



14th ICEEPSY 2023

14th International Conference on
Education & Educational Psychology

17-19 October 2023

Hotel Catalonia Barcelona Plaza,

Barcelona, Spain

ACADEMICS INSTITUTE

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ICEEPSY 2023 Chairs' Message

You are invited to attend ICEEPSY 2023, the 14th International Conference on Education & Educational Psychology. Students, teachers, researchers, practitioners, and psychologists will meet in beautiful Barcelona, Spain during 17-19 October 2023. ICEEPSY 2023 will again feature informative workshops and presentations by skilled educational and educational psychology researchers and international scholars. The conference is inviting especially those who are interested in researching Educational Ecosystems for Equity and Quality of Learning, Evaluation, Arts Education and Special Education, especially Positive Pedagogy.

To date, more than almost 6.600 participants from more than 91 countries have attended an ICEEPSY conference. The Academics Institute Scientific Committee and Board of Reviewers are already working hard to ensure the continued high-quality of this event.

ICEEPSY 2023 will publish all accepted full-text papers in European Proceedings of International Conference on Education and Educational Psychology EpICEEPSY. Previously Published ICEEPSY EpSBS Conference Proceedings Volumes either have been indexed or accepted or submitted in Web of Science Core Collection™ Conference Proceedings Citation Index - Social Sciences & Humanities (CPCI-SSH) and abstracts will be published in the Abstract Book ICEEPSY (ISSN: 1986-3020), a serial publication registered with the International Centre for the Registration of Serial publications in Paris. Selected papers will be published in the peer-reviewed The European Journal of Social and Behavioural Sciences.

Papers will focus on the following topics: assessment and evaluation, teacher education, basic education, basic skills, counselling psychology, adolescent growth and development, educational psychology, continuing education, higher education, quality assurance/institutional effectiveness, learning theories, effective teaching practices, second language teaching, new approaches in psychology, special education, education and technology, information and communications technology, and distance learning.

We look forward to seeing you in Barcelona - Spain in October 2023.

Jan Vermunt

Co-Chair, ICEEPSY 2023
Professor,
Eindhoven University
of Technology,
Netherlands



Kirsti Lonka

Co-Chair, ICEEPSY 2023
Professor,
University of
Helsinki, Finland



ICEEPSY 2024 Chair's Message

You are invited to attend ICEEPSY 2024, the 15th International Conference on Education & Educational Psychology. Students, teachers, researchers, practitioners, and psychologists will meet in beautiful Barcelona, Spain during October 2024. ICEEPSY 2024 will again feature informative workshops and presentations by skilled educational and educational psychology researchers and international scholars.

Madrid is a beautiful and scenic city with amazing architecture and vibrant culture and great location for a conference or vacation. Presentations, workshops, and keynote addresses will provide insights and knowledge to practitioners, psychologists, researchers, and teachers. More than 90 countries have been represented in previous ICEEPSY conferences. Also important are the friendships and professional relationships that begin, or are renewed, at ICEEPSY each year.

Mark your calendar to attend ICEEPSY 2024 in Madrid in October 2024.

Kirsti Lonka

**Chair, ICEEPSY
2024**
Professor,
University of
Helsinki, Finland



Organizing Committee

Founder & Managing Director

Dr Zafer Bekirogullari

Conference Secretariat

Conference & Publication Related Enquiries

Irmak Cavusoglu

admissions@academics.institute

Training Secretariat

Conference Organizer Publication Enquiries and Continuing Professional Development
Training Courses (Group Enquiries)

Sevim Asvaroglu & Fezile Olkanli

support@academics.institute

Digital Marketing Specialist

ORPtech Software & Digital Services

Specialist Subject Trainers and Senior Examiners

Dr June Glenn (USA)

Dr James Ogunleye Middlesex University (UK)

Dr MD MPcbt Aynur Torlak, Mersin Toros Public Hospital (TURKEY)

Privileged Organization Members

Vagelis Aidiniou, Project Manager (Switzerland)

Natalie Pollard, English Ballet School (Germany)

MBA Ceren Etcı, Senior Auditor, KREDO Accounting and Auditing (Cyprus)

MBA Gokhan Ecesoy, Managing Director, Intergaz (Cyprus)

Scientific Committee & Board of Reviewers

Program Chair



Kirsti Lonka, Professor
University of Helsinki, Finland
ORCID ID: [0000-0001-5487-3964](https://orcid.org/0000-0001-5487-3964)

Program Committee



Lori Simons, Ph.D., LPC, Professor of
Psychology
Widener University, PA, US
ORCID ID: [0000-0003-1897-9862](https://orcid.org/0000-0003-1897-9862)



Lori Simons, Professor of Educational
Psychology
Universitat Ramon Llull, Barcelona, Spain
ORCID ID: [0000-0003-1757-9795](https://orcid.org/0000-0003-1757-9795)



Anita G. Welch, Ph.D., Professor
Wayne State University, Detroit, MI, USA
ORCID ID: [0000-0003-0285-8572](https://orcid.org/0000-0003-0285-8572)



Simone Emmert,
LL.M.Eur., Professor Dr., Technical University
Georg Simon Ohm Nuremberg, Germany
ORCID ID: [0000-0002-2810-3103](https://orcid.org/0000-0002-2810-3103)



Teresa Guasch, Professor,
Open University of Catalonia- UOC, Barcelona,
Spain
ORCID ID: [0000-0001-5767-1428](https://orcid.org/0000-0001-5767-1428)



Maria Stec, Ph.D, Professor
University of Silesia, Poland
ORCID ID: [0000-0002-0735-2004](https://orcid.org/0000-0002-0735-2004)



Kevin Michael Watson, Ph.D. Candidate,
Learning Scientist
University of Calgary, Canada
ORCID ID: [0000-0002-4492-8308](https://orcid.org/0000-0002-4492-8308)



Michel Hogenes, Ph.D.
The Hague University of Applied Sciences; and
Codarts, University of the Arts, The
Netherlands
ORCID ID: [0000-0003-2298-3266](https://orcid.org/0000-0003-2298-3266)



Jason D. Gold, Associate Professor
Kobe University, Japan
ORCID ID: [0000-0003-3583-0998](https://orcid.org/0000-0003-3583-0998)



Muhamad Nur Fariduddin, Ph.D., Senior
Lecturer, University Teknologi MARA (UiTM),
Malaysia
ORCID ID: [0000-0003-4131-1182](https://orcid.org/0000-0003-4131-1182)



Jeya Amantha Kumar, Ph.D., Senior Lecturer
Universiti Sains Malaysia, Pulau Pinang,
Malaysia
ORCID ID: [0000-0002-6920-0348](https://orcid.org/0000-0002-6920-0348)



Maria Cerrato-Lara, Ph.D.
Universidad Internacional de la Rioja, UNIR,
Spain
ORCID ID: [0000-0002-3253-9866](https://orcid.org/0000-0002-3253-9866)



Michala Mikolášiková, Ph.D. Student,
University of Hradec Králové, Czech Republic
ORCID ID: [0000-0002-5613-9728](https://orcid.org/0000-0002-5613-9728)



Jan Kalenda, Ph.D.
Tomas Bata University in Zlín, Czech Republic
ORCID ID: [0000-0002-4871-4753](https://orcid.org/0000-0002-4871-4753)



Gungah Vikramasing, Ph.D. Candidate,
Lecturer
Curtin University, Mauritius
ORCID ID: [0000-0002-0076-8744](https://orcid.org/0000-0002-0076-8744)



Stephan Schmucker, Ph.D.
University of Hamburg, Germany



Yasmeen Bano, Ph.D. Candidate
University Tun Hussien Onn Malaysia
ORCID ID: [0000-0001-5313-7148](https://orcid.org/0000-0001-5313-7148)

Steering Committee



Kristi Kõiv, Ph.D., Associate Professor
University of Tartu, Estonia
ORCID ID: [0000-0003-3486-3501](https://orcid.org/0000-0003-3486-3501)

Getting to the Conference Venue

Venue

Hotel Catalonia Barcelona Plaza
Plaza España, 6-8, 08014 Barcelona, Spain
Phone: +34 934 26 26 00



Hotel Catalonia Barcelona Plaza is:

- a **1** minute walk from Plaça d'Espanya bus stop
- a **3** minute walk from Plaça d'Espanya metro station (L1, L3, L8 Metro Lines)
- a **13** minute walk from Barcelona-Sants Station (Railway Station)
- a **15** minute Aerobus shuttle bus ride from Barcelona-El Prat Josep Tarradellas Airport

Taxi

12 km – approx. €35 in taxi.

Aerobus

From terminal T1 & T2 first stop is Plaça d'Espanya. See how to get to Aerobus from [Terminal T1](#) and [Terminal T2](#).



Operating Hours

From Terminal 1 - Line A1

From 05:35 to 07:20 every 10 min

From 07:30 to 22:20 every 5 min

From 22:25 to 01:05 every 10 min

From Terminal 2 - Line A2

From 05:35 to 01:00 every 10 min

Nearby Transportations

Metro

Lines 1, 3 and 8: Plaça d'Espanya station (calle de la Creu Coberta exit).

Bus

Lines 37, 50, 65, 70, 72, 79, 91, 94, 95, 109, 165, D20, H12, H16, N1, N2, N13, N14, N15, N16, N17, N41: Plaça d'Espanya stop.

Train

Lines R5, R6, R50, R60, S4, S8, S33: Plaça d'Espanya station. AVE high-speed train: Barcelona Sants station.

General Information & Conference Guide

Listed in alphabetical order.

Badges

Please remember to wear your badge to gain access to the presentation sessions, workshops, lunches, and tea/coffee breaks.

Certificate of Attendance/Presentation

All registered participants will receive attendance/presentation certificate via email on the last day of the conference, **Thursday, October 19**.

Conference Proceedings

The Conference Proceedings will be published in open access proceedings ICEEPSY 2022 will publish all accepted full-text papers in European Proceedings of International Conference on Education and Educational Psychology EpICEEPSY. Previously Published ICEEPSY EpSBS Conference Proceedings Volumes either have been indexed or accepted or submitted in Web of Science Core Collection™ Conference Proceedings Citation Index - Social Sciences & Humanities (CPCI-SSH) and abstracts will be published in the Abstract Book ICEEPSY (ISSN: 1986-3020), a serial publication registered with the International Centre for the Registration of Serial publications in Paris. Selected papers will be published in the peer-reviewed The European Journal of Social and Behavioural Sciences. The proceedings will be published on **November 27, 2023**.

Dress Code

While there is no set dress code attendees generally wear business casual. You may want to bring a shawl or light sweater as the temperature in meeting rooms is often tends to be cool.

Feedback

Your feedback counts! Please fill the individual session feedback form. Completed feedback form may be returned to the registration desk located in front of the registration desk.

Internet Access

Staying connected during conference is important. There will be a free WiFi internet connection throughout the conference areas.

Keynote Speech

50-minute presentations by leaders and acknowledged experts; includes of 10 minutes of discussion and Q&A.

Local Time

GMT +2 hours.

Lunch

Wednesday, October 18 and **Thursday, October 19** lunches are included in the conference fee. You will receive **2 lunch tickets** with your conference materials on registration day. You can have your meal by presenting your lunch ticket the hotel staff at the entrance of the Restaurant.

Oral Presentation

In the first 15 minutes the presenters will share their research followed by 5 minutes of discussion and feedback from participants. Oral presentations sessions will be scheduled on **Thursday, October 19**.

Phones

As a courtesy to the presenters and other attendees, please turn off phones during sessions. If you must take a phone call, please leave the session room.

Poster Presentation

Presenters will briefly share their course, program, or research study and answer questions during the poster presentation session. For more information, please see pages [41-45](#).

Printing Facilities

If you need any document to get signed or stamped, you should bring printed hard copy with you. We will not have printing facility.

Refreshment Breaks

Complimentary coffee, tea and water is **included** in the registration fee and is served daily. Light snacks will be provided. All coffee & tea breaks will be served at catering areas within the exhibition hall.

Registration

Registration desk is located in the **Foyer area** and will be open between **10.00** to **13.00**. **Registration will not be available after Tuesday, October 17 (13.00)**. For those wishing to pay on the day, please note that we will be able to accept cash payment in EUR only, however, we cannot accept payment in foreign currencies.

Room Equipment

All rooms will be equipped with a Laptop pre-installed with PowerPoint, as well as an LCD projector. If you wish, you may directly link your own laptop, although we recommend you use the computer provided by plugging in your USB flash drive.

Flamenco Show & Tapas

Flamenco Show & Tapas is **included** in the conference fee. Its will be held on the evening of **October 19, Thursday**. All registered attendees are welcome. (For more information see social program pages on [47-48](#))

Workshops

110-minute hands-on sessions focused on a skill or topic. Workshop leaders will describe their challenge, or present their framework includes of 10 minutes of discussion and feedback from participants.

Participants will enroll workshops at the registration desk. Registered participants will receive an electronic certificate of Workshop Attendance via email after conference.

Virtual Presentation

Virtual presentations are online video presentations of papers. They can be viewed during and after the conference at [Academics Institute's Official YouTube page](#). For more information, please see pages [35-40](#).

Session Chairs

Session Chairs are expected to introduce themselves and other speakers (briefly) and ensure that the session begins and ends on time, and that the time is divided fairly between the presentations.

Each presenter should have no less than 20 minutes in which to present his or her paper and respond to any questions. We recommend that the 20 minutes presentation timeslot be divided as follows: 15 minutes for the presentation and 5 minutes for Q&A.

The session chair is asked to assume this timekeeping role, and to this end, a yellow and red timekeeping card is used as a visual cue for presenters, letting them know when they have 5 minutes remaining, and when they must stop.

Please follow the order in the programme, and if for any reason a presenter fails to show, please keep to the original timeslots as delegates use the programme to plan their attendance.

Thematic Sections & Thematic section Leaders

Petra Besedová, PhD

*Department of German Language and Literature
Faculty of Pedagogy, University of Hradec Králové, Czech Republic
Foreign Language Teaching, Music in FTL, Didactics of FTL
Second Language Teaching*

Jana Ondráková, PhD

*Department of German Language and Literature
Faculty of Pedagogy, University of Hradec Králové, Czech Republic
Foreign Language Teaching, Mistakes and Correction in FTL, Didactics of FTL
Second Language Teaching*

Tapio Toivanen, PhD

*Department of Teacher Education, University of Helsinki, Finland
The Performing Arts Education; Drama, Theater & Dance*

Heikki Ruismäki, PhD & Inkeri Ruokonen

*Department of Teacher Education, University of Helsinki, Finland
Design Learning & Arts Education, Learning Theories, Effective Teaching Practices*

Zafer Bekirogullari, PhD

*CPsychol, AFBPsS (BPS), - HCPC Registered Practitioner Psychologist (Counselling), UK
Clinical & Counselling Psychology, Educational Psychology*

James Ogunleye, PhD

*Middlesex University, UK
Leadership and Collaborative Policy, Adult and Continuing Education, Higher Education,
Quality Assurance / Institutional Effectiveness*

Elena Lupu, PhD

*Petroleum-Gas University of Ploiesti, Romania
Sport and Exercise Education*

Cristian Vasile, PhD

*Petroleum-Gas University of Ploiesti, Romania
New approaches in Psychology*

Gordon Ade Ojo, PhD

*The University of Greenwich, UK
Special Education, Education and Technology, ICT, Distance Learning, Assessment and
Evaluation, Teacher Education, Basic Education, Basic Skills*

DAY 1

Tuesday, October 17

10.00 - 13.00 Registration (*Foyer Area*)

The Conference Registration and Information Desk will be located in front of the Hall GRAND FORM and will be open between 10.00 to 13.00. Registration is not available after October 17, 13.00. For those wishing to pay on the day, please note that we will be able to accept cash payment in EUR only, however, we cannot accept payment in foreign currencies. If you have any questions or concerns, Academics Institute team members will happily assist you.

13.00 - 19.00 Free Time

19.00 - 22.00 Welcome Cocktail (*The Clock Terrace*)

DAY 2

Wednesday, October 18

10.00 - 12.00 Workshop I (*Plaza 1*)

(PRE REGISTRATION IS REQUIRED)

How to Foster Healthy Screen Time: Solutions for Teachers and Families

Maria Cerrato Lara, PhD, Universidad Internacional de la Rioja (UNIR), Spain

(See page [22](#) for more information regarding the workshops)

12.00 - 13.00 Lunch

13.00 - 13.15 Opening Ceremony (*Plaza 1*)

Zafer Bekirogullari, *ICEEPSY 2023 Founder of Event*

Jan Vermunt, Co-Chair of ICEEPSY 2023, *Keynote Speaker*

Kristi Lonka, Co-Chair of ICEEPSY 2023, *Keynote Speaker*

Montserrat Castelló, Co-Chair of ICEEPSY 2023, *Keynote Speaker*

Teresa Guasch, Co-Chair of ICEEPSY 2023, *Keynote Speaker*

13.15 - 14.15 Keynote Speech (Plaza 1)

How Do Teachers Learn to Innovate Their Teaching?

Jan Vermunt, Professor

Eindhoven University of Technology, The Netherlands

(For more information, please see page [15](#))

14.15 - 15.15 Keynote Speech (Plaza 1)

How Research on Emotion, Motivation and Learning Informs Educational Practices? Latest Research in Educational Psychology

Kirsti Lonka, Professor

University of Helsinki, Finland

(For more information, please see page [15](#))

15.15 - 15.45 Coffee & Tea Break

15.45 - 16.45 Keynote Speech (Plaza 1)

Innovations in Educating (Future) Researchers to Develop as Writers

Montserrat Castelló, Professor

Universitat Ramon Llull, Barcelona, Spain

(For more information, please see page [15](#))

DAY 3

Thursday, October 19

11.00 - 12.00 Keynote Speech (Plaza 1)

What Strategies Engage Students with Feedback to Promote Learning in Online Education?

Teresa Guasch, Professor

UOC Open University of Catalonia - Barcelona, Spain

(For more information, please see page [15](#))

12.00 - 13.00 Lunch

13.00 - 15.00 Oral Presentation Session I (Plaza 1)

(See pages [24-29](#) for more information regarding the oral presentations.)

15.00 - 15.30 Coffee & Tea Break - Poster Presentation Session

(See pages [41-45](#) for more information regarding the poster presentations.)

15.30 - 17.10 Oral Presentation Session II (Plaza 1)

(See pages [30-34](#) for more information regarding the oral presentations.)

17.10 - 17.40 Coffee & Tea Break - Poster Presentation Session

(See pages [41-45](#) for more information regarding the poster presentations.)

17.40 - 19.20 Virtual Presentation Session (Plaza 1)

(See pages [35-39](#) for more information regarding the oral presentations.)

19.20 - 20.30 Free Time

20.30 - 00.00 Gala Dinner/Flamenco Show & Tapas

Please meet at the Hotel Catalonia Barcelona Plaza lobby at 19:00 for a prompt 19:30 departure (For more information see social program page on [47](#)).

How Do Teachers Learn to Innovate Their Teaching?

Jan Vermunt, Professor

Eindhoven University of Technology, The Netherlands



About Presenter

Since December 2018 **Jan Vermunt** is a Professor of Learning Sciences and Educational Innovation at Eindhoven University of Technology, The Netherlands. He is also Scientific Director of the School of Education. The study of human learning has always fascinated him. In 1992 Jan received his doctoral degree from Tilburg University with a thesis on student learning in higher education. He moved to Leiden University in 1995, where he worked for six years, during two periods, as an associate professor at ICLON – Graduate School of Teaching. From 1999 to 2002 he was a Professor of Educational Development and Research at Maastricht University, at the Faculty of Health Sciences. He was a visiting professor of Educational Innovation in higher education, University of Hasselt, Belgium, from 2002 to 2003. From 2004 to 2012 he served as professor of Teaching and Teacher Education at Utrecht University. In 2012 Jan was elected Professor of Education at the University of Cambridge. In his Cambridge years he was also Deputy Head, Director of Research, and Director of Teaching and Learning of the Faculty of Education, Academic Group Head, and Fellow of Wolfson College. From 2014 to 2018 he served as Editor-in-Chief of Learning and Instruction, one of the leading journals in the world in the field of Educational Research. In 2016 the University of Antwerp awarded him an honorary doctorate in Educational Sciences for his entire scientific work.

About Keynote Speech

In many schools and universities new approaches to teaching and learning are being introduced. They aim to educate students to think independently, critically, and deep about societal problems and to keep learning and developing during their professional lives. They

intent to enable graduates to work independently and collaboratively with others, contribute to understanding and solving complex problems, and communicate with professionals from other disciplines and with practitioners. Problem-based learning, project-based learning, personalized learning pathways, flipped classrooms, phenomenal learning and challenge-based learning are just a few educational innovations that have been adopted to help students to attain these aims through better learning: more active, deep, self-regulated, intrinsically motivated, collaborative, interdisciplinary, meaning-oriented and application-oriented learning. Innovations like these require very different teacher roles than many are used to, such as tutor, skills assessor, problem designer, digital teacher, and coach of students' learning, problem solving and collaboration processes. Often teachers are struggling with these new roles.

In this keynote I will focus on how teachers learn to keep up with the challenges of 21st century teaching and learning. What approaches to teacher learning are more beneficial than others? What personal and contextual factors influence patterns in teachers' learning? What approaches to teacher professional development are most powerful to bring about productive teacher learning? I will use exiting new research in these areas of the learning sciences to try to achieve a better understanding of teacher professional learning in the context of innovations in education.



How Research on Emotion, Motivation and Learning Informs Educational Practices? Latest Research in Educational Psychology

Kirsti Lonka, Professor
University of Helsinki, Finland

About Presenter

Kirsti Lonka, PhD is Professor of Educational Psychology, Faculty of Educational Sciences, University of Helsinki (UH), Finland, 2005-, and Extraordinary Professor, @Optentia Research Focus Area, NWU, South Africa, 2016-2025. She is a founding member and first Chair of Teachers' Academy, UH and received other prizes in teaching. Kirsti Lonka carried out her PhD studies at UH as well as at OISE, University of Toronto, Canada and graduated PhD in Psychology, UH, 1997. Research interests: student learning, motivation, emotion, digital learning and educational innovations. Previously: Professor of Medical Education in Karolinska Institutet, Sweden and J.H. Bijtel Honorary Chair, University of Groningen, Netherlands. Professor Lonka is popular keynote speaker around the world. More than 150 peer-reviewed publications. Popular books, e.g., Lonka, K. (2018). Phenomenal Learning from Finland. Edita was translated in many languages.

About Keynote Speech

This keynote gives a fresh look at the heritage of educational psychology and introduces some latest advances in the field: the accumulation of research demonstrates how motivation, emotions, social interaction and learning intertwine in the process of education. Students' self-efficacy, engagement and motivation are the key issues that determine the learning outcomes. Educational psychology does not say how teachers are supposed to teach, but it informs about why some approaches to teaching and learning are more efficient than the others. Many people think that research-based teaching refers only to the contents of learning that base on reliable research. This is true, of course, but even more, research-based teaching is about the processes of learning. What is the nature of knowledge; how do

we learn (or come to know something)? Even more, how can we create something new together? When we design new approaches to teaching and learning in the digital era, we need to understand some fundamentals about the cultural psychology as well. Technology increasingly mediates learning. Technology does not change anything, however, if we are not constantly developing new approaches to teaching and learning, based on deep understanding of how students learn and what motivates them. Our latest research is very much questioning many assumptions about digitalization and learning that are common among laypeople. Teacher learning is essential here: teachers need to rise above the laypeople thinking. I shall present five fundamental findings that challenge our beliefs about the nature of learning in the digital era.

Innovations in Educating (Future) Researchers to Develop as Writers

Montserrat Castelló, Professor
Universitat Ramon Llull, Barcelona, Spain



About Presenter

Montserrat Castelló is full professor in educational psychology at Universitat Ramon Llull in Barcelona, Spain, where she has been vice-dean of research and doctoral studies at the Graduate School of Psychology and Educational Sciences. Since 2015, she is also Director of the Research Institute on Psychology, Learning and Development (Re-Psy) at Universitat Ramon Llull and the head of the interuniversity doctoral program Culture, Education and Semiotic Systems, awarded with the Quality Mention by the Spanish minister of education. She has been elected member of the executive committee of the European Association of Research on Learning and Instruction (EARLI) (2013-2015), and of the executive committee of the European Federation of Psychology Teachers Associations (EFPTA) (2003 – Act.). She founded the EARLI Special Interest Group on Researcher Education and Careers (SIG-REaC) in 2013, organised the first conference held in Barcelona in 2014 and has been its co-convenor until last year, 2022. Her research activity and publications focus on early career researcher writing and identity development and she had offered many keynotes, workshops and seminars and published more than 250 scientific contributions on these topics.

About Keynote Speech

To what extent should universities educate their students as future researchers, and how this education relates to their development as writers? When, how and why to encourage and facilitate students' research writing? Through this keynote, I will discuss these issues looking at the contradictions underlying the intersection between academic, research and professional writing and reflect on some answers and their associated consequences, according to recent empirical evidence. I will first address the situation of research-related writing genres in Higher Education. Then, I will focus on the challenges that both students and future researchers, as well as their teachers and supervisors, face when they deal with these genres. Finally, I will discuss some pedagogical proposals that proved valuable to help students to develop their researcher voice and sense of authorship, as well as to dialogue with other voices of their disciplinary, cultural or social communities.



What Strategies Engage Students with Feedback to Promote Learning in Online Education?

Teresa Guasch, Professor

UOC Open University of Catalonia - Barcelona, Spain

About Presenter

Teresa Guasch is the Dean of Psychology and Education Faculty at the Open University of Catalonia- UOC (January 2014). She was director of the Educational Psychology Programme (2006-2011) and Associate professor in the Doctoral Programme on e-learning and the Master of Secondary School Teacher Training. She holds a PhD in Psychology, from Ramon Llull University (2003), with European PhD accreditation. While a PhD candidate, she conducted part of her research at the University of Nebraska, the University of Kentucky, and the University of Helsinki. She was a lecturer at Ramon Llull University (2000-2001) and the International University of Catalunya (2001-2003). She was Visiting Fellow of the Centre for Learning Sciences and Technologies (CELSTEC) at the Open University of the Netherlands (February 2011-July 2012). Her research is focused on the process of teaching and learning in online learning environments, with a special focus on teacher training and educational scaffolds in writing processes in online education, such as feedback. She led and participated in different research projects contributing to a better understanding of teaching and learning processes in virtual learning environments. Currently, she leads the research project: Engaging students with feedback for learning in online environments, funded by the Spanish Ministry of Science, Innovation, and Universities. She co-coordinates the [Feed2learn Research Group](#). On the webpage you will find more information on her recent publications, presentations, and projects.

About Keynote Speech

Research on feedback has evolved over the past few years, confirming the need for students to use the feedback they receive as a key element for learning. However, different studies show that despite the power of feedback, students do not use it. What are the main factors that influence students' engagement with feedback, and specifically in online education? What are the main strategies, based on research evidence, can we promote to foster learning

through feedback in online learning environments? What should be the role of the teacher and the student? Engagement is a complex and multidimensional concept, and the main studies agree to define it in three dimensions (emotional, behavioural, and cognitive engagement). This keynote will address the main challenges and strategies to engage students with feedback, from a techno-pedagogical design of learning activities to the factors (such as previous experience, and motivation) that contribute to students' engagement in online education.

How to Foster Healthy Screen Time: Solutions for Teachers and Families

Maria Cerrato Lara, PhD

Universidad Internacional de la Rioja (UNIR), Spain



About Workshop Leader

Maria Cerrato Lara is a lecturer at Universidad Internacional de la Rioja (UNIR) and Universidad Isabel I (UI1). She also collaborates at Universitat Carlemany (UCMA) and Universitat Abat Oliba (UAO CEU). Maria is passionate about helping student teachers become better teachers. Since she did her PhD focused on Doctoral Education, she also loves helping PhD students in becoming better researchers. Therefore, she delivers workshops addressed to doctoral students and thesis directors. Some of the institutions where she has offered her services at PhD level are MIT, Harvard University, University of Oxford, Aalto University, etc. Currently she collaborates in Kenkolab, as she is very interested in helping schools and families in fostering healthy screen time. She also participates in the research project 2021INDOV00009 #ChallengingTikTok, at Universitat de Barcelona, where she analyses teenagers' perceptions of the different forms of gender violence and the normalization of sexist behavior in social network.

About Workshop

Schools report experiencing difficulties when having to advise families about healthy screen time: "what shall we say/suggest as educators?" -they wonder. In this study we analysed three focus groups -addressed to heads, parents and teachers- in order to explore perceptions and beliefs about healthy screen time. With this purpose in mind, we also asked our subjects to answer a questionnaire. This mixed study allowed us not only to analyse how far/close were their statements from the paediatrics guidelines, but also how to bring them closer to our subjects. For this last matter, we organized a training for them adapted to their needs. In our workshop, we will present the tips ("solutions") we shared with them in this training in order to foster healthy screen time for children aged 0-15. Our study was

supported by Kenkolab (<https://www.kenkolab.org/>), which will be presented as well during the workshop.

**Participants will enroll workshops at the registration desk.
Registered participants will receive an electronic certificate of
Workshop Attendance via email after conference.*

Oral Presentation Sessions

Oral Presentation Session I

Thursday, October 19

13.00 - 15.00

Session Chair: *Kirsti Lonka*

13.00 – 13.20

Plaza 1

Oral Presentation

Abstract ID: 20343

Thematic Session: Educational Psychology

Teacher Management of Atypical Student Behaviors and the Student Self-Concept

- Kalum Bodfield -

Associate Professor Dr., Liverpool John Moores University, United Kingdom

Abstract

Problem Statement: Students who demonstrate atypical behaviours have a worse self-concept than typical students. It is not known if teacher feedback is the causal factor. **Research Questions:** What are the recurring themes outlined by teachers in the management of atypical student behaviors in the classroom and how may the themes identified relate to the students' self-concept? **Purpose of the Study:** To explore teachers self-reported management of atypical student behaviours in the classroom and apply this to self-concept theory to determine why students with atypical behaviours have a worse self-concept than their typical peers. **Research Methods:** Snowball sampling was used to conduct online, semi-structured interviews with secondary school teachers in the UK. The transcripts from the interviews analysed through thematic analysis. **Findings:** Teachers considered atypical behaviours to be indicative of students having a special educational need or disability. Students would work to support these students through adjustments and strategies with this in mind. Overall, themes found included, individual adjustments, behavioural management strategies, classroom dynamics and classroom assistance. **Conclusions:** As atypical behaviours tend to be conflated with SEND by teachers, it is possible their management of atypical behaviours is approached from a focus on deficit rather than difference. This could implicitly mean that behaviours directed at the student to support them are interpreted negatively and could therefore adversely affect the students' self-concept.

Oral Presentation

Abstract ID: 20349

*Thematic Session: Educational Psychology***The Role of Attitudes in Participation in Adult Education and Training**

- Jan Kalenda -

*Associate Professor Dr., Tomas Bat'a University, Czech Republic***Abstract**

Problem Statement: Although research has confirmed the role of sociodemographic factors on participation in Adult Education and Training (AET), the role of attitudes has not been elaborated recently. **Research Questions:** How do different forms of attitudes based on the triadic model of culture influence participation in AET? **Purpose of the Study:** The paper aims to empirically explore the impact of attitudes on participation in AET in the Czech Republic. Based on the structural equation modelling, we test how adults' attitudes can predict involvement in AET. **Research Methods:** The analysis is based on empirical data from a national survey conducted on the representative sample (n = 1.200) of the Czech adult population aged 25–69. Attitudes to AET were measured by a newly validated research tool Attitudes to Adult Learning (AtoALE) with a good level of validity and reliability. Structural Equation Modelling was used for the analysis. **Findings:** Based on structural equation modelling, we have found that adults' attitudes successfully predict participation in AET. The overall percentage of explained variance of participation was 28%. All three primary factors of AtoALE have a positive impact on participation. **Conclusions:** The finding confirmed the significant role of attitudes in AET participation, particularly the emotional side of attitudes that substantially impact the overall model. Following these findings, enhancing the positive attitudes of adults to AET is one of the crucial preconditions for widening their involvement in organised learning.

Oral Presentation

Abstract ID: 20354

*Thematic Session: Educational Psychology***The Content Validity of School-based STAR-CBT Module: Thoughts from the School Counsellors**

- Jo Anne Saw -

*Assistant Professor Dr., Universiti Teknologi Mara (UiTM), Malaysia***Abstract**

Problem Statement: Limited structured school-based CBT module as guidance creates huge gaps in managing mental health problems among adolescents in this country especially within the school contexts. **Research Questions:** What is the feasibility and practicality of the school-based STAR-CBT intervention module for Malaysian adolescents based on the validation and contextualization by the school counsellors? **Purpose of the Study:** The study aims to bridge the gap of feasibility and practicality of the school-based STAR- CBT module through validation and contextualization among the school counselors in Malaysia. **Research Methods:** The participants were recruited using a simple random sampling method using a computer-generated sampling procedure. The program was delivered virtually by the founder of the module. The validity of the module was assessed both quantitatively and qualitatively via semi structured interview, written review, and content validity ratio (CVR) based on Ecological Validity Model (EVM) framework. **Findings:** Overall, the school-based STAR CBT module showed good content validity, fulfilling the consensus requirements across the experts. Quantitatively, from the scores in CVR , the 8-sessions in the module displayed its essentiality and importance. While the richness of the qualitative review demonstrated the feasibility and practicality of the module. **Conclusions:** This is among the first study to validate and contextualize the STAR-CBT module among school counselors in Malaysia. The involvement of school counselors in determining the feasibility and practicality of the module would aid in early intervention. Implementation of locally validated module would further provide access to evidence-based psychosocial interventions in all the schools in Malaysia.

Oral Presentation

Abstract ID: 20391

*Thematic Session: Adolescent Growth and Development***Job Crafting Enabling Continuous Learning and Well-being**

- Terhi Susanna Nissinen -

*PhD Student, University of Helsinki, Finland***Abstract**

Problem Statement: The study investigates job crafting (Demerouti et al., 2001) in different contexts, combinations, and in relationship with learning and well-being related factors. **Research Questions:** Research questions address 1) job crafting strategy relationships with learning and well-being related factors, 2) job crafting profiles, and 3) job crafting profile differences. **Purpose of the Study:** Constantly and rapidly changing work life challenges to study job crafting as a tool for learning, development and well-being. The study investigates job crafting behavior also regarding e.g., work engagement, workaholism, and reflective-collaborative epistemic theory. **Research Methods:** This presentation consists of two cross-sectional self-report measurement studies. The methodological approaches consist of both variable- and person-oriented methods. Correlation coefficients, structural equation model (SEM), latent profile analysis (LPA), and one-way ANOVA analysis were conducted. **Findings:** Correlations and SEM model results differed from each other. SEM model found only one job crafting strategy being positively associated with work engagement and another strategy being negatively associated with workaholism. Via LPA the study found various job crafting profiles that differed regarding job crafting strategy combinations, and regarding learning and well-being factors. **Conclusions:** These findings extend understanding about job crafting's role in work life. Job crafting is an individual initiative, but it is not isolated from context or occupation. This presentation points out the role of balanced and unbalanced job crafting profiles, differences between profiles, and the importance of exploring job crafting profiles in different occupations and with epistemic theories.

Oral Presentation

Abstract ID: 20392

*Thematic Session: New approaches in Psychology***Selecting Questionnaire Items for a Specific Population Post COVID**

- Marie J. Myers -

*Professor Dr., Queen's University, Canada***Abstract**

Problem Statement: Many inventory questionnaires are available around well-being and aspects of psychology. However, where special needs are identified, producing the appropriate items and adequately formulated questions is challenging. **Research Questions:** How to select items for a questionnaire aiming at harmonious co-living of independent retired women for an economy of means post COVID to identify desired values and qualities? **Purpose of the Study:** The idea is to identify through the analysis of personal journal entries, values and qualities deemed to promote harmonious co-living. Selecting relevant items and appropriately formulated questions for an aging population requires added scrutiny. **Research Methods:** This is a qualitative study including a literature search and text analysis. A review of popular well-being questionnaires and other psychological inventories helped identify effective formats for distinct types of items. Analysis of participant journal entries helped to uncover desirable values and qualities to support right attitudes. Triangulation was carried out looking at the Charter of the housing unit. **Findings:** For specific populations, journal entries help identify items to be included in the questionnaires. Triangulation with the House Charter further supported the choice of items. The literature search provided examples of well-tested questionnaires to be taken for selection in the new questionnaire created without having to further carry out field testing. A 5-point Likert scale appeared relevant. **Conclusions:** Considering specific population characteristics allows to produce more user- friendly questionnaires as in this case for an aging population. Post COVID several special considerations were necessary, such as more tolerance to certain behaviours. Aspects must be weighted for example, positives, such as personal support given to one another, and negatives like jealousies, lack of patience.

Oral Presentation

Abstract ID: 20370

*Thematic Session: Design Learning & Arts Education***The Usage of Italian Solfeggios and Vocalizations in the Contemporary Singing-Educational Process**

- Kristýna Soukupová -

*PhD Student, University of Hradec Králové, Czech Republic***Abstract**

Problem Statement: The research focus on the practical usage of didactic compositions, specifically Italian solfeggios and vocalizations in elementary art schools in the Czech Republic.

Research Questions: Do teachers use solfeggios and vocalizations in teaching solo singing, according to what criteria do they choose them and which singing skills do they improve in students? **Purpose of the Study:** The purpose is to find out whether the traditional method of improving singing technique through the training of Italian solfeggios and vocalizations is used in elementary art schools and whether these didactic compositions help solo singing teachers to improve the singing skills of their students.

Research Methods: The research was carried out using the quantitative method of questionnaire survey. The target group consisted of teachers of elementary art schools teaching solo singing. 142 teachers from various primary art schools actively participated in filling out the questionnaire. The obtained data were analyzed on the basis of statistical methods focused on the quantitative processing of research data. **Findings:** Research has shown that more than 50% of teachers use solfeggio and vocalization, disproving the first hypothesis. On the contrary, the results confirmed that more than 50% of teachers consider these compositions to be a suitable means of building pupils' singing skills and that it is possible to speed up progress in singing technique with proper practice. **Conclusions:** Solfeggios and vocalizations are a traditional method of improving singing technique, which is currently part of singing lessons. Teachers at elementary art schools use them and confirm that these compositions help students to accelerate the acquisition of singing skills, thereby developing and improving their singing technique.

Oral Presentation Session II

Thursday, October 19

15.30 - 17.10

Session Chair: Jan Vermut

15.30 - 15.50

Plaza 1

Oral Presentation

Abstract ID: 20344

Thematic Session: Effective Teaching Practices

From Silos to Synergies: Combining High-Impact Practices to Develop Systems

Thinking Skills

- Kata Dosa -

Associate Professor Dr., Budapest Business School, Hungary

Abstract

Problem Statement: Students often leave college with compartmentalized knowledge, unable to use their acquired skills and knowledge across disciplines to solve complex problems or analyze complex systems. **Research Questions:** How can transdisciplinary systems thinking be developed in a classroom environment and what is the student experience like? **Purpose of the Study:** We explored whether and to what degree transdisciplinary systems thinking can be developed through a combination of three high-impact practices: co-teaching, place-based education and inquiry-based learning. **Research Methods:** We summarize our own experiences with this combined methodology, along with student feedback and results of a systems thinking assessment we conducted with the students pre- and post-class. **Findings:** We found that our methodology allows for considerable, personalized learning gains for students, with many teachable and "aha" moments. However, it is costly in terms of instructional staff time and occasionally there is student resistance towards the unusual teaching arrangements. Challenges with organization and weather occur, along with limitations on group size. **Conclusions:** It is possible to develop the kind of cross-disciplinary, complex systems thinking skills required by today's wicked problems under classroom circumstances through a trifecta of pedagogical practices: co-teaching, inquiry-based learning and place-based education. The methodology is resource-intensive but fills a gap much sought after on the job market.

Oral Presentation

Abstract ID: 20351

*Thematic Session: Effective Teaching Practices***Comparison of Teachers' and Social Pedagogues' Ways of Handling Schoolbullying**

- Minni Aia-Utsal -

*PhD Student, University of Tartu, Estonia***Abstract**

Problem Statement: Teachers' ways of handling schoolbullying has been researched previously, but not social pedagogues' and comparison of teachers and social pedagogues gives more understanding to the matter. **Research Questions:** Research question: how teachers' and social pedagogues' ways of handling schoolbullying among students may differ? **Purpose of the Study:** The aim of the study is to compare and examine differences between teachers' and social pedagogues' ways of handling schoolbullying incidents. **Research Methods:** Estonian teachers (cluster sample, N=424) and social pedagogues (representative sample, N=177) completed the Handling Bullying Questionnaire (HBQ; Bauman, Rigby, & Hoppa, 2008; Estonian version adapted Kõiv, 2018), which consists 22 items to measure how likely they use five strategies (working with the bully, working with the victim, ignoring bullying, enlisting other adults, disciplining the bully) to handle schoolbullying incidents. **Findings:** Teachers' and social pedagogues' strategies on responding to schoolbullying incidents differed on three of the five HBQ scale factor scores: (1) social pedagogues more often worked with the bully; (2) teachers more often ignored the bullying and disciplined the bully. Therefore, social pedagogues use more often constructive strategies compared to teachers' ways of handling schoolbullying. **Conclusions:** Teachers' and school support staffs' - social pedagogues', ways of handling schoolbullying incidents differ and social pedagogues used more constructive ways (working with the bully rather than ignoring or disciplining the bully) compared to teachers. This knowledge helps us to develop better schoolbullying prevention and intervention to support teachers for using more effective strategies.

Oral Presentation

Abstract ID: 20346

*Thematic Session: Teacher Education***Factors Affecting Teachers' Engagement in Continuing Professional Development**

- Ying Ji -

*PhD Student, University of Cambridge, United Kingdom***Abstract**

Problem Statement: Few studies have investigated the antecedents or the potential consequences of teachers' engagement or non-engagement, particularly in the context of teacher professional development in China. **Research Questions:** What are the factors influencing teachers' engagement in professional development? To what extent is teachers' engagement related to teachers' gender, years of teaching experience, and professional qualification levels? **Purpose of the Study:** The aims of the current study were: (1) to investigate the variation of teachers' engagement in different professional development activities; (2) to explore the factors potentially influencing teachers' levels of engagement within professional development settings, and (3) to contribute to theory development on understanding teacher engagement in professional development. **Research Methods:** The data above were gathered from 431 primary school teachers in China through two collection instruments: questionnaire surveys and semi-structured interviews in a mixed-methods research design. **Findings:** The results revealed four factors fostering teachers' engagement: Intellectual, Instrumental, Self-actualizing and PD Cultural factors, and highlighted the importance of PD Cultural factors in facilitating teachers' professional autonomy. Teachers' years of experience and qualification level were related to Instrumental factors. A model was proposed to present internal relationship between teacher engagement factors, professional roles, and individual needs. **Conclusions:** This study suggests the importance of intellectual, instrumental, self-actualising and PD cultural factors in initiating and sustaining teachers' engagement in professional development and highlights the centrality of PD cultural factors in facilitating and optimising the influence of other factors. This study also indicates the importance of teachers' professional autonomy for teachers' engagement, particularly for emotional and social engagement.

Oral Presentation

Abstract ID: 20350

*Thematic Session: Education and Technology***Children's Experiences of using Digital Technology in UK Forest Schools.**

- Ange Garden -

*Professor Dr., Liverpool John Moores University, United Kingdom***Abstract**

Problem Statement: Forest schools are distinctive outdoor spaces in nature whilst children are increasingly adapting to an 'indoor' lifestyle, including an increase in the use of digital technology in the home. **Research Questions:** UK Forest Schools increasing popularity is often attributed to a perceived decrease in children's outdoor play, due to a concomitant increase in children's use of digital technologies at home. **Purpose of the Study:** The Covid-19 pandemic, which impacted the UK from March 2020, increased the time children spent indoors and their use of digital devices. This study explores how digital technology can aid outdoor learning activities however little is understood about the potential of such technologies to enhance outdoor spaces. **Research Methods:** Semi-structured interviews were conducted with 32 Key Stage 2 children selected from two UK primary schools. The interviews explored the experiences and opinions of the children about the role of digital devices in Forest School using Interpretive Phenomenological Analysis (IPA). Observations and informal conversations were conducted to ascertain how participants viewed their surroundings and related to learning activities. **Findings:** The findings suggest that Forest School spaces can accommodate new technologies because new spaces can be constructed through the accommodation of the outdoor environment and technology. Whilst digital technology can be a distraction in outdoor experiential learning experiences, it also provides opportunities to enhance learning. It is important to view digital technology as a learning tool within Forest School. **Conclusions:** Suggestions for future research include reflections on how technology can be meaningfully integrated into Forest School practice and encourage peer collaboration whilst considering the relative influences of space and place. It is important to view digital technology as a learning tool within Forest School, rather than it being seen only to distract children from their interaction with the outdoors.

Oral Presentation

Abstract ID:

20345*Thematic Session: Higher Education***Thank-a-Teacher: Leveraging an Intra-Institutional Gratitude Campaign to Strengthen Student-Faculty Relationships**

- Kata Dosa -

*Associate Professor Dr., Budapest Business School, Hungary****Abstract***

Problem Statement: In order to determine how best to allocate resources when thinking about faculty development, we must know what teacher qualities current students respond to most. **Research Questions:** What aspects and qualities of excellence do students highlight most frequently about their outstanding teachers? **Purpose of the Study:** Flipping the page on prior research avenues, instead of focusing on areas of weakness, we studied teacher excellence to learn what qualities student highlight as paramount to their positive experience in college, in order to outline strategic paths for further faculty development. **Research Methods:** We analyzed six semesters worth of student messages to their instructors, collected via our Thank-a-Teacher program. We approached the database of thousands of message with a grounded theory approach, eliciting themes iteratively. Once codes solidified and the sample was saturated, independent coders processed the database. Inter-rater reliability was calculated. **Findings:** We identified four distinct themes in the messages: reactions to the teacher's qualities as a human being (empathy, helpfulness, flexibility etc.), qualities as a teacher (class structure, class activities, support etc.), qualities as a professional (relevant examples, field trips, professional insight) and one focusing on the long-term effect of the class on the student's career and life. **Conclusions:** The four themes and their relationship to subject type and major allow for strategic planning of faculty development, allocating resources to the qualities that appear to make a significant impression on students. The findings also help underscore that subject matter alone is insufficient to reel students in - resources must be allocated to developing the other qualities, too.

Virtual Presentation Session

Thursday, October 19

17.40 - 19.40

Session Chair: *Zafer Bekiroğulları*

Virtual presentations are online video presentations of papers. They can be viewed during and after the conference at [Academics Institute's Official YouTube page](#). Virtual Presenters will receive presentation certificate (online) on the last day of the Conference

17.40 - 18.00

Plaza 1

Oral Presentation

Abstract ID: 20368

Thematic Session: Educational Psychology

Teachers' Epistemic Profiles in Five European Countries

- Iida Vedenpää-

PhD Student, University of Helsinki, Finland

Abstract

Problem Statement: Teachers' epistemic cognition plays a role in teachers' own learning and pedagogical praxis. It is an important research topic in understanding the challenges teachers face in their current work. **Research Questions:** In this study, we examined epistemic profiles of in-service teachers in five European countries (Italy, Latvia, Lithuania, Slovenia, and Spain). **Purpose of the Study:** Readiness to foster 21st century competences are a challenge for teachers and require continuing learning. Teachers' epistemic cognition plays a role in teachers' own learning and pedagogical praxis and is therefore an important research topic in understanding the challenges the teachers face in their current work. **Research Methods:** The participants (n=1446) filled in questionnaires measuring their epistemic beliefs. A person-oriented approach was applied to identify the epistemic profiles. We performed a two-step cluster analysis to identify the epistemic profiles. Bayesian information criteria (BIC) was used as statistical criteria to determine the number of clusters. **Findings:** We were able to identify three epistemic profiles that were in line with previous studies: In knowledge transmission profile (48%) teachers scored highest in surface approach and certain knowledge. In reflective-collaborative profile (31%) teachers highlighted collaborative knowledge building and valuing metacognition. In dissonant epistemic profile (21%) teachers valued collaboration, metacognition and certain knowledge but scored lowest in surface approach. **Conclusions:** It appeared that most teachers belonged in the knowledge transmission profile. In a previous study, this kind of theory was not optimal in terms of implementing new transversal skills, such as social and emotional skills. It is of our interest to see how the epistemic profiles differ in these five countries.

Virtual Presentation

Abstract ID: 20359

*Thematic Session: Adolescent Growth and Development***The Beginnings of Ecofeminism and the Czech Emancipation Movement**

- Michala Mikolášíková -

*PhD Student, University of Hradec Králové, Czech Republic***Abstract**

Problem Statement: Sociologists date the origins of ecofeminism to the 1960s. The essence of ecofeminism was already formulated at the beginning of the century by the Czech philosopher Anna Pammrová. **Research Questions:** How is ecofeminism connected with the emancipation movement in the Czech environment? **Purpose of the Study:** The study offers an innovative perspective on the constitution of the ideological content of ecofeminism in the Czech environment. **Research Methods:** Material analysis and interpretation of Anna Pammrová's texts about the position of women in society at the beginning of the 20th century. Study of professional texts on the development of the Czech emancipation movement. Synthesis of knowledge in comparison with the current results of sociological research. **Findings:** The material analysis of Anna Pammrová's essayistic and journalistic texts proved that the basic idea of ecofeminism was formulated by this philosopher already in the first third of the 20th century. Based on the synthesis of knowledge, the beginnings of ecofeminism are connected with the emancipatory efforts of the women's movement in the Czech environment. **Conclusions:** Through research, we discovered that the essence of the ecofeminist movement, in contrast to the official theory, was already defined in the first third of the 20th century in the essay work and journalistic texts of the philosopher Anna Pammrová, who connected the formulation of theses of sustainability with the position of women in society.

Virtual Presentation

Abstract ID: 20369

*Thematic Session: Design Learning & Arts Education***Textbooks of Organ Improvisation and Its Possible Use in Music Education**

- František Novák -

*PhD Student, University of Hradec Králové, Czech Republic***Abstract**

Problem Statement: The paper is part of a research project about the teaching methods of organ improvisation at Czech elementary music schools. It provides an analysis and comparison of selected textbooks. **Research Questions:** Which textbooks of organ improvisation could be used in the Czech elementary music school system, and what area of organ improvisation do the selected textbooks focus on? **Purpose of the Study:** The research aim is to analyse and compare selected textbooks in order to use them in teaching at Czech elementary music schools. Textbooks are analyzed from the points of view of difficulty, support of creativity, and chosen musical forms and genres. **Research Methods:** Qualitative comparative analysis of organ improvisation textbooks that are focused on exercises that are applicable in the Czech elementary music school system. **Findings:** The research shows different ways of teaching organ improvisation. Some of them are intended for students of conservatories but not for beginners and often require great knowledge of music theory. The main benefit of this paper is the introduction of textbooks that are suitable for beginners, do not require deep musical knowledge, and support the student's creativity. **Conclusions:** The results of qualitative analysis and comparison of organ improvisation textbooks will be presented, and the main advantages and disadvantages of using the given textbooks at elementary music school will be mentioned.

Virtual Presentation

Abstract ID: 20373

*Thematic Session: Design Learning & Arts Education***The Education System for Organ Playing in Czech and Croatian Music Education**

- Lukáš Koblása -

*PhD Student, University of Hradec Králové, Czech Republic***Abstract**

Problem Statement: Paper is part of a research focusing on Croatian organ culture and its integration into the Czech vocational education system. It compares teaching at Czech and Croatian music schools. **Research Questions:** What are the characteristics of the vocational education system? What effect does learning on a digital or pipe instrument have on a student. **Purpose of the Study:** The aim of the research is to compare vocational education in organ playing at Czech and Croatian music schools and analyse the differences. **Research Methods:** Analysis of a questionnaire survey among organ teachers focusing on the possibilities for teaching and using different types of instruments in education. **Findings:** The research compares the teaching systems in terms of time allocation, teaching methods and opportunities, practice and other aspects related to education. The major contribution of the paper is identification of the availability of teaching instruments that are essential in vocational education. **Conclusions:** The resulting analysis of the questionnaire survey will be presented, including the main differences in the teaching systems and the specifics of the individual teaching instruments.

Virtual Presentation

Abstract ID: 20384

*Thematic Session: Teacher Education***Collegiality and its Role in the Process of Becoming a Teacher**

- Kateřina Juklová -

*Associate Professor Dr., University of Hradec Králové, Czech Republic***Abstract**

Problem Statement: The paper deals with the problem of collegiality in relationships between future teachers and their educators and its role in the processes of constructing professional identity. **Research Questions:** How is the collegiality promoted by the project reflected in the positional identity and professional attitudes of future teachers? **Purpose of the Study:** The study looks into the minds of 18 students from a faculty of education in the Czech Republic who, along with the standard model of teaching practice, also underwent a year-long project practice model aimed at intensively supporting their professional learning. **Research Methods:** The study has a qualitative research approach. The data from 18 prospective teachers were collected through in-depth interview method. The discursive psychology method and interpretive repertoire analysis procedures were used to identify differences between standard and collegial practices. **Findings:** Analysis of preservice teachers' utterances confirms that new experiences in the direction of collegiality in relationships with educators have given rise to new constructions of professional learning and self that are clearly preferred by preservice teachers over existing ones and used to construct teacher identity. **Conclusions:** In their utterances, the prospective teachers we observed strive to portray themselves as constantly developing, respected and supported actors in their own professional development. Drawing on these new discursive resources, they also successfully confront the ever-present deficit constructions of the teacher that do not provide them with enough space to negotiate their professional identity.

Virtual Presentation

Abstract ID: 20386

*Thematic Session: Second Language Teaching***Second Foreign Language Learning Strategies from the Perspective of Pupils**

- Daniela Vrabcová -

*Assistant Professor Dr., University of Hradec Kralove, Czech Republic***Abstract**

Problem Statement: The paper is a presentation of key empirical findings related to pupils' learning strategies in the field of teaching-learning Russian language as a second foreign language (FL). **Research Questions:** The paper focuses on the research question (related to research hypotheses): What direct learning strategies (memory-related, cognitive, or compensation) are employed by Czech secondary education pupils in the survey? **Purpose of the Study:** FL learning strategies are shown from the perspective of Czech upper secondary education pupils learning Russian language as a second foreign language. The focus is on three types of direct learning strategies: memory-related, cognitive, and compensation types, including the influence of selected variables. **Research Methods:** The main research methods: analysis, comparison, correlation analysis, questionnaire. As to methodology and structure of questionnaires the empirical findings are based in the Strategy Inventory for Language Learning (Oxford, 1993) adopted to Czech environment by Vlčková (2005, 2010) or Hrabal and Pavelková (2011). **Findings:** The empirical findings prove that the compensation strategies are preferred most of all, on the contrary, the least used learning strategies are represented by the memory-related strategies. Variables such as gender, pupils' awareness of the learning strategies, or language skills influence selecting the strategies (the pupils' attitudes to the subject and to their teacher most significantly). **Conclusions:** The paper shows how Czech secondary education pupils use and view FL learning strategies. The paper focuses on selected aspects linked to the perceived usage of learning strategies in relation to: a) gender, b) pupils' awareness of learning strategies, c) the linguistic skills prioritized by pupils, d) pupils attitude to the language, e) pupils' attitude to the teacher.

Poster Presentations

Poster Presentation Highlights

- All posters must be placed in the designated poster area (**Plaza 1**) before 13.00 on Thursday, October 19.
- Posters will be hung on a tack board, with an available display area of 42.0 x 59.4 cm (A2 paper size).
- The posters can be hung with tape, which will be provided at an information and supply table in the poster area.
- Poster should be mounted in numbered space reserved for it.
- Poster presenters are asked to be present at their posters during the Poster Session on Thursday, October 19 from 15.00 – 15.30.
- Attendees will have the opportunity to meet with the poster presenters to discuss their research and ask questions.
- Posters must be removed by latest on Thursday, October 19, 19:00 or they will be removed. Academics Institute is not responsible for posters left on boards after the poster session finished.

Poster Presentation

Abstract ID: 20348

*Thematic Session: Higher Education***Stress and Coping During the Covid-19 Among Disability Students**

- Larose Simon -

*Professor Dr., Université Laval, Canada***Abstract**

Problem Statement: Few studies have investigated changes in stress and coping strategies since the onset of the Covid-19 pandemic, and among vulnerable student subpopulations (e.g., students with disability). **Research Questions:** What was the impact of the pandemic on student stress and coping? How disability students cope with the pandemic? What were the pandemic long term effects on college adjustment? **Purpose of the Study:** The objectives of this study was to describe changes in stress and coping strategies in students with and without disabilities during the Covid-19 pandemic and to determine whether these changes predict college adjustment and academic success a year and a half after pandemic onset. **Research Methods:** The sample comprised 1,826 college students (Mage = 18.2 years, including 41.2% with disabilities). Students completed a battery of questionnaires in fall 2019, spring 2020, and spring 2021, including measures of stress and coping strategies, academic functioning, and disclosure of clinically diagnosed disabilities. **Findings:** Results indicate increased perceived stress, decreased use of proactive coping strategies, and increased use of alcohol and drugs for all students. Overall, students without disabilities experienced more pronounced changes than students with disabilities. Lower academic functioning after 18 months in college was predictive of increased perceived stress and defensive strategies and decreased proactive coping strategies. **Conclusions:** Future studies should monitor further changes in stress and coping strategies beyond the third wave in order to better understand the determinants at play. Preventive interventions should be prioritized, and particularly those designed to reduce the anxiety-provoking effects of media coverage and sanitary measures.

Poster Presentation

Abstract ID: 20367

*Thematic Session: Educational Psychology***Self-reflection Coping with Stress by Medical Students: Psycholinguistic Analysis of Essays**

- Monika Ulrichová -

*Professor Dr., Charles University, Czech Republic***Abstract**

Problem Statement: The study of medicine is very demanding, placing huge demands on both the cognitive (heavy load on memory and learning) and emotional and personal levels (especially stress management). **Research Questions:** What semantic categories do students use when reflecting on how they approach stress management? How does reflection on coping (in terms of semantic categories) differ between male and female. **Purpose of the Study:** To uncover what semantic categories students use when reflecting on how they approach stress management. If certain themes are missing from the reflection, it is possible that the student has not learned enough and may find coping difficult in the future. **Research Methods:** Research sample: N=38 medical students. Data source: written self-reflection; "How I handle stress" instruction, length of own choice. Analysis: descriptive statistics (frequency), non-parametric t-test for comparison of two sets (grouping variable: sex). **Findings:** Students most often use terms from the semantic categories (in order from most frequent) to describe stress management: existence, trade, time, cause, character, knowledge, animal, morality, messing, authority. When compared by gender, the following semantic categories show the greatest differences in use: cause, transfer, order, politics, messing, morality, illness, knowledge, authority, safety. **Conclusions:** During the research we found out what categories individual students use. Male students use more existential categories than female students. Linguistic analysis is not quite enough, in the future it is good to do a content analysis. It is important for future doctors to cultivate not only self-reflection but practical stress management techniques.

Poster Presentation

Abstract ID: 20383

*Thematic Session: Educational Psychology***'Grow for it!': Intervention to Reduce School Stress and Increase Learning**

- Lucija Andre -

*PhD Graduated, University of Amsterdam, Netherlands***Abstract**

Problem Statement: Adolescents struggle daily with increased school stress that can hamper their investment for learning. Interventions that can reduce school stress and show immediate effects on learning are needed. **Research Questions:** 1. What is the effect of 'Grow for it!' on daily school stress and learning? 2. Do future time perspective (FTP) and growth mindset influence daily school stress and learning? **Purpose of the Study:** To test the effects of 'Grow for it!' on daily school stress (anxiety, academic buoyancy), and investment in learning by manipulating FTP and growth mindset. Specifically, to explore their daily changes (trends) and mean differences (prior and post-intervention), and to compare them between the intervention and control group. **Research Methods:** N = 55 Dutch adolescents (Mage = 15,30, SD age = 0,57, 38% females) completed a daily diary via Ethica application across 7 days (before intervention) and 12 days (after the intervention). Adolescents were randomized across the intervention group and the control group. Analyses: Multilevel Interrupted Time Series Analysis (ITSA; Huitema & Mckean, 2000) in Mplus 7.4. **Findings:** The intervention group scored significantly higher than the control group in terms of test anxiety ($\beta = 1.39$, 95% CI [0.45, 2.34]). Class anxiety (post-intervention) gradually decreased ($\beta = -0.27$, 95% CI [-1.02, 0.49]). FTP score significantly decreased over the days (pre-intervention; $\beta = -1.33$, 95% CI [-2.00, -0.68]) **Conclusions:** 'Grow for it!' was not effective in decreasing daily school stress and increasing investment in learning. Contrary, test anxiety significantly increased in the intervention group. Results offer interesting insight into the FTP and growth mindset effects on stress and learning daily, and raise challenges of combining interventions with daily assessments for adolescents (e.g., participant reactivity effect).

Poster Presentation

Abstract ID: 20399

*Thematic Session: Counselling Psychology***More Risk Than Illicit Substance Use in North Cyprus: The Prevalence of Gambling Among High School Students**

- Zafer Bekiroğulları, Teyfide Tecel Hatipoğlu -

*PhD, International Cognitive and Behavioural Psychotherapies Society (CBPis), North Cyprus
North Cyprus Anti Drug Commission, Nicosia, 9001, North Cyprus***Abstract**

Purpose of the Study: This study aims to investigate the illegal gambling habits and types of gambling among high school students in Northern Cyprus and to compare the rates of illicit substance use and gambling in this demographic. **Research Methods:** The data were collected from the responses of 763 high school students under the age of 18, utilizing the ESPAD (European School Survey Project on Alcohol and Other Drugs) questionnaire administered through school guidance services. **Findings:** The analysis of the findings reveals that 5.9% of the students engage in gambling, with 4.2% doing so over the internet. Notably, the 5.9% gambling rate is 2.1% higher than the usage rate of the most prevalent illegal drug, marijuana, at 3.8%. Among those who gamble, 2.4% prefer sessions of 30 minutes or less, with lotto/bingo, football betting, poker, and card games being the most favored forms of gambling. However, when football and animal betting are combined, they are seen to be more popular than other gambling types. Furthermore, 4.2% of the students who gambled reported feeling the need to invest more money to win. **Conclusions:** The results indicate that gambling is a more common form of addiction than illegal substance use among high school students in Northern Cyprus.

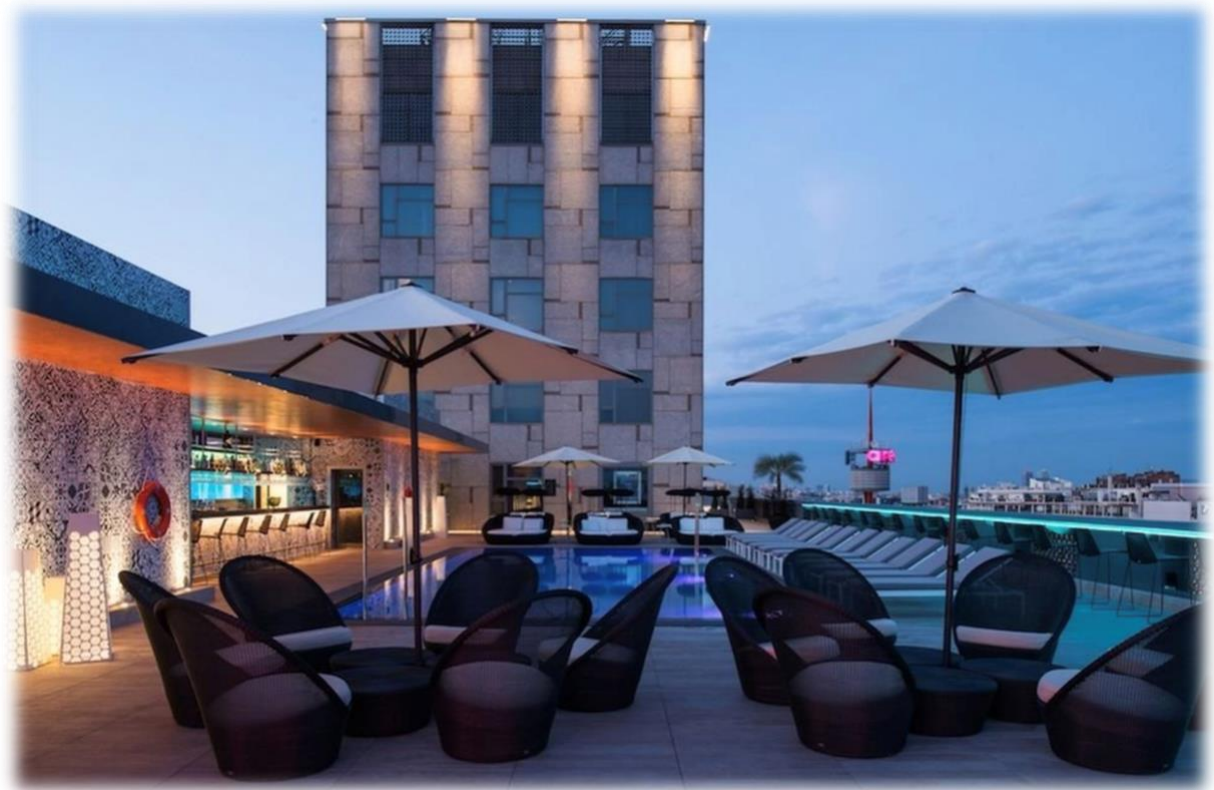
ICEEPSY 2023 Participants List

Jan	Vermunt	Co-chair / Keynote Speaker
Kirsti	Lonka	Co-chair / Keynote Speaker
Montserrat	Castelló	Keynote Speaker
Teresa	Guasch	Keynote Speaker
Maria	Cerrato Lara	Workshop Leader
Zafer	Bekirogullari	Founder
Kalum	Bodfield	Presenter
Kata	Dosa	Presenter
Ying	Ji	Presenter
Larose	Simon	Presenter
Jan	Kalenda	Presenter
Ange	Garden	Presenter
Minni	Aia-Utsal	Presenter
Jo Anne	Saw	Presenter
Michala	Mikolášíková	Presenter
Monika	Ulrichová	Presenter
František	Novák	Presenter
Kristýna	Soukupová	Presenter
Lukáš	Koblása	Presenter
Lucija	Andre	Presenter
Daniela	Vrabcová	Presenter
Terhi Susanna	Nissinen	Presenter
Marie J.	Myers	Presenter
Kateřina	Juklová	Presenter
Iida	Vedenpää	Presenter
Melis Y.	Minas	Audience
Ceren	Etcí	Audience
Teyfide	Tecel Hatipoğlu	Audience
Eral	Özbeşer	Audience

Social Program

Tuesday, October 17

Come and enjoy a few glasses of beer, wine, or a choice of soft drinks if you prefer on **Tuesday, October 17** from **19.00** to **22.00** at the Clock Terrace.

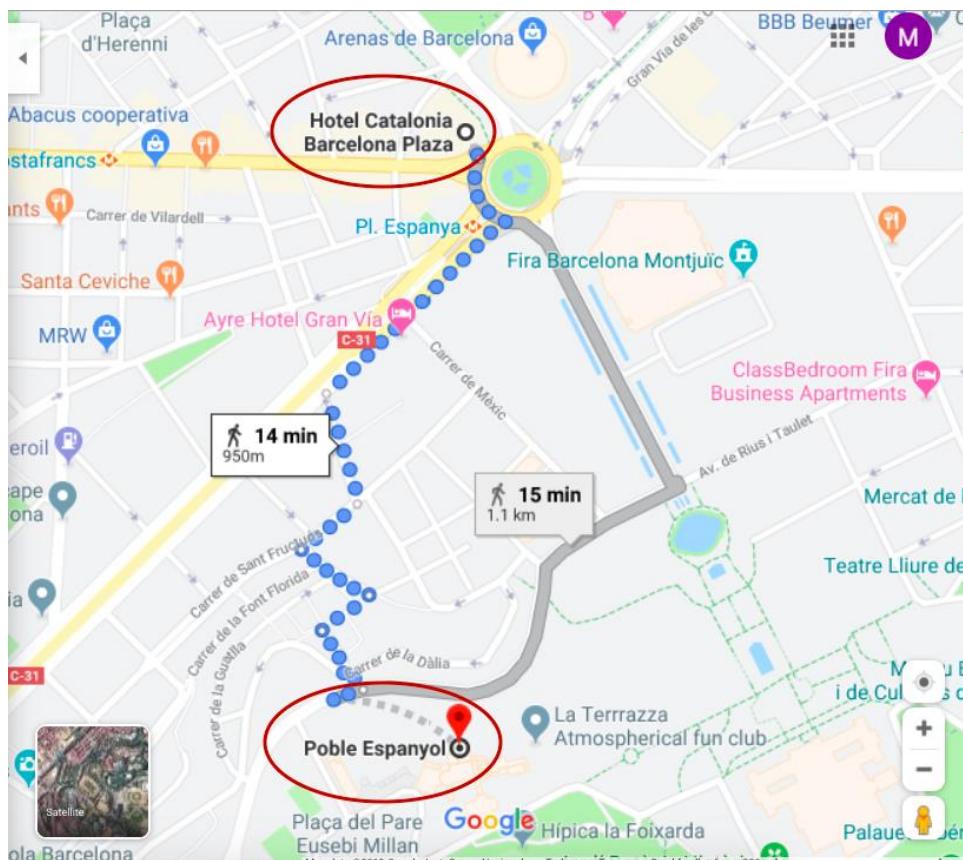


Thursday, October 19

The **Flamenco Show & Tapas** will be held in a downtown **Tablao de Carmen**, and provides an enjoyable environment to meet and network with other delegates. **All registered attendees are welcome.**



Please meet at the Hotel Catalonia Barcelona Plaza lobby at **19:00** for a prompt **19:30** departure. The Flamenco Show & Tapas schedule as following:



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