LEAD Retreat · Spring 2019 · Blaubeuren · April 10-12

Time	Topic	Place
Wednesday, April 10		
12.00	Arrival at Retreat Venue: **Tagungszentrum Blaubeuren** Hessenhöfe 33 89143 Blaubeuren Tel.: +49 7344 95299-200 http://www.tagungszentrum-blaubeuren.de	
12.30-13.15	Welcome and Introduction	*Room Blautopf*
13.15-14.00	Short Presentations by new LEAD members (max. 3 min. each)	*Room Blautopf*
14.00-15.30	1. Poster Fair *(with coffee at 14.00)*	*Room Blautopf*
15.30-17.00	Detmar Meurers "Scaling up intervention studies to investigate real-life foreign language learning in school" *Keynote Speech and Discussion*	*Room Blautopf*
17.00-18.15	2. Poster Fair	*Room Blautopf*
18.15-19.15	*Dinner*	*Restaurant*
19.15-20.15	Faculty Assembly (LEAD Faculty Members, Postdoc Representatives and PhD Representatives)	*Room Blautopf*
20.15-open end	Social Gathering	*Restaurant*

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Time	Topic	Place
Thursday, April 11		
08.00-09.00	*Breakfast*	*Restaurant*
09.00-10.30	<u>Andreas Lachner</u> "Being a TV Maker! Effects of explaining on video on students' learning" *Keynote Speech and Discussion*	*Room Blautopf*
10.30-12.00	<u>3. Poster Fair</u> *(with coffee at 10.30)*	*Room Blautopf*
12.00-13.00	*Lunch*	*Restaurant*
13.00-14.15	Social Activity – *Walk*	*Meeting Place: Entrance hall*
14.30-15.45	PhD Talks	*s. Addendum*
15.45-16.45	*Small Group Discussions (with coffee at 15.45)*	*Restaurant/Foyer*
16.45-18.00	<u>Thomas Riecke-Baulecke</u> „Principles and central ideas of the new Center for School Quality and Teacher Education of the State of Baden-Württemberg (ZSL)" *Keynote Speech and Discussion*	*Room Blautopf*
18.00-19.00	*Dinner*	*Restaurant*
19.15-20.15	Graduate Assembly (LEAD PhD Candidates) and Postdoc Assembly (LEAD Postdocs)	*Room Blautopf (PhDs)/ Restaurant (Postdocs)*
20.15-open end	Social Gathering	*Restaurant*

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Time	Topic	Place
Friday, April 12		
08.00-09.00	*Breakfast*	*Restaurant*
09.00-10.15	4. Poster Fair	*Room Blautopf*
10.15-10.30	*Coffee break*	*Restaurant*
10.30-12.00	Lex Borghans "New skills and their implications for the school curriculum" *Keynote Speech and Discussion*	*Room Blautopf*
12.00-12.15	*Wrap-up*	*Room Blautopf*
12.15-12.30	Getting Snacks for the Road	*Restaurant*
12.30	Departure	

Organizational notes

- To provide an opportunity for you to get more familiar with all LEAD members, there will be a randomized seating order for the first dinner and lunch on Tat the retreat. Please look for the place card with your name and enjoy an inspiring meal with your colleagues.
- Mineral water will be provided throughout the retreat. Coffee, tea and snacks will be provided during coffee breaks. Please pay all other drinks, especially during evening sessions, directly to the machine or in the bistro.
- Earliest check-in time for the bedrooms is 2:00 pm. Check-out time is before 9:00 a.m.
- WiFi password: welcome@TZB
- Please note that LEAD does *not* pay a daily allowance *(Tagegeld).* We kindly ask for your understanding. Please see the LEAD Information Memo: LEAD Business Travel Authorization & Reimbursement for specific procedures regarding travel authorization and reimbursement.
- LEAD aims at creating a family-friendly work environment and supports family-friendly practices. Please do not hesitate to contact Scientific Coordination for further information at your earliest convenience. We will be happy to work out an individual solution with you if needed.

Key

- **Key-note Speech**: Distinguished national and international guests are invited to give a talk and/or organize a discussion about key-note topics. You should make use of the opportunity to interact with them during coffee breaks and social activities.

- **Poster Fair**: Every PhD candidate will present a poster at the retreat. For the poster fair, the PhD candidates prepare posters and present their *PhD projects* in 2-5 minutes to small groups of other LEAD members and guests. Everyone is invited to ask questions or make comments. Presentations and questions should be in English.
  LEAD offers the opportunity for intramural funding to allow the development of promising research projects which have a high potential to answer LEAD key questions. LEAD members who have successfully applied for *an intramural research fund* will prepare a poster for that project and present it at the poster fair. If the Intramural Research Funds project overlaps very much with the PhD project, then the PhD candidate can choose to present only one poster but should indicate on the poster what kind of project they are presenting.

- **PhD Candidate Presentation**: Every PhD candidate will present either a poster or do a presentation at the retreat. For the presentation option, PhD candidates give extended presentations and obtain feedback from a larger audience. The PhD presenter delivers a "20 minutes talk" and leads a prepared discussion session where he/she asks three key questions to which the audience will respond. The PhD presenter must also send his/her materials (Exposé, manuscript, working drafts etc.) to Scientific Coordination no later than one week before his or her presentation. Scientific Coordination will make the materials available to all LEAD members and external experts.

- **Small Group Discussion**: Every PhD candidate can organize a small group discussion for himself/herself. This is a rather open format that allows for detailed feedback from a selected audience. He/she can discuss their exposé, PhD project, articles or future plans with selected experts among the LEAD members. <u>Please organize this discussion in advance! Invite the persons you would like to talk with and send them materials to prepare. Please request your small group discussion by sending an email to Scientific Coordination with the details about topic, time and attendees.</u> In order to ensure that these discussions remain productive, discussion leaders are asked to think about whether they can meet the following guidelines before requesting a discussion:
    - ✓ *Are you able to invite your attendees in advance and ensure their availability?*
    - ✓ *Is this the best/most appropriate format for you to obtain feedback, or would it be better to schedule a one-on-one meeting with your supervisor or another person at a different time? Keep in mind that the purpose of these discussions is to obtain feedback from those you do not have the opportunity to meet with otherwise.*
    - ✓ *Are you able to have an outline of your discussion or have the questions you would like to ask your attendees prepared in advance? Preferably, this would be sent to your attendees before the retreat, but should at least be ready by the time your discussion takes place.*
    - ✓ *If you will have materials (manuscripts, drafts, etc.), will they be ready for distribution to your attendees at least one week in advance of your discussion?*
    - ✓ *Participants who don't have their own small group yet are invited to join a group of their interest.*

- **Please evaluate our LEAD Retreat:** You can either scan the QR-Code or follow the link below to fill in our evaluation form. Thank you very much!

- **Addendum: Parallel Small Group Discussions**

Thursday, April 11th	
15.45-16.15	16.15-16.45

PhD Candidates' Talks

Thursday, April 11th 14.30-15.45	
Ina Rüber „Revisited: The Assocation between Learning and Civil Participation during Adulthood"	Blautopf

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Key-Note Speakers

Lex Borghans

Lex Borghans is a professor of labor economics and social policy at the Department of Economics at Maastricht University. His research focuses on knowledge and skills acquisition in education and at the workplace, and the way this human capital is used in the labor market. His current research focuses on the optimal structure of education from an economic perspective and the significance of non-cognitive skills for success in people's education, work and private lives.

Within the Economics of Education research group at Maastricht University, Lex Borghans, together with is colleague Trudie Schils, conduct academic research in strong cooperation with both policy-makers and practitioners in the field of education. In dialogue with these groups, they tackle research questions that are of great importance for education policy and practice. These research questions are then analyzed using extensive data sets on children's educational careers from age 4-18. Results are not only disseminated to the field, but again part of the dialogue, and provide a basis for further or new research questions.

Andreas Lachner

Andreas Lachner is a junior professor for learning and teaching with digital media at the University of Tübingen, and an associated researcher at the Multiple Representations Lab at the Leibniz Institut für Wissensmedien. He focuses on investigating effects of digital media on students' learning. For instance, in a current project he investigates effects of automated computer-based feedback on students' academic writing. In another project, he is concerned with the use of explanations on fostering students' learning while learning with digital media.

Furthermore, Andreas Lachner is interested in examining effects of teachers' professional competence on the quality of teaching with digital media. Therefore, he investigates effects of cognitive and affective processes on teachers' planning and realization of instructional activities with digital media.

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Thomas Riecke-Baulecke

Before finishing his dissertation in educational psychology at the Freie Universität Berlin in 1994, Dr. habil. Thomas Riecke-Baulecke worked as a teacher in Hamburg. In 2001 he finished his habilitation in educational science at the University of Bremen. Since 2002 he is editor of the scientific journal schulmanagement and of the handbook Schulleiter-Handbuch. He was head of the Master degrees „School Management and Quality Development" and „Professionalization of the Teacher Trainers in Mathematics" at Kiel University and „Leadership in Early Childhood Education" the University of Flensburg. For several years, Dr. Thomas Riecke-Baulecke worked as an advisor for schools and companies and published numerous books and articles on quality development, school management and didactics of physical education and chemistry. In 2003 he became Director of the Institute for Quality Development at Schools in Schleswig-Holstein and at the beginning of this year, he took on the position of president of the Center for School Quality and Teacher Education in Baden-Württemberg where he is going to provide new impulses for good teaching and support schools with their quality development.

Detmar Meurers

Detmar Meurers is Professor of Computational Linguistics at the University of Tübingen, Germany and active in the LEAD Graduate School & Research Network since the beginning. He previously worked as an Associate Professor in the Department of Linguistics at The Ohio State University, USA. As head of the ICALL-Research.com group, his work focuses on Intelligent Computer-Assisted Language Learning (ICALL), and computational linguistic methods in Second Language Acquisition
(SLA) research and language teaching. He has published on Intelligent Language Tutoring Systems, automatic short answer assessment, the automatic analysis of learner corpora, and input enrichment and enhancement applications for language learners. He recently co-edited a special issue of the journal "Language Learning" on "Language learning research at the intersection of experimental, corpus-based and computational methods" and is a co-author of the book "Language and Computers" aimed at a non-specialist audience.

Addendum: Poster Fairs

Wednesday 14.00-15.30

1. Poster Fair

Fleischmann, Moritz	Taking Frame-of-Reference Effects to the Next level: A Juxtaposition of School- and Class-Average Achievement Influences on Teacher-Assigned Grades and Academic Self-Concept
Ferdinand, Joseph	Investigating the Impact of Different Instructional Approaches and the Use of Virtual Reality in Science Education
Backfisch, Iris	Teachers' Motivational Conditions for Effective technology-enhanced Teaching
Jacob, Leonie	Learning by Explaining: Text Difficulty Moderates the Impact of Oral versus Written Explaining on Students' Learning
Holz, Heiko	Prosodiya - A mobile game for spelling acquisition. Results of a field trial.
Schmidt, Katrin	Development of test tasks for specific facets of physical activity-related health competence
Siegmund, Benjamin	Integrating language and science teaching in 4th grades: an intervention study
Weidenauer, Corina	Chronobiology in School
Schule & Wissenschaft	Data Collection (in Schools) for Early Birds - Timeline for Preparations and Follow-ups
Mariana Tavares	Mind the Gap: the role of skill dispersion in future attainment

Wednesday 17.00-18.15

2. Poster Fair

Holz, Heiko	Mobile Apps for Educational Research: Presentation of Student Projects
Jakob Schwerter	Does more math in high school increase the share of female STEM workers? Evidence from a curriculum reform
Thomas Gfrörer	Co-Development of Vocational Interests and Personality Traits
Rögele, Alena	Linking out-of-school and in-classroom instruction unsing a Citizen Science Approach to Learning
Goldberg, Patricia	Attentive or not? Towards a machine learning approach to assessing students' visible engagement in classroom instruction
Omarchevska, Yoana	Learning with Simulations: Challenges in Scientific Reasoning
Pumptow, Marina	The Relevance of Students' Digital Media Behaviour and Self-Efficacy for Academic Achievement in view of the Socio-economic Background
Reuter, Merle	Tba
Marder, Johanna	tba
Stolp, Tom	Measurement error in personality traits

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Thursday 10.30-12.00

3. Poster Fair

Braun, Laura	Global Self-Concept: Second-Order Factor or Composite Score?
Hammer, Molly	Who benefits from tablets in the classroom? Predicting supportive climate in tablet-based instruction with student profiles
Schule & Wissenschaft	Schools & Research - LEAD Support System for Scientists
Lang, Fabian	Indicators of cognitive engagement and their relation to processing and evaluating contradictory scientific information.
Jakob Schwerter	Gender differences in the transformation of STEM degrees into STEM occupations: Does fertility play a role?
Ang, Natania	Embodied Learning of Chinese Characters: Capturing Process Data in Digital Drawing
Kastner, Lydia	tba
Krumpe, Tanja	Using machine learning as a tool in experimental psychology
Leifheit, Luzia	Motivational Factors of Children's Learning Progress in Computational Thinking
Parrisius, Cora	The effectiveness of motivation interventions depending on the teaching context: Significance and challenges examined by the example of a utility intervention in math classrooms

Friday 09.00-10.15

4. Poster Fair

Appel, Tobias	tba
Bieck, Silke	Fostering proportion knowledge in children, adolescent and young adults: a combined tDCS-EEG study
Bräuning, David	Dyscalculia in primary school children: Evidence from latent profile analyses
Castner, Nora	Expertise in dental radiology: Gaze factors indicative of expert behavior
Cheng, Kelly	Effects of Information and Communication Technology (ICT) on Student Learning Activities in Schools
Daroczy, Gabriella	The Relation of Environmental Factors to the Task Difficulty in Word Problems
Eder, Thérése	How to reduce errors in the interpretation of radiographs?
Fischer, Isabelle	Early childhood education, parental relationship quality and children's socio-emotional development
Hasenbein, Lisa	Antecedents, mechanisms, and consequences of social comparisons among learners: An experimental approach using virtual reality
Henke, Lisa	Engaging Authenticity: Understanding and Assessing a Complex Learning Experience