Conference Programme

EARLI SIG 16 Metacognition Conference 2018 | ZURICH

sig 16 zurich 2018
27-30 August

Impressum

Programme of the
8th International Biennial Conference of EARLI SIG 16 Metacognition
European Association for Research on Learning and Instruction (EARLI)

Zurich | 27 – 30 August 2018

Organising Committee

Yves Karlen (Conference Chair) | University of Applied Sciences and Arts Northwestern Switzerland

Katharina Maag Merki (Conference Co-Chair) | University of Zurich

Christine Bieri Buschor | Zurich University of Teacher Education

Corinne Wyss | Zurich University of Teacher Education

Tabea Eberli | University of Zurich

Miriam Compagnoni | University of Zurich

Carmen Hirt | University of Applied Sciences and Arts Northwestern Switzerland

Francesca Suter | University of Zurich

Regula Wysling | University of Zurich

Online Programme

http://EARLI.org/SIG16-programme

Book of Abstracts

An extended version of this booklet including all abstracts (PDF) can be found on the conference website: http://www.earli-sig16.uzh.ch/en/programme.html

Content

Welcome

> **Dear Participants,**

Yves Karlen
Conference Chair

It's an honor and a privilege to welcome you in Zurich, Switzerland, for the 8th International Biennial Conference of EARLI SIG 16 Metacognition. The conference is organised by three partners, who cooperate closely with each other to offer you an excellent infrastructure: University of Zurich, School of Education of the University of Applied Sciences and Arts Northwestern Switzerland, and Zurich University of Teacher Education.

All previous EARLI SIG 16 Metacognition conferences have been very successful in contributing to a broad in-depth scientific exchange on metacognition. We are hoping to continue this tradition by bringing together researchers from all over the world, who will present and discuss a broad range of topics on metacognition. The scientific programme of the 8th International Biennial Conference of EARLI SIG 16 Metacognition reflects the diversity of our field with numerous sessions on different topics to stimulate lively discussions. The programme offers a rich coverage of new directions and long-standing, central questions throughout our field. Approximately 140 researchers from 26 countries examine and discuss significant questions of metacognitive research in 39 single paper presentations, 7 symposia and 22 poster presentations.

The EARLI SIG 16 Metacognition Conference has a long tradition in giving recognitions to the best contributions from junior researchers. There are two recognitions to win: the SIG Poster Recognition and the SIG Keynote Recognition. We are especially proud, that for the first time in EARLI SIG 16 history, we could invite and encourage young researchers to hold a JURE Keynote.

We are delighted that the EARLI SIG 16 Metacognition conference is being held in Switzerland for the first time. We wish to thank the SIG 16 Coordinators, all sponsors and myriad volunteers that made it possible to organise this conference. In particular, we would like to thank the valiant efforts of all reviewers that made this dynamic and exciting programme possible. We will do everything possible to be good hosts. We wish you all a stimulating conference and a wonderful time in Zurich.

Thank you for being here with us!

❝ Dear Metacognition SIG conference participants,

It is another "even numbered" year where we have the pleasure of experiencing the biennial meeting of the EARLI Metacognition SIG. It is the 8th time this focused meeting is being held with a sustained variability in the theoretical approaches, methodological preferences and targeted audiences. Metacognition has been established as an extensive field of study within the EARLI community, having a prestigious journal, Metacognition and Learning, with a new, impressive impact factor of 3.706. The Metacognition SIG meetings provide opportunities for following strands of research in this field and discussing ground breaking studies. Metacognition SIG meetings have their character and this current meeting is introducing the new idea of the "JUnior REsearcher (JURE) keynote" to emphasise the importance given to the contributions of the young members of the community. We would like to thank the organizers, scientific committee and all participants for their varying roles in making this meeting happen. We hope you have a productive conference. ❞

EARLI Metacognition SIG Coordinators

| Engin Ader | Anique de Bruin | Michelle Taub |

Conference Programme Overview

Monday, 27 August 2018		Day I
from 11.00	Registration	LAB-E014
12.30 – 13.00	Conference Opening	LAA-G001
13.00 – 14.00	**Keynote I: Claire Hughes**	**LAA-G001**
14.00 – 14.30	Coffee/Tea break	LAA
14.30 – 16.00	Parallel Session I	LAB
16.15 – 17.45	Parallel Session II	LAB
18.00 – 19.00	Poster Session with Apéro Opening Reception	LAA

Tuesday, 28 August 2018		Day II
09.00 – 10.30	Parallel Session III	LAB
10.30 – 11.00	Coffee/Tea break	LAA
11.00 – 12.00	**Keynote II: Markus Dresel**	**LAA-G001**
12.00 – 13.00	Lunch	LAA
13.00 – 13.50	Panel Discussion	LAA-G001
14.00 – 15.30	Parallel Session IV	LAB
15.30 – 16.00	Coffee/Tea break	LAB
16.00 – 17.30	Parallel Session V	LAB
17.45 – 18.45	Members meeting	LAA-G001
20.00 – 24.00	Conference dinner	Palavrion

Wednesday, 29 August 2018		Day III
09.00 – 10.30	Parallel Session VI	LAB
10.30 – 11.00	Coffee/Tea break	LAA
11.00 – 11.45	**JURE Keynote: Kim Gärtner**	**LAA-G001**
11.45 – 12.45	Lunch	LAA
12.45 – 14.15	Parallel Session VII	LAB
14.15 – 14.45	Coffee/Tea break	LAB
14.45 – 16.15	Parallel Session VIII	LAB
16.30 – 17.30	**Keynote III: Nancy Perry**	**LAA-G001**
17.30 – 17.45	Conference Closing	LAA-G001

Thursday, 30 August 2018 (Post Conference)		Day IV
08.30 – 10.30	Workshop	LAB
10.30 – 11.00	Coffee/Tea break	LAB
11.00 – 12.30	Workshop	LAB

Conference Information A – Z

Abstracts

The Book of Abstracts can be downloaded as PDF from the conference website:

http://www.earli-sig16.uzh.ch/en.html

Accessibility

There are wheelchair-accessible lifts at Credit Suisse, at the corner of Sihlpost and Lagerstrasse by the Teaching Materials Shop.

Catering

On-site catering is included in the registration fee.

Cloakroom

A small cloakroom is available at the conference registration desk at the Zurich University of Teacher Education in the building LAB. Look out for the signs indicating the registration desk. Our cloakroom will be staffed during the conference. However, neither EARLI nor the local organisers accept any liability for the loss of or damage to any items left in the cloakroom. Of course, we'll do our best to keep everything safe.

Coffee/Tea Breaks and Lunches

During the breaks in the morning and afternoon, we will serve different kinds of refreshments: water, coffee, tea, fruit, and cakes. At lunchtime, we will serve you a small meal (either with meat or vegetarian). All meals (coffee/tea breaks and lunch) served during the conference are included in the registration fee. In addition, you will find numerous cafés and restaurants around the campus.

Conference Dinner

On Tuesday evening, 28 August 2018, all participants of the conference are invited to an easy going, good time eating, drinking and dancing conference dinner at **Palavrion**, Beethovenstrasse 32 in 8002 Zürich. The trams number 5, 6, 7, 8, 13 and 17 all stopping at "Stockerstrasse" will take you to Palavrion. From the stop "Stockerstrasse" Palavrion is a few footsteps away. The winner of the Poster Recognition will be announced at the conference dinner.

Conference registration desk

The conference registration desk is located in the building LAB (room LAB-E014) on the campus of the Zurich University of Teacher Education. It is open daily during the conference. Further, conference assistants and members of the conference organisation committee are glad to help you. They are wearing a yellow lanyard.

Conference Information A – Z

Conference Venue

The conference is located on the campus of the Zurich University of Teacher Education next to the main station. The address is Lagerstrasse 2, 8090 Zürich.

Arriving by plane: From Zurich Airport the main station and city centre can be reached by train in 10 minutes (leaving at least every 15 minutes at a cost of 6.60 CHF). Get off at the main station marked as "Zürich HB". Within the main station please use the exit "Europaallee" for an easy access to the campus. From the main station, it will take you 3-5 minutes to get there. By taxi, the venue can be reached from Zurich Airport within 20 minutes at a cost of approximately 49 Euros or 60 CHF.

Arriving by tram: The trams number 3 and 14 or the bus number 31 will take you to the venue. Make sure to get off at the stop called "Sihlpost". From "Sihlpost" the campus of the Zurich University of Teacher Education is in walking distance.

Arriving by car: Please note that there are no parking spaces available. The nearest parking house from the conference venue is the city parking near Gessnerallee, about a 5 minutes walk away (30 minutes parking = 2 CHF).
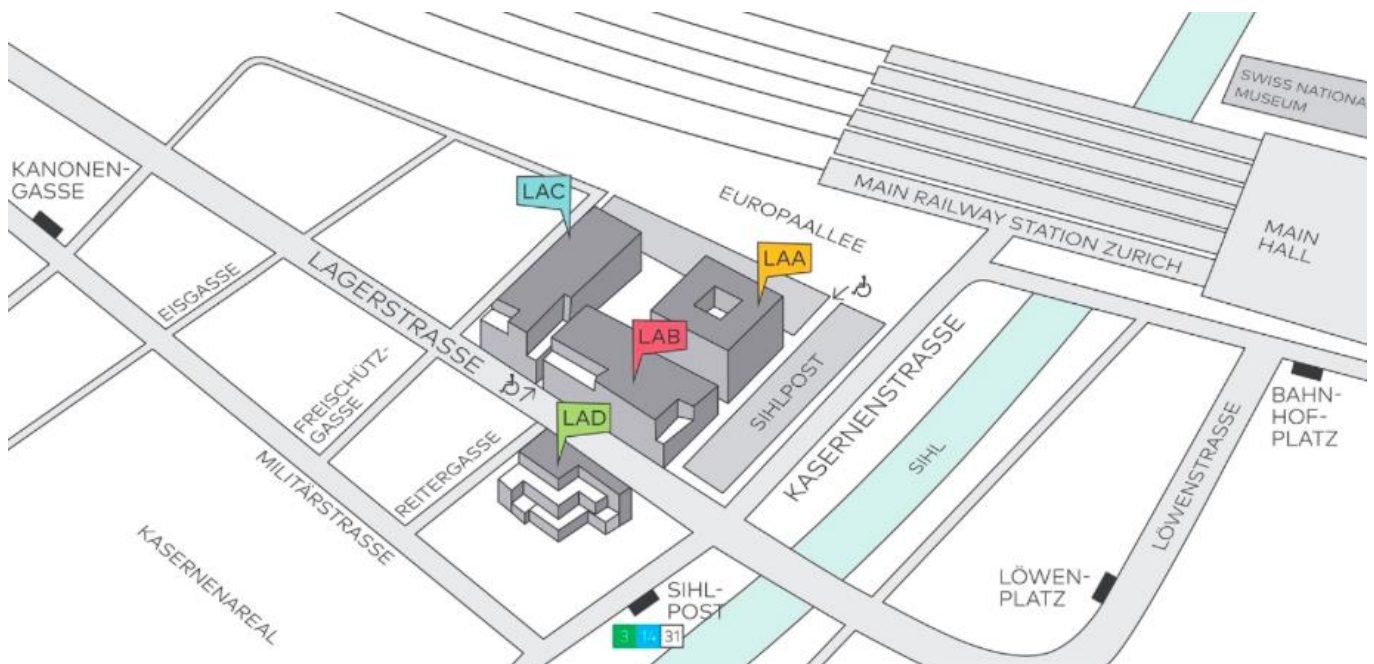
Emergency

In case of a non-life threatening emergency, ask a conference assistant to contact the first aid personnel. In case of a life threatening medical emergency, dial the number **144**. In case of fire, call number **118**. If the police are needed, call the number **117**. These numbers can be dialled from any European mobile phone.

Conference Information A – Z

Internet Access

The following user name and password for the wireless network (PHZH-GUEST) is also printed on your nametag. The wireless network is accessible throughout the Zurich University of Teacher Education.

3840	zor532
Password:	2479
Wi-Fi:	PHZH-GUEST

The Zurich University of Teacher Education is part of the **eduroam** programme. Eduroam is the worldwide roaming access service developed for the international research and education community. Select the eduroam Wi-Fi network and log in using your home-university account.

Please note that depending on your phone company high costs may occur when using the data roaming on your phone. Most phone companies do not include Switzerland in their European roaming plan.

Keynote Presentations

The keynote presentations will be held in the building LAA (room: G001) on the campus of the Zurich University of Teacher Education. Please see the timetable for more information.

Leisure and Excursions

For more information about where to eat or what to do in Zurich, the organising committee has put together a list of its favourite restaurants, bars and places to go in Zurich. Please visit the conference website: http://www.earli-sig16.uzh.ch/en.html or the official Zurich Tourism website: https://www.zuerich.com/en

Lost Property

In case you lose something during the conference, please contact any of the conference assistants (recognizable by their yellow lanyards) or the conference registration desk.

Medical Service

You can find a small dispensary at the conference registration desk. In case of emergencies, call 144. Several pharmacies are located in the main station (ShopVille).

Members Meeting

The members meeting will take place on Tuesday, 28 August 2018, from 17.45 to 18.45 in LAA – G001.

Conference Information A – Z

Name Tags

Your name tag will be given to you with your conference materials upon registration. Please wear it at all times to guarantee entrance to all areas of the conference. In case of loss, please contact the registration desk. Further, we encourage you to return your lanyard and name tag upon at the end of the conference. You will find dedicated collection boxes dotted around the venue.

Parking

Please note that there are no parking spaces available at the conference venue. The nearest parking is the multi-storey car park near Gessnerallee (30 minutes parking = 2 CHF). Information about car parks in the city centre can be found here: https://parkingzuerich.ch. We highly recommend using the public transport system.

Photocopying

Photocopying is not available at the venue. In case of emergency, visit the copy shop situated in the main station (ShopVille) or contact the registration desk for further information.

Programme Changes

Please be aware of possible programme changes. Changes will be posted outside of the rooms, at the conference registration desk and in the online programme.

Public Transportation

Zurich has an excellent public transport system, the so-called ZVV. Tickets for busses and trams within Zurich (zone 110) can be bought at ZVV Customer Centre at Zurich main station (Zurich HB) or at any blue ticket booth at the tram stops. Tickets have to be **purchased before getting on** the tram, bus or urban railway. There is no possibility of buying tickets once on the public transport. If you wish to use the public transportation system several times within 24 hours, we recommend you to buy a ZVV day pass. For further information, please visit the ZVV website: https://www.zvv.ch/zvv/en/home.html

Registration

To register for the conference upon arrival in Zurich, please go to the conference registration desk located in the building LAB on the ground floor room E014. The conference registration desk is open as follows:

Monday, 27 August	11.00 – 19.30
Tuesday, 28 August	08.30 – 19.00
Wednesday, 29 August	08.30 – 18.30

Conference Information A – Z

Smoking

Smoking is prohibited at the conference venue. Indicated smoking areas can be found outside the buildings.

Social Events

On Monday evening, 27 August, we invite you to the opening reception at the conference venue.

On Tuesday evening, 28 August, the conference dinner with the announcement of the winner of the Poster Recognition will take place at the restaurant Palavrion.

On Wednesday evening, 29 August, we invite the conference participants to join a guided walking tour that offers insights into the city's history, or to have a picnic at the lakeside. (For more details and registration please visit the conference homepage, http://www.earli-sig16.uzh.ch/en/social-events.html)

Sustainability

Both EARLI and the organising institutions are committed to protecting the environment. In light of these efforts, abstract booklets have not been printed. You can find the Book of Abstracts on the conference website http://www.earli-sig16.uzh.ch/en/programme.html.

Tourist Information

Please have a look at the website of Zurich Tourism: https://www.zuerich.com/en. Further, you'll find some local favourites (e.g. restaurants, bars, outdoor activities) on the conference website.

Water

Switzerland's drinking water is of high quality. Tap water is the best drinking water you will find. Water bottles can be refilled at any tap or fountain in the city. Fountains with non drinkable water are marked accordingly.

Keynote I

Precursors and parental predictors of executive function in 14- month-olds – Early findings from the new fathers and mothers

Recent years have seen a remarkable growth of research interest in young children's 'executive function (EF), the cognitive processes that underpin flexible goal directed behaviour (e.g., inhibitory control, working memory and attentional set-shifting). In particular, striking associations have been reported between variation in EF and preschool children's social understanding, academic success and behavioral adjustment (for meta-analytic reviews, see Devine & Hughes; Jacob & Parkinson, 2015; Schoemaker, Mulder, Deković, & Matthys, 2013). Coupled with growing recognition that the first 1000 days of life provide a 'golden window' for intervention, these findings highlight the potential importance of investigating EF in infancy and early toddlerhood. With this goal in mind, we are currently completing an international longitudinal study of just over 400 expectant parents from Cambridge in the UK, New York, USA and the Netherlands. These families were all seen at home before the birth of their first child and again at 4, 14 and 24 months. Emerging findings related to infants' performance on a battery of EF tasks completed at 14 and 24 months, coupled with parallel dyadic observations of infants' interactions with mothers and fathers and parental EF performance enable us to examine: (i) the measurement, nature and precursors of EF in toddlerhood; (ii) intergenerational associations in EF performance; (iii) maternal and paternal social influences on individual differences in EF (e.g., exposure to parental depression, variability in parental autonomy support); and (iv) similarities and contrasts in the results from the three countries.

Claire Hughes, University of Cambridge, United Kingdom

Keynote II

Strategies to self-regulate achievement motivation: Different aspects of their effective use

Complex learning tasks – such as exam preparation, self-studying or preparation of a verbal presentation – are frequently demanding not only in terms of cognitive processing and meta-cognitive control, but also with regard to learners' motivation (e.g., when errors occur). Self-regulation of achievement motivation therefore is of great relevance. Building on this assumption, research on motivational regulation has been intensified in the last years. The present talk provides an overview of work addressing the use of motivational regulation strategies in different contexts. Particular emphasis is given on the situational specificity and the quality of strategy use. Empirical studies are presented addressing not only the consequences of the use of these strategies but also the evaluation of a training approach to enhance motivational regulation.

Markus Dresel, University of Augsburg, Germany

Keynote III

Partnering with teachers to design and implement assessments *for* SRL

Globally, school systems are charged with preparing learners for the 21st century—preparing them to be continuously learning and applying their learning meaningfully, creatively, and flexibly. Self-regulated learning (SRL), which involves, metacognition, motivation, and strategic action, is highly relevant to this task. My research focuses on classroom processes that support children's development as self-regulating learners, and ways teachers and researchers can collaborate to make SRL common in classrooms. In this presentation, I will describe collaborations between teachers and researchers, leading to the design and implementation of formative assessments of children's SRL—assessments *for* SRL. These collaborations raise critical questions about studying SRL in schools and standard ideas about control, fidelity, and evidence. I hope to stimulate constructive conversations about the value of teacher-researcher partnerships and how they can support SRL and 21st century learning.

Nancy Perry, University of British Columbia, Canada

Jure Keynote

The parent factor in child self-regulation – parental beliefs, parenting practices, and the effectiveness of training

Given the substantial role early self-regulation plays in academic, socio-emotional, and health-related outcomes (Moffitt et al., 2011), there is a growing interest in how these skills emerge and develop from infancy throughout childhood, including high-risk groups, such as preterm children who are at risk for adverse development (Aarnoudse-Moens, Weisglas-Kuperus, van Goudoever, & Oosterlaan, 2009).

Parental co-regulation is assumed to play a key role in this development by enabling the child to gradually internalize regulatory strategies and to become capable of self-regulating (Bernier, Carlson, & Whipple, 2010). Parental cognitions, such as self-efficacy beliefs, in turn may stimulate and motivate parenting practices (Bornstein, Putnick, & Suwalsky, 2017; Coleman & Karraker, 1998). Gaining a thorough picture of the underlying processes of this interplay during early childhood, has important implications for the theoretical development as well as the design of interventions.

In this talk, I will highlight the parent factor in child self-regulation. Empirical studies will be presented that address the role of parental self-efficacy beliefs and co-regulatory behaviours in the development of early child self-regulation, as well as the effectiveness of a parent training programme as a preventive approach to support this development at an early stage and to counteract adverse development in children at risk.

Kim A. Gärtner, Heidelberg University, Germany

Registration	from 11.00	LAB-E014

Conference Opening	Time: 12:30 - 13:00	Location: LAA-G001

WELCOMING WORDS

Conference Chair: Yves Karlen, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland
Rector of the host university: Heinz Rhyn, Zurich University of Teacher Education, Switzerland
EARLI Metacognition SIG Coordinator: Engin Ader, Bogazici University, Turkey

Keynote I	Time: 13:00 - 14:00	Location: LAA-G001

KEYNOTE SESSION

Precursors and Parental Predictors of Executive function in 14- month- olds – Early Findings from the New Fathers and Mothers
Claire Hughes, University of Cambridge, United Kingdom

CHAIR: Katharina Maag Merki, University of Zurich, Switzerland

Coffee/Tea break in building: LAA

Parallel Session I	Time: 14:30 - 16:00	Location: LAB-F014

SINGLE PAPERS: COGNITIVE SKILLS, NEUROSCIENCE

The role of cognitive inhibition and metacognition on math performance of middle school students
Fatma Acar, Bogazici University, Turkey; Emine Erktin, Bogazici University, Turkey

Who can get benefit from homework? The importance of deliberate use of learning strategies
Eriko Ota, University of Tokyo, Japan; Emmanuel Manalo, Kyoto University, Japan

Neural Correlates of Feeling of Knowing and Judgment of Learning: An ERP Study
Metehan Irak, Bahcesehir University, Turkey; Can Soylu, Bahcesehir University, Turkey; Gözem Turan, Bahcesehir University, Turkey

CHAIR: Sandra Degen, University of Zurich

Parallel Session I	Time: 14:30 - 16:00	Location: LAB-F017

SINGLE PAPERS: META-ANALYSIS, RESEARCH REVIEW

Effects of self-assessment interventions on students' self- regulated learning and self-efficacy
Ernesto Panadero, Universidad Autónoma de Madrid, Spain; Anders Jonsson, Kristianstad University, Sweden; Juan Botella, Universidad Autonoma de Madrid, Spain

A Critical Review of Recent Literature on Self-regulated Learning, Calibration, and Performance
Linda Bol, Old Dominion University, United States; Douglas Hacker, University of Utah, United States

What Interventions Best Improve Relative Metacomprehension Accuracy? Meta-Analytic Insights
Anja Prinz, University of Freiburg, Germany; Stefanie Golke, University of Freiburg, Germany; Joerg Wittwer, University of Freiburg, Germany

CHAIR: Esther Kaufmann, University of Zurich

Parallel Session I	Time: 14:30 - 16:00	Location: LAB-F040

SINGLE PAPERS: SHARED REGULATION, COLLABORATIVE LEARNING

Monitoring in collaborative learning – Do students synchronize with each other during it?
Eetu Haataja, University of Oulu, Finland; Jonna Malmberg, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland

Are variations in shared regulation equally beneficial for all collaborative learners' performance?
Liesje De Backer, Ghent University, Belgium; Hilde Van Keer, Ghent University, Belgium; Martin Valcke, Ghent University, Belgium

Shared metacognitive regulation among high- and low-outcome groups in collaborative learning
Tuike Iiskala, University of Turku, Finland; Simone Volet, Murdoch University, Australia; Marja Vauras, University of Turku, Finland; Cheryl Jones, Murdoch University, Australia; Milo Koretsky, Oregon State University, United States; Erno Lehtinen, University of Turku, Finland

CHAIR: Beat Rechsteiner, University of Zurich

Parallel Session I	Time: 14:30 - 16:00	Location: LAB-F015

SYMPOSIUM: SELF-REGULATION AND PARENT CHILD BELIEFS IN EARLY CHILDHOOD

Play it safe or play to learn: mindsets and behavioral self-regulation in kindergarten
Miriam Compagnoni, University of Zurich, Switzerland; Yves Karlen, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland

Effects of Feedback on Kindergartners' Self-Monitoring and Self- Rewarding
Mariette van Loon, University of Bern, Switzerland; Claudia Roebers, University of Bern, Switzerland

Co- and Self-Regulation in Early Childhood – the Role of Parental Self- Efficacy Beliefs
Kim Gärtner, Heidelberg University, Germany; Verena Vetter, University Hospital Heidelberg, Centre for Child and Adolescent Medicine, Germany; Michaela Schäferling, University Hospital Heidelberg, Centre for Child and Adolescent Medicine, Germany; Gitta Reuner, University Hospital Heidelberg, Centre for Child and Adolescent Medicine, Germany; Silke Hertel, Heidelberg University, Germany

DISCUSSANT: Franziska Perels, Saarland University, Germany
CHAIR: Yves Karlen, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland
ORGANISERS: Miriam Compagnoni, University of Zurich, Switzerland; Kim Gärtner, Heidelberg University, Germany

Parallel Session II	Time: 16:15 - 17:45	Location: LAB-F014

SINGLE PAPERS: HYPERMEDIA

Pre- & In-Service Teachers' Emotional and Motivational SRL Processes with Hypermedia-Based Learning

Michelle Taub, University of Central Florida, United States; Anila Asghar, McGill University, Canada; Vivek Venkatesh, Concordia University, Canada; Roger Azevedo, University of Central Florida, United States; Ying-Syuan Huang, McGill University, Canada; Megan Price, North Carolina State University, United States; Wynnpauk Varela, Concordia University, Canada

Using Prospective Metacognitive Judgments to Predict Performance with Advanced Learning Technologies

Nicholas Mudrick, North Carolina State University, United States; Robert Sawyer, North Carolina State University, United States; Megan Price, North Carolina State University, United States; James Lester, North Carolina State University, United States

Supporting students' application of learning strategies

Tino Endres, University of Freiburg, Germany; Jasmin Leber, University of Freiburg, Germany; Alexander Renkl, University of Freiburg, Germany

CHAIR: Sandra Degen, University of Zurich

Parallel Session II	Time: 16:15 - 17:45	Location: LAB-F015

SINGLE PAPERS: METACOGNITIVE MONITORING ACCURACY

Monitoring and regulating learning from text: Steering learners towards diagnostic cues

Anique de Bruin, Maastricht University, Netherlands; Janneke van de Pol, Utrecht University, Netherlands; Mariette van Loon, University of Bern, Switzerland; Tamara Van Gog, Utrecht University, Netherlands

Debunking misconceptions – Inducing corrections, raising awareness, or fruitless exercise?

Stephanie Pieschl, University of Newcastle, Australia; Jennifer Archer, The University of Newcastle, Australia; Janene Budd, University of Newcastle, Australia

CHAIR: Esther Kaufmann, University of Zurich

Parallel Session II	Time: 16:15 - 17:45	Location: LAB-F040

SINGLE PAPERS: YOUNG CHILDREN

Do 7- to 10-year olds use retrieval fluency as a cue for their monitoring?

Claudia Roebers, University of Bern, Switzerland; Natalie Bayard-Guggisberg, University of Bern, Switzerland; Martina Steiner, University of Bern, Switzerland; Mariette van Loon, University of Bern, Switzerland

Interrelations between executive function, metacognition and effortful control in preschool children

Sonja Kälin, University of Bern, Switzerland; Nike Tsalas, University of Bern, Switzerland; Claudia M. Roebers, University of Bern, Switzerland

Cultural differences in the self-regulatory and productive function of children's behaviours

Pablo Torres, University College London, United Kingdom; David Whitebread, University of Cambridge, United Kingdom; Ros McLellan, Cambridge University, United Kingdom

CHAIR: Beat Rechsteiner, University of Zurich

Parallel Session II   Time: 16:15 - 17:45   Location: LAB-F017

SYMPOSIUM: EFFECTS OF INDIVIDUAL FEEDBACK ON SELF-REGULATED LEARNING – ENHANCING INTERVENTIONS AND OUTCOMES

Does the Learning Diary Live up to Its Promise? A Meta Analysis on the Effectiveness of Diaries

Charlotte Dignath, Goethe-University Frankfurt, Germany; Sabine Fabriz, Goethe-University Frankfurt, Germany; Franziska Perels, Saarland University, Germany

Seizing the Opportunity for Self-Regulated Learning—Who Attends a Voluntary Web-Based Training?

Henrik Bellhäuser, Johannes Gutenberg-University Mainz, Germany; Maria Theobald, Johannes Gutenberg-Universität Mainz, Germany; Margarete Imhof, Johannes Gutenberg University, Germany

A longitudinal study on daily self-regulated learning of University students

Maria Theobald, Johannes Gutenberg-University Mainz, Germany; Henrik Bellhäuser, Johannes Gutenberg-University Mainz, Germany; Patrick Liborius, Justus-Liebig-Universität Gießen, Germany

DISCUSSANT: Ernesto Panadero, Universidad Autónoma de Madrid, Spain
CHAIR: Henrik Bellhäuser, Germany
ORGANISER: Charlotte Dignath, Goethe-University Frankfurt, Germany

Poster Session with Opening Reception   Time: 18:00 - 19:00   Location: LAA, floors H & J

POSTER PRESENTATION

Metacognitive reasoning and illusion of linearity (1)

Vanja Putarek, University of Zagreb, Faculty of Humanities and Socal Sciences, Croatia; Vesna Vlahovic-Stetic, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia

A Cognitive Validity Study of the Motivated Strategies for Learning Questionnaire (2)

Daniel Dinsmore, University of North Florida, United States; Meghan Parkinson, University of North Florida, United States; Brian Zoellner, University of North Florida, United States

Exploring small-scale adaptation in socially shared regulation of learning (3)

Márta Sobocinski, University of Oulu, Finland; Jonna Malmberg, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland

Prospective and retrospective control in elementary school children: A longitudinal study (4)

Natalie Bayard-Guggisberg, University of Bern, Switzerland; Martina Steiner, University of Bern, Switzerland; Mariette van Loon, University of Bern, Switzerland; Claudia Roebers, University of Bern, Switzerland

The Role of Metacognition in Low vs High Road Transfer of Complex Problem Solving Skills (5)

Ashley Johnson, University of Luxembourg, Luxembourg; Björn Nicolay, University of Luxembourg, Faculty of Language and Literature, Humanities, Arts and Educational Sciences (FLSHASE), Luxembourg; Florian Krieger, University of Luxembourg, Luxembourg; Samuel Greiff, University of Luxembourg, Luxembourg

Four- and six- year-old children's deployment of metacognition in multimodal number tasks (6)

Ana Clara Ventura, Universidad Nacional del Comahue and CONICET, Argentina; Flavia Irene Santamaria, Universidad Nacional del Comahue: sede Centro Regional Universitario Bariloche. Instituto de Formación Docente Continua de Bariloche, Argentina; Nora Scheuer, Universidad Nacional del Comahue and CONICET, Argentina

Metacognitions meets Self-Concept: A Common Factor Of Self-Evaluation in First Grade Children? (7)

Laura Claude Dapp, Institute of Psychology, Switzerland

The Role of Feedback in Promoting Self-regulated Digital Learning (SRDL) (8)
Hsiu-Ling Chen, National Taiwan University of Science & Technology, Taiwan; Miao-Hsuan Yen, National Taiwan Normal University, Taiwan; Sufen Chen, National Taiwan University of Science and Technology, Taiwan; Chia-Yu Wang, National Chiao Tung University, Taiwan; Ying-Shao Hsu, National Taiwan Normal University, Taiwan; Tzu-Chien Liu, National Taiwan Normal University, Taiwan

Effects of age and question format on children's monitoring and regulation of text comprehension (9)
Martina Steiner, University of Bern, Switzerland; Natalie Bayard-Guggisberg, University of Bern, Switzerland; Mariette van Loon, University of Bern, Switzerland; Claudia Roebers, University of Bern, Switzerland

Monitoring as an overlap of executive functioning and procedural metacognition in 10 to 14 year olds (10)
Qendresa Thaqi, University of Bern, Switzerland; Claudia Roebers, University of Bern, Switzerland

Sad but true: Negative affect leads to more accurate metacomprehension than positive affect (11)
Anja Prinz, University of Freiburg, Germany; Viktoria Bergmann, University of Freiburg, Germany; Joerg Wittwer, University of Freiburg, Germany

Metacognitive Knowledge: Effects on Navigation and Performance in Hypertext Reading (12)
Liene Pucite, Goethe-University Frankfurt, Germany; Johannes Naumann, Goethe-University Frankfurt, Germany

How to study smart - students' knowledge and application of learning strategies (13)
Felicitas Biwer, Maastricht University, FHML, Dept. of Educational Research and Development, Netherlands; Anique de Bruin, Maastricht University, Netherlands; Pauline Aalten, Maastricht University, Netherlands; Mirjam Oude-Egbrink, Maastricht University, Netherlands

Learning strategies of regular primary and special-needs students (14)
Ricarda Isaak, Bielefeld University, Germany; Joachim Wirth, Ruhr-University Bochum, Germany; Matthias Wilde, Universität Bielefeld, Germany

Effect Of Overt Practice on 6th Graders Metacognitive Monitoring Accuracy in the Classroom Context (15)
Julyet Koronel, Bahcesehir University, Turkey; seda saraç, Bahcesehir University, Turkey

Development and Validation of A Scale on Self-regulation in Science Learning (16)
Shu-Sheng Lin, Graduate Institute of Mathematics and Science Education, National Chiayi University, Taiwan; Jia-Hua Sie, Department of Education, National Chiayi University, Taiwan; Jia-An Chen, Department of Education, National Chiayi University, Taiwan

The role of monitoring and control decisions in superficial and deep comprehension of texts (17)
Marta Minguela, University of Barcelona, Spain

The Hemingway effect: The closer to finishing a task, the higher the motivation to finish it (18)
Yoshinori Oyama, Chiba University, Japan; Emmanuel Manalo, Kyoto University, Japan; Yoshihide Nakatani, RCS Advertising, Japan

Response confidence and study medium: Does touch-based interaction affect metacognitive accuracy? (19)
Franz Wortha, Eberhard Karls University Tübingen, Germany; Birgit Brucker, Leibniz- Institut für Wissensmedien (IWM), Germany; Peter Gerjets, Leibniz-Institut für Wissensmedien (IWM), Germany

Investigating 7th graders' collaborative tutoring process based on metacognition in a science center (20)
Gamze Türkmen, Middle East Technical University, Turkey; Zahide Yıldırım, Middle East Technical University, Turkey

Ace Your Self-study: Using A Mobile Device App to Support Self- regulated Learning (21)
Martine Baars, Erasmus University Rotterdam, Netherlands; Fred Paas, Department of Psychology, Education and Child Studies, Erasmus University Rotterdam, Netherlands

What? Where? When? How much? The search for help when writing a school-leaving certificate paper (22)
Francesca Suter, University of Zurich, Switzerland; Carmen Hirt, University of Zurich, Switzerland; Yves Karlen, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland; Katharina Maag Merki, University of Zurich, Switzerland

| **Parallel Session III** | Time: 09:00 - 10:30 | Location: LAB-F014 |

SINGLE PAPERS: TEACHERS' METACOGNITION

The relation between pre-service teachers' epistemic cognition, metacognition, and performance
Daniel Dinsmore, University of North Florida, United States; Jaclyn Glosson, University of North Florida, United States

Teachers' self-efficacy and self-regulation at different stages of their professional career
Manuela Benick, Saarland University, Germany; Laura Dörrenbächer, Saarland University, Germany; Franziska Perels, Saarland University, Germany

Teacher Metacognition in Classroom Practices
Gursu Asik, Bahcesehir University, Turkey

CHAIR: Beat Rechsteiner, University of Zurich

| **Parallel Session III** | Time: 09:00 - 10:30 | Location: LAB-F013 |

SINGLE PAPERS: EFFECTS OF FEEDBACK

Kindergartners' performance evaluation: Effects of feedback and task experience
Kamila Urban, Institute for Research in Social Communication, Slovak Academy of Sciences, Slovakia

Using and benefiting from test feedback in foreign language vocabulary learning
Emmanuel Manalo, Kyoto University, Japan; Yoshinori Oyama, Chiba University, Japan; Ayaka Kanetsuna, The Faculty of Education of Chiba University Affiliated Junior High School, Japan

Exploring the Effects of Generating Peer- and Internal Feedback on Monitoring and Error Correction
Olaf Peters, Technische Universität Dresden, Germany; Mareike Bockholt, Technische Universität Kaiserslautern - Graphentheorie, Germany; Hermann Koerndle, Technische Universitaet Dresden - Psychology of Learning and Instruction, Germany; Susanne Narciss, TU Dresden, Germany

CHAIR: Esther Kaufmann, University of Zurich

| **Parallel Session III** | Time: 09:00 - 10:30 | Location: LAB-F017 |

SYMPOSIUM: ADVANCED MEASUREMENT AND SUPPORT OF S(S)RL IN ALTS

Measuring self-regulatory processes using multimodal multichannel trace with ALTs
Roger Azevedo, University of Central Florida, United States; Michelle Taub, University of Central Florida, United States; Nicholas Mudrick, North Carolina State University, United States; Amanda Bradbury, North Carolina State University, United States; Megan Price, North Carolina State University, United States; Elizabeth Cloude, North Carolina State University, United States

What do electro dermal activity breakpoints tell about monitoring during collaboration?
Muhterem Dindar, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland; Ming Ming Chiu, The University of Hong Kong, Hong Kong; Jonna Malmberg, University of Oulu, Finland; Sara Ahola, University of Oulu, Finland

Equipping learning dashboards with real-time data: can they foster learning?
Markus Hörmann, Technical University of Munich (TUM), Germany; Maria Bannert, Technical University of Munich (TUM), Germany

What can Moments-by-Moments Learning Curves tell about Students' Self- Regulated Learning?
Inge Molenaar, Radboud University Nijmegen, Netherlands; Anne Horvers, Radboud University Nijmegen, Netherlands

DISCUSSANT: Dragan Gašević, University of Edinburgh, United Kingdom
CHAIR: Inge Molenaar, Radboud University Nijmegen, Netherlands

Parallel Session III	Time: 09:00 - 10:30	Location: LAB-F015

SYMPOSIUM: TEACHING METACOGNITION TO YOUNG LEARNERS: MONITORING ACCURACY, BELIEFS, AND CLASSROOM PRACTICE

Do I Know What You Know? Teachers' Cue-Utilization when Monitoring Students' Text Comprehension
Janneke van de Pol, Utrecht University, Netherlands; Elske Muilenburg, University Utrecht, Netherlands; Tamara Van Gog, Utrecht University, Netherlands

The Relation Between Teachers' Classroom Instructions and Children's Monitoring and Regulation
Mariette van Loon, University of Bern, Switzerland; Natalie Bayard-Guggisberg, University of Bern, Switzerland; Martina Steiner, University of Bern, Switzerland; Claudia Roebers, University of Bern, Switzerland

How is conceptual change in teachers' beliefs toward promoting SRL changing their classrooms?
Charlotte Dignath, Goethe-University Frankfurt, Germany

DISCUSSANT: Linda Bol, Old Dominion University, United States
CHAIR: Mariette van Loon, University of Bern, Switzerland

Coffee/Tea break in building: LAA

Keynote II	Time: 11:00 - 12:00	Location: LAA-G001

KEYNOTE SESSION

Strategies to self-regulate achievement motivation: Different aspects of their effective use
Markus Dresel, University of Augsburg, Germany

CHAIR: Yves Karlen, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland

Lunch in building: LAA

PANEL DISCUSSION	Time: 13:00 - 13:50	Location: LAA-G001

MEASURING AND SUPPORTING STUDENTS' SELF-REGULATED LEARNING IN ADAPTIVE EDUCATIONAL TECHNOLOGIES

Inge Molenaar, Radboud University Nijmegen, Netherlands; Roger Azevedo, University of Central Florida, United States; Sanna Järvelä, University of Oulu, Finland; Maria Bannert, Technical University of Munich (TUM), Germany; Dragan Gašević, University of Edinburgh, United Kingdom

CHAIR: Inge Molenaar, Radboud University Nijmegen, Netherlands

Parallel Session IV	Time: 14:00 - 15:30	Location: LAB-F013

SINGLE PAPERS: CREATIVITY, READING

Exploring the Metacomprehension Abilities of Students with Intellectual Disabilities
Antonio Gutierrez de Blume, Georgia Southern University, United States; Christian Soto, Facultad de Educación, Universidad de Concepción, Chile; Fernanda Rodriguez, Facultad de Educación, Universidad de Concepción, Chile

Mind wandering, creativity and well-being: What are the connections?
David Preiss, Pontificia Universidad Catolica de Chile, Chile; Natalia Molina, Pontificia Universidad Católica de Chile, Chile

Does metacogntive reflection foster creativity in small children?
Violeta Vainer, FLACSO, Argentina

CHAIR: Esther Kaufmann, University of Zurich

Parallel Session IV	Time: 14:00 - 15:30	Location: LAB-F014

SINGLE PAPERS: GAME-BASED LEARNING

How does eye tracking demonstrate students' metacognitive monitoring during game-based learning?
Michelle Taub, University of Central Florida, United States; Roger Azevedo, University of Central Florida, United States; James Lester, North Carolina State University, United States

The Impact of Agency, Motivation, and Emotions on Learning in a Game- Based Learning Environment
Amanda Bradbury, North Carolina State University,United States; Robert Sawyer, North Carolina State University, United States; Roger Azevedo, University of Central Florida, United States; James Lester, North Carolina State University, United States

Dynamic Scenario-based Assessment: Findings and Implications to Metacognition and Cognition
Sabina Kleitman, The University of Sydney, Australia; Matthew Blanchard, The University of Sydney, Australia; Simon Jackson, The University of Sydney, Australia; Nikzad Babaii Rizvandi, The University of Sydney, Australia; Eugene Aidman, Defence Science and Technology Group, Australia

CHAIR: Beat Rechsteiner, University of Zurich

Parallel Session IV	Time: 14:00 - 15:30	Location: LAB-F015

SYMPOSIUM: DETERMINANTS INFLUENCING THE EFFECTIVENESS OF TRAININGS ON SELF-REGULATED LEARNING

Effects of a self-regulation training – does the socio-economic status matter?
Ferdinand Stebner, Ruhr University Bochum, Germany; Corinna Schuster, Ruhr University Bochum, Germany; Theresa Dicke, Australian Catholic University, Australia; Yves Karlen, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland; Joachim Wirth, Ruhr-University Bochum, Germany; Detlev Leutner, University of Duisburg- Essen, Germany

Do university students' individual characteristics influence the gain in self-regulated learning?
Silke Hertel, Heidelberg University, Germany; Sophie Butz, Heidelberg University, Germany; Henrik Bellhäuser, Johannes Gutenberg-University Mainz, Germany; Birgit Spinath, Heidelberg University, Germany; Katharina Maag Merki, University of Zurich, Switzerland; Bernhard Schmitz, TU Darmstadt, Germany

Differential effects of a self-regulated learning intervention within a process-analytical approach
Laura Dörrenbächer, Saarland University, Germany; Franziska Perels, Saarland University, Germany

DISCUSSANT: Charlotte Dignath, Goethe-University Frankfurt, Germany
CHAIRS: Ferdinand Stebner, Ruhr University Bochum, Germany; Joachim Wirth, Ruhr-University Bochum, Germany

Parallel Session IV	Time: 14:00 - 15:30	Location: LAB-F017

SYMPOSIUM: HOW TO SUPPORT STUDENT REGULATION BY MANIPULATING TASK CONDITIONS

The influence of task structure on children's navigation activities during hypermedia learning
Cindy Klompmaker-Paans, Radboud University Nijmegen, Netherlands; Inge Molenaar, Radboud University Nijmegen, Netherlands; Eliane Segers, Radboud University Nijmegen / University of Twente, Netherlands; Ludo Verhoeven, Radboud University Nijmegen, Netherlands

How to support shared regulation during face-to-face collaborative learning?
Liesje De Backer, Ghent University, Belgium; Hilde Van Keer, Ghent University, Belgium; Martin Valcke, Ghent University, Belgium

Supporting shared regulation during task-oriented reading
Jolique Kielstra, Radboud University Nijmegen, Netherlands; Inge Molenaar, Radboud University Nijmegen, Netherlands; Roel Van Steensel, Erasmus University Rotterdam / University of Twente, Netherlands; Ludo Verhoeven, Radboud University Nijmegen, Netherlands

DISCUSSANT: Lenka Schnaubert, University of Duisburg - Essen, Germany
CHAIR: Jolique Kielstra, Radboud University Nijmegen, Netherlands
ORGANISER: Jolique Kielstra, Radboud University Nijmegen, Netherlands

Coffee/Tea break in building: LAB

Parallel Session V	Time: 16:00 - 17:30	Location: LAB-F015

SINGLE PAPERS: ASSESSMENT METHODS

A Deeper Understanding of Metacomprehension: Development of a New Multidimensional Tool
Antonio Gutierrez de Blume, Georgia Southern University, United States; Christian Soto, Facultad de Educación, Universidad de Concepción, Chile; Rodrigo Asun, Universidad de Chile, Chile; Matthew Jacovina, Arizona State University, United States; Claudio Vasquez, Universidad Autonoma de Chile, Chile

Effects of assessing rehearsal strategies via think aloud protocols or trial- by-trial self-reports
Sebastian Poloczek, University of Bristol, United Kingdom; Chris Jarrold, University of Bristol, United Kingdom

What we learn from learning diaries: Structured activities as metacognitive tools
Heather Branigan, University of Stirling, United Kingdom

CHAIR: Francesca Suter, University of Zurich

Parallel Session V	Time: 16:00 - 17:30	Location: LAB-F014

SINGLE PAPERS: IMPLEMENTATION, TEACHER EDUCATION

Simulation-based self-regulation with real actors: A model for teachers' professional vision
Bracha Kramarski, Bar-Ilan University, Israel; yafit Moradoff, Bar-Ilan University, Israel

The implementation of self-regulated learning in primary schools: A qualitative study
Mona De Smul, University of Ghent, Belgium; Sofie Heirweg, Ghent University, Belgium; Geert Devos, Ghent University, Belgium; Hilde Van Keer, Ghent University, Belgium

The coverage of distributed practice and retrieval practice in teacher education textbooks
Tim Surma, Open University of the Netherlands, Netherlands; Gino Camp, Open University of the Netherlands, Netherlands; Paul A. Kirschner, Open University of the Netherlands, Netherlands

CHAIR: Beat Rechsteiner, University of Zurich

Parallel Session V	Time: 16:00 - 17:30	Location: LAB-F013

SINGLE PAPERS: COLLABORATIVE LEARNING, SOCIO-COGNITIVE INFORMATION

Socio-cognitive information as trigger for metacognitive re-evaluation processes
Lenka Schnaubert, University of Duisburg-Essen, Germany; Simon Krukowski, University of Duisburg-Essen, Germany; Daniel Bodemer, University of Duisburg-Essen, Germany

Effects of informing students in individual and cooperative learning conditions about overconfidence
Barbara Roncevic, University of Rijeka, Faculty of Phylosopy, Croatia; Pahljina-Reinic Rosanda, University of Rijeka, Croatia; Svjetlana Kolic-Vehovec, University of Rijeka, Faculty of Humanities and Social Sciences, Croatia

The Effect of Collaborative Learning and Metacognitive support on Monitoring and Performance
Martine Baars, Erasmus University Rotterdam, Netherlands; Lisette Wijnia, Erasmus University Rotterdam, Netherlands; Fred Paas, Erasmus University Rotterdam/University of Wollongong, Netherlands

CHAIR: Esther Kaufmann, University of Zurich

Parallel Session V	Time: 16:00 - 17:30	Location: LAB-F017

SYMPOSIUM: THE ROLE OF INDIVIDUAL DIFFERENCES IN JUDGMENT ACCURACY ACROSS DOMAINS

The influence of test performance and personality on judgment bias
Marion Händel, University of Erlangen-Nuremberg, Germany; Markus Dresel, University of Augsburg, Germany

What makes an overoptimistic learner? Individual differences in judgment bias of text comprehension
Stefanie Golke, University of Freiburg, Germany; Joerg Wittwer, University of Freiburg, Germany

Individual differences in teacher candidates' judgment accuracy regarding professional knowledge
Helen Ernst, University of Freiburg, Germany; Joerg Wittwer, University of Freiburg, Germany; Thamar Voss, University of Freiburg, Germany

DISCUSSANT: Anique de Bruin, Maastricht University, Netherlands
CHAIR: Marion Händel, University of Erlangen- Nuremberg, Germany; Stefanie Golke, University of Freiburg, Germany
ORGANISERS: Marion Händel, University of Erlangen- Nuremberg, Germany; Stefanie Golke, University of Freiburg, Germany

Members meeting	Time: 17:45 - 18:45	Location: LAA-G001

All registered participants of the conference are welcome to join us!

Conference dinner at Palavrion

Every registered participant of the conference is invited to eat, drink and dance at 20.00 at the Palavrion!

The winner of the SIG Poster Recognition will be announced at the conference dinner.

Address: Beethovenstrasse 32, 8002 Zürich, www.palavrion.com

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Directions from Zurich Main Station: Trams number 7 (towards Zürich, Wollishofen) or 13 (towards Zürich, Albisgütli) are stopping at "Stockerstrasse". From the stop "Stockerstrasse" Palavrion is a few footsteps away.

Conference Venue ↑ Main Station
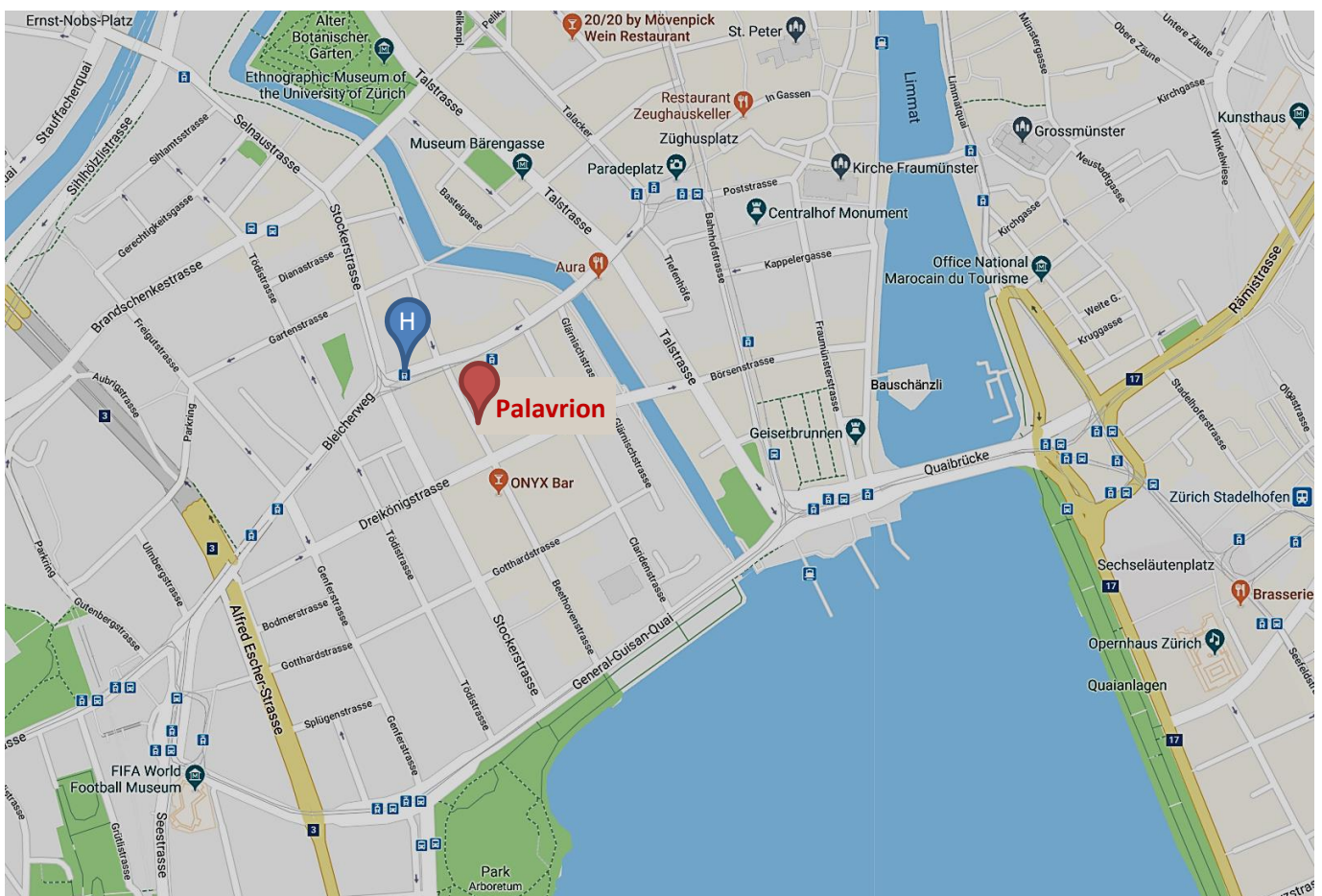
Parallel Session VI	Time: 09:00 - 10:30	Location: LAB-F015

SINGLE PAPERS: DECISION MAKING, DECISION MAKING ABILITY, JUDGEMENT ACCURACY

The effect of metacognitive prompts on students' decision-making ability
Wen-Xin Zhang, National Taiwan Normal University, Taiwan; Ying-Shao Hsu, National Taiwan Normal Univeristy, Taiwan

Reasons for and confidence in performance judgments: The unskilled and unaware effect revisited
Marion Händel, University of Erlangen-Nuremberg, Germany; Markus Dresel, University of Augsburg, Germany

Dyads are more decisive and reckless than individuals and the role of metacognitive confidence
Sabina Kleitman, University of Sydney, Australia; Matthew Blanchard, University of Sydney, Australia; Simon Jackson, University of Sydney, Australia

CHAIR: Esther Kaufmann, University of Zurich

Parallel Session VI	Time: 09:00 - 10:30	Location: LAB-F040

SINGLE PAPERS: MULTI- AND HYPERMEDIA

The Role of Emotion Regulation on Self-Regulated Learning with MetaTutor
Megan Price, North Carolina State University, United States; Michelle Taub, University of Central Florida, United States; Nicholas Mudrick, North Carolina State University, United States; Roger Azevedo, University of Central Florida, United States

How do Students' Facial Expressions Predict Metacognitive Judgments during Multimedia Learning?
Nicholas Mudrick, North Carolina State University, United States; Michelle Taub, University of Central Florida, United States; Megan Price, North Carolina State University, United States

An Exploratory Mixed-Method Study about Conditions of the Overestimation-with-Internet Phenomenon
Stephanie Pieschl, University of Newcastle, Australia

CHAIR: Francesca Suter, University of Zurich

Parallel Session VI	Time: 09:00 - 10:30	Location: LAB-F017

SINGLE PAPERS: SUPPORTING SRL

Fixed vs. Faded Self-regulation Scaffolds – Effects on Students' SRL in Mathematics Context
Bracha Kramarski, Bar-Ilan University, Israel; Stella Gidalevich, Bar Ilan University;Oranim Academic College, Israel

SRL-supported, guided-inquiry learning to promote self-efficacy and interest in STEM: does it works?
Marion Crauwels, KU Leuven, Belgium; Daan Moechars, KU Leuven, Belgium; Ilya Lebeau, KU Leuven,Belgium; GeertVanDeWater,KULeuven,Belgium; CarlaSchramme,KU Leuven, Belgium

Instructing teachers to train metacognitive skills in students: Effects of informed training.
Marcel V. J. Veenman, Institute for Metacognition Research, Netherlands

CHAIR: Clarissa Janousch, University of Zurich

Coffee/Tea break in building: LAA

JURE Keynote	Time: 11:00 - 11:45	Location: LAA-G001

JURE KEYNOTE RECOGNITION

The parent factor in child self-regulation – parental beliefs, parenting practices, and the effectiveness of training
Kim Gärtner, Heidelberg University, Germany

CHAIR: Michelle Taub, EARLI Metacognition SIG Coordinator, University of Central Florida, United States

Lunch in building: LAA

Parallel Session VII	Time: 12:45 - 14:15	Location: LAB-F040

SINGLE PAPERS: READING, READING COMPREHENSION

Reading Comprehension and Metacognition: The Importance of Inferential Skills
Antonio Gutierrez de Blume, Georgia Southern University, United States; Christian Soto, Facultad de Educación, Universidad de Concepción, Chile; Matthew Jacovina, Arizona State University, United States; Danielle McNamara, Arizona State University, United States; Nicholas Benson, Baylor University, United States; Bernardo Riffo, Facultad de Educación, Universidad de Concepción, Chile

Testing the impact of metacognition and mind wandering on reading: An experimental study.
David Preiss, Pontificia Universidad Catolica de Chile, Chile; Miguel Ibaceta, Pontificia Universidad Católica de Chile, Chile

The Role of Executive Functions and Self- Regulation in Reading Comprehension among College Students
Vered Markovich, University of Haifa, Faculty of Education, Israel

CHAIR: Beat Rechsteiner, University of Zurich

Parallel Session VII	Time: 12:45 - 14:15	Location: LAB-F015

SINGLE PAPERS: CHILDRENS' COLLABORATED LEARNING

Self, Co and Socially Shared Regulation of Young Children During Collaborative Problem Solving
Seda Saraç, Bahcesehir University, Turkey; Yesim Mertkil, Ministry of National Education, Turkey;SemaKarakelle,Istanbul University,Turkey

Temporal sequences of socially shared regulation of learning: relations with age and performance
Valeska Grau, Pontificia Universidad Católica de Chile, Chile; Amaya Lorca, Pontificia Universidad Católica de Chile, Chile; Pietro Montagna, Pontificia Universidad Católica de Chile, Chile

Self-Regulation and School Readiness: Mediating Role of School Relationships
Fahretdin Hasan Adagideli, Istanbul University, Turkey; Ozana Ural, Marmara University, Faculty of Education, Turkey; Özgül Polat, Marmara University, Faculty of Education, Turkey

CHAIR: Clarissa Janousch, University of Zurich

Parallel Session VII	Time: 12:45 - 14:15	Location: LAB-F017

SYMPOSIUM: USING MULTICHANNEL DATA TO EXAMINE SELF-REGULATED LEARNING IN INDIVIDUAL AND COLLABORATIVE SETTINGS

Do Eye Movements Contribute to Accurate Metacognitive Judgments during Multimedia Learning?
Nicholas Mudrick, North Carolina State University, United States; Michelle Taub, University of Central Florida, United States; Dennis Hernandez, North Carolina State University, United States

Monitoring progress of collaborative learning – what can physiological synchrony tell?
Muhterem Dindar, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland; Jonna Malmberg, University of Oulu, Finland; Iman Alikhani, University of Oulu, Finland; Tapio Seppänen, University of Oulu, Finland

Monitoring in collaborative learning - Revealing the hidden structure of physiological states
Jonna Malmberg, University of Oulu, Finland; Ed Fincham, The University of Edinburgh, United Kingdom; Sanna Järvelä, University of Oulu, Finland; Dragan Gašević, University of Edinburgh, United Kingdom

DISCUSSANT: Philip Winne, Simon Fraser University, Canada
CHAIR: Michelle Taub, University of Central Florida, United States
ORGANISERS: Jonna Malmberg, University of Oulu, Finland; Michelle Taub, University of Central Florida, United States

Coffee/Tea break in building: LAB

Parallel Session VIII	Time: 14:45 - 16:15	Location: LAB-F015

SINGLE PAPERS: MOTIVATION AND ACHIEVEMENT

Role of Goal Orientation on Metacognition and Cognitive Strategies in Intelligent Tutoring Systems
Elizabeth Cloude, North Carolina State University, United States; Michelle Taub, University of Central Florida, United States; Roger Azevedo, University of Central Florida, United States

Investigating grit and its relation to students' motivation, metacognition and achievement
Yves Karlen, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland; Katharina Maag Merki, University of Zurich, Switzerland; Carmen Hirt, University of Zurich, Switzerland; Francesca Suter, University of Zurich, Switzerland

Understanding academic performance in higher education
Dyanne Escorcia, University of Poitiers, France

CHAIR: Yves Karlen, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland

| **Parallel Session VIII** | Time: 14:45 - 16:15 | Location: LAB-F040 |

SINGLE PAPERS: METACOGNITIVE MONITORING

Why are executive functions and metacognitive monitoring related? An experimental approach.
Donna Bryce, University of Tübingen, Germany

Beyond Counting the Correct Responses: Metacognitive Monitoring and Estimations about Test Scores
T. Oguz Basokcu, Ege University, Turkey; Mehmet A. Guzel, Turkey

The effect of re-reading strategy in comprehension monitoring
Maria Sofologi, Aristotle University of Thessaloniki, Greece

CHAIR: Beat Rechsteiner, University of Zurich

| **Parallel Session VIII** | Time: 14:45 - 16:15 | Location: LAB-F017 |

SINGLE PAPERS: TEACHERS' INFLUENCE ON SRL

Is young children's self-regulation in music lessons related to teachers' autonomy supportive style?
Antonia Zachariou, University of Roehampton, United Kingdom; Arielle Bonneville-Roussy, Roehampton University, United Kingdom

The relation between teachers' classroom practice and students' SRL: A multilevel approach
Sofie Heirweg, Ghent University, Belgium; Mona De Smul, University of Ghent, Belgium; Geert Devos, Ghent University, Belgium; Hilde Van Keer, Ghent University, Belgium

What would you demand beyond mathematics? Investigating teachers' facilitation of student SRL
Engin Ader, Bogazici University, Turkey

CHAIR: Clarissa Janousch, University of Zurich

| **Keynote III** | Time: 16:30 - 17:30 | Location: LAA-G001 |

KEYNOTE SESSION

Partnering with Teachers to Design and Implement Assessments for SRL.
Nancy Perry, University of British Columbia, Canada

CHAIR: Katharina Maag Merki, University of Zurich, Switzerland

| **CONFERENCE CLOSING** | Time: 17:30 - 17:45 | Location: LAA-G001 |

CLOSING WORDS

Conference Chair: Yves Karlen, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland

EARLI Metacognition SIG Coordinator: Anique de Bruin, Maastricht University, Netherlands

POST-CONFERENCE WORKSHOP	Time: 08:30 - 12:30	Location: LAB-F015

HONING PROTOCOLS AND PRACTICES FOR STUDYING SELF-REGULATION IN CLASSROOMS

This workshop provides space for researchers interested in studying metacognition and self-regulation in naturalistic contexts (e.g., classrooms) to come together to consider: the utility of various methods and measures for "capturing" self-regulation of/for learning (SRL) in real contexts and real time; what challenges are associated with using various tools and protocols, and ways to address those challenges; and the "next wave" of data collection in SRL research (i.e., How can we design research to generate knowledge that will make SRL and SRL-promoting practices more integral to earning in classrooms and other naturalistic environments?).

Target Group/Audience

This workshop will appeal particularly to researchers preparing to or already engaged in studying metacognition and self-regulation in naturalistic settings such as classrooms. Participants will be active; they will be invited to provide feedback about the shared projects and protocols, but also to share their own ideas and experiences studying SRL in real time and authentic events.

ORGANISERS:

Nancy Perry, University of British Columbia, Canada
Therese N. Hopfenbeck, University of Oxford, United Kingdom

WORKSHOP FACILITATORS:

- Sara Baker, University of Cambridge, United Kingdom
- Janina Eberhart, University of Cambridge, United Kingdom

- Therese N. Hopfenbeck, University of Oxford, United Kingdom

- Lynda Hutchinson, Western University, Canada
- Cassandra Trevisani, Western University, Canada
- Devon Trower, Western University, Canada

- Krista Muis, McGill University, Canada
- Kelsey Losenno, McGill University, Canada
- Brendan Munzar, McGill University, Canada

- Nancy Perry, University of British Columbia, Canada
- Nikki Yee, University of British Columbia, Canada

- David Whitebread, University of Cambridge, United Kingdom
- Pablo Torres, University College London, United Kingdom

Commentator/Discussant: Josh McGrane, University of Oxford, United Kingdom

List of Participants

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