



**LEAD**

Graduate School & Research Network

# **LEAD Retreat**

## **Program**

**April 9-11, 2025**

**Schwäbisch Gmünd, Germany**

**Wednesday, April 9<sup>th</sup>, 2025**

**Day 1**

Time	Topic	Place
07:15am	<b>Bus Departure from Tübingen</b>	<i>Central Bus station</i>
09:00am – 09:30am	<b>Arrival at the Venue &amp; Coffee and Snacks</b>	<i>Forum 1</i>
09:30am – 09:50am	<b>Welcome and Introduction</b> <i>by the LEAD Co-Directors</i>	<i>Forum 1</i>
09:50am – 09:55am	<b>Organisational Information about the Retreat</b> <i>by LEAD Scientific Coordination</i>	<i>Forum 1</i>
09:55am – 10:45am	<b>New Members' Presentations</b>	<i>Forum 1</i>
11:00am – 12:00pm	<b>M-Powering Teachers: A Machine Learning Tool for Instructional Measurement and Feedback</b> <i>by Heather Hill</i>	<i>Forum 1</i>
12:00pm – 01:00pm	<b>Lunch</b>	<i>Restaurant</i>
01:00pm – 01:45pm	<b>Social Walk</b> <i>with Ann-Kathrin Jaggy and Tobias Appel</i>	<i>Meeting Place: Foyer</i>
02:00pm – 03:00pm	<b>Problems With Personalizing Education</b> <i>by Garvin Brod</i>	<i>Forum 1</i>
03:00pm – 04:00pm	<b>(Newcomer) Poster Fair with Coffee</b>	<i>Foyer</i>
04:00pm – 05:00pm	<b>1<sup>st</sup> LEAD Science Slam</b> <i>moderated by Rebecca Beiter</i>	<i>Forum 1</i>
05:00pm – 06:00pm	<b>Poster Fair</b>	<i>Foyer</i>
06:00pm – 07:00pm	<b>Dinner</b>	<i>Restaurant</i>
07:00pm – 08:00pm	<b>PhD Assembly &amp; Postdoc Assembly</b>	<i>tba</i>
08:15pm – open end	<b>Social Event with the PhD Representatives &amp; the new PhD Candidates</b>	<i>Forum 1</i>

**Thursday, April 10<sup>th</sup>, 2025**

**Day 2**

Time	Topic	Place
07:00am	<b>Morning Run</b> with <i>Wy Ming Lin</i>	<i>Meeting Point: Foyer</i>
07:00am – 08:45am	<b>Breakfast</b>	<i>Restaurant</i>
08:45am – 09:00am	<b>Welcome &amp; Pitches for the SIGs</b>	<i>Forum 1</i>
09:00am – 10:00am	<b>Harnessing Research and Innovation to Address Global Teacher Shortages</b> <i>by Robert Klassen</i>	<i>Forum 1</i>
10:00am – 10:15am	<b>Coffee</b>	<i>Foyer</i>
10:15am – 11:15am	<b>Poster Fair</b>	<i>Foyer</i>
11:15am – 12:15am	<b>Special Interest Groups</b>	<i>tba</i>
12:15pm – 01:15pm	<b>Lunch</b>	<i>Restaurant</i>
01:20pm – 02:00pm	<b>Social Walk</b> <i>with Ann-Kathrin Jaggy and Tobias Appel</i>	<i>Meeting Point: Foyer</i>
02:00pm – 02:10pm	<b>Group Picture</b>	<i>tba</i>
02:15pm – 03:15pm	<b>Input by Akademie für Innovative Bildung and Management (aim)</b> <i>by Marco Haaf</i>	<i>Forum 1</i>
03:15pm – 03:45pm	<b>Coffee break</b>	<i>Foyer</i>
03:45pm – 04:45pm	<b>Screen Savers</b> <i>by Amy Orben</i>	<i>Forum 1</i>
05:00am – 06:00pm	<b>Poster Fair</b>	<i>tba</i>
06:00pm – 07:00pm	<b>Dinner</b> with randomized seating order	<i>Restaurant</i>
07:00pm – open end	<b>Social Gathering</b>	
07:15 pm	<b>“Just dance” Workout Session</b> <i>with Ida Malini Syvertsen</i>	<i>Forum 1</i>



07:45 pm

**How to be visible on LinkedIn**  
*with Rebecca Beiter*

*Forum 7*



**Friday, April 11<sup>th</sup>, 2025**

**Day 3**

Time	Topic	Place
07:00am – 08:45am	<b>Breakfast &amp; Check-Out</b>	<i>Restaurant &amp; Reception</i>
09:00am – 09:15am	<b>Welcome</b>	<i>Forum 1</i>
09:15am – 10:15am	<b>Supporting Student Success with Learning Analytics-Based Feedback</b> <i>by Ioana Jivet</i>	<i>Forum 1</i>
10:20am – 11:20am	<b>Poster Fair with Coffee</b>	<i>Foyer</i>
11:30am – 12:15pm	<b>Cooperation Time</b>	<i>Forum 1 and Foyer</i>
12:20pm – 12:30pm	<b>Wrap-Up</b>	<i>Forum 1</i>
12:30pm – 01:30pm	<b>Lunch</b>	<i>Restaurant</i>
01:45pm	<b>Bus Departure to Tübingen</b>	<i>Car Park</i>



## Keynotes

**Wednesday, April 9<sup>th</sup>, 2025**

*11:00am – 12:00 noon*

**M-Powering Teachers: A Machine Learning Tool for Instructional Measurement and Feedback** *by Heather Hill*



Heather C. Hill studies policies and programs designed to improve teacher and teaching quality, particularly in mathematics. Her recent research focuses on teacher learning and professional development, the quality of mathematics instruction, the effectiveness of different approaches to teacher education, and machine learning tools that automate the measurement of instruction and feedback to teachers. Hill and her team have also created assessments that capture teachers' mathematical knowledge for teaching and teachers' mathematical quality of instruction and disseminated these assessments via online training and administration systems. Hill is an elected member of the

National Academy of Education and the American Academy of Arts and Sciences. She also serves on the editorial boards of several journals and is an advisor to numerous research projects and policy efforts in both the U.S. and abroad. She is co-author of *Learning Policy: When State Education Reform Works* (2001) with David K. Cohen.

*02:00pm – 03:00pm*

**Problems With Personalizing Education** *by Garvin Brod*



Garvin Brod initially studied music (Jazz trombone) at the Universities of Arts Hanover and Rotterdam, then psychology at Saarland University. He did his PhD at the Max Planck Institute for Human Development in Berlin. Currently, he is a Professor of Psychology at Goethe University Frankfurt and DIPF | Leibniz Institute for Research and Information in Education. At DIPF, he directs the Individualized Interventions Laboratory, which, among other things, examines dynamic forms of individualization made possible by educational technologies.



**Thursday, April 10<sup>th</sup>, 2025**

**09:00am – 10:00am**

**Harnessing research and innovation to address global teacher shortages** *by Robert Klassen*



Robert Klassen is Statutory Professor of Education at the University of Oxford. From 2012 to 2023, he was Professor and Chair at the University of York in the UK, where he founded and led the Psychology in Education Research Centre. His academic career began at the University of Alberta, where he worked in the Department of Educational Psychology between 2004 and 2012. Prior to his academic tenure, Robert served as an educational psychologist and high school teacher in Vancouver, his hometown. His research focuses on motivation, educational technologies, and teacher workforce issues.

**03:45pm – 04:45pm**

**Screen Savers** *by Amy Orben*



Dr Amy Orben is a UKRI Future Leaders Fellow at the MRC Cognition and Brain Sciences Unit and Fellow of St. John's College at the University of Cambridge. She leads an internationally renowned research programme investigating the links between mental health and digital technology use in adolescence. Her team is currently supported by over £3 Million of direct funding from key governmental funders, charities and foundations. She routinely advises policymakers and public servants around the world, for example as a member of the Science Advisory Council at the UK Department for Education. Her team's findings have influenced policymakers, educators

and parents globally, shaping reactions to teen social media and digital technology use to improve mental health outcomes.

Dr Orben completed her DPhil in Experimental Psychology at the University of Oxford and MA in Natural Sciences at the University of Cambridge. Since returning to Cambridge, she has received a range of prestigious awards including the Association for Psychological Science Rising Star Award (2024), Medical Research Council Early Career Impact Prize (2022) and the British Psychological Society Award for Outstanding Contributions to Doctoral Research (2019). She also received the Society for the Improvement of Psychological Science Mission Award (2020) for her work to improve scientific practice and research culture in her field.



**Friday, April 11<sup>th</sup>, 2025**

*09:15am – 10:15am*

**Supporting Student Success with Learning Analytics-based Feedback** *by Ioana Jivet*



Ioana Jivet is a research professor leading the Learning Analytics group at CATALPA, FernUniversität in Hagen. Her main research interests focus on the provision of feedback in higher education via student-facing learning analytics, including the design of learning analytics dashboards and the generation of textual feedback. She is also researching cultural factors that influence the personalization and uptake of learning analytics system among students and teachers. She has a MSc in Computer Science from TU Delft and a PhD in Learning Analytics from the Open University of the Netherlands. Before starting at CATALPA, she was Research Coordinator at studiumdigitale, the central e-learning unit at the Goethe University Frankfurt and a Research Associate at DIPF | Leibniz Institute for Research and Information in Education.

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## Organisational Notes

### Venue

Tagungshaus Schönblick  
Christliches Gästezentrum Württemberg  
Willy-Schenk-Straße 9  
73527 Schwäbisch Gmünd  
Homepage?

### LEAD Info Point

During the event, our **LEAD Info Point** located in the foyer will be open to answer any question and make your stay as comfortable as possible.

### Rooms

Please check-in at the reception. **Check-in** time for the bedrooms is usually from **03:00 pm**. **Check-out** time is before **09:00 am** at the hotel reception. You can leave your **luggage in the entrance area or the dedicated luggage room**.

### Wifi

Network: Hotspot Schönblick  
Password: Mark16:15



### Seating Order

To provide an opportunity for you to get more familiar with all LEAD members, there will be a randomised seating order for **dinner on Thursday**. Please look for the place card with your name and enjoy an inspiring meal with your colleagues.

### Beverages

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.

### Travel Reimbursement

We kindly ask for your understanding that LEAD cannot pay a daily allowance (Tagegeld). The chartered bus and public transportation are the primary modes of transport. LEAD will reimburse your travel expenses (2nd class/economy). If your office is located in Tübingen, LEAD will not reimburse travel costs for other transportation (car, taxi etc.), except in justifiable cases.



## Program Notes

### Poster Fairs

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. Additionally, all new PhD candidates present their PhD projects. Everyone is invited to come and get to know them. These poster presentations replace the former Association Research Talks.

### Keynote Speech

Distinguished national and international guests are invited to give a talk about keynote topics. Everyone attending the retreat and especially our PhD candidates should make use of the opportunity to interact with the guests during coffee breaks and social activities.

### Special Interest Groups

The so called “Special Interest Groups” (SIGs) give everyone the opportunity to discuss an individual topic with a smaller group of people to give or receive feedback (e.g. new research projects; new research idea; third party funding or any other proposals).

### Cooperation Time

This is a free, unstructured time slot for you to meet cooperation partners, discuss projects and make plans. Please contact the people you want to meet yourself.



**Wednesday, April 9<sup>th</sup>, 2025**

**New Members' Presentations**

<b>Name</b>	<b>Status</b>
Aliff Nawi	Visiting Faculty
Rania Abdelghani	Postdoc
Kate Derkach	Postdoc
Pauline Frick	Postdoc
Carlos Ocampo	Postdoc
Sina Belschner	PhD Candidate
Leonie Gerster	PhD Candidate
Marc Hauck	PhD Candidate
Luca Heim	PhD Candidate
Lisa Marie König	PhD Candidate
Annika Mamat	PhD Candidate
Gayatri Nerpargar	PhD Candidate
Linjia Zhang	PhD Candidate

## Poster Fairs

Wednesday, April 9<sup>th</sup>, 2025

03:00pm – 04:00pm

Name	Title of Poster
Lisa Monet	Der hessische Fehlerindex
Gayatri Nerpagar	Metacognition and Multisensory Integration in Guitar Learning
Lisa Marie König	Investigating the Generalizability and Impact of Students' Teaching Quality Ratings
Annika Mamat	Relationship Management through Storytelling in Online Presentations in the Context of University-Internal Science Communication
Fanyi Zeng	Exploring the Interplay among Students' Control Strategies, Digital Learning Behaviors, and Goal Achievement
Linjia Zhang	Unveiling Cultural Differences: How German and Korean Students Differ in Math and English Motivation Profiles
Aliff Nawi	Exploring Prophetic Pedagogy: A Grounded Theory Approach to the Prophet's Methodology in Educating Young Learners
Marc Hauck	Development of a (D)GBL Questionnaire
Luca Heim	Beyond Ability: How Relative Age Skews Giftedness Nominations and Norming Approaches for Equity
Sina Belschner	AI in the Classroom – Developing a Course for Future Teachers in STEM Subjects
Leonie Gerster	Dissertation Project: Financial Education in Adolescence - Analysis of Influencing Factors
Richard Schulte	Exploring the Use of MatheBattle: Mathematics Teachers' Beliefs and Practices in Everyday Teaching Contexts
Katharina Fleig	The Effect of Simple (and Complex) Adaptive Feedback on Metacognitive Regulation

**Wednesday, April 9<sup>th</sup>, 2025**

**05:00pm – 06:00pm**

Name	Title of Poster
Vanessa Ivan	Assisting Video-Learning With ChatGPT-Generated Interpolated Tests
Katrin Kunz	Unplugged, Scratch, and Python: Exploring Talented Primary Students' Understanding of Programming Concepts
Jana Boos	Supporting AI Literacy Learning: Scaffolding Utility-Value Interventions for Deeper Processing
Heike Russ	Happy Together? Retrieval Practice Enhances Non-Interactive Teaching Only for Low-Quality Explanations
Luisa Wellert	Automating Qualitative Coding of AI Tutoring Dialogs Using Large Language Models
Aki Schumacher	Need for Cognition in Action: Behavioral Manifestations and Educational Outcomes in Digital Learning
Leona Colling & Hannah Deininger	How do Learners Practice? - Theory-Informed Sequence Analyses to Investigate Self-Regulated Learning Processes and Their Link to Achievement
Dan John	Being Selected or Not Selected for a STEM Enrichment Program: Effects on Mathematics Self-Concept of Gifted Students
Katharina Totter	The (Mediating) Role of Perceived Authenticity and Involvement in Learning With Two Eyewitnesses
Sophia Richardon	Teachers' Conceptualizations of Giftedness and their Impact on the Nomination of Gifted Students
Marei Beukman	Pedagogical Agents for Education and Research: Impact on Learning Outcome and Engagement
Elizabeth Bear	Fostering Intercultural Communicative Competence Through a Conversational Agent: A School-Based Intervention

**Thursday, April 10<sup>th</sup>, 2025**

**10:15am – 11:15am**

Name	Title of Poster
Lucy Haag	The Gender Gap in Financial Literacy – The Role of Response Behavior and Confidence
Leona Colling	AI2Teach Teacher Dashboard Analytics - Which Information do Teachers Use?
Sebastian Röhl	Teachers' Intention to Obtain Feedback from Students and Peers: A Theory of Planned Behavior Approach
Sarah Löber	Text-To-Speech in Language Assessment: Fairness and Validity
María Paula Villabona Orozco	Attentional Focus during Musical Performance: Insights from Motor Metacognition
Luisa Ribeiro-Flucht	Personalized Grammar Practice in LLM Dialogues: Finding the Balance Between Control and Flexibility
Nele Theuer	Training in the Big Pond – Reference-Group Effects of VET Contexts on Adolescents' Educational Aspirations
Eleni Kanli	Does the Multilingual Comparison of Constructions Facilitate Learning? An Analysis of the Acquisition of the Prepositions <i>a</i> and <i>de</i> after Motion Verbs Through Mono- and Multilingual Pedagogical Construction Grammar
Marcel Capparozza	Barriers and Facilitators to K-12 Teachers' Engagement with Open Educational Resources (OER): A Systematic Review
Soroosh Akef	From Output to Input: Matching Portuguese Learners to Developmentally Optimal Reading Texts Based on Their Production
Ting-Yu Liu	Listening Comprehension in Adaptive Language Learning within a VR Environment
Myriel Kopatz	Class Composition, Student Achievement, and the Role of the Learning Environment Revisited

**Friday, April 11<sup>th</sup>, 2025**

**10:20am – 11:20am**

Name	Title of Poster
Nora Fröhlich	Implementation and Effectiveness of a Reading and Writing Training: What Works How, for Whom, Why and Under What Conditions?
Victoria Vochatzer	The Role of Treatment Intensity and Learning Profiles in a Digital Environment: Implications for Secondary Economic Education
Ignatios Charalampidis	Developing ML Models for Sentence-based Readability Assessment
Mats Abrahamse	Epistemic Curiosity Across Adulthood: The Role of Knowledge in Age-Related Differences in State Curiosity
Evelyn Schnauffer	Tracking Students' Performance in Entry Classes at the Upper-Secondary Level: A Longitudinal Perspective
Ida Malini Syvertsen	Why do German Teachers Aspire to Lead? Exploring the Impact of Emotional Intelligence 'Sociability' and Self-Efficacy
Xinru Yao	Math Self-concept Decreases While Math Anxiety Increases Across Lifespan
Alex Jung	Adaptive and Maladaptive Teacher Reactions to Challenging Students: Attempting to Integrate Differential Theories and Empirical Findings
Darina Izhboldina	The Effectiveness of Agents in Learning
Noel Wytopil	Talent Selection in STEM: The Role of Creativity and Its Potential to Address the Leaky Pipeline
Kate Derkach	Improving Perceptual Skills in Secondary School English Learners through a Game-Based Environment

## Special Interest Groups

Thursday, April 10<sup>th</sup>, 2025

11:15am – 12:15am

Name	Title of SIG	Place
Rebecca Beiter	Science Communication & Public Engagement	<b>Seminar 6</b>
Luzia Leifheit	AI in STEM Education	<b>Seminar 7</b>
Wy Ming Lin & Tosca Daltoè	Applications of Virtual Reality in Educational Research	<b>Seminar 11</b>
Gorden Sudeck	Student Health & Wellbeing Hub	<b>Forum 1</b>
Hsiao-Chiang Wang (Hope)	Creative Methods in Educational Research	<b>Forum 7</b>
Zhipeng Wen	Exploring Digital and Traditional Tools in Language Learning: Motivation, Comprehension, and Anxiety	<b>Seminar 12</b>