



Time	Topic	Place
Wednesday, October 17		
8.45	Arrival at Retreat Venue: Schönblick. Christliches Gästezentrum Württemberg Willy-Schenk-Straße 9 73527 Schwäbisch Gmünd Tel.: +49 7171 97070; https://www.schoenblick.de/	
9.15-9.30	Welcome and Introduction	<i>Forum 2</i>
9.30-10.00	Short Presentations by new LEAD members (max. 3 min. each)	<i>Forum 2</i>
10.00-11.00	“Design Factors for Games to Train Cognitive Skills” <u>Jan Plass</u> Key-note Speech and Discussion	<i>Forum 2</i>
11.15-12.30	<u>1. Poster Fair</u> (<i>with coffee at 11.15</i>)	<i>Foyer</i>
12.30-13.30	<i>Lunch</i>	
13.30-14.45	Social Activity - <i>Walk</i>	<i>Meeting Place:</i>
15.00-16.00	“What the eyes don’t see, or the ears don’t hear, the mind won’t learn: Investigating L2 learning difficulty and learning difficult structures in a second language” <u>Alex Housen</u> Key-note Speech and Discussion	<i>Forum 2</i>
16.00-16.30	<i>Coffee break</i>	<i>Foyer</i>
16.45-18.00	<u>2. Poster Fair</u>	<i>Foyer</i>
18.15-19.15	<i>Dinner</i>	
19.15-20.15	Faculty Assembly (LEAD Faculty Members, Postdoc Representatives and PhD Representatives)	
20.15-open end	Social Gathering	



Time	Topic	Place
Thursday, October 18		
08.00-09.00	Breakfast	
09.15-10.15	<u>Elizabeth Tipton</u> (title to be announced) Key-note Speech and Discussion	Forum 2
10.15-11.30	3. Poster Fair (a photographer will be on site to take photos) (with coffee at 10.30)	Foyer
11.30-12.30	PhD Candidates' Talks	
12.30-13.30	Lunch (Group photo at the beginning of Lunch of all LEAD members)	
13.30-14.30	Social Activity – Walk	Meeting Place:
14.45-15.45	“Design and Evaluation of Formative Feedback Strategies: Issues and Challenges viewed from the Interactive Tutoring Feedback Model” <u>Susanne Narciss</u> Key-note Speech and Discussion	Forum 2
15.45-16.15	Coffee break	
16.15-17.45	Parallel Small Group Discussions	
18.00-19.00	Dinner	
19.15-20.15	Graduate Assembly (LEAD PhD Candidates)	Post-Doc Assembly (LEAD Post-Docs)
20.15-open end	Social Gathering	



Time	Topic	Place
Friday, October 19		
08.00-09.00	<i>Breakfast</i>	
09.00-10.00	“Assessing Real-Time Self-Regulatory Processes using Multimodal Process Data: Implications for Intelligent Systems” <u>Roger Azevedo</u> <i>Key-note Speech and Discussion</i>	<i>Forum 2</i>
10.00-10.30	<i>Coffee break</i>	<i>Foyer</i>
10.30-11.45	<u>4. Poster Fair</u>	<i>Foyer</i>
11.45-12.00	Wrap-up	
12.00-13.00	<i>Lunch</i>	
After 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 lunch and dinner 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. Please pay all other drinks, especially during evening sessions, directly to the machine or in the bistro.
- Check-in time for the bed rooms is from 3:00 p.m. Check-out time is before 10:00 a.m.
- WiFi access is open for guests, no password required.
- Your room key also functions as a transponder for the elevator and the entrance to the building
- A small kitchen and TV rooms are on every level in the “Seminarhaus”
- 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 at your earliest convenience for further information. 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. 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.*
- **Photographer:** A photographer will be on site on Thursday to take pictures for the website. If you want to have a new photo for your personal members' site, this is a good opportunity to get it. Please note: We do not arrange individual appointments. You can approach the photographer during coffee break, "social activity" or during free formats. At 12.30 pm immediately before lunch the photographer will take a group photo of all LEAD members.



- **Addendum: Parallel Small Group Discussions**

<i>Thursday, October 18th</i>		
<i>16.15-17.00</i>	<i>17.00-17.45</i>	<i>Rooms</i>

PhD Candidates' Talks

<i>Thursday, October 18th 11.30-12.30</i>	



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Key-Note Speakers

Roger Azevedo



Roger Azevedo is a Professor in the Department of Learning Sciences and Educational Research at the University of Central Florida. His main research area includes examining the role of cognitive, metacognitive, affective, and motivational self-regulatory processes during learning with advanced learning technologies (e.g., intelligent tutoring systems, hypermedia, multimedia, simulations, serious games, virtual reality). More specifically, his overarching research goal is to understand the complex interactions between humans and intelligent learning systems by using interdisciplinary methods to measure cognitive, metacognitive, emotional, and motivational processes and their impact on learning, performance, and transfer. To accomplish this goal, he conducts laboratory, classroom, and in-situ (e.g., medical simulator) studies and collects multi-channel data to develop models of human-computer interaction; examines the nature of temporally unfolding self- and other-regulatory processes (e.g., human-human and human-artificial agents); and, designs intelligent learning and training systems to detect, track, model, and foster learners, teachers, and trainers' self-regulatory processes. He has published over 200 peer-reviewed papers, chapters, and refereed conference proceedings in the areas of educational, learning, cognitive, educational, and computational sciences. He is the editor of the *Metacognition and Learning* journal and also serves on the editorial board of several top-tiered learning and cognitive sciences journals (e.g., *International Journal of AI in Education*, *European Journal of Psychological Assessment*). His research is funded by the National Science Foundation, Institute of Education Sciences, National Institutes of Health, Center for Curriculum Redesign, and the Social Sciences and the Humanities Research Council of Canada and Natural and Sciences and Engineering Council of Canada. He is a fellow of the American Psychological Association and the recipient of the prestigious Early Faculty Career Award from the National Science Foundation.

Alex Housen



Alex Housen received his master degree in Germanic Philology from the Vrije Universiteit Brussel (VUB, 1985), an MA in Applied Linguistics & TESL from UCLA (1987) and a PhD in Linguistics from the VUB (1995). From 1996 till 2002 he was a post-doctoral research fellow of the Belgian Foundation for Scientific Research. He is currently Professor of English Linguistics and Applied Linguistics in the department of Linguistics & Literary Studies of the Vrije Universiteit Brussel, and Head of Department. His research interests include second language acquisition, language teaching, bilingualism and bilingual education, and English linguistics (esp. morpho-syntax). His publications have appeared in various journals and edited volumes (e.g. *Applied Linguistics*, *Studies in Second Language Acquisition*, *The Modern Language Journal*, *Second Language Research*, *Language Teaching Research*, *International Review of Applied Linguistics in Language Teaching*, *International Journal of Applied Linguistics*, *Journal of Bilingual Education and Bilingualism*, *Bilingual Research Journal*, *Studia Linguistica*). He co-authored and co-edited several books (in English, French and Dutch), including *Opportunities and Challenges of Bilingualism* (with JM Dewaele and Li Wei; Mouton de Gruyter 2002), *Bilingualism: Beyond Basic*



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Principles (with Li Wei & JM Dewaele; Multilingual Matters 2002), Investigations in Instructed Second Language Acquisition (with M. Pierrard; Mouton de Gruyter 2005), Dimensions of L2 Performance and Proficiency - Investigating Complexity, Accuracy and Fluency in SLA (with F. Kuiken & I. Vedder; John Benjamins 2012). He is co-guest-editor of the 2009 Special Issue of Applied Linguistics on Complexity, Accuracy and Fluency in SLA Research, of the 2016 Special Issue of Studies in Second Language Acquisition on Cognitive Approaches to Complexity in Second Language Acquisition, of the forthcoming 2018 Special Issue of Second Language Research on Multiple approaches to L2 Complexity and of the forthcoming 2019 Special Issue of the International Journal of Applied Linguistics on Perspectives and challenges for research on syntactic complexity in SLA: The case of variation. He has also worked as a consultant on bilingual and language education for the Soros Foundation, the United Nations Development Programme and various ministerial agencies.

Susanne Narciss



Susanne Narciss is full professor and head of the research team “Psychology of Learning and Instruction (PsyLI)” at the Technische Universität Dresden, Germany. The PsyLI-team is conducting theory-driven and design-based psychological research on issues related to life-long learning and instruction within socio-technical systems. Susanne Narciss graduated and received her PhD from Heidelberg University. Her current interests include research on (a) promoting self-regulated learning, (b) the role of motivation and metacognition in instructional contexts, (c) conditions and effects of interactive learning tasks, and (d) conditions and effects of interactive tutoring feedback strategies. Her work on tutoring feedback strategies was considered cutting-edge by the American Association on Educational Communication and Technology (AECT) and awarded the prestigious AECT Distinguished Development Award 2007.

Jan Plass



Jan L. Plass, Ph.D., Paulette Goddard Chair of Digital Media and Learning Sciences, and Professor in the Steinhardt School of Culture, Education, and Human Development at New York University, is the founding director of the CREATE Consortium for Research and Evaluation of Advanced Technology in Education, and co-director of the Games for Learning Institute. Dr. Plass’ research is at the intersection of cognitive science, learning sciences, and design, and seeks to enhance the effectiveness of interactive visual environments for learning. His current focus is on studying cognitive, social, and emotional design patterns for simulations, games, and VR for learning math, science, and economics, and games for cognitive skills development. He is the lead editor of the forthcoming Handbook of Game-based Learning, under contract with MIT Press. Dr. Plass received an MA in Mathematics and Physics Education and a Ph.D. in Educational Technologies from Erfurt University (PH Erfurt, Germany).



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Elizabeth Tipton



Elizabeth Tipton is an associate Professor of Statistics at Northwestern University, Evanston, Illinois. Her research focuses on the development of statistical methods and tools for making causal generalizations. In one part of her work, she develops methods to improve the generalizability and external validity of large randomized trials, particularly in education and psychology. This includes the development of improved research designs as well as the use of propensity score methods for improved estimation. Her research in meta-analysis focuses on methods for modeling and adjusting for dependence between effect sizes. Here her interest is in the development of small-sample adjustments for cluster robust variance estimation – methods that have application not only in meta-analysis but also in economics and survey sampling. To date, her research has been funded by the National Science Foundation, the Institute for Education Sciences, the Spencer Foundation, and the Raikes Foundation. She completed her PhD in Statistics at Northwestern University in 2011. Before returning to Northwestern, she was a faculty member for seven years at Teachers College, Columbia University.

