

MONDAY 27 AUGUST

8.00 REGISTRATION AND INFORMATION DESK (ROOM GS5 – all day)

9.15 OPENING CEREMONY (ROOM GS4)

9.30 **KEYNOTE 1 Explaining education events and experiences: making the case for a fat versus flat ontology**

Susan Robertson, University of Cambridge, UK (ROOM GS4)

Chair Rupert Wegerif, University of Cambridge, UK

10.30 COFFEE BREAK (ROOM GS5)

11.00

PARALLEL SESSIONS 1

ROOM GS1
SINGLE PAPER SESSION 1

The Ontological-Epistemological Frame of Value Learning and the Life Trajectory
Liam Francis Gearon, University of Oxford, United Kingdom; Arniika Kuusisto, Stockholm University, Sweden

Learning to be a "better" citizen? Towards pragmatist normativity in development research
Katariina Holma, University of Oulu, Finland; Tiina Kontinen, University of Jyväskylä, Finland

Dialogicity: a powerful framework for articulating learning in a multi-cultural learning society
Yifat Ben-David Kolikant; Sarah Pollack, The Hebrew University of Jerusalem, Israel

Devising a conceptualisation of a dialogical Muslim-self and a dialogic theory of Islamic education
Farah Ahmed, University of Cambridge, England, United Kingdom

Chair
Ana Marjanovic-Shane, United States

ROOM 2S4
SINGLE PAPER SESSION 2

What mediates children's emerging knowledge? Insights from visual ethnographies
Robin Samuelsson, Södertörn University, Sweden

Motive-demand dynamics in a novel educational making and design environment
Antti Rajala; Kristiina Kumpulainen; Anu Kajamaa; Jasmiina Korhonen; Riikka Olkinuora; University of Helsinki, Finland

The social dynamics of task interpretation: groups of students making sense of a collaborative task
Giuseppe Ritella, University of Helsinki, Finland; Fedela Feldia Loperfido, University of Bari, Italy

Lost in abstraction? Uses of epistemological metaphors in the teaching of computational thinking
Patrik Lilja, Halmstad University, Sweden; Thomas Hillman, University of Gothenburg, Sweden

Chair
Alfredo Jornet Gil, University of Oslo, Norway

ROOM 2S5
SINGLE PAPER SESSION 3

Secondary students' attitudes towards science-based technology - A pragmatic mixed-method study
Robbert Smit, University of Teacher Education St.Gallen, Switzerland; Nicolas ROBIN, Fachdidaktik Naturwissenschaften, Switzerland; Christina De Toffol, University of Teacher Education St.Gallen, Switzerland

Effective cooperative learning: Learner Behavior on Social Network
Mei-Shiu Chiu, National Chengchi University, Taiwan

How students' mindsets predict academic achievement? Comparing Chinese and Finnish students
Junfeng Zhang; Elina Kuusisto; Kirsi Tirri, University of Helsinki, Finland

Chair
Ola Helenius, University of Gothenburg, Sweden

ROOM 1S3
SYMPOSIUM: ANALYZING KNOWLEDGE TRANSFORMATION ACROSS CONTEXTS - ONTOLOGICAL AND EPISTEMOLOGICAL ISSUES

The ontology and epistemology of ethical knowledge: some empirical results
Stig Børsen Hansen, University of Southern Denmark, Denmark

The ontology of conceptual understanding and its transformations in science education
Michael May, University of Southern Denmark, Denmark

Learning through practice: The epistemology of learning designs to support knowledge resituation
Jens Jørgen Hansen; Nina Bonderup Dohn, University of Southern Denmark, Denmark

Conceptualizing the situated nature of knowledge and its transformation across contexts
Nina Bonderup Dohn; Roland Hachmann, University of Southern Denmark, Denmark

Chair
Jesper Jensen, Denmark

Organiser
Nina Bonderup Dohn, University of Southern Denmark, Denmark

Discussant
Rupert Wegerif, University of Cambridge, UK

12.30	LUNCH (ROOM GS5)			
13.30	ROOM GS1	ROOM 2S4	ROOM 2S5	ROOM 1S3
	RESEARCH DESIGN FORUM 1	SINGLE PAPER SESSION 4	SINGLE PAPER SESSION 5	SYMPOSIUM: INFERENTIALISM GOES EDUCATIONAL, PART 1
	<p>Becoming a psychotherapist: exploring different temporalities of knowledge development Gilles Dieumegard, Université de Montpellier, France</p> <p>Thinking teaching situations that promote production of analogies to feed abstraction concretization David Piot, HEP-Vaud / University of Geneva, Switzerland; Nicolas Perrin, HEP-Vaud, Switzerland; Emmanuel Sander, University of Geneva, Switzerland</p> <p style="text-align: center;">Chair Giuseppe Ritella, University of Helsinki, Finland</p> <p style="text-align: center;">Discussants Alfredo Jornet Gil, University of Oslo, Norway; Roger Säljö, University of Gothenburg, Sweden</p>	<p>Moving from the abstract to the concrete: Opening up the object of activity with intermediary objects Sami Paavola; Liubov Vetoshkina, University of Helsinki, Finland</p> <p>Learning with knowledge objects: Pedagogical design and experiences of higher education students Hanni Muukkonen, University of Oulu, Finland; Crina Damsa, University of Oslo, Norway</p> <p>Death amongst social knowledge objects. Theoretical and ontological problems. Ramiro Tau, Archives Jean Piaget, University of Geneva, Switzerland</p> <p style="text-align: center;">Chair Nina Bonderup Dohn, University of Southern Denmark, Denmark</p>	<p>Epistemicide and Emancipation: Two approaches to professing higher educational research Jack Whitehead, University of Cumbria, United Kingdom</p> <p>Promoting teacher agency and curriculum work through teacher education Leena Krokfors, University of Helsinki, Finland</p> <p>Scientific thinking in university studies – what it is and how to study it? Mari Murtonen, University of Turku, Finland</p> <p>New methodological framework in research on learning: The pedagogical quality of learning tasks Irit Sasson, Tel-Hai College, Shamir Research Institute, Israel</p> <p style="text-align: center;">Chair Robbert Smit, University of Teacher Education St.Gallen, Switzerland</p>	<p style="text-align: center;">Introduction to inferentialism Jan Derry, UCL Institute of Education, United Kingdom</p> <p>The inferentialist mastering metaphor to bridge the acquisition and participation metaphors Arthur Bakker, Utrecht University, Netherlands; Samuel Taylor, Heinrich-Heine-University of Düsseldorf, Germany; Ruben Noorloos, Central European University, Hungary</p> <p>Analyzing mathematical conceptualization – Expressive rationalism and the Piagetian tradition Ola Helenius, University of Gothenburg, Sweden; Linda Marie Ahl, Stockholm University, Sweden</p> <p>A conceptualisation of the nature of students' vocational knowledge informed by inferentialism Wenja Heusdens, HU University of Applied Sciences Utrecht, Netherlands; Arthur Bakker, Utrecht University, Netherlands; Liesbeth Baartman, Utrecht University of Applied Sciences, Netherlands; Elly de Bruijn, Universiteit Utrecht / Hogeschool Utrecht</p> <p style="text-align: center;">Chair Maike Schindler, University of Cologne, Germany</p> <p style="text-align: center;">Organiser Arthur Bakker, Utrecht University, Netherlands</p> <p style="text-align: center;">Discussant Rupert Wegerif, University of Cambridge, UK</p>
15.00	COFFEE BREAK (ROOM GS5)			
15.30	INVITED TALKS ON THEORY AND METHOD: SIG 17 (ROOM 1S7)	INVITED TALKS ON THEORY AND METHOD: SIG 25 (ROOM GS4)		
	<p>Metaphors as analytic tools to dialogue between theory and methods Andreas Gegenfurtner, Technische Hochschule Deggendorf, Germany Chair Dominik E. Froehlich, University of Vienna, Austria</p>	<p>The "untold Piaget": new light on the future of developmental psychology, education and epistemology Anne-Nelly Perret-Clermont, University of Neuchâtel, Switzerland Chair Antti Rajala, University of Helsinki, Finland</p>		
16.20	BUSINESS MEETING: SIG 17 (ROOM 1S7)			
17.15	THE HISTORY OF CAMBRIDGE: INFORMATIVE SHORT TALKS (Faculty of Education Lawn; in case of bad weather, inside the Faculty of Education building)			
19.00	PRE-DINNER RECEPTION (Homerton College)			
19.30	CONFERENCE DINNER (Homerton College's 'Great Hall')			

TUESDAY 28 AUGUST

8.00

REGISTRATION AND INFORMATION DESK (ROOM GS5 – all day)

9.00

PARALLEL SESSIONS 3**ROOM GS1
SINGLE PAPER SESSION 6****Developing a polyphonic research: an anti-methodology approach to Bakhtin inspired education**

Ana Marjanovic-Shane, Independent Scholar, United States

Unity formation or unity-in-difference: dialogical spaces of personal and professional discovery

Josephine Moate, University of Jyväskylä, Finland; Eva Vass, Western Sydney University, Australia

Two models of dialogue: unpacking the significance of dialogic space

Rupert Wegerif, University of Cambridge, UK

Towards dialogic metaphors of learning and development

Tina Kullenberg, Kristianstad University, Sweden; Roger Säljö, University of Gothenburg, Sweden

Chair

Antti Rajala, University of Helsinki, Finland

**ROOM 2S4
SINGLE PAPER SESSION 7****The unit of analysis from an ecological perspective**

Alfredo Jornet Gil; Crina Damsa, University of Oslo, Norway

Distributed nature of knowledge in the study of students lived experience

Gilles Dieumegard, Université de Montpellier, France; Sandra Nogry, Université de Cergy, France

What do we look at: Units of analysis in eye tracking research on teacher expertise

Andreas Gegenfurtner, Technische Hochschule Deggendorf, Germany; Hans Gruber, University of Regensburg, Germany; Erno Lehtinen, University of Turku, Finland; Doris Lewalter, Technical University of Munich, Germany; Tetiana Khmelivska, Technical University of Munich, Germany; Kenneth Holmqvist, University of Regensburg, Germany; Jan Vermunt, University of Cambridge, UK

Using chronotope in educational research: Principles for the unit of analysis

Giuseppe Ritella, University of Helsinki, Finland; Antti Rajala, University of Helsinki, Finland; Peter David Renshaw, The University of Queensland, Australia

Chair

Alfredo Jornet Gil, University of Oslo, Norway

**ROOM 2S5
SINGLE PAPER SESSION 8****Considering teachers as dispute mediators? The design of dialogical spaces**

Sara Greco, USI - Università della Svizzera italiana, Switzerland

The multidimensionality of dialogic norms of classroom interaction

Riikka Hofmann; Kenneth Ruthven, University of Cambridge, United Kingdom

Considering classroom dialogue as oscillation: metamodern perspectives on exchanging ideas

Laura Kerslake, University of Cambridge, UK, United Kingdom

Two analytical approaches in exploring pre-service teachers' co-creation of knowledge

Crina Damsa, University of Oslo, Norway; Alyson Simpson, University of Sydney, Australia; Tingjia Wang, University of Sydney, Australia

Chair

Mei-Shiu Chiu, National Chengchi University, Taiwan

**ROOM 1S3
SYMPOSIUM: HOW METHODOLOGY AND THEORY PUSH EACH OTHER FORWARD****The interplay of theory and methods in embodied design research**

Arthur Bakker, Utrecht University, Netherlands; Dor Abrahamson, University of California Berkeley, United States; Rosa Alberto, Utrecht University, Netherlands

Method and theory in their interplay: Using eye-tracking for investigating mathematical learning

Maike Schindler, University of Cologne, Germany; Achim J. Lilienthal, Örebro University, Sweden

Theory and methodology: A question of mutual affordances

David Clarke; Man Ching Esther Chan, The University of Melbourne, Australia

Challenging theories and methodologies in an interdisciplinary research and development project

Angelika Bikner-Ahsbahr; Thomas Janßen; Tanja Doering, University of Bremen, Germany

Chair

Angelika Bikner-Ahsbahr, University of Bremen, Germany; Arthur Bakker; Utrecht University; Netherlands

Organisers

Angelika Bikner-Ahsbahr, University of Bremen, Germany; Arthur Bakker; Utrecht University; Netherlands

Discussant

Richard Lehrer, Vanderbilt University, United States

10.30

COFFEE BREAK (ROOM GS5)

11.00

KEYNOTE 2 Time to get off the paradigm merry-go-round? Devaluing newness, creativity, openness, and diversity (ROOM GS4)
 Martyn Hammersley, UK Open University, United Kingdom
 Chair Crina Damsa, University of Oslo, Norway

12.00

LUNCH (ROOM GS5)

13.00

PARALLEL SESSIONS 4

**ROOM GS1
SINGLE PAPER SESSION 9**

Power relations in educational scientific communication: a CDA of the 'learning styles' debate
 Wouter Smets, Karel de Grote University college, Belgium; Katrien Struyven, Vrije Universiteit Brussel, Belgium

Early childhood education in Denmark: The contested issue of quality in children's everyday lives
 Pernille Juhl, Department for People & Technology, Denmark

Toward transformative-activist research collaborations: co-exploration of young children's wellbeing Sofie Pedersen; Niklas Alexander Chimirri, Roskilde University, Denmark

Theorising and analysing markers of sustained change in professional dialogues in interventions
 Riikka Hofmann, University of Cambridge, United Kingdom; Anna Pauliina Rainio, University of Helsinki, Finland

Chair
 Cristian Simoni, University of Padua, Italy

**ROOM 2S4
SINGLE PAPER SESSION 10**

Anchoring craft: The object as an intercultural and intertemporal unifying factor
 Liubov Vetoshkina, University of Helsinki, Finland

Understanding and exploring 'perezhivanie' in teacher thinking and activity
 Lada Smirnova, The University of Manchester, United Kingdom

Cultural transgression - Enabling aesthetic transformation
 Signe Møller, University of Helsinki, Finland

Chair
 Maike Schindler, University of Cologne, Germany

**ROOM 2S5
SINGLE PAPER SESSION 11**

Examining generic collaborative competence development in higher education courses
 Hanni Muukkonen, University of Oulu, Finland; Minna Lakkala, University of Helsinki, Finland; Pekka Lahti-Nuuttila, University of Helsinki, Finland; Liisa Ilomäki, University of Helsinki, Finland; Auli Toom, University of Helsinki, Finland

Leading in the classroom: Applying a mixed instrument validation and construct validation process
 Dominik E. Froehlich; Judith Schoonenboom; Johanna Kittler; Daniel Bauer, University of Vienna, Austria

Eye movement patterns in source code review - An eye tracking study
 Florian Hauser, Regensburg University of Applied Sciences, Germany; Andreas Gegenfurtner, Technische Hochschule Deggendorf, Germany; Ivonne Hutzler, Regensburg University of Applied Sciences, Germany; Rebecca Reuter, Regensburg University of Applied Sciences, Germany; Hans Gruber, University of Regensburg, Germany; Kenneth Holmqvist, University of Regensburg, Germany; Jürgen Mottok, Regensburg University of Applied Sciences, Germany

Scaffolding agent and metacognition in reciprocal learning.
 Yutaka Fujita, Kumamoto University, Japan; Suzuka Nagata, Kumamoto University, Japan

Chair
 Sami Paavola, University of Helsinki, Finland

**ROOM 1S3
SYMPOSIUM: RETHEORIZING CARE AND COMPASSION IN EDUCATION**

From empathy to compassion - decolonising peace education
 Hilary Cremin, Cambridge University, United Kingdom; Toshiyasu Tsuruhara, University of Cambridge, Japan

Researching compassion in educational interactions of a kindergarten
 Antti Rajala, University of Helsinki, Finland; Jaakko Hilppö, University of Helsinki, Finland; Lasse Lipponen, University of Helsinki, Finland; Maiju Paananen, University of Tampere, Finland

Theorising about the care of separated child migrants: Examining professionals' perspectives
 Sarah Crafter, Open University, United Kingdom; Rachel Rosen, University College London, United Kingdom; Veena Meeto, University College London, United Kingdom

Chair
 Rupert Wegerif, University of Cambridge, UK

Organisers
 Antti Rajala, University of Helsinki, Finland; Jenny Martin, Australian Catholic University, Australia

Discussant
 Andrew Peterson, Canterbury Christ Church University, United Kingdom

14.30

COFFEE BREAK (ROOM GS5)

15.00

ROOM GS1
RESEARCH DESIGN FORUM 2

Exploring social relationships in “a mixed way”: Mixed Structural Analysis
Dominik E. Froehlich, University of Vienna, Austria

Do pedagogical differences contribute to reading attitudes across cultures?
Claudia Pik-Ki Chu, University of Cambridge, Hong Kong

Chair
Giuseppe Ritella, University of Helsinki, Finland

Discussants
Giuseppe Ritella, University of Helsinki, Finland; Leena Krokfors, University of Helsinki, Finland

ROOM 2S4
SINGLE PAPER SESSION 12

On learning contexts and learning lives: Studying (dis)continuities in creative media production
Alfredo Jornet Gil; Ola Erstad, University of Oslo, Norway

Master students crossing boundaries: a study on extended socio-material environment
Elisa Cattaruzza; Antonio Iannaccone; Laure Kloetzer, Institute Of Psychology & Education, Switzerland

The expanding ecology of relations in education
Alex Young Pedersen, Faculty of Arts, Aarhus University, Denmark

A multiple case study exploring the role of Pasifika parents in their children’s achievement
Emma Cunningham, The University of Auckland, New Zealand

Chair
Niklas Alexander Chimirri, Denmark

PARALLEL SESSIONS 5

ROOM 2S5
SINGLE PAPER SESSION 13

Unravelling the ontological and epistemological complexity weaved in learning community studies
Filitsa Dingyloudi; Jasperina Brouwer; Jan-Willem Strijbos, University of Groningen, Netherlands

Guardini's polar opposition as epistemological framework for educational action
Cristian Simoni, University of Padua, Italy

Educational self-transformation: Epistemology, social ontology and the problem of progress
Johannes Drerup, University of Koblenz-Landau, Germany

Three metaphysics and how to choose one
Stig Børsen Hansen, University of Southern Denmark, Denmark

Chair
Liam Francis Gearon, University of Oxford, United Kingdom

ROOM 1S3
SYMPOSIUM: INFERENCEALISM GOES EDUCATIONAL, PART 2

What can educationalists learn from inferentialism about meaning and how is this relevant?
Catherine McCrory, University College London, Institute of Education, United Kingdom

‘Mapping-out’ the inferential relations of the subject content of lessons: A planning intervention
Roger Firth, University of Oxford, United Kingdom

An inferentialist perspective on the use of digital textbooks in the mathematics classroom
Florian Schacht, University of Duisburg-Essen, Germany

Epistemological considerations inspired by inferentialism with respect to learning difficulties
Maike Schindler, Universität zu Köln/ University of Cologne, Germany

Chair
Arthur Bakker, Utrecht University, Netherlands

Organiser
Maike Schindler, Universität zu Köln/ University of Cologne, Germany

Discussant
Taro Fujita, Exeter University, United Kingdom

16.30

CLOSING OF THE CONFERENCE (ROOM GS4)

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16.45
