



Time	Topic	Place
Wednesday, October 16		
09.00	Arrival at Retreat Venue: Tagungshaus Kloster Heiligkreuztal Am Münster 7 88499 Altheim-Heiligkreuztal Telefon: 07371-93123 0 https://www.kloster-heiligkreuztal.de/meta/start.html	
09.15-09.45	Welcome and Introduction	<i>Alfred-Lange-Saal</i>
09.45-10.30	Short Presentations by new LEAD members (max. 3 min. each)	<i>Alfred-Lange-Saal</i>
10.30-11.45	<u>1. Poster Fair</u> (with coffee)	<i>Alfred-Lange-Saal/Foyer</i>
12.00	Lunch	<i>Refektorium</i>
13.00-14.00	Social Activity - <i>Walk</i>	<i>Meeting Place: Entrance Hall</i>
14.15-15.30	<u>Sophie von Stumm</u> "Why do some children perform better in school than others?" <i>Key-note Speech and Discussion</i>	<i>Alfred-Lange-Saal</i>
15.30-16.45	<u>2. Poster Fair</u> (with coffee)	<i>Alfred-Lange-Saal/Foyer</i>
16.45-18.00	<u>PhD Talks</u>	<i>Cf. Addendum</i>
18.00	<i>Dinner</i>	<i>Refektorium</i>
19.15-20.15	Faculty Assembly (LEAD Faculty Members, Postdoc Representatives and PhD Representatives)	<i>Alfred-Lange-Saal</i>
20.15-open end	Social Gathering and Pub Quiz	<i>Common Room</i>



Time	Topic	Place
Thursday, October 17		
07.00-07.45	Social Activity - <i>Early Bird Yoga</i>	<i>Tba</i>
08.00-09.00	<i>Breakfast</i>	<i>Refektorium</i>
09.00-10.30	<u>Jeff Greene and Matt Bernacki</u> „Self-Regulation in Education“ <i>Key Note-Speech and Discussion</i>	<i>Alfred-Lange-Saal</i>
10.30-12.00	<u>3. Poster Fair</u> Self-regulation Group (<i>with coffee</i>)	<i>Alfred-Lange-Saal/Foyer</i>
12.00-13.00	<i>Lunch</i>	<i>Refektorium</i>
13.00-14.15	Social Activity – <i>Walk OR guided tour through the monastery (please register at reception)</i>	<i>Meeting Place: Entrance hall</i>
14:30-15:45	<u>Christian Fischer</u> „Pathways to Improve Educational Effectiveness: Examples from Higher Education and Teacher Education“ <i>Key Note-Speech and Discussion</i>	<i>Alfred-Lange-Saal</i>
15.45-16.45	<i>Small Group Discussions (with coffee at 15.45)</i>	<i>Individual Meeting Places</i>
16.45-18.00	<u>4. Poster Fair</u>	<i>Alfred-Lange-Saal</i>
18.00-19.00	<i>Dinner</i>	<i>Refektorium</i>
19.15-20.15	Graduate Assembly (LEAD PhD Candidates) and Postgraduate Assembly (LEAD Postdocs)	<i>Alfred-Lange-Saal</i>
20.15-open end	Social Gathering and Board Games	<i>Common Room</i>



Time	Topic	Place
Friday, April 12		
07.00-07.45	Social Activity – <i>Easy Morning Run (approx. 5k)</i>	<i>Meeting Place: Entrance Hall</i>
08.00-09.00	<i>Breakfast</i>	<i>Refektorium</i>
09.00-10.30	<u>Ji Seung Yang</u> „Handling measurement error in educational and psychological studies: Methods and practices“ <i>Keynote-Speech and Discussion</i>	<i>Alfred-Lange-Saal</i>
10.30-10.45	Coffee break	<i>Foyer</i>
10.45-12.00	<u>5.</u> Poster Fair	<i>Alfred-Lange-Saal/Foyer</i>
12.00-12.15	<i>Wrap-up</i>	<i>Alfred-Lange-Saal</i>
12.15-13.00	<i>Lunch</i>	<i>Refektorium</i>
13.00	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 at 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. We ask that you pay for all other drinks (especially during evening sessions) at the reception before you leave. There will be cards available on which you can note down all drinks to keep track of the number of drinks you had.
- Earliest check-in time for the bedrooms is 2:00 pm. Check-out time is before 9:00 a.m.
- Please note that access to the internet is very limited at the retreat venue. Tickets for 15-minute wifi access will be available at the reception.
- 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.
- The entrance door to the main building will be locked at night. The entry code to open the door is 1019 and 🔔.

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. 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. 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. Printed evaluation sheets will be available as well. Thank you very much!

<https://www.socisurvey.de/EFH-2019/>



Addendum: Parallel Small Group Discussions

Thursday, 15.45-16.45

Anna Bareis (Peter Gerjets, Marion Spengler) "CONIC Experiment"

PhD Candidates' Talks

Monday, 16.45-18.00

Luzia Leifheit "Development of a Questionnaire on Self-concept and Expectancy-Value Beliefs Towards Programming"	<i>Alfred-Lange-Saal</i>
Gabriella Daroczy "Linguistic And Mathematical Factors in Solving of Word Problems"	<i>Nr. 21 Heinrich Brauns</i>
Tanja Krumpe "Using machine learning as research tool in experimental psychology"	<i>Nr. 210 Meditation Room</i>

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Addendum: Poster Fairs

Wednesday 10.30-11.45

1. Poster Fair

Moritz Fleischmann	Living in the Big Pond: How Socioeconomic Neighborhood Composition is Associated with Students' Academic Self-Concept
Heiko Holz	Comparison of Touch-Based Interaction Styles in a Mobile Spelling Game for Children
Leonie Jacob	Do School Students Profit from Explaining Orally or In Written Form? It Depends on Students' Self-Concept
Marina Pumprow	Digitalisation as a Chance for Less Inequity in Higher Education? The Relevance of Digital Media Self-Efficacy and Media Usage for Achievement in Higher Education
Malte Ring	External Representations in Economic Education: Quantity, Use and Challenges
Natania Ang	Neural correlates of egocentrism vs. allocentrism in spatial perspective-taking: An fNIRS study
Iris Backfisch	Teachers' cognitive and motivational conditions for effective technology enhanced teaching
Fabienne Kremer	"Schools & Research" - LEAD Support System for Scientists



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Wednesday 15.30-16.45

2. Poster Fair

Leonie Fresz	Automated analysis of student engagement during group work
Thomas Gfrörer	Predictors of Vocational Interest Profile Stability
Jannika John	Developmental pathways of gifted individuals in sport, music and mathematics - a biographical analysis
Ann-Kathrin Jaekel	Teaching from student's perspective (UNITAS): Potentials and limitations in assessing teaching quality
Alena Rögele	How can we train scientific reasoning skills? - A Citizen Science Approach
Katrin Schmidt	Critical appraisal skills regarding the relation between physical activity and health
Silke-Maria Bieck	Fostering proportion knowledge in children, adolescent and young adults: first results of a combined tDCS-EEG study
Nora Castner	Pupil Diameter Differentiates Expertise in Dental Radiography Visual Search
Cheng Xian	Does ICT matter for student learning activities in mathematics and German language instructions



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Thursday 10.30-12.00

3. Poster Fair

Anna Bareis	Does conscientiousness compensate for low interest in a lab setting?
Rebekah Freed	Predictors of SRL processing and learning outcomes in an art history task within a multi-perspective hypermedia learning environment
Brian Cartiff	The Effect of Epistemic Cognition Interventions on Academic Achievement: A Meta-Analysis
Franz Wortha	Multilevel investigations of self-regulated learning processes when learning with interactive displays
Rebekah Duke	Applying the AIR Model of Epistemic Cognition to Discourse
Robert Plumley	Optimizing Accuracy and Fairness in a Predictive Model Across Multiple Demographic Subgroups
Dalila Dragnic-Cindric	Quality of Collaborative Group Engagement in Face-to-Face High-School Physics Argumentation
Caterina Gawrilow	Day-to-day effects of a self-regulation intervention on the ADHD symptoms of school children
Friederike Blume	The relevance of students' seating location for learning, attention and response inhibition
Jan Kühnhausen, Lilly Buhr	The factor structure of a dimensional ADHD questionnaire for adults



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Thursday 16.45-18.00

4. Poster Fair

Patricia Goldberg	How Does Student Behavior Attract Preservice Teachers' Attention During Teaching?
Molly Hammer	How do parents' beliefs and behaviors regarding digital media affect students' media self-efficacy?
Yeeun Kim	Sibling contrast effect on differential parenting
Johanna Marder	Teaching Quality and Student Development in the Years of Early Adolescence
Jakob Schwerter	Universities in Germany: Do peers or quality matter?
Laura Braun	Is teacher attachment prospectively related to students' self-esteem?
David Bräuning	Longitudinal evaluation of different approaches to identify math learning difficulties in primary school children
Monica Morell	Randomized Cluster Regression Discontinuity Design with Latent Variables
Hanna Granz	Depression and burnout in athletes: One and the same?



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Friday 10.45-12.00

5. Poster Fair

Joseph Ferdinand	Enhancing VR's Effectiveness in Science Education: The Role of Perceived Usefulness of Virtual Reality as a Learning Tool
Lisa Hasenbein	Configuration and use of a virtual reality classroom to investigate social comparisons among students
Lisa Hilken	Hands-on Differential Geometry and Beliefs about Mathematics
Yoana Omarchevska	Scientific Reasoning and Argumentation Quality during Inquiry Learning
Cora Parrisius	Power to Detect Treatment by Class-Level Moderator Effects in a Relevance Intervention in Math Classrooms
Katerina Tsarava	What is Computational Thinking? Toward a Cognitive Definition.
Markus Kleinhansl	When are null findings interesting? – Analysis of a replication study
Salome Wörner	Orchestrating real and virtual experiments in science education



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Key-Note Speakers

Matt Bernacki



Matt holds a doctoral degree in Educational Psychology from Temple University (in Philadelphia, PA, USA in 2010), and completed master's degrees in Experimental Psychology (2003; Saint Joseph's University, in Philadelphia) and Social Administration (2006; Temple University). He completed post-doctoral training at Learn Lab, the Pittsburgh Science of Learning Center, where he coordinated the Metacognition and Motivation Thrust and affiliated with Cognitive Psychology at the University of Pittsburgh's Learning Research and Development Center and with the Human Computer Interaction Institute at Carnegie Mellon University. Matt began his faculty career in 2013 as an Assistant Professor of Educational Psychology and Higher Education at the University of Nevada Las Vegas where he served as Primary Investigator on the NSF funded project "Learning Theory and Analytics as Guides to Improve Undergraduate STEM Education" and founded the UNLV Learning Analytics Initiative. Matt joined the faculty of Learning Sciences and Psychological Studies at the University of North Carolina School of Education in 2018. He now teaches course on learning theory, learning analytics and personalization while directing or codirecting three research projects on self-regulated learning and learning analytics, as well as a project on personalizing math learning to students' out-of-school and career interests. [He is a guest editor on a special issue of Contemporary Educational Psychology (with Jeff Greene and Helen Crompton) focused on learning with mobile technology, a guest editor of a special issue of the Journal of Research on Technology Education (with Candace Walkington) focused on Personalized Learning and is an incoming associate editor of the Journal of Educational Psychology.]

Christian Fischer



Christian Fischer is an Assistant Professor in the Hector Research Institute at the University of Tübingen, Germany. Previously, he was a distinguished postdoctoral scholar at the Digital Learning Lab at the University of California, Irvine. He received his Ph.D. in Learning Technologies from the School of Education at the University of Michigan. His dissertation was recognized with the Robert Schuck Distinguished Dissertation in Teacher Education Award from the Association of Teacher Educators. Dr. Fischer's research interests are situated at the intersections of educational technologies, teacher education, and higher education. In his interdisciplinary research projects, he empirically examines pathways to improve educational effectiveness. His research employs a broad array of research methodologies ranging from traditional inferential statistics to educational data mining, social network analysis, and clickstream data methods to examine how new technologies can transform teaching and learning.



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Jeff Greene



Jeff Greene leverages the science of learning to help people be better critical consumers and producers of information, particularly in online and technology environments. Jeff began his career in higher education administration and became interested in the science of learning as he watched some students struggle to translate their capacity into academic and lifetime success. He earned a Master of Education degree in College Student Personnel, a Master's of Arts in Measurement, Statistics, and Evaluation, and a Ph.D. in Educational Psychology, all at the University of Maryland, College Park, USA. In 2007, Jeff joined the faculty at the University of North Carolina at Chapel Hill, where now he is the Morgan Distinguished Professor of Educational Psychology and Learning Sciences, as well as the Associate Dean for Academic Affairs and Director of Graduate Studies. Jeff believes that the vast majority of students, from kindergarten through graduate school, have the capability to achieve their goals. Many students struggle because they have not been exposed to the "hidden curriculum" of learning; this is what Jeff strives to understand and communicate to students, educators, and parents.

Sophie von Stumm



Sophie is Professor of Psychology in Education at the University of York. She studies the causes and consequences of individual differences in psychological and behavioural development across the life course. She takes an interdisciplinary approach to observing behaviour and environments, primarily through the application of new assessment technologies that enable collecting big, high-quality data.

Sophie's work has been funded by the ESRC, British Academy, Wellcome Trust, and the John Templeton Foundation. She has published more than 50 peer-reviewed journal articles and book chapters, and she has developed two research smartphone apps. Sophie recipient of a Jacobs Foundation Fellowship 2017-2019.



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Ji Seung Yang



Dr. Yang is an Associate Professor of Measurement, Statistics, and Evaluation (EDMS) in the Department of Human Development and Quantitative Methodology at the University of Maryland. Before joining the EDMS faculty in the fall of 2013, Dr. Yang worked as a postdoctoral researcher at University of California - Los Angeles (UCLA) where she received her Ph.D. in the Social Research Methodology Program (focus: Advanced Quantitative Methods in Educational Research) within the School of Education and Information Studies in 2012. Prior to joining UCLA, she earned her M.A. and B.A. in Education at Yonsei University, Korea. Dr. Yang's research interests focus on measurement and advanced quantitative research methods in social sciences. The research interests encompass 1) development of statistical models that incorporate measurement errors in the frameworks of Item Response Theory, Generalizability Theory, Hierarchical Linear Modeling, and Latent Variable Modeling, and 2) development of multilevel/multidimensional item response model with efficient computation.