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**THE 5<sup>TH</sup> EARLI SIG 14  
LEARNING AND  
PROFESSIONAL  
DEVELOPMENT CONFERENCE  
25<sup>TH</sup> – 27<sup>TH</sup> AUGUST, 2010**

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Ludwig-Maximilians-University Munich, Germany

*Information & Programme*



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## IMPORTANT INFORMATION

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### **Emergency number**

Dial 112 for emergency services in Germany

### **Information desk**

The Conference Information desk is located in the “Lichthof” and continuously staffed. If you have any further questions you can also write an E-Mail to [earli@bwl.lmu.de](mailto:earli@bwl.lmu.de).

### **Internet services**

Internet access will be available in the conference room (F 107). Please configure your WLAN adapter with SSID „con“. This network name is not always broadcasted, enter it manually if necessary. You do not need a password.

Do not specify Network Authentication or any encryption. For TCP/IP Properties choose „Obtain an IP address automatically“. You get a worldwide valid IP Address, no Proxy Server is needed.

All Internet applications except Microsoft File and Printer sharing should work.

### **Lunches and coffee breaks**

Lunches are served in the “Senatssaal” and Coffee is provided all day long in the “Speerträger”.

During coffee breaks there are also diverse sorts of cookies in the “Speerträger”.

### **Staff assistance**

Students provide assistance with practical matters during the Conference, in addition to the Conference information desk staff. You recognize them by their blue T-shirts with an EARLI SIG 14 and IWP logo.

The information desk is continuously staffed and each session is accompanied by one student assistant.

### **Taxis**

You can order taxis by telephone, Tel. +49 (0) 89 / 19 410.

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## PROGRAMME PREVIEW

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Time	Tuesday 24. Aug	Wednesday 25. Aug	Thursday 26. Aug	Friday 27. Aug	
08:30		Registration and Coffee	Registration and Coffee		
09:00		Opening Ceremony	Keynote Lectures 1 & 2	Keynote Lectures 3 & 4	SIG 14 Meeting
09:30					Coffee break
10:00					
10:30					
11:00				Parallel Sessions IV (Symposia)	Parallel Sessions VI (Paper)
11:30					
12:00			Parallel Sessions I (Paper)	Lunch	Structured Poster Sessions I & II
12:30					
13:00			Lunch		Closing ceremony and Wrap up
14:00					
14:30			Parallel Sessions II (Paper)	Keynote Lecture 5	
15:00					
15:30			Coffee break	Coffee break	
16:00					
16:30			Parallel Sessions III (Symposia)	Parallel Sessions V (Symposia)	
17:00					
17:30					
18:00					
18:30					
19:00	Informal get together dinner at Max-Emanuel Brauerei	Tutoring for Young Researchers	Beer sommelier at Bier- und Oktoberfest- museum Munich		
19:30				Champagne reception and dinner at Ratskeller, Marienplatz	
20:00					
20:30					
21:00					
21:30					
22:00					

## PARALLEL SESSIONS

Room	Parallel sessions I Paper	Parallel sessions II Paper	Parallel sessions III Symposia	Parallel sessions IV Symposia	Parallel sessions V Symposia	Parallel sessions VI Paper
M018	<p>Wednesday, 12:00 - 13:30</p> <p>Learning in School and Workplace Chair: Tynjälä, P.</p>	<p>Wednesday, 14:30 - 16:00</p> <p>Professional Education in the Fields of Medicine and Special Educational Needs Chair: Hertsis, C.</p>	<p>Wednesday, 16:30 - 18:30</p> <p>Competence-oriented Work Agency: Challenges and Opportunities for Educational Research Chair: Hertsis, C.</p>	<p>Thursday, 10:15 - 12:15</p> <p>Self- and Co-Regulation in Career Development Chair: Salme-Aro, K.</p>	<p>Thursday, 16:00 - 18:00</p> <p>Competence Models in Vocational Education and Training Chair: Wirthner, E.</p>	<p>Friday, 10:30 - 12:00</p> <p>Professional Education in the Fields of Medicine and Biology Chair: Beck, K.</p>
M014	<p>Professional Education in the Fields of Business Administration Chair: Beck, K.</p>	<p>Knowledge Management Chair: Heile, L.</p>	<p>Different Perspectives on the Measurement of Training Transfer Chairs: Gegenfurtner, A. &amp; Segers, M.</p>	<p>Cultures of Professions Chair: Fillettaz, L.</p>	<p>Digitalizing Work: Learning and Knowing Chair: Sajó, R.</p>	<p>E-Learning and Learning by Writing Chair: Wirthner, E.</p>
M010	<p>Organizational Conditions of Professional Learning Chair: Mandl, H.</p>	<p>Professional Training Chair: Seifried, J.</p>	<p>Leading House: Quality of Vocational Education and Training Chair: Osser, F.</p>	<p>Social Networks as a Context of Professional Development Chair: Lehtinen, E.</p>	<p>Expertise in Medicine - Analysing and Fostering Professional Vision Chairs: Gruber, H. &amp; Lehtinen, E.</p>	<p>Learning in Teams Chair: Mandl, H.</p>
A021	<p>Professional Competence Chair: Lahn, L.C.</p>	<p>Intercultural Learning Chair: van Merriënboer, J.J.G.</p>	<p>Human Fallibility: The Ambiguity of Errors for Work and Learning Chair: Sembill, D.</p>	<p>Lifelong Learning in Aviation and Medicine Chair: van Merriënboer, J.J.G.</p>		<p>Special Aspects of Professional Learning Chair: Achtenhagen, F.</p>
A017	<p>Learning Culture Chair: Güllé, D.</p>	<p>Teacher Education Chair: Würtke, E.</p>				
M110		<p>Professional Learning over the Lifespan Chair: Etolpeko, A.</p>				

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## POSTER SESSIONS

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<b>Structured Poster Session I</b>	<b>Structured Poster Session II</b>
Thursday, 12.15 - 13.15 Thomas-Mann-Halle	Thursday, 13.15 - 14.15 Thomas-Mann-Halle
Poster Session (1): Personality in Professional Development Chair: Eteläpelto, A.	Poster Session (3): Processes of Professional Education Chair: Sembill, D.
Poster Session (2): Organizational Context of Professional Development Chair: Lahn, L.C.	Poster Session (4): Professional Education and Training Chair: Seifried, J.

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## KEYNOTE SPEAKERS

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**Professor Thomas Bailey**  
Columbia University, New York

### **Teaching and Learning at Community Colleges**

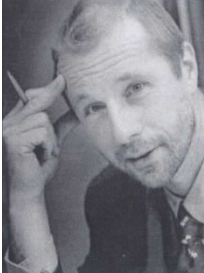
Thomas Bailey is the George and Abby O'Neill Professor of Economics and Education at Teachers College, Columbia University. He is an economist with a PhD from MIT and he has specialties in education, labor economics, and econometrics. He is the founder and director of the Community College Research Center and the National Center for Postsecondary Research. Dr. Bailey's recent work analyzes access and student success at community college, with a particular focus on the experiences of low income and minority students. His most recent book is *Defending the Community College Equity Agenda* (co-edited with Vanessa Smith Morest), published in 2006 by Johns Hopkins University Press. He frequently speaks in the U.S. and abroad on education, workforce, and community college issues.



**Professor Monique Boekaerts**  
University of Leiden, Leiden

## **Goals and Motivation in Vocational Acting**

Monique Boekaerts is currently a full professor at Leiden University, where she holds the chair of Learning and Instruction. She has played a leading role in the development of the Motivation construct, designing the first situation-specific measurement instrument to assess motivation in the classroom (The On-line Motivation Questionnaire). Her theories and empirical studies are also of high importance for the international recognition of the Self-regulation construct. Boekaerts' "Dual processing self-regulation model" has generated extensive scholarly discussions, many testable hypotheses, and empirical studies. Boekaerts is the principal editor of the Handbook of Self-Regulation (2000) and the guest editor of many special issues on Selfregulation (e.g., Applied Psychology: An International Review, 2005; and Educational Psychology Review, 2006). Boekaerts has built up a national and international reputation for the application of her theories of Motivation and Self-regulation in educational practice. Her booklet Motivation to learn, was translated into Chinese, Dutch, German, Spanish and Greek, and has been widely disseminated to policy makers and teacher training colleges. Boekaerts is an active player on the international scene. She has given numerous invited addresses and organized many invited symposia and workshops on the topics of Motivation and Self-regulated learning. She is a founding member of the European Association of Learning and Instruction (EARLI) and served many executive functions in this organization. Boekaerts was president of EARLI (1999-2001) and president of the Division of Educational, Instructional and School Psychology of the International Association of Applied Psychology (IAAP, 1998-2002). She is currently president of the International Academy of Education (IAE).

**Professor Filip Dochy**

Catholic University of Leuven, Leuven

**Studies on the Dynamics of  
Team Learning in the  
Professions**

Filip Dochy is Professor of Research on Teaching and Training and Corporate Training, University of Leuven, Belgium (Research Group on Professional Development, Corporate Training and Lifelong Learning). He studied Physical Education, Educational Psychology and Law at the Universities of Gent and Leuven (Belgium). He received his PhD in Educational Technology in 1991. Professor Dochy was visiting professor at the Universities of Gothenburg and the Chalmers University (Sweden) and the Brunel University in London (United Kingdom).

He is a member of the Dutch and Belgian schools of Educational Research and he is manager of the EARLInet (the European Educational Research network) and the EARLIweb. He was President of the European Association of Research on Learning and Instruction (EARLI) from 2003 until 2005. His areas of interest are: training and training methodology, both in corporate settings and in higher education; team learning and lifelong learning; educational assessment (including new modes of assessment in (higher) education); new learning and learning arrangements; and assessment and edometrics.



**Professor Ursula Renold**

Swiss Federal Office for Professional Education and Technology, Bern

**The Swiss Vocational and Professional Education System – Youth Promotion and Backbone of the Swiss Economy**

Ursula Renold is since 2005 Director of the Swiss Federal Office for Professional Education and Technology (OPET) at the Federal Department of Economic Affairs, Bern, and, therefore, responsible for the whole Swiss system of vocational and professional education from the level of apprenticeship up to further learning over the lifespan. She started her career by a commercial apprenticeship in the banking sector. She earned a university degree in History, Economics and Sociology at the University of Zurich and a doctorate from the University of Bern with a socio-economic thesis on the history of education. After her studies she was Director of Frey Academy Zurich, a Centre of Competence for Teaching Methodology and Didactics, Kalaidos Swiss Education Group. From 2000 – 2005 she was Director of the Swiss Federal Institute for Vocational Education and Training (SFIVET) and later Deputy Director of OPET. She published a lot about national and international policy and practice questions in the fields of vocational and professional education. She got an Honorary Professorship in the field of vocational and business education from the University of Applied Labour Studies of the Federal Employment Agency in Mannheim (Germany).



**Professor Päivi Tynjälä**  
University of Jyväskylä, Jyväskylä

## **Workplace Learning in Transformation**

Päivi Tynjälä is a Professor in research on teaching and learning in higher education at the Institute for Educational Research of the University of Jyväskylä, Finland. She is specialized in studies of learning taking place at the interface between education and the world of work. Professor Tynjälä has published widely both nationally and internationally, including edited books: *Towards Integration of Work and Learning* (ed. by M-L, Stenström & P. Tynjälä, Springer, 2009) and *Higher Education and Working Life* (ed. by P. Tynjälä, J. Välimaa & G. Boulton-Lewis, Elsevier, 2006). Currently she serves as an Editor-in-Chief of the *Educational Research Review*. She is also an Editorial Board member of *Vocations and Learning – Studies in Vocational and Professional Education*, and in *Journal of Writing Research*.

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## EXHIBITORS

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The book exhibition takes place in the “Speerträger”:

**wbv W. Bertelsmann Verlag**

Auf dem Esch 4

D- 33619 Bielefeld

E-Mail: [service@wbv.de](mailto:service@wbv.de)

**Sense Publishers**

PO Box 21858

NL- 3001 AW Rotterdam

E-Mail: [info@sensepublishers.com](mailto:info@sensepublishers.com)

**Springer Science+ Business Media B.V.**

Van Godewijkstraat 30

NL- 3311 GX Dordrecht

**VS Verlag für Sozialwissenschaften**

Abraham-Lincoln-Straße 46

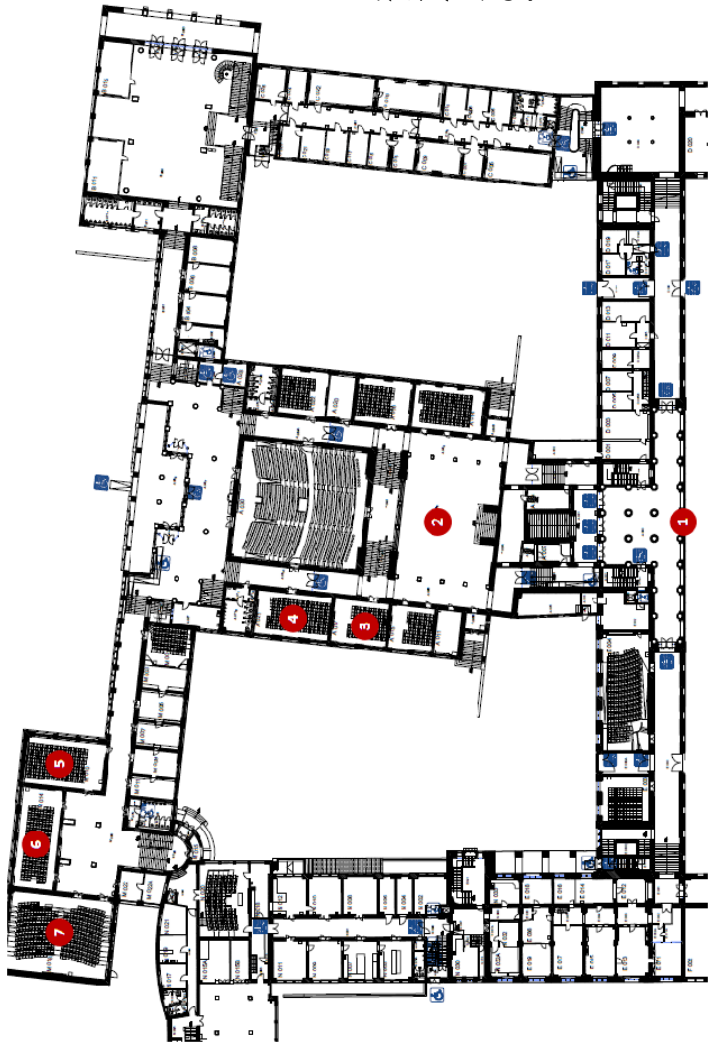
D- 65189 Wiesbaden

E-Mail: [springerfachmedien-wiesbaden@springer.com](mailto:springerfachmedien-wiesbaden@springer.com)

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## LMU MAIN BUILDING (1ST FLOOR)

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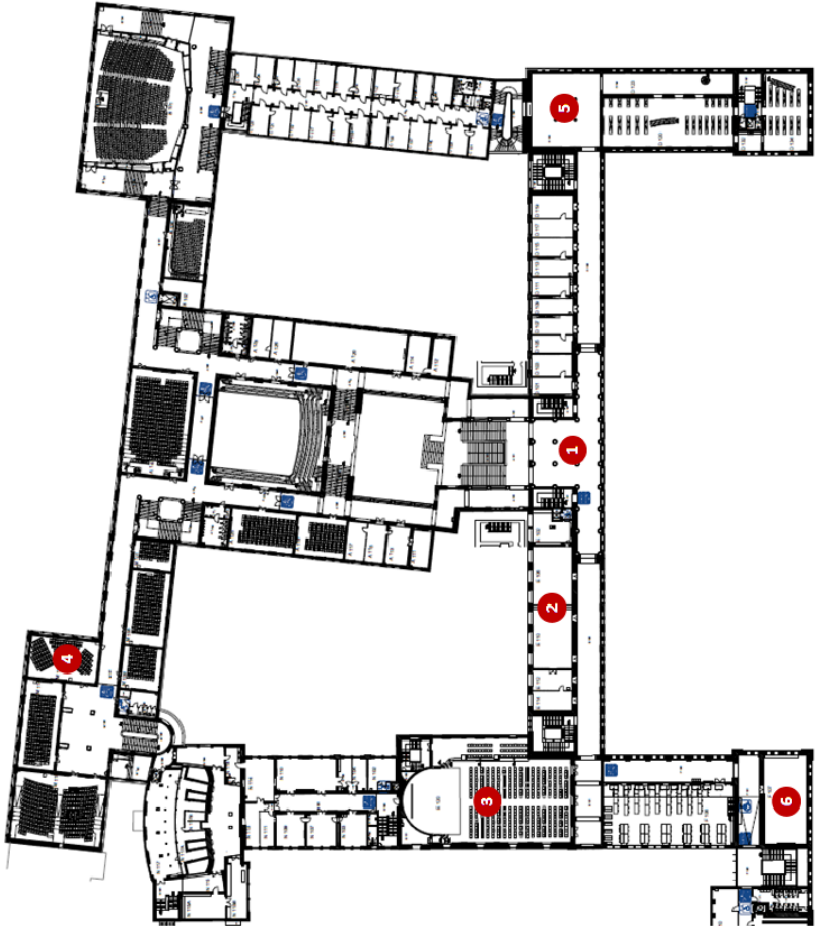


- 1: Main entrance
- 2: Lichthof
- 3: A 017
- 4: A 021
- 5: M 010
- 6: M 014
- 7: M 018

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## LMU MAIN BUILDING (2ND FLOOR)

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- 1: Speerträger
- 2: Senatssaal
- 3: Große Aula
- 4: M 110
- 5: Thomas-Mann-Halle
- 6: F 107

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## SOCIAL EVENTS

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### Wednesday, 25<sup>th</sup> August

Beer sommelier at the Bier- & Oktoberfestmuseum. Conference participants have to be divided for space reasons into two groups. The first group will start with the tasting of four different kinds of beer and selected Bavarian delicacies at 7.00 pm. The second group will join at 20.30 pm and receive the same service. Then, all conference participants can get together for the rest of the evening.

The Bier- & Oktoberfestmuseum is located near LMU at Sterneckerstraße 2 in 80331 Munich. If you start at LMU, you can take the underground (U-Bahn) U3 or U6 to Marienplatz (directions: U3 to Fürsteneried West, U6 to Harras) (2 stations; about 3 minutes drive). From Marienplatz, one has two options: (1) A walk of about 400 m (via the street “Tal”; before the tower to the right: Sterneckerstraße; about 10 minutes) (2) At Marienplatz taking the S-Bahn (all trains via Ostbahnhof): one station to Isartor. Both alternatives need the same time: 13 minutes.



## Thursday, 26<sup>th</sup> August

Champagne reception and Conference dinner at Ratskeller at 7.30 pm. Ratskeller is a traditional cellar restaurant located in the city hall's ("Rathaus") basements, serving classical Bavarian food and wine. The decor is typical: dark wood and carved chairs.

The LMU has exclusively rented the great guestroom ("Alte Kuferei") for dinner. Two beverages are included for each registered Conference participant. The Ratskeller is located at Marienplatz 8, 80331 Munich. If you start at LMU, you can take the underground (U-Bahn) U3 or U6 to Marienplatz (directions: U3 to Fürstenried West, U6 to Harras) (2 stations; about 3 minutes drive).



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**DAILY PROGRAMME**

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**TUESDAY, AUGUST 24<sup>TH</sup>, 2010**

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**19.00 Informal get together**

**Max Emanuel Brauerei, Adalbertstr. 33, 80799 Munich  
Tel. +49 (0) 89 / 27 151 58**

(U-Bahn-Station: Universität; 5 minutes walk)



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## WEDNESDAY, AUGUST 25<sup>TH</sup>, 2010

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### **8.30 – 9.30 Registration and Coffee**

[Room: Lichthof, Speerträger]

### **9.30 – 10.30 Opening Session**

[Room: Große Aula]

Prof. Dr. Susanne Weber (Ludwig-Maximilians-University, Munich)

Representatives of Ludwig-Maximilians-University, Munich

Prof. Dr. Leif C. Lahn (University of Oslo, Oslo)

### **10.45 – 11.45 Keynote Lectures**

*Chair:* Prof. Dr. Frank Achtenhagen (Georg-August-University, Göttingen)

Prof. Dr. Thomas Bailey (Columbia University, New York):

Teaching and Learning at Community Colleges

[Room: M014]

*Chair:* Prof. Dr. Leif C. Lahn (University of Oslo, Oslo)

Prof. Dr. Filip Dochy (Catholic University of Leuven, Leuven):

Studies on the Dynamics of Team Learning in the Professions

[Room: M018]

## **12.00 – 13.30 Paper Sessions I**

### Paper Session (1): Learning in School and Workplace

[Room: M018]

*Chair:* Tynjälä, P. (University of Jyväskylä, Jyväskylä)

Nieuwenhuis, L.F.M.; Poortman, C.L. (University of Twente, Enschede):

Dual Trajectories for the Formation of Professional Skills

Cordes, A. (Humboldt University, Berlin):

Self-Directed Learning and Career Development of Blue-Collar Workers – An Empirical Study in the Automotive Industry

Fjellstrom, M.; Johansson, S. (Umea University, Umea):

A Comparative Study of Assessment in School and in Work Based Learning

Veillard, L. (CNRS-University of Lyon, Lyon):

Implementing Workplace Learning Across Vocational Schools and Training Companies: Case Studies from the French Context

### Paper Session (2): Professional Education in the Fields of Business Administration

[Room: M014]

*Chair:* Beck, K. (Johannes Gutenberg-University, Mainz)

Tuor, S. N. (Institute for Strategy and Business Economics, Zurich):

Earning from the Learning of Co-Workers - Knowledge Spillovers within Work Groups

Starke, S.; Funke, S.; Weber, S. (Ludwig-Maximilians-University, Munich):

Preparing for 21<sup>st</sup> Century Skills – An Innovative Approach in Entrepreneurship Education

Heinrichs, K. (Goethe-University, Frankfurt/Main); Fretschner, M. (Ludwig-Maximilians-University, Munich):

Evaluation of Critical Incidents in the Post-Formation Phase - An Approach to Entrepreneurial Expertise

Paper Session (3): Organisational Conditions of Professional Learning  
[Room: M010]

*Chair:* Mandl, H. (Ludwig-Maximilians-University, Munich)

Gulikers, J. (Wageningen University, Wageningen):

Professional Development at the University: Using an Assessment for Learning to Stimulate Awareness Raising and Action Planning

Webster-Wright, A. (University of Queensland, Brisbane):

Developing Diverse Professional Learning Pathways for Academics

Suciu, M.C. (Academy of Economic Studies, Bucharest):

Diversity and Diversity Management in Higher Education

Paper Session (4): Professional Competence

[Room: A021]

*Chair:* Lahn, L.C. (University of Oslo, Oslo)

Norwig, K. (University of Stuttgart, Stuttgart):

Fostering Professional Competence with BEST - A Strategy Training for Low-Achieving Apprentices in the Building Trade

Abele, S. (University of Stuttgart, Stuttgart):

The Development of Specialist Vocational Competencies in the Technical Domain

Kröll, M. (Ruhr-University, Bochum):

Impact of Psychological Contracts on Implementation of Competency Development Concepts

Paper Session (5): Learning Culture

[Room: A017]

*Chair:* Guile, D. (University of London, London)

Fandel-Meyer, T. (Swiss Centre for Innovations in Learning, St. Gallen):

The Leadership Role in Diagnosing and Shaping Learning Cultures

Bijker, M.M.; Boshuizen, H.P.A. (Open University of the Netherlands, Heerlen):

Success Factors of Master of Science Curricula in Business Administration

Billett, S. (Griffith University, Brisbane):

Purposeful Integrations of Students' Experiences in Academic and Practice Settings: A Socio-Personal Conception

**13.30 – 14.30 Lunch**

[Room: Senatssaal]

**14.30 – 16.00 Paper Sessions II**

Paper Session (6): Professional Education in the Fields of Medicine and Special Educational Needs

[Room: M018]

*Chair:* Harteis, C. (University of Regensburg, Regensburg)

Kicken, W. (Open University of the Netherlands, Heerlen):

Involving Medical Professionals in the Design of a Medical Training

Helmich, E. (Radboud University Nijmegen Medical Centre, Nijmegen):

Medical Students' Learning Activities, Emotional Experiences, and Professional Development in an Early Nursing Attachment in Hospital and Nursing Home

Bell, S. (University of Northampton, Northampton); Hirvonen, M. (JAMK University of Applied Sciences, Jyväskylä); Mutso, I. (University of Tartu, Tartu); Pancocha, K.; Vadúrova, H. (University of Masaryk, Brno):

Embracing the Challenges of Diversity in the Inclusion of Adults with (SEN) Special Educational Needs in Vocational Training; A Comparative Study of the Changing Role of SEN Teachers in the European Context (Finland, England, The Czech Republic and Estonia)

Paper Session (7): Knowledge Management

[Room: M014]

*Chair:* Helle, L. (University of Turku, Turku)

Gretsch, S. M.; Mandl, H.; Hense, J. U. (Ludwig-Maximilians-University, Munich):

Differentiated Knowledge Management in Organizations: An Improvement-Oriented Needs Analysis Study

Winkler, K. (Applied University of Kempten, Kempten); Mandl, H. (Ludwig-Maximilians-University, Munich):

Work-Oriented Human Resource Development

Fenwick, T. (University of Stirling, Stirling):

Negotiating Standards in Professional Practice: Learning Uncertain Objects and Multiple Enactments

Paper Session (8): Professional Training

[Room: M010]

*Chair:* Seifried, J. (University of Konstanz, Konstanz)

van Bommel, M. (HAN Institute of Social Studies, Nijmegen); Boshuizen, H.P.A. (Open University of the Netherlands, Heerlen); Kwakman, K. (HAN Institute of Social Studies, Nijmegen):

Learning Knowledge as an Integral Part of Competencies in Higher Education: Effects on Students' Knowledge

Baltes, B. (Walden University, Minneapolis):  
Vocational Training for Researchers

Strasser, J. (University of Augsburg, Augsburg); Gruber, H. (University of Regensburg, Regensburg):  
Counselors' Errors and Counselors' Professional Learning

Haafkens, J. (University of Amsterdam, Amsterdam):  
Human Resources of the Chronically Ill Employees: Integrating New Dimensions of Diversity within the HRM Training Curriculum

Paper Session (9): Intercultural Learning

[Room: A021]

*Chair:* van Merriënboer, J. J. G. (Maastricht University, Maastricht)

Birner, K.; Gruber, H.; Mulder, R.H. (University of Regensburg, Regensburg):  
Development of Intercultural Competence

Weber, S.; Hofmuth, M.; Fretschner, M. (Ludwig-Maximilians-University, Munich):  
Intercultural Competence: Modelling – Instructing – Assessing

Hofmuth, M.; Weber, S. (Ludwig-Maximilians-University, Munich):  
Measuring the Knowledge Dimension of Intercultural Competence – Using Item Response Theory



Paper Session (10): Teacher Education

[Room: A017]

*Chair:* Wuttke, E. (Goethe-University, Frankfurt/Main)

van Uden, J. (University of Twente, Twente); Ritzen, H. (Professional University Edith Stein, Twente):

The Role of Teacher Characteristics in Promoting Student Engagement

Gijbels, D. (University of Antwerp, Antwerp):

Do Appraisals Contribute to Job Satisfaction of Teachers? Flemish Results in an International Comparative Perspective.

Messmann, G.; Mulder, R. H. (University of Regensburg, Regensburg):

Individual and Contextual Influences on Vocational Teachers' Innovative Work Behaviour

Paper Session (11): Professional Learning over the Lifespan

[Room: M110]

*Chair:* Eteläpelto, A. (University of Jyväskylä, Jyväskylä)

Schaap, H.; de Bruijn, E. (Utrecht University, Utrecht):

Changing Students' Personal Professional Theories through Negotiation of Meaning in Vocational Education

Lehmann-Grube, S. K. (University of Stuttgart, Stuttgart):

Vocational Education and Learning at Different Ages and Stages in Work-Life

Fuchs, S.; von Hippel, A.; Tippelt, R. (Ludwig-Maximilians-University, Munich):

Homogeneity and Heterogeneity in Interests for Further Professional Training of Adult Educators: A Comparison of the Vocational and General Adult Education Sector

Bijker, M.M.; Boshuizen, H.P.A. (Open University of the Netherlands, Heerlen):

Modelling Self-Efficacy, Self-Regulation, Self-Directed Learning and Career Processes of Adult Professionals, and Relations with Learning Outcomes and Labour Market Success

### **16.00 – 16.30 Coffee Break**

[Room: Speerträger]

### **16.30 – 18.30 Symposia I**

Symposium (1): Competence-Oriented Work Agency: Challenges and Opportunities for Educational Research

[Room: M018]

#### *Abstract:*

Labour markets in Europe tend to demand knowledge workers and competent employees who engage in continuous development in order to not only react but to design future development. In the past two decades scientific and public debates focused on the paradigmatic terms 'life long learning' and 'knowledge society'. Work-agency is a crucial determinant for the successful societal match with the global development. A huge body of research exists in the area of school and higher education that a certain shape of agency influences the will to learn, the choice of learning activities and the effects of learning (e.g. learning outcomes, transfer). There is no reason why those evident relations between individual orientations (which can be called agency) and learning efficacy should be of restricted validity only for the area of school and higher education. It is rather plausible to assume that work agency similarly influences adults' formal and informal professional

learning. Empirical evidence from small case studies in various professional fields supports the idea that work-agency contributes to workplace and professional learning. This symposium comprises approaches of different theoretical background all aiming at identifying individual and social influences on the development of competence-oriented work-agency.

*Organizer:* Harteis, C. (University of Regensburg, Regensburg)

*Chair:* Harteis, C. (University of Regensburg, Regensburg)

*Presenters:*

(1) Raemdonck, I. (University of Leiden, Leiden); Gijbels, D. (University of Antwerp, Antwerp):

The Influence of Job Characteristics and Self-Directed Learning Orientation on Workplace Learning

(2) Eteläpelto, A.; Paloniemi, S.; Collin, K. (University of Jyväskylä, Jyväskylä):

Recent Notions of Agency: Towards Reconceptualising Professional Agency at Work

(3) Guile, D. (University of London, London):

Agency and Competence: Complementary or Contradictory Notions?

(4) Boshuizen, H. P. A. (Open University of the Netherlands, Heerlen):

Transitions and Careers in the Teaching Profession - and How That Affects Expertise Development

(5) Hermansen, H.; Nerland, M. (University of Oslo, Oslo):

Competence-Oriented Agency in the Knowledge Practices of Everyday Work: Teachers' Engagement with New Standards for Student Assessment

(6) Loogma, K. (University of Tallinn, Tallinn):  
Coping Strategies of Work Agencies with Disruptive Structural  
Changes

*Discussant:* Gruber, H. (University of Regensburg, Regensburg)

Symposium (2): Different Perspectives on the Measurement of Training Transfer

[Room: M014]

*Abstract:*

The aim of this symposium is to bring together different perspectives on training transfer in corporate settings. These perspectives are elaborated according to what they imply for the measurement of transfer. How is the transfer of training conceptualized? How do measures of transfer differ across disciplines or research traditions? What, if anything, is constant? To answer those questions, the symposium presents approaches from different research traditions in an attempt to create a multidisciplinary discussion on what constitutes training transfer. Specifically, papers presented in the symposium elaborate (1) how a social network perspective highlights the role of social networks and interpersonal mechanisms in training transfer; (2) how an educational perspective conceptualizes transfer as self-rated favorable effects on knowledge, attitudes, and performance as well as favorable performance change; (3) how a labor economics perspective assesses training effects in terms of job-specific, objective indicators of key performance; (4) how Kirkpatrick's evaluation model popular in HRM literature is a valid tool to analyze training effectiveness on a reaction, learning, behavioral, and organizational level; and finally (5) how measurement artifacts that occur when different criteria, ratings, and measurement times are used moderate the relationship between training motivation and behavior change. Hence, different perspectives offer different insights in the phenomenon of training transfer. The discussants will elaborate the questions whether there are potential overlaps bridging perspectives, and how those overlaps could inform a new framework on transfer measurement that can less fallibly account on what influences, and is influenced by, training transfer in corporate work organizations.

*Organizers:* Gegenfurtner, A. (University of Turku, Turku); Segers, M. (Maastricht University, Maastricht)

*Chairs:* Gegenfurtner, A. (University of Turku, Turku); Segers, M. (Maastricht University, Maastricht)

*Presenters:*

(1) van den Bossche, P. (University of Antwerp, Antwerp); Segers, M. (Maastricht University, Maastricht):  
Transfer of Training: Adding Insight Through Social Network Analysis

(2) Festner, D. (f-bb Research Institute for Vocational Education and Training, Nuremberg); Gruber, H. (University of Regensburg, Regensburg):  
Measuring Transfer of Training as Application of Trained Knowledge, Attitudes, and Performance - Study in the Field of Occupational Health and Safety

(3) de Grip, A. (Maastricht University, Maastricht):  
Estimating the Causal Effects of Training: Experimental Evidence

(4) Weisweiler, S.; Nikitopoulos, A.; Frey, D. (University of Munich, Munich):  
Training Transfer Insights - Leadership Training in Academia

(5) Gegenfurtner, A. (University of Turku, Turku):  
Moderating Effects on the Relation Between Training Motivation and Behavior Change

*Discussants:*

van Loo, J. (CEDEFOP, Thessaloniki); Lehtinen, E. (University of Turku, Turku)

Symposium (3): Leading House 'Quality of Vocational Education and Training'

[Room: M010]

*Abstract:*

The Swiss dual system of vocational education and training is taken as an outstanding example since many years in order to show that a practice oriented education can produce highly educated professionals with good further career opportunities. The low rate of unemployment among the young people contains another reference to a well functioning educational system. But despite its high reputation, research in the field of vocational education and training has lived a shadow existence for a very long time. Therefore, only little is known about the vocational dual system. Actually, with the forth revision of the vocational training act and the increasing awareness of quality management within vocational education, research is needed more than ever. In order to overcome this neglect and to motivate universities and academics for vocational research, the Swiss Federal Office for Professional Education and Training (OPEIT) established so called Leading Houses. This concept is newly and allows for building a sustainable vocational research tradition. This symposium not only outlines the concept, structure and functions of the Swiss Leading Houses, but especially focuses on the Leading House of 'quality of vocational education and training' and engages in the competence-oriented approach in order to maintain and to improve high quality. The main actors of vocational education 'the vocational school teachers, the vocational trainers in companies and the vocational students themselves and their needed competencies are in the centre of attention. This symposium provides a deep inside into the vocational dual system but also into the vocational research politics in Switzerland.

*Organizer:* Heinzer, S. (University of Fribourg, Fribourg)

*Chair:* Oser, F. (University of Fribourg, Fribourg)

*Presenters:*

(1) Heinzer, S.; Oser, F. (University of Fribourg, Fribourg):  
Leading Houses: A New and Sustaining Conception of Research on Vocational Education and Training or Just Another Sweet Dream?

(2) Salzmann, P. (University of Fribourg, Fribourg):  
The 'Advocatory Approach' – A Promising Measuring Method of  
Teaching Competencies

(3) Grüter A. (University of Fribourg, Fribourg):  
Competency Profiles as Matrixes for Quality Management of Vocation-  
al Trainers

(4) Oser, F.; del Rey, N. (University of Fribourg, Fribourg):  
Providing the Vocational Trainees with Entrepreneurial Competences:  
An Intervention Study

*Discussants:*

Zlatkin-Troitschanskaia, O. (Johannes Gutenberg-University, Mainz)

Symposium (4): Human Fallibility: The Ambiguity of Errors for Work  
and Learning

[Room: A021]

*Abstract:*

This session aims at providing theoretical concepts and empirical evidence for work condition which supports learning from errors at workplaces. The contributions comprise empirical studies investigating different aspects of learning from errors in order to analyze the broad scope of this issue. By discussing strategies of detecting errors, knowledge resulting from error experiences, competence of dealing with errors and individual beliefs influencing the way of dealing with errors, this symposium provides a comprehensive examination of an unavoidable aspect of daily working life: Human fallibility.

*Organizers:* Harteis, C. (University of Regensburg, Regensburg), Seifried, J. (University of Konstanz, Konstanz), Wuttke, E. (Goethe-University, Frankfurt/Main), Sembill, D. (Otto-Friedrich-University, Bamberg)

*Chair:* Sembill, D. (Otto-Friedrich-University, Bamberg)

Presenters:

(1) Jossberger, H.; Boshuizen, H. (Open University of the Netherlands, Heerlen); van de Wiel, M. (Maastricht University, Maastricht):  
Monitoring: A Strategy to Detect Imminent Mistakes

(2) Palonen, T.; Lehtinen, E. (University of Turku, Turku):  
Countering the Misconceptions with Negative Knowledge in Higher Education Professional Learning

(3) Seifried, J. (University of Konstanz, Konstanz); Wuttke, E. (Goethe- University, Frankfurt/Main); Türling, J. (University of Konstanz, Konstanz):  
Professional Error Competence of Teachers

(4) Harteis, C. (University of Regensburg, Regensburg); Rausch, A.; Sembill, D. (Otto-Friedrich-University, Bamberg):  
Error Orientation and its Influence on Workplace Behaviour

*Discussant:*

Gijbels, D. (University of Antwerp, Antwerp)

### **18.45 – 19.30 Tutoring for Young Researchers**

*Chair:* Winther, E. (University of Paderborn, Paderborn)

[Room: M014]



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## THURSDAY, AUGUST 26<sup>TH</sup>, 2010

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### **8.30 – 9.00 Registration and Coffee**

[Room: Lichthof, Speerträger]

### **9.00 – 10.00 Keynote Lectures**

*Chair:* Prof. Dr. Esther Winther (University of Paderborn, Paderborn)

Prof. Dr. Monique Boekaerts (University of Leiden, Leiden):

Goals and Motivation in Vocational Acting

[Room: M014]

*Chair:* Prof. Dr. David Gijbels (University of Antwerp, Antwerp)

Prof. Dr. Päivi Tynjälä (University of Jyväskylä, Jyväskylä):

Workplace Learning in Transformation

[Room: M018]

### **10.15 – 12.15 Symposia II**

Symposium (5): Self- and Co-Regulation in Career Development

[Room: M018]

*Abstract:*

The present symposium focuses on the role of self- and co-regulation in career development during the school-to-work transition. Career development is embedded on individual decisions but also largely shaped by the opportunities and constraints presented in the wider

rapidly changing societal and economic context. Self-regulation in terms of career exploration, selection optimization and compensation processes, motives and proactive behaviors play an important role to successful transition. In addition, co-regulation in terms of both weak and strong social ties such as parents can facilitate or impede this transition. Five papers cover the transition from the context of school (Dietrich), secondary (Parker, Tynkkynen) and tertiary education (Trost) as well as entrepreneurial development (Obschonka). First, Julia Dietrich, Bärbel Kracke, Peter Noack and Katharina Diener, University of Erfurt, present findings on adolescents' and their parents' perceptions of adolescents career-related activities. Second, Philip Parker, University of Tuebingen together with Katariina Salmela-Aro examines developmental processes in school burnout comparing different developmental models. Third, Lotta Tynkkynen and Katariina Salmela-Aro from University of Helsinki focus on both on the self-and co-regulation on career and examine the role of motives and social ties for career engagement. Fourth, Sandra Trost, from the University of Munich, focuses on self-regulation in terms of self-leadership on professional development in the context of the Selection, Optimization and Compensation model presented by Freund and Baltes (2000). Fifth, Martin Obschonka, Rainer K. Silbereisen, and Eva Schmitt-Rodermund from the Friedrich-Schiller-University of Jena investigates the entrepreneurial intentions. Finally, professor Rainer Silbereisen will discuss the five papers.

*Organizer:* Salmela-Aro, K. (University of Helsinki, Helsinki)

*Chair:* Salmela-Aro, K. (University of Helsinki, Helsinki)

*Presenters:*

(1) Dietrich, J. (University of Erfurt, Erfurt):

Perceptions of Adolescents' and Parents' Career-Related Activities

(2) Parker, P. (University of Tuebingen, Tuebingen); Salmela-Aro, K. (University of Helsinki, Helsinki):

Developmental Processes in School Burnout: A Comparison of Major Developmental Models

(3) Tynkkynen, L. (University of Jyväskylä, Jyväskylä); Salmela-Aro, K. (University of Helsinki, Helsinki):

Young Adults' Career-Related Motivation

(4) Trost, S. (Ludwig-Maximilians-University, Munich):  
 Successful Studying within Changing Study-Structures - Using Domain  
 Specific Strategies of Selection, Optimization and Compensation

(5) Obschonka, M.; Silbereisen, R. K. (Friedrich Schiller-University,  
 Jena):  
 Entrepreneurial Intention as Developmental Outcome

*Discussant:*

Silbereisen, R.K. (Friedrich Schiller-University, Jena)

Symposium (6): Cultures of Professions

[Room: M014]

*Abstract:*

Using distinct approaches, the contributions to this symposium seek collectively to elaborate and extend further accounts of the ways in which the enactment and learning of professional practice are shaped by cultural forms and practices, within and across domains of professional work. Focusing on the distinctive ways in which the processes of learning the occupational practice are shaped enacted instances of these practices, the premises for negotiating work across these practices, including how talk mediates those negotiations, and the processes that shape the learning and identification of novices within professional practice, these contributions illuminate the distinctiveness of the cultures of practice. They suggest that considerations of understanding professional work and its learning, there alone its adaptation across working life needs to account for sets of cultural norms and forms at sociocultural level (i.e. occupational), as well as how such cultures are manifested in particular instances of the practice of the occupation (i.e. social and physical setting). All of this informs the important premises for the conduct of professional work and how its key focus for practice, including negotiating with overlapping professional practices, institutional imperatives and those who the practice is focused on (e.g. patients, students, clients) will be shaped by cultural forms and norms as manifested in the circumstance of practice. It is these, as well as the massive technical knowledge that makes professional work both essential and demanding to learn. By illuminating these cultural factors and

their salience, important consideration is for learning of these practices are identified.

*Organizer:* Billett, S. (Griffith University, Brisbane)

*Chair:* Filliettaz, L. (University of Geneva, Geneva)

*Presenters:*

(1) Zukas, M. (University of London, London); Kilminster, S. (University of Leeds, Leeds):

Becoming a Doctor: Cultures, Practices and Learning

(2) Edwards, A. (University of Oxford, Oxford):

Common Knowledge at the Sites of Intersecting Practices

(3) Abrandt Dahlgren, M.; Dahlgren, L. O.; Nyström, S. (Linköping University, Linköping):

Learning the Culture of a Coming Profession – Dimensions Critical for Students' Identification Processes in Higher Education and in the Transition to Working Life

*Discussant:*

Billett, S. (Griffith University, Brisbane)

Symposium (7): Social Networks as a Context of Professional Development

[Room: M010]

*Abstract:*

In recent discussion about new forms of economy the role of networks have been highlighted besides the traditional organizations. Networks are not only a new model to organize productions and services but they strongly influence on the professional development. As a result of networks inside or outside the organisation, individuals are able to develop their competencies. In almost any profession, individual's performance is highly dependent on the quality of the social relations and socially distributed resources the person can access through these

relations. The papers presented in this symposium deal with the role of networks in different domains such as education, science, media production, and performing magicians. The papers deal with professional development in terms of individual resources and organizational knowledge exchange structures. In both cases the network perspective opens new insights into the developmental processes.

*Organizers:* Lehtinen, E.; Palonen, T. (University of Turku, Turku)

*Chair:* Lehtinen, E. (University of Turku, Turku)

*Presenters:*

(1) McCormick, B. (Open University, Milton Keynes):

Teacher CPD: Towards a Broader Perspective

(2) Gruber, H.; Rehr, M. (University of Regensburg, Regensburg);

Palonen, T. (University of Turku, Turku):

Why and How to Become a Member of SIG14. A Social Network Perspective to Scientific Communities

(3) Palonen, T.; Lehtinen, E. (University of Turku, Turku):

Can Social Network Analysis Contribute to Organizational Human Resource Management? A Case Study Around Organizational Change Management

*Discussant:* Säljö, R. (University of Gothenburg, Gothenburg)

Symposium (8): Lifelong Learning in Aviation and Medicine

[Room: A021]

*Organizer:* van Merriënboer, J. J. G. (Maastricht University, Maastricht)

*Chair:* van Merriënboer, J. J. G. (Maastricht University, Maastricht)

*Presenters:*

(1) van Merriënboer, J. J. G. (Maastricht University, Maastricht):  
New Training Concepts in Aviation and Medicine

(2) Pilz, F.; Stegmann, K.; Siebeck, M.; Fischer, F. (Ludwig-Maximilians-University, Munich):  
Effects of Collaboration Scripts when Learning with Simulations in Medical Education

(3) van Meeuwen, L. (Open University of the Netherlands, Heerlen);  
van Merriënboer, J. J. G. (Maastricht University, Maastricht):  
Ranking Learning Skills in Air Traffic Control Training

(4) Dolmans, D. H. J. M. (Maastricht University, Maastricht):  
Does Problem-Based Learning Enhance Lifelong Learning in Medicine?

(5) Stegmann, K.; Hofmann, L.; Siebeck, M.; Fischer, F. (Ludwig-Maximilians-University, Munich):  
Video-Based Worked-Out Examples in Medical Education – Effects on Emotions and Acquisition of Complex Skills

*Discussant:* Boshuizen, H. P. A. (Open University of the Netherlands, Heerlen)

**12.15 – 14.15 Lunch**

[Room: Senatssaal]

## **12.15 – 13.15 Poster I**

### Poster Session (1): Personality in Professional Development

[Room: Thomas-Mann-Halle]

*Chair:* Eteläpelto, A. (University of Jyväskylä, Jyväskylä)

Timmermans, M. C. L. (HAN University, Nijmegen); Klarus, R. (HAN University, Nijmegen); Nieuwenhuis, L. (University of Twente, Enschede):

Workplace Learning in Professional Development Schools: About Affordance and Agency

Pawlowska, B.; Peus, C.; Frey, D. (Ludwig-Maximilians-University, Munich):

Scenario-Based Crisis Management Training: Teaching University Faculty to Think and React to the Unthinkable

Grolimund, N. (SFIVET, Lausanne):

Fostering Metacognitive Learning Strategies of Apprentices in Lower Level VET Programmes

Jossberger, H.; Boshuizen, H. P. A. (Open University of the Netherlands, Heerlen); van de Wiel, M.W.J. (Maastricht University, Maastricht):

The Quest for Self-Regulation: A Design-Based Approach with Vocational Teachers

Trost, S.; Dietz, D. (Ludwig-Maximilians-University, Munich):

Self-Leadership - A Necessary Competence for Managing the Complex Working Life of Teachers

Hellwig, M. (University of Regensburg, Regensburg); Gegenfurtner, A. (University of Turku, Turku); Mulder, R. H. (University of Regensburg, Regensburg):

On Interrelations Between Actions and Competence Development at Work

Poster Session (2): Organizational Context of Professional Development

[Room: Thomas-Mann-Halle]

*Chair:* Lahn, L. C. (University of Oslo, Oslo)

Nikitopoulos, A.; Weisweiler, S.; Frey, D. (Ludwig-Maximilians-University, Munich):

Antecedents of Participation in Voluntary Employee Development Activities -A Field Study in the Context of Academia

Eberle, J.; Stegmann, K.; Fischer, F. (Ludwig-Maximilians-University, Munich):

Newcomers' Learning in Academic Communities

Verbeke, H.; Gijbels, D. (University of Antwerp, Antwerp):

Strengthening Learning at Work: From Learning at the Workplace to Workplace Learning

Hense, J. U.; Mandl, H. (Ludwig-Maximilians-University, Munich):

Beyond Kirkpatrick: A Comprehensive Evaluation of Six Sigma Trainings

Kopp, B.; Mandl, H. (Ludwig-Maximilians-University, Munich):

Evaluating the Satisfaction of Unemployed Young People Participating in a Vocational Training



**13.15 – 14.15 Poster II****Poster Session (3): Processes of Professional Education**

[Room: Thomas-Mann-Halle]

*Chair:* Sembill, D. (Otto-Friedrich-University, Bamberg)

Mailahn, L.; Weisweiler, S. (Ludwig-Maximilians-University, Munich):  
Effects of Recovery and Work-Life Conflict

Kyndt, E.; Dochy, F. (Catholic University of Leuven, Leuven):  
The Influence of Learning and Working Climate on the Retention of  
Talented Employees

Dochy, F.; Kyndt, E. (Catholic University of Leuven, Leuven):  
Learning in the Second Half of the Career: Stimulating and Prohibiting  
Reasons for Participation in Formal Learning Activities

Li, Y.; Dehmel, A. (University of Paderborn, Paderborn):  
Conceptualization of Co-Operative Research Structures Based on Re-  
search on Intercultural Competence

Chupradit, S. (Chiang Mai University, Chiang Mai):  
The Current Situation of Vocational and Cooperative Education in  
Thailand

Ketterl, K.; Hirschmann, M. (University of Regensburg, Regensburg):  
Impact of Teambuilding on Group Dynamic Processes in Higher Edu-  
cation

Poster Session (4): Professional Education and Training

[Room: Thomas-Mann-Halle]

*Chair:* Seifried, J. (University of Konstanz, Konstanz)

Janssen, S. (Open University of the Netherlands, Heerlen):  
The Influence of Guidance on the Quality of Professional Development Plans

Hirvonen, M. (JAMK University of Applied Sciences, Jyväskylä):  
Changing Work of SEN Teachers in Vocational Education

Makarova, I.; Akhmetzyanova, G. (Kama State Academy of Engineering, Naberezhnye Chelny):  
Information Competence Formation Characteristics While Preparation of Specialists of the Automobile Profile

Schindler, N.; Driesel-Lange, K. (University of Erfurt, Erfurt):  
Facilitation of Competence in Career Choice: From Theory to Practical Implication

Sauer, S.; Mulder, R. H. (University of Regensburg, Regensburg):  
Exploring Teacher Professionalism: Teacher Roles and Pedagogical Activities

**14.30 – 15.30 Keynote Lecture**

*Chair:* Prof. Dr. Susanne Weber (Ludwig-Maximilians-University, Munich)

Prof. Dr. Ursula Renold (Swiss Federal Office for Professional Education and Technology, Bern):

The Swiss Vocational and Professional Education System – Youth Promotion and Backbone of the Swiss Economy

[Room: Große Aula]

**15.30 – 16.00 Coffee Break**

[Room: Speerträger]

**16.00 – 18.00 Symposia III****Symposium (9): Competence Models in Vocational Education and Training**

[Room: M018]

*Abstract:*

Educational policy is changing from an input-orientation of school learning to an output-orientation. Therefore, the concept of competencies gains importance. The symposium provides different perspectives on competence models (concepts of competence; international perspectives of competence; competence as a term of wide comprehension) and competence measurement in the field of VET. The symposium aims to both complex situations in workplace-based learning settings and its descriptive components to design competence-oriented assessment tasks as well as to the meaning and the use of respective concepts of competence in VET. By making education and training more practical, by emphasizing what a person can do rather than what they know, competency-based approaches supposedly make access more open. This also includes a deep insight into the modeling and scaling approach, but also a constructive discussion about theoretical assumptions regarding the competence construct that is measured. Based on different research ideas from Switzerland and Germany the symposium gives interesting insights into both the heuristic and empirical methods as well as the practical implications of competence measurement in VET.

*Organizer:* Winther, E. (University of Paderborn, Paderborn)*Chair:* Winther, E. (University of Paderborn, Paderborn)*Presenters:*

(1) Ertl, H. (University of Oxford, Oxford):

Evolution of Competence? An Investigation of Notions of Competence in NVQs and 14-19 Diplomas in England

(2) Schumann, S.; Oepke, M.; Eberle, F. (University of Zurich, Zurich):  
Economic Competencies at the End of Secondary Education in Switzerland

(3) Winther, E. (University of Paderborn, Paderborn):  
Educational Measurement of Competence in VET

(4) Achtenhagen, F. (Georg-August University, Göttingen):  
Research on Modeling and Scaling Approaches of Competencies in VET

*Discussant:* Achtenhagen, F. (Georg-August-University, Göttingen)

Symposium (10): Digitalizing Work: Learning and Knowing

[Room: M014]

*Abstract:*

The main idea of this symposium is to present studies of what the current digitalization of work implies in terms of the nature of work that is performed, the division of labour in work practices and the competences required by workers, by leaders and by teams. In many sectors ' administration, production, public services, health care etc. ' digitalization has changed the daily working conditions of large sections of the work force. Surveillance, control and co-ordination of information are prominent activities in digitally mediated settings. In addition, digitalization promotes increasing work specialization, and the individual is required to keep her competences updated as the technologies are transformed. These changes cannot be reduced to mere technical issues, they concern basic conditions of work culture and human development, and they affect the manners in which competences are developed. The contributions to the symposium address such problems and challenges in a number of different settings.

*Organizer:* Säljö, R. (University of Gothenburg, Gothenburg)

*Chair:* Säljö, R. (University of Gothenburg, Gothenburg)

*Presenters:*

- (1) Eklund, A.-C.; Mäkitalo, Å. (University of Gothenburg, Gothenburg):  
Re-Visiting the Past. A Meta-Activity for Learning in the IT Helpdesk
- (2) Nerland, M.; Mathisen, A. (University of Oslo, Oslo):  
Working with Descartes 3: Transformations of Work and Learning in Risk-Based Auditing
- (3) Akkerman, S. (Utrecht University, Utrecht):  
Workplace Artifacts as Potential Boundary Objects for Developing Techno-Mathematical Literacy
- (4) Ramsten, A.-C.; Säljö, R. (University of Gothenburg, Gothenburg):  
Non-Learning Communities: Introducing Digital Control Systems in a Process Industry

*Diskussants:* Guile, D. (University of London, London); Lahn, L. C. (University of Oslo, Oslo)

Symposium (11): Expertise in Medicine - Analysing and Fostering Professional Vision

[Room: M010]

*Abstract:*

The symposium addresses the role of new representational technologies in learning and development of expertise in the medical context. Main goals are (1) to improve the understanding of expertise in medicine, with a focus on reading and interpreting visual information, (2) to analyse basic principles of professional vision, (3) to develop instructional means in order to foster the development of expertise, (4) to combine insights from four fields: eye-movement research, research on knowledge restructuring, design of learning environments, and description of cultural practices, and (5) to support attempts to improve medical practice. The interests of all contributions are both theoretical and practical, and they concern how students and professionals acquire, restructure, and refine knowledge and skills when interacting with dy-

dynamic representations of the kind that are increasingly made available through digitised media and sophisticated imaging techniques. The project is situated in the medical context, in which such techniques are most important. The key problems we address are: (1) How can we describe the skill of reading and interpreting complex visual patterns in medical multimedia? (2) How can we support the acquisition of this skill and, thus, the acquisition of expertise in medicine?

*Organizers:* Gruber, H. (University of Regensburg, Regensburg); Lehtinen, E. (University of Turku, Turku)

*Chairs:* Gruber, H. (University of Regensburg, Regensburg); Lehtinen, E. (University of Turku, Turku)

*Presenters:*

(1) Gruber, H. (University of Regensburg, Regensburg):  
Analysis of the Nature of Expertise in PET Diagnosis and its Acquisition

(2) Rystedt, H.; Ivarsson, J., Mäkitalo, Å. (University of Gothenburg, Gothenburg):  
Making Professional Vision Visible: Displaying and Articulating Diagnostic Work in Medical Imaging

(3) Helle, L. (University of Turku, Turku):  
Introducing the WebMicroscope into Undergraduate Pathology

(4) Nivala, M.; Lehtinen, E. (University of Turku, Turku); Rystedt, H.; Säljö, R. (University of Gothenburg, Gothenburg):  
Scaffolding for Expertise: Using Visual and Textual Cues to Support Novices' Reasoning Process in Pathology

*Discussant:*

Boshuizen, H.P.A. (Open University of the Netherlands, Heerlen)

**19.30 Social Event**

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## FRIDAY, AUGUST 27<sup>TH</sup>, 2010

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### **9.00 – 10.00 SIG 14 Meeting**

[Room: Große Aula]

### **10.00 – 10.30 Coffee**

[Room: Speerträger]

### **10.30 – 12.00 Paper Sessions III**

#### Paper Session (12): Professional Education in the Fields of Medicine and Biology

[Room: M018]

*Chair:* Beck, K. (Johannes Gutenberg-University, Mainz)

van de Wiel, M.W.J. (Maastricht University, Maastricht):

Physicians' Learning Through Information and Knowledge Sharing in Patient Review Meetings

Helle, L. (University of Turku, Turku):

Introducing Process-Oriented Virtual Microscopy Instruction

Jüttner, M.; Neuhaus, B. (Ludwig-Maximilians-University, Munich):

Development and Validation of a Biology PCK Test Using Empirical Analyzed Pupils' Errors

Paper Session (13): E-Learning and Learning by Writing

[Room: M014]

*Chair:* Winther, E. (University of Paderborn, Paderborn)

Lehmann, R. (University of Eichstätt-Ingolstadt, Eichstätt); Nistor, N. (Ludwig-Maximilians-University, Munich):

Adaptive Environments for Professional E-Learning: Exploring the Potential of Learning Styles

Mauroux, L.; Dehler, J. (University of Fribourg, Fribourg):

Analysing Diversity in the Use of a Mobile and Online Learning System: Benefits for Design-Based Research in Vocational Training

Boldrini, E. (SFIVET, Lugano):

Collaborative Writing Activities as Means of Fostering Cross-Contexts Professional Identity Awareness in the Swiss VET System

Gavota, M. (University of Geneva, Geneva):

Learning Professional Procedures by Writing: How Scaffolding Can Support Peer Commenting?

Paper Session (14): Learning in Teams

[Room: M010]

*Chair:* Mandl, H. (Ludwig-Maximilians-University, Munich)

Rupprecht, M.; Mulder, R.H.; Gruber, H. (University of Regensburg, Regensburg):

Diversity in Teams: Effects on the Relation Between Team Learning Behaviour, Team Mental Model and Innovative Behaviour



Gabelica, C. (Maastricht University, Maastricht); van den Bossche, P. (University of Antwerp, Antwerp); Segers, M. (Maastricht University, Maastricht):

Fueling Team Learning by Using Feedback

Collin, K.; Paloniemi, S.; Eteläpelto, A. (University of Jyväskylä, Jyväskylä):

Promoting Team Work Processes and Inter-Professional Collaboration in Emergency Care Work

Filliettaz, L. (University of Geneva, Geneva):

Collective Guidance at Work: A Resource for Apprentices or a Limitation for Vocational Learning?

Paper Session (15): Special Aspects of Professional Learning

[Room: A021]

*Chair:* Achtenhagen, F. (Georg-August-University, Göttingen)

Reichart, L.; Neuhaus, B. (Ludwig-Maximilians-University, Munich):

Observation as Scientific Research Method - Development of a Competency Model for Children from Preschool

Liinamaa, T. (University of Jyväskylä, Jyväskylä):

Meaningful Elements of Student-Mentor-Relationship in Professional Education

Ertl, H.; Hayward, G. (University of Oxford; Oxford):

The Contested Nature of Innovation in VET: Some Insights Derived from a Comparison of College-Based VET

Lee, A. (University of Technology Sydney, Sydney):

The Challenge of New Relational Practices: Expanding Conceptual Frames for Understanding Professional Practice Change in Health

**12.15 – 13.15 Closing Ceremony and Wrap up**

[Room: Große Aula]

*Chair:* Weber, S. (Ludwig-Maximilians-University, Munich)

*Wrap up of the Conference:*

- (1) Unwin, L. (University of London, London):  
View on the International State of the Art of Professional Learning and Development
  
- (2) Beck, K. (Johannes Gutenberg-University Mainz, Mainz):  
Hopeful and Necessary Pathways of Professional Learning and Development
  
- (3) Kicken, W. (Open University of the Netherlands, Heerlen):  
Professional Learning and Development – In the View of a Young Researcher