit Utrecht / Hogeschool Utrecht, Netherlands

Enacting Dialogic Inquiry with Virtual Labs: Teacher Learning in Practitioner-Led PD

Luwei Bai, University of Cambridge, United Kingdom

Leading Learning in Tech: Managers' Reasoning About Employees' Learning Under High Mobility

Omri Hadar, The Hebrew University of Jerusalem, Israel; Yifat Kolikant, Hebrew University of Jerusalem, Israel

Sketch-to-Pipes. A longitudinal field experiment comparing AR and VR for spatial ability development

Alberto A.P. Cattaneo, Swiss Federal University for Vocational Education and Training, Switzerland; Vito Candido, SFUVET, Switzerland

Session VII (Friday 18/09, 11:30 - 13:00): 2	Time: 11:30-13:00	Location: M3
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SINGLE PAPER: LEARNING AND PROFESSIONAL DEVELOPMENT IN HEALTHCARE EDUCATION

Chair

Christian Michaelis, University of Leipzig, Germany

Career-choice motivations of student nurses: Insights from a two-measurement point interview study

Roman Höhl, University of Kassel, Germany; Michael Goller, University of Kassel, Germany; Alena Lehnert, University of Kassel, Germany

Practical nurse students' learning and mental models of infection prevention and control

Els Boshuizen, Open University of the Netherlands, Netherlands; Riikka Eronen, University of Turku, Department of Teacher Education, Finland; Laura Helle, University of Turku, Finland; Tuire Palonen, Turku University, Finland, Finland

Managing the mannequin: Recipient design and instructional work in nursing simulation

Charlott Sellberg, University of Gothenburg, Sweden; Oskar Lindwall, University of Gothenburg, Sweden

Digital Competence in Nursing: A Cross-National Study Across Care Settings

Veronika Anselmann, University of Education Schwäbisch Gmünd, Germany; Pia Schlüter, University of Education Schwäbisch Gmünd, Germany

Session VII (Friday 18/09, 11:30 - 13:00): **3**

Time: 11:30-13:00

Location: M2

SINGLE PAPER: ORGANISATIONAL LEARNING, CHANGE AND REFLECTIVE PRACTICE

Chair

Jana Hübner, Vrije Universiteit Amsterdam, Netherlands

Conceptualizing Learning Leadership: A Conceptual Review of Leadership for Learning

Vivian Zondag, Maastricht University School of Business and Economics, Netherlands; Simon Beausaert, Maastricht University, Netherlands; Therese Grohnert, Maastricht University, Netherlands; Wendy Nuis, Maastricht University, Netherlands

Change Readiness and Learning in Organizational Change: A Systematic Review

Sara Perea, Maastricht University, Netherlands; Therese Grohnert, Maastricht University, Netherlands; Irina Nikolova, Maastricht University, Netherlands

Organizational learning interventions and what makes them tick: a systematic review

Niels van der Baan, Maastricht University, Netherlands; Ellen Rusman, Faculty of Educational Sciences - Open University of the Netherlands, Netherlands; Tiuri van Rossum, Maastricht University, Netherlands; Wendy Nuis, Maastricht University, Netherlands; Jerome van Dongen, Hogeschool Zuyd, Netherlands; Simon Beausaert, Maastricht University, Netherlands

Individual and Contextual Correlates of Reflection at Work: A Review of the State of the Research

Gerhard Messmann, University of Regensburg, Germany; Mandy Hommel, OTH Amberg-Weiden, Germany

Session VII (Friday 18/09, 11:30 - 13:00): **4**

Time: 11:30-13:00

Location: M107

SINGLE PAPER: PROFESSIONAL LEARNING AND DEVELOPMENT IN HIGHER EDUCATION

Chair

Bastian de Jong, University of Amsterdam, Netherlands

Novice university teachers' learning from workplace tensions: A longitudinal multiple case study

Marije Eradus, University of Amsterdam, Netherlands; Loes de Jong, Risbo, Erasmus University Rotterdam, Netherlands; Natalie Pareja Roblin, University of Amsterdam, Netherlands; Monique Volman, University of Amsterdam, Netherlands

University Teachers' Perceptions of Teaching Competencies and Professional Development Modalities

Marilou Bélisle, Université de Sherbrooke, Canada; Marie-Pier Gingras, Université de Sherbrooke, Canada; Sawsen Lakhail, Université de Sherbrooke, Canada; Tanya Chichekian, Université de Sherbrooke, Canada; Patrick Lavoie, Université de Montréal, Canada; Nicolas Fernandez, Université de Montréal, Canada; Kathleen Lechasseur, Université Laval, Canada

Personalized professional development: how personalization works in higher education

Fatemeh Janesarvatan, Maastricht University, Netherlands; Alexandra Mihai, Maastricht University, Netherlands; Bas Giesbers, Maastricht University School of Business and Economics, Netherlands

Organisational barriers of private companies and higher education in lifelong learning initiatives

Jimmy Jaldemark, Mid Sweden University, Sweden; Mikaela Backlund, Mid Sweden University, Sweden; Peter Ohman, Mid Sweden University, Sweden

Session VII (Friday 18/09, 11:30 - 13:00): **5**

Time: 11:30-13:00

Location: M103

ROUNDTABLE: ARTIFICIAL INTELLIGENCE AND PROFESSIONAL LEARNING PRACTICES

Chair

Aron Decuyper, Ghent University, Belgium

How Do Auditors Think with AI? A Qualitative Study of Prompting Behavior in Complex Judgement Tasks

Lara Ritter, Maastricht University, Netherlands; Wim Gijsselaers, Maastricht University, Netherlands; Roger Meuwissen, Maastricht University, Netherlands; Therese Grohnert, Maastricht University, Netherlands; Laurie Delnoij, Maastricht University SBE, Ts 53, Netherlands

Understanding Reflection of AI Software Developers in the Context of Ethical Issues

Cecilia Schramm, University of Twente, Netherlands; Sebastian Dennerlein, IT:U Interdisciplinary Transformation University Austria, Austria; Frank Leone, University of Twente, Netherlands; Maaike Endedijk, University of Twente, Netherlands

"You can talk to me" - Chatbots' potential for fostering counselors' professional learning

Josef Strasser, University of Kaiserslautern Landau (RPTU), Germany; Max Tantik, RPTU Kaiserslautern Landau, Germany; Vera Eling, RPTU Kaiserslautern Landau, Germany

Session VII (Friday 18/09, 11:30 - 13:00): **6**

Time: 11:30-13:00

Location: M101

SINGLE PAPER: LEARNING CULTURES, AGENCY AND PROFESSIONAL GROWTH IN CARE SETTINGS

Chair

Apostolia Roka, Göteborg University, Greece

Generations and learning at work in hospital context

Susanna Paloniemi, University of Jyväskylä, Finland; Panu Forsman, University of Jyväskylä, Finland; Kaija Collin, University of Jyväskylä, Finland

Carrying Learning Together: Youth Care Professionals' Experiences of Learning Culture

Lara Wulleman, University of Amsterdam, Netherlands; Aurelie Lange, Amsterdam University of Applied Sciences (AUAS), Netherlands; Marija Maric, University of Amsterdam, Netherlands

Vocational knowledge of youth care professionals at work

Annoesjka Boersma, Hogeschool Utrecht, Netherlands; Lieke Ceelen, Hogeschool Utrecht (University of Applied Sciences Utrecht), Netherlands; Aurelie Lange, Hogeschool van Amsterdam, Netherlands; Josien Engel, Hogeschool Utrecht, Netherlands; Miriam Mayer, Open University of the Netherlands, Netherlands; Elly de Bruijn, Open University of the Netherlands, Netherlands

Professional Agency Dimensions Across Healthcare Working Contexts

Minna Ylönen, Finnish Institute of Occupational Health, Finland; Pauliina Rikala, University of Jyväskylä, Finland; Petri Kulmala, University of Oulu, Finland, Finland; Raija Hämäläinen, University of Jyväskylä, Finland

Session VII (Friday 18/09, 11:30 - 13:00): **7**

Time: 11:30-13:00

Location: M102

ROUNDTABLE: LIFELONG LEARNING AND TRANSFORMATION IN CONTEMPORARY WORK

Chair

Martin Rehm, University of Southern Denmark, Denmark

A Collaborative Self-Study of Early-Career Faculty Pedagogical Becoming in a Cross-Cultural Context

Xingya XU, The Chinese University of Hong Kong, Hong Kong; Jiaxiu CAI, The Chinese University of Hong Kong, Hong Kong; Shuaizhong WANG, The Chinese University of Hong Kong, Hong Kong

Lifelong learning as a continuous process: A regional approach

Evellen Ketelaar, HU University of Applied Sciences Utrecht, Netherlands; Ilya Zitter, Hogeschool Utrecht (University of Applied Sciences Utrecht), Netherlands; Elco Buurma, HU University of Applied Sciences, Netherlands

Rethinking work and professional learning and development in digital transformation

Regina Mulder, University of Regensburg, Germany; Monika Nerland, University of Oslo, Norway; Koula Charitonos, The Open university UK, United Kingdom; Francisco Duran Del Fierro, UCL, United Kingdom; Vanessa Hämmerl, University of Regensburg, Germany; Allison Littlejohn, UCL, United Kingdom; Asa Makitalo, University of Gothenburg, Sweden

How and when do learning community participants experience transformative learning?

Margot van Rees, Saxion University of Applied Sciences, Netherlands; Maaïke Endedijk, University of Twente, Netherlands; Frank Leoné, University of Twente, Netherlands

Session VII (Friday 18/09, 11:30 - 13:00): **8**

Time: 11:30-13:00

Location: M104

SINGLE PAPER: TEAM LEARNING, DIVERSITY AND COLLABORATIVE PROCESSES

Chair

Erica Bouw, HU University of Applied Sciences, Netherlands

The Relationship of Engagement and Transactivity in Teams

David Otten, University of Twente, Netherlands; Pantelis M. Papadopoulos, University of Twente, Netherlands; Maryam Hearn, University of Twente, Netherlands; Maaïke Endedijk, University of Twente, Netherlands

What Happens When Teams Reflect Together? Exploring Emotions During Team Reflexivity Interventions

Lieke Lochten, University of Antwerp, Belgium; Piet Van den Bossche, University of Antwerp, Belgium; Sven De Maeyer, Antwerp University, Belgium

Below the Team Level: Interaction Patterns of Team Learning in Manufacturing Settings

Leon Gnad, Maastricht University, Netherlands; Wim Gijssels, Maastricht University, Netherlands; Therese Grohnert, Maastricht University, Netherlands; Laurie Delnoij, Maastricht University SBE, Ts 53, Netherlands

From Diversity-as-Trait to Diversity-as-Process: Intercultural Collaboration in VET Teams

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