

PROGRAMME

THURSDAY, 26th AUGUST, 2010

PRE-CONFERENCE WORKSHOPS 9.00 - 12.00

1st workshop	Ravel	Creating a culture of evidence in teacher education <i>(Marilyn Cochran-Smith and Larry Ludlow)</i>
2st workshop	Room 15. Park 3.	Apropos climate change! Related aspects of teacher development <i>(János Mika, convener of the workshop; Ada Ámon, Ilona Pajtók-Tari, Márta Sallai-Buránszki, Judit Ütő-Visi)</i>

PRE-CONFERENCE WORKSHOPS 13.00 - 16.00

3rd workshop	Room 16. Buda 1.	Identities at work: the identities of teacher educators and their implications for professional development <i>(Anja Swennen)</i>
4th workshop	Room 17. Buda 2.	Complex virtual learning environment in primary school <i>(Lajos Kis -Tóth and Csaba Komló)</i>

FRIDAY, 27th AUGUST, 2010

PLENARY SESSIONS, 10.00 – 12.30

<p>Keynote 1.</p> <p><i>Chair:</i> <i>Justina Erčulj</i></p>	<p>Room 1. Conference room (Ravel)</p> <p>10.00 - 11.00</p>	<p>Andrej Podolskij: When theory becomes practical: on applications of several Russian post - Vygotskian developmental approaches to teachers' tasks</p>
<p>Keynote 2.</p> <p><i>Chair:</i> <i>Glynn Kirkham</i></p>	<p>Room 1. Conference room (Ravel)</p> <p>11.30 -12.30</p>	<p>Csaba Pléh: Biological and psychological constraints on and determinants of lifelong development and the teaching profession</p>

PARALLEL SESSIONS, ROUND 1, 14.00 – 15.30

<p>RESEARCH</p> <p><i>Chair:</i> <i>Hans Gerhard Klinzing</i></p>	<p>Room 15. Park 3.</p>	<p>Classroom discourse and teacher education: can dialogic teaching be taught to all teachers or is it in fact an intuitive position taken by a few? (<i>Richard Eke; John Lee</i>)</p>
		<p>Doing research through descriptions of teachers' practice (<i>Paola Dusi; Chiara Sitā</i>)</p>
		<p>From student teacher to professional teaching (<i>Anne Grete Solstad</i>)</p>
		<p>Doctoral student self-efficacy and the formation of scholars (<i>Thomas Hall; Myron A. Eighmy</i>)</p>

<p>VOCATIONAL AND ADULT EDUCATION</p> <p><i>Chair:</i> <i>Marie Clarke</i></p>	<p>Room 11. Cordoba Lounge 2.</p>	<p>One + one is more than two: a dialogical mentor relationship (<i>Raija Erkkilä; Sirpa Perunka</i>)</p>
		<p>Lifelong development of vocational education teachers at the crossroads of higher education, the school system and the work life (<i>Içara Hølmesland; Ronny Sannerud; Arne Roar Lier</i>)</p>
		<p>Teachers' understanding of what LEGO Mindstorms can offer as a learning tool in technical and vocational education schools (<i>Birger Brevik</i>)</p>
		<p>Student teachers innovating on the Blackboard Learning Platform (<i>Tuulikki Viitala; Pirjo-Liisa Lehtälä</i>)</p>
<p>CULTURE, LANGUAGE AND CITIZENSHIP</p> <p><i>Chair:</i> <i>Thomas Jäger</i></p>	<p>Room 21. Apartment 510.</p>	<p>Supervision and professional development in in-service teacher training regarding sexuality education (<i>Teresa Vilaça</i>)</p>
		<p>The conceptions and practices of the Muslim and Christian community in the Bolgatanga district in Ghana in relation to sexual health education (<i>Jolien van der Geugten; Saskia van Duyvenbode; Marieke van Wijk; Fred Brinkman</i>)</p>
		<p>Educational policy for promoting the life-long professional development of educators for securing healthy life for the youth in Ukraine (<i>Olena Shyyan</i>)</p>
		<p>Training for decision making under the conditions of uncertainty: using business games as examples of management of socio-epidemic processes (<i>Olga Kapelko</i>)</p>

<p>EDUCATIONAL LEADERSHIP AND MANAGEMENT</p> <p><i>Chair:</i> <i>Eystein Arntzen</i></p>	<p>Room 14. Park 2.</p>	<p>SYMPOSIUM: The messages of the OECD TALIS survey for teacher trainers and policy makers <i>(Judít Kádár-Fülöp; Peter van Petegem, Zoltán Hermann)</i></p>
<p>SCIENCE AND MATHEMATICS EDUCATION</p> <p><i>Chair:</i> <i>Elsa Price</i></p>	<p>Room 20. Apartment 409.</p>	<p>Balancing support, challenge and responsibility in professional development: the views and experiences of participants in a mathematics curriculum innovation project in the Republic of Ireland <i>(Elizabeth Oldham)</i></p> <p>Relationships between students' reactions towards problem-based learning and their learning styles: implications for science teaching and teacher education <i>(Laurinda Leite; Luís Dourado, Esmeralda Esteves)</i></p> <p>What is mathematics and why do we study it? The views of student teachers <i>(Patricia Eaton; Maurice O'Reilly)</i></p>
<p>TEACHER EDUCATION AND INFORMATION TECHNOLOGY</p> <p><i>Chair:</i> <i>Miroslava Cernochova</i></p>	<p>Room 16. Buda 1.</p>	<p>Digital natives and the role of ICT for professional development of teachers <i>(Santiago Palacios; Blanca Olalde, Lopez de Aretxabaleta)</i></p> <p>Developing professional teacher competence through a competence-based teacher education program <i>(Elisabeth Nilsen)</i></p> <p>Underuse of technology: perspectives of Turkish teachers of English <i>(Sibel Tatar; Senem Yildiz)</i></p> <p>iGuess: introducing GIS use in education in several subjects <i>(Aikaterini Klonari)</i></p>

<p>CURRICULA IN TEACHER EDUCATION</p> <p><i>Chair:</i> Marco Snoek</p>	<p>Room 17. Buda 2.</p>	<p>‘This totally changed my views forever!’: On the role of curriculum inquiry for teacher education (<i>Stavroula Philippou; George Karoullas</i>)</p>
<p>PROFESSIONAL DEVELOPMENT OF TEACHERS 1.A</p> <p><i>Chair:</i> Lorraine Ling</p>	<p>Ravel</p>	<p>A comparison of teaching efficacy, commitment to the teaching profession and satisfaction with program effectiveness of student teachers under the 5 -year-program curriculum and those under the 4+1- year-program curriculum (<i>Prawit Erawan</i>)</p>
		<p>An interesting experience of participated action research in the schools of the Autonomous Province of Trento (<i>Antonia Romano</i>)</p>
		<p>Developing critical thinking skills in teacher education curricula (<i>Belgin Tanriverdi; Yildiz Oztan Ulusoy; Hakan Turan</i>)</p>
		<p>Teaching student teachers how to conduct discourse in the class (<i>Esther Cohen; Amnon Glassner; Nurit Nathan; Esti Vardi-Rath</i>)</p>
	<p>Ravel</p>	<p>What concerns student teachers in teaching? (<i>Iiris Happonen; Pirjo-Liisa Lehtelä</i>)</p>
		<p>Student teachers’ work effort: what can university colleges do to support students in their efforts to follow the progression of the study programme? (<i>Dag Ostvold Tangen; Marit Bjorvand Borresen</i>)</p>
		<p>Discussing new approaches to teaching and learning in schools (<i>Alla Guseva; Genin Gennadii</i>)</p>

PROFESSIONAL DEVELOPMENT OF TEACHERS 1.B <i>Chair: Kay Livingston</i>	Cordoba Lounge 3.	Why do teacher trainees prioritize their studies differently? (<i>Odd Helge Lindseth</i>)
		The key role of the object modelling in teachers' professional development (<i>Elena Chudinova /Kokhanovich/</i>)
		Teachers' emotions and feelings faced with the Teaching Career Statute (<i>Maria Antónia Sousa Martins; Teresa Pessoa; Piedade Vaz-Rebello</i>)
		'Cinderella in Middle Europe': A fairytale of professional standards, competencies, self-evaluation and quality and one country's responsible approach to the challenge of teachers' lifelong professional development and learning (<i>Glynn Kirkham; Pavla Oriniaková</i>)
PROFESSIONAL DEVELOPMENT OF TEACHERS 1.C <i>Chair: Marcel van der Klink</i>	Apt. 709 room 23.	Assisting teachers in creating an inquiry-based model of teaching-learning (<i>Iřena Źogla; Daiga Kalniņa</i>)
		A world-class professional development journey (<i>Mairi McAra</i>)
		Teachers life-long professional development between environmental and multicultural education: an Italian research project (<i>Davide Parmigiani; Andrea Traverso</i>)
		TISSNTE: supporting the mentors of novice teachers; where do we go next? (<i>Hannah Stephenson</i>)

PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS <i>Chair:</i> Anja Swennen	Room 24. Bolero	Enhancing professional development of teacher educators via a long term ICT course (<i>Nili Mor; Ida Heilweil; Zvia Lotan</i>)
		Sharing practical knowledge: a collaborative mentoring approach in work- based teacher education (<i>Corinne van Velzen; Monique Volman, Mieke Brekelmans</i>)
		Improving initial teacher education and school-based partnership for teacher development: the case of teaching practices in Mauritius (<i>Pritee Auckloo</i>)

WORKSHOPS 14.00 – 15.30

<i>Chair:</i> <i>Içara Hølmesland</i>	Room 22. Apt. 710	Violence against teachers (<i>Borge Skalaland</i>)
<i>Chair:</i> <i>Liv Susanne Bugge</i>	Room 10. Cordoba Lounge 1.	Teaching intercultural issues at primary schools (<i>Jana Stara; Jana Kargerova</i>)

RDC MEETINGS 1 16.00 – 17.30

RDC	Rooms
Research Observatory and Vocational and Adult Education	<i>Room 15. Park 3</i>
Primary and Pre-primary education	<i>Room 23. Apartment 709.</i>
Secondary Teacher Education	<i>Room 11. Cordoba Lounge 2.</i>
Inclusion and Special Needs	<i>Room 14. Park 2</i>
Education for Social Justice, Equity and Diversity	<i>Room 16. Buda 1</i>
Culture, Language and Citizenship	<i>Room 22. Apartment 710</i>
Educational Leadership and Management	<i>Room 20. Apartment 409</i>
Global Education	<i>Room 10. Cordoba Lounge 1.</i>
Science and Mathematics Education	<i>Room 21. Apartment 510.</i>
Teacher Education and Information Technology	<i>Room 12. Cordoba Lounge 3.</i>
Curricula in Teacher Education	<i>Room 17. Buda 2.</i>
In-Service learning and the Development of Practice	<i>Room 9. Cordoba</i>
Professional Development of Teachers	<i>Room 1. Ravel</i>
Professional Development of Teacher Educators	<i>Room 24. Bolero</i>

SATURDAY, 28th AUGUST, 2010

PARALLEL SESSIONS, ROUND 2, 9.00 – 10.30

<p>RESEARCH</p> <p><i>Chair:</i> <i>Kjellrunn Trohaug</i></p>	<p>Room 15. Park 3.</p>	<p>Personal routes into terra incognita: a ‘geography map’ for researching deafness in education (<i>Miguel Santos; Vicente Llorent; Hakan Sari; Lejo Swachten</i>)</p>
		<p>Initial teacher training in English schools: reflections on the assessment of standards and characteristics (<i>Richard Eke; John Lee; John Ryan</i>)</p>
		<p>The nature of personality dimensions’ relationship to their perceptual and behavioural counterparts: 20 replicated correlational studies. (<i>Hans Gerhard Klinzing</i>)</p>
<p>PRIMARY AND PRE-PRIMARY EDUCATION</p> <p><i>Chair:</i> <i>Liv Susanne Bugge</i></p>	<p>Room 10. Cordoba Lounge 1.</p>	<p>Teacher’s professional development in intercultural competencies: exploring the case of the SMILE project (<i>Stavroula Philippou; Loizos Symeou; Maria Santis</i>)</p>
		<p>The challenge of metaphors and analogies in science and technology learning (<i>Arjan Dieleman; Fedor de Beer</i>)</p>
		<p>Early education teacher in Poland: an innovator open to change or an obedient public servant? (<i>Malgorzata Zytka</i>)</p>

<p>INCLUSION AND SPECIAL NEEDS</p> <p><i>Chair:</i> <i>Annemieke Mol</i> <i>Louise</i></p>	<p>Apartment 409</p>	<p>Evidence-based teacher activity - teaching students with emotional and behavioural disorders: a practical approach “How do we educate?” (<i>Renata Geležiniene</i>)</p> <p>Teacher education for inclusion in Europe (<i>Amanda Watkins</i>)</p> <p>Content of professional training in the field of early childhood intervention(<i>Stefanija Alisauskiene</i>)</p>
<p>EDUCATION FOR SOCIAL JUSTICE, EQUITY AND DIVERSITY</p> <p><i>Chair:</i> <i>Geri Smyth</i></p>	<p>Room 16. Buda 1.</p>	<p>SYMPOSIUM PART 1:</p> <p>Research methodologies investigating diversity (<i>Geri Smyth; Clea Schmidt; Ninetta Santoro; Simone White; Maxine Cooper; György Mészáros; Kerryyn McCluskey</i>)</p> <p>SYMPOSIUM PART 2:</p> <p>16.30- 17.30 in room 16. Buda 1. (<i>instead of the ‘Education for Social Justice, Equity and Diversity’ RDC meeting</i>)</p>
<p>IN-SERVICE LEARNING AND THE DEVELOPMENT OF PRACTICE</p> <p><i>Chair:</i> <i>Brigita Žarkovič</i> <i>Adlešič</i></p>	<p>Room 17. Buda 2.</p>	<p>Developing student-teacher counselling training in Oulu University of Applied Sciences - knowledge building through collaboration (<i>Pirjo-Liisa Lehtälä; Tuulikki Viitala</i>)</p> <p>School undergoing change - a blended learning course for teachers of foreign languages (<i>Annelie Eberhardt</i>)</p> <p>Learning while teaching: embracing a collaborative action-research project (<i>Sara Massa; Susana Miral Leal; Raquel Dinis; Filomena Rebelo</i>)</p> <p>Serbian beginning teachers’ views on induction as their professional development stage (<i>Lidija Radulovic; Vera Rajovic</i>)</p>

PROFESSIONAL DEVELOPMENT OF TEACHERS 1.A <i>Chair:</i> <i>Lorraine Ling</i>	Ravel	Work-based teacher training and beginning teachers in the Netherlands (<i>Rikky Dekkers; Obe de Vries and Wim Oehlen, Edmée Suasso</i>)
		Turning points in early-career teachers' lives (<i>Joanna Michalak</i>)
		What forms of evidence do novice teachers need? (<i>Mike Blamires; Sue Field; Viv Wilson</i>)
		INNOTE - Induction for Novice Teachers: searching and sharing ideas for improvement (<i>Helena Sisrová; Katja Schröder</i>)
PROFESSIONAL DEVELOPMENT OF TEACHERS 1.B <i>Chair:</i> <i>Marie Clarke</i>	Room 24. Bolero	Classroom observation as a learning tool in pre-service teacher education (<i>Sanja Čurković Kalebić</i>)
		Becoming a teacher: the influence of school culture on the experiences of first year primary teachers in Ireland (<i>Ekaterina Kozina</i>)
		Living conditions of student teachers in Norway (<i>Liv Susanne Bugge; Gerd Wikan</i>)
		The institutional context for the construction of teachers' identities in China: a historical institutionalism perspective (<i>Juyan YE</i>)
PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS <i>Chair:</i> <i>Marcel van der Klink</i>	Cordoba Lounge 3	Autoethnographic research and its contribution to teacher education (<i>Leah Shagrir</i>)
		Now I am not ashamed to say that I am a teacher educator. (<i>Rivka Reichenberg; Rachel Sagee; Sara Kleeman</i>)
		Emotions and meaning in educational biographies (<i>Piedade Vaz-Rebello; Teresa Pessoa; Margarida da Lima; Carlos Barreira</i>)

WORKSHOPS, 9.00 – 10.30

<p><i>Chair:</i> <i>Thomas Jäger</i></p>	<p>Room 11. Cordoba Lounge 2.</p>	<p>Sami culture and language as part of the proposed new teacher training education in Norway: how to qualify the students by literary studies. (<i>Kjellrunn Trohaug</i>)</p>
<p><i>Chair:</i> <i>Elisabeth Oldham</i></p>	<p>Room 14. Park 2.</p>	<p>Teachers' lifelong professional development - the context of an isolated small island state (<i>Vasemaca Savu</i>)</p>
<p><i>Chair:</i> <u>Joana Salazar Noguera</u></p>	<p>Room 22. Apt. 710</p>	<p>A research-based planning strategy for facilitating instructional differentiation via focused teacher reflections about desired constructivist practices and current realities (<i>Walter Polka</i>)</p>
<p><i>Chair:</i> <i>Teresa Pessoa</i></p>	<p>Apartment 510</p>	<p>Initial teacher education in Europe after the first decade of the Bologna Process (<i>Csilla Stéger</i>)</p>
<p><i>Chair:</i> <i>Kay Livingstone</i></p>	<p>709 room 23</p>	<p>Exploring quality criteria for practitioner research as a tool for the professional development of teachers (<i>Cyrrilla van der Donk; Arjan Dieleman</i>)</p>

PLENARY SESSION, 11.00 – 12.30

<p>Keynote 3</p> <p><i>Chair:</i> <i>Anja Swennen</i></p>	<p>Room 1 Conference room (Ravel)</p>	<p>Marilyn Cochran- Smith: Teacher learning across the lifespan: the critical role of practitioner research.</p>
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PARALLEL SESSIONS, ROUND 3, 14.00 – 15.30

<p>SECONDARY TEACHER EDUCATION</p> <p><i>Chair:</i> <i>Joana Salazar Noguera</i></p>	<p>Room 11. Cordoba Lounge 2.</p>	<p>LOA eTWINNING PROJECT: intercultural approach to foreign language teaching (<i>Maria Piedade Silva</i>)</p> <hr/> <p>Challenges for the teaching profession: How to cater for diversity in the workforce (<i>Kerryn McCluskey</i>)</p> <hr/> <p>Observations: Are they the link between university-based learning and informed practice for pre-service teachers? (<i>Kerryn McCluskey; Evans, A., Holland, M., Hawksley, F., Miller, K., Salazar Noguera, J., Wageman, J.</i>)</p>
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<p>CULTURE, LANGUAGE AND CITIZENSHIP</p> <p><i>Chair: Fred Brinkman</i></p>	<p>Room 10. Cordoba Lounge 1.</p>	<p>Risk factors to alcohol consumption in Portuguese school-aged children: implications for prevention (<i>José Alberto Gomes Precioso; João Magalhães</i>)</p>
<p>EDUCATIONAL LEADERSHIP AND MANAGEMENT</p> <p><i>Chair: Ada Adegbe</i></p>	<p>Cordoba Lounge 3</p>	<p>Professional development of teachers of physical education as health educators in Ukraine (<i>Evgeniya Shyvka; Olena Shyyan</i>)</p>
		<p>The obesity epidemic - a global challenge (<i>Maryann Eble</i>)</p>
		<p>The schooling problems and the future of the Serbian minority in Hungary based on an empirical study (<i>Ágnes Vámos; Mónika Blanka Barcsy</i>)</p>
		<p>Facilitating in-school collaborative learning for teachers' professional practice in an Irish primary school (<i>Helen O'Sullivan</i>)</p>
		<p>The challenges to freedom and autonomy in teachers' life-long professional development (<i>Glynn Kirkham</i>)</p>
		<p>The opinions of Deans about teachers' lifelong professional development (<i>Esmahan Agaoglu</i>)</p>
		<p>The opinions of teacher candidates about their teacher leadership sufficiency (<i>Yucel Simsek</i>)</p>

SCIENCE AND MATHEMATICS EDUCATION <i>Chair:</i> <i>Laurinda Leite</i>	Apartment 409	Meeting the challenge of how to teach critical thinking skills (<i>Elsa Price</i>)
		Development of concept of division – from intuitive models to division of fractions (<i>Maja Cindrić; Irena Misurac Zorica</i>)
		Writing challenging science texts: pedagogical implications from research about students’ question generation (<i>Piedade Vaz-Rebello; P. Fernandes; J. Morgado, J. Otero, H. Caldeira</i>)
		An intelligent immersion classroom–lab for the sciences: design, construction and teacher training (<i>Maria Rosas-Bravo; Gema Martínez-Flores; Maria de los Angeles Díaz-Rodríguez; Francisco J. D. Martínez-Sánchez; Enrique González-Vergara</i>)
CURRICULA IN TEACHER EDUCATION <i>Chair:</i> <i>Sanja Kalebic</i>	Room 17. Buda 2.	SYMPOSIUM: De-minimalizing teacher education (<i>Marco Snoek; Aikatarini Klonari; Annette Dietze; Lies Timmering</i>)
TEACHER EDUCATION AND INFORMATION TECHNOLOGY <i>Chair:</i> <i>András Benedek</i>	Room 16. Buda 1.	Preparing students for future life-long learning technologies (<i>Zoltán Létray</i>)
		Online dependence (<i>Tuulikki Viitala; Pirjo-Liisa Lehtälä</i>)
		ICTeacher - a further education course for teachers (<i>István Bessenyei</i>)
		CYBERBULLYING – the development of a research-based training manual (<i>Teresa Pessoa; Armanda Matos; João Amado; Thomas Jäger</i>)

<p>IN-SERVICE LEARNING AND DEVELOPMENT OF PRACTICE</p> <p><i>Chair:</i> <i>Brigita Žarković Adlešič</i></p>	<p>Apt. 510</p>	<p>The need of a constant and professional in-service training for teachers in order to meet the demands of a rapidly changing educational field: Teachers Leave Campaign and the EUROCLIO Experience (<i>Vassiliki Sakka</i>)</p> <p>In-service teacher trainers’ development programme in Croatia- impact and challenges (<i>Sanja Milović; Rod Bolitho</i>)</p> <p>The continuous professional development of teachers and researchers for an adaptive and inclusive school (<i>György Mészáros; Nóra Rápos; Orsolya Kálmán; Krisztina Gaskó</i>)</p>
<p>PROFESSIONAL DEVELOPMENT OF TEACHERS 1. A</p> <p><i>Chair:</i> <i>Maureen Killeavy</i></p>	<p>Ravel</p>	<p>SYMPOSIUM:</p> <p>Nordic researchers highlight the dichotomy: qualified as a teacher but still in a learning process (<i>Ulla Lindgren, Jessica Aspfors, Marina Bendsten, Sven-Erik Hansen, Kaj Sjöholm, Hjarðemal, K.-O Jordell, Martin Bayer, Ulf Brinkjaer, Ragnhildur Bjarnadóttir</i>)</p>
<p>PROFESSIONAL DEVELOPMENT OF TEACHERS 1. B</p> <p><i>Chair:</i> <i>Marie Clark</i></p>	<p>Room 14. Park 2.</p>	<p>How does teacher performance appraisal enhance teacher professional development? Findings from a research project carried out in Portugal (<i>Maria A. Flores</i>)</p> <p>Incorporating the findings of a research project on the successfulness of teachers into a teacher of engineering program (<i>Beatrix Fűzi</i>)</p> <p>Do teachers’ education and the rules of professional career meet the challenges of a changing society? (<i>Anna Zielińska</i>)</p> <p>Innovation in foreign language teaching: a professional development support structure for in-service CLIL teachers (<i>Sandra Lucietto</i>)</p>

PROFESSIONAL DEVELOPMENT OF TEACHERS 1. C <i>Chair:</i> <i>Miroslava Cernochova</i>	Room 9. Cordoba	Encouraging teachers to become research-active <i>(Marion de Bie; Marcel van der Klink)</i>
		ICT in teacher professional development: balancing between 'learning to use it' and 'using it to learn' <i>(Albena Todorova; Thomas Osburg)</i>
		Training teachers to use ICT as an integrated part of their teaching <i>(Gerd Wikan; Terje Mølster)</i>
		Contribution of a professional development program to teachers' learning <i>(Mónica Baptista; Ana Maria Freire)</i>
PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS <i>Chair:</i> <i>Marcel van der Klink</i>	Room 24. Bolero	Virtual and educational environments in cooperation: a challenge for developing teachers-to-be <i>(Santiago Palacios; Ixaro Latasa)</i>
		Global professional networking: developing on-line interactive support for teacher educators <i>(Hugh Smith)</i>
		Students' perceptions of competence for teaching physical education and its development over the course of one year in teacher education <i>(Øyvind Bjerke)</i>

WORKSHOPS 14.00 -15.30

<i>Chair:</i> <i>Richard Eke</i>	Room 23. Apartment 709.	The issues of life-long professional development of teachers in the context of socio-educational change in Poland in the light of biographical research <i>(Wanda Dróżyka)</i>
<i>Chair:</i> <i>Tamás Könczöl</i>	Room 15. Park 3.	Digital competence in the professional development of teachers <i>(Gabriella Zsigovits; Attila Főző)</i>

RDC MEETINGS 2 16.00 – 17.30

RDC	Rooms
Research Observatory and Vocational and Adult Education	<i>Room 15. Park 3</i>
Primary and Pre-primary education	<i>Room 23. Apartment 709.</i>
Secondary Teacher Education	<i>Room 11. Cordoba Lounge 2.</i>
Inclusion and Special Needs	<i>Room 14. Park 2</i>
Education for Social Justice, Equity and Diversity SYMPOSIUM PART 2: Research methodologies investigating diversity <i>(Geri Smyth; Clea Schmidt; Ninetta Santoro; Simone White; Maxine Cooper; György Mészáros; Kerry McCluskey)</i>	<i>Room 16. Buda 1</i>
Culture, Language and Citizenship	<i>Room 22. Apartment 710</i>
Educational Leadership and Management	<i>Room 20. Apartment 409</i>
Global Education	<i>Room 10. Cordoba Lounge 1.</i>
Science and Mathematics Education	<i>Room 21. Apartment 510.</i>
Teacher Education and Information Technology	<i>Room 12. Cordoba Lounge 3.</i>
Curricula in Teacher Education	<i>Room 17. Buda 2.</i>
In-Service learning and the Development of Practice	<i>Room 9. Cordoba</i>
Professional Development of Teachers	<i>Room 1. Ravel</i>
Professional Development of Teacher Educators	<i>Room 24. Bolero</i>

POSTER PRESENTATIONS, 17.30 – 19.00

<p><i>Chair:</i> <i>Helena</i> <i>Sisrova</i></p>	<p>Venue: Bolero Foyer</p>	Team work of teachers as a context and an approach for stimulating life-long professional development (<i>Alenka Polak</i>)
		Peer feedback and its influence on learning by late adolescents in a virtual environment (<i>Desiree Haan; Gonneke. Leereveld</i>)
		Guidance during workplace learning and the development of critical reflective work behaviour (<i>Gonneke Leereveld, Desiree Haan</i>)
		Environmental education for a sustainable future (<i>Luljeta Buza; Inis Kraja</i>)
		The ‘ambitious’ – excellent teachers in additional positions: the characteristics of the stages of a professional career, the additional position and their sense of empowerment (<i>Orit Avidov-Ungar</i>)
		TISSNTE: Supporting the mentors of novice teachers; where do we go next? (<i>Irena Žogla; linked to Hannah Stephenson’s similarly entitled presentation</i>)
		Creative capacity or another burden: teacher educators and e-learning/ technology in the lifelong learning sector (<i>Denise Robinson</i>)
		International comparative research on pre-service teacher training systems (<i>Tetsubito Sakata; Nobuko Takeda</i>)

ROUND-TABLE DISCUSSIONS, 17.30 – 19.00

<p>Writing for publication in EJTE. Reviewing articles for EJTE.</p>	<p>Room 24. Bolero</p>	<p>Geri Smyth (Co-Editor of the European Journal of Teacher Education)</p>
<p>Professional associations of teacher educators</p>	<p>Room 9. Cordoba</p>	<p>Nadine Engels; Ivan Falus; Marco Snoek; Anja Swennen</p>

SUNDAY, 29th AUGUST, 2010

PARALLEL SESSIONS, ROUND 4, 9.00 – 10.30

<p>RESEARCH</p> <p><i>Chair:</i> Hans Gerhardt Klinzing</p>	<p style="text-align: center;">Room 15. Park 3.</p>	<p>Cross-cultural professional dialogues as tools for fostering teacher competencies in initial teacher education (<i>Tünde Szécsi</i>)</p>
		<p>The effectiveness of the work of the early education teacher vs. the features of the school environment (<i>Barbara Murawska</i>)</p>
<p>SECONDARY TEACHER EDUCATION</p> <p><i>Chair:</i> Kerryn McCluskey</p>	<p style="text-align: center;">Room 10. Cordoba Lounge 1.</p>	<p>Life-long education: trajectories of training and learning teaching (<i>Francisco das Chagas Rodrigues da Silva</i>)</p>
		<p>Training non-verbal communication skills (<i>Jyothi Mirle Achutarao</i>)</p>
		<p>International cooperation in MA teacher training education (<i>Magdolna Varga Estefán; Mária Dávid</i>)</p>

INCLUSION AND SPECIAL NEEDS <i>Chair:</i> <i>Amanda Watkins</i>	Room 20. Apt. 409.	Comprehensive school teachers' opinions on the readiness of future pedagogues to meet children special educational needs (<i>Algirdas Alisauskas</i>)
		Scaffolding students with special educational needs: teachers conceptions and pedagogical orientation (<i>Marita Mäkinen</i>)
		The education of professional caregivers of the specialized children's home of Nor Kharberd, Armenia (<i>Ronald Günther; Marga Eeken</i>)
EDUCATION FOR SOCIAL JUSTICE, EQUITY AND DIVERSITY <i>Chair:</i> <i>Maxine Cooper</i>	Room 11. Cordoba Lounge 2.	Coping in multicultural learning environment in Estonia: challenges and possibilities for teachers and teacher educators as key element of sustainable education (<i>Anne Usen</i>)
		Teachers and teaching practices in multicultural classrooms (<i>Eva Wirén</i>)
		Pupil – teacher dialogues seen in the perspective of 'formative education' processes and evaluation (<i>Kirsten Limstrand</i>)
GLOBAL EDUCATION <i>Chair:</i> <i>Esa Niemi</i>	Room 21. Apartment 510	International collaboration and Web 2.0 technologies: a leverage for learning motivation (<i>Patrick Hak-chung Lam</i>)
		On-line knowledge building platform: in the eyes of knowledge builders (<i>Patrick Hak-chung Lam, Sally Wai-Yan Wan</i>)
		Professional development schools in Mali: schooling for tomorrow (<i>Annemieke Mol Lous</i>)

TEACHER EDUCATION AND INFORMATION TECHNOLOGY <i>Chair:</i> <i>Miroslava Cernochova</i>	Room 16. Buda 1.	What is the mentor's role in student teachers' use of ICT in the classroom? First evidence and conclusions based on a secondary data analysis of an OECD survey on 'ICT in initial teacher training' (<i>Caroline Rizza</i>)
		An implementation model for integrating technology into initial teacher education (<i>Michael Jopling; Mark Hadfield; Karl Royle; Liz Southern</i>)
		Improving Teachers' Professional Development: Factors that facilitate or hamper teachers' use of ICT in school (<i>Rivka Wadmany</i>)
CURRICULA IN TEACHER EDUCATION <i>Chair:</i> <i>Glynn Kirkham</i>	Room 14. Park 2.	Factors influencing students' ambitions and self-responsibility in their studies to become a teacher (<i>Marco Snoek; Elisabeth Berg; Ulla Hagglund</i>)
		Building a practice-based curriculum for teacher education (<i>Jane McCarthy; Shaoan Zhang; Linda Quinn</i>)
		Targeted reflection on teaching experience as a tool for future teachers' professional development (<i>Madalane Sanita; Mara Marnauza</i>)
PROFESSIONAL DEVELOPMENT OF TEACHERS 1. A <i>Chair:</i> <i>Geri Smyth</i>	Room 1. (Conference room) Ravel	School advisors as supporters of teacher's professional development: the Greek case (<i>Vassiliki Papadopoulou; Anna Bafiti</i>)
		Teacher in-service training for the educational inclusion of the Romas: how do trainers reflect upon their experiences? (<i>Symeou Loizos; Eleni Theodorou Stavroula Philippon; Stavroula Kontovourki; Nicos Trimikliniotis</i>)
		Teachers taking responsibility for their professional development: working on one's knowing-to- act in the moment (<i>Thomas Falkenberg</i>)
		Mentor roles during distant practicum (<i>Ebru Koc</i>)

PROFESSIONAL DEVELOPMENT OF TEACHERS 1. B <i>Chair:</i> <i>Ada Adegbe</i>	Room 24. Bolero	Professional development, leadership and career pathways: a comparative study (<i>Marie Chynes</i>)
		Sustainable professionalization in Dutch schools (<i>Arjan Dieleman; Lia van Alphen</i>)
		Teacher perceptions of instructional problems at various stages in their careers: informing a developmental approach to service education (<i>Corey Lock; David Pugalee</i>)
		Teachers' voices: in constant exploration (<i>Paola Dusi; Chiara Sità; Giuseppe Tacconi; Claudio Girelli</i>)
PROFESSIONAL DEVELOPMENT OF TEACHERS 1. C <i>Chair:</i> <i>Esmehan Agaoglu</i>	Room 12. Cordoba Lounge 3	Funding and effectiveness of staff development in three Texas districts (<i>Frances van Tassell; Shannon Ivey</i>)
		The practicum in pre-service teacher education: a review based on empirical studies (<i>Esther Cohen; Ron Hoş; Haya,§ Kaplan</i>)
		European education policies and teachers' continuous professional development in Turkey (<i>Cetin Terzi</i>)
PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS <i>Chair:</i> <i>Marcel van der Klink</i>	Room 9. Cordoba	The professional development of teacher educators (<i>Neli Wolf; Tali Ben Israel; Silvia Szyglic</i>)
		'Professional development activities are hard work' : an exploratory study of the actions taken by teacher educators in Israel toward their professional development (<i>Gilada Avissar; Rivka Reichenberg</i>)

WORKSHOPS 9.00 – 10.30

<p><i>Chair:</i> <i>Marie Clark</i></p>	<p>Room 22. Apartment 710</p>	<p>Change of paradigms in health-care teacher training (<i>Timea Tóth; Mészáros Judit; Hollós Sándor</i>)</p>
<p><i>Chair:</i> <i>Brigita Žarkovič Adlešič</i></p>	<p>Room 17. Buda 2.</p>	<p>Life-long professional development and knowledge productivity in schools. (<i>Nadine Engels; Jaap van Lakerveld; Peter Kliemann; Brigita Žarkovič Adlešič; Åsa Morberg; Koos Koopman; Katrin Poom-Valickis; Ulla Lindgren</i>)</p>

PLENARY SESSION, 11.00 – 12.30

<p>Keynote 4 <i>Chair:</i> <i>Geri Smyth</i></p>	<p>Room 1. Conference room (Ravel)</p>	<p>Marco Snoek: Teachers' lifelong learning: blindspots and neglected issues</p>
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RDC MEETINGS 3 14.30 – 15.30

RDC	Rooms
Research Observatory and Vocational and Adult Education	<i>Room 15. Park 3</i>
Primary and Pre-primary education	<i>Room 23. Apartment 709.</i>
Secondary Teacher Education	<i>Room 11. Cordoba Lounge 2.</i>
Inclusion and Special Needs	<i>Room 14. Park 2</i>
Education for Social Justice, Equity and Diversity	<i>Room 16. Buda 1</i>
Culture, Language and Citizenship	<i>Room 22. Apartment 710</i>
Educational Leadership and Management	<i>Room 20. Apartment 409</i>
Global Education	<i>Room 10. Cordoba Lounge 1.</i>
Science and Mathematics Education	<i>Room 21. Apartment 510.</i>
Teacher Education and Information Technology	<i>Room 12. Cordoba Lounge 3.</i>
Curricula in Teacher Education	<i>Room 17. Buda 2.</i>
In-Service learning and the Development of Practice	<i>Room 9. Cordoba</i>
Professional Development of Teachers	<i>Room 1. Ravel</i>
Professional Development of Teacher Educators	<i>Room 24. Bolero</i>

MONDAY, 30th AUGUST, 2010

PARALLEL SESSIONS, ROUND 5, 9.00 – 10.30

<p>RESEARCH</p> <p><i>Chair:</i> <i>Kay Livingston</i></p>	<p>Room 15. Park 3.</p>	<p>Teachers' personal projects as moderators of the relations between personality traits and psychological well-being (<i>Margarida da Lima; Isabel Albuquerque; Marcela Matos</i>)</p> <hr/> <p>Teachers' promotion: chance for professional development or bureaucratic torture. The case of Poland (<i>Anna Wilkomirska</i>)</p> <hr/> <p>The relative significance of gender in comparison to a range of personality-dimensions for non-verbal expressiveness and non-verbal sensitivity: 10 cor-relational studies (<i>Hans Gerhard Klinzing</i>)</p>
<p>EDUCATIONAL LEADERSHIP AND MANAGEMENT</p> <p><i>Chair:</i> <i>Orsolya Kálmán</i></p>	<p>Room 23. Apartment 709</p>	<p>Leading Master's level professional learning: Higher Education Institutions and Local Authorities working together (<i>Ada Adegbe</i>)</p> <hr/> <p>'Learning to teach' in professional communities in the Chinese context (<i>Yan Zeng</i>)</p> <hr/> <p>The opinions of Deans about their tasks and competencies (<i>Esmahan Agaoglu</i>)</p>
<p>IN-SERVICE LEARNING AND DEVELOPMENT OF PRACTICE</p> <p><i>Chair:</i> <i>Brigita Žarkovič Adlešič</i></p>	<p>Room 17. Buda 2.</p>	<p>SYMPOSIUM:</p> <p>Reciprocal learning scenarios in teacher profession (<i>Esa Niemi, Miroslava Cernochova, Milos Prokysek, Kent Löfgren, Els Haak, Frits Achterberg, Mikko Ojala</i>)</p>

TEACHER EDUCATION AND INFORMATION TECHNOLOGY <i>Chair:</i> <i>Teresa Pessoa</i>	Room 16. Buda 1	An integrative approach for planning and teaching educational programs related to the intelligent use of the internet in a teachers training college (<i>Orly Melamed; Rivka Wadmany; Orit Zeichner</i>)
		Asynchronous communication in distance learning - a proposal and the development of a system to promote dialogical learning (<i>Wladimir Camargo; Jorge Gustavo da Graça Raffo</i>)
		Pedagogy studies in a high - tech environment (<i>András Benedek; Judit Vidékiné Reményi</i>)
CURRICULA IN TEACHER EDUCATION <i>Chair:</i> <i>Ása Morberg</i>	Room 14. Park 2.	Groups vs. one- to- one: should language teachers be trained to teach individuals? (<i>Anikó Szilágyi</i>)
		Responsibility for professional development- national initiative and individual engagement for completing a teacher exam (<i>Laila Niklasson</i>)
		Interrelations between prospective teachers' creativity and their professional values (<i>Ilze Brishka</i>)
PROFESSIONAL DEVELOPMENT OF TEACHERS 1. A <i>Chair:</i> <i>Éva Szabolcs</i>	Room 11. Cordoba Lounge 2.	Can we prevent school shootings? (<i>Birgit Pfeifer</i>)
		Triggering reflection for NQTs: a promising tool? (<i>Maureen Killeavy; Anne Moloney; Marie Clarke</i>)
		Developing student teachers co-operation skills and critical thinking (<i>Pirjo-Liisa Lehtelä; Tuulikki Vüitala</i>)
		'How effective is the combination of intercultural story-telling using educational drama and meditation as a therapeutic tool in combating student-teacher-burnout? (<i>Triona Stokes; Ruth Forrest</i>)

<p>PROFESSIONAL DEVELOPMENT OF TEACHERS 1. B</p> <p><i>Chair:</i> <i>Simone White</i></p>	<p>Room 1. (Conference room) Ravel</p>	<p>Leading approaches of high school teachers' professional competency in the Ukrainian educational space: new challenges and contexts (<i>Vira Bazova; Nadiia Posrtybach</i>)</p> <p>Main determiners of teachers' professional well -being in Turkey (<i>Kamil Yildirim</i>)</p> <p>Hong Kong primary teachers' perceptions of continuing professional development activities (<i>Sally Wai -Yan Wan</i>)</p>
<p>PROFESSIONAL DEVELOPMENT OF TEACHERS 1. C</p> <p><i>Chair:</i> <i>Lorraine Ling</i></p>	<p>Room 21. Apartment 510</p>	<p>Key moments in teachers' professional development: perceptions and experiences of Portuguese teachers (<i>Maria A. Flores; Ana Forte</i>)</p> <p>On being and becoming: reflections on the role of personal dispositions for teachers' professional development (<i>Birgitte Malm</i>)</p> <p>Reflection upon teaching experience: an incessant type of professional development (<i>Karl Attard</i>)</p> <p>Professional development: professionalising or de-professionalising teachers (<i>Maxine Cooper; Lorraine Ling, Joan Stewart</i>)</p>
<p>PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS</p> <p><i>Chair:</i> <i>Geri Smyth</i></p>	<p>Room 24. Bolero</p>	<p>SYMPOSIUM:</p> <p>Responsibility, challenge and support in teacher educators' life-long professional development (<i>Marco Snoek; Anja Swennen, Csilla Stéger</i>)</p>

WORKSHOPS, 9.00 – 10.30

<p><i>Chair:</i> <i>Glynn Kirkham</i></p>	<p style="text-align: center;">Room 9. Cordoba</p>	<p>Pro`s and con`s of constructivism- based design <i>(Freddy Veltman-van Vugt; Aafke Kroon; Lia van Alphen)</i></p>
<p><i>Chair:</i> <i>Thomas Jäger</i></p>	<p style="text-align: center;">Room 22. Apartment 710</p>	<p>Prevention of alcohol consumption in Portuguese natural science school books <i>(José Alberto Gomes Precioso; Augusta Cristina Gomes da Costa Dias)</i></p>
<p><i>Chair:</i> <i>Judit Kádár-Fülöp</i></p>	<p style="text-align: center;">Room 10. Cordoba Lounge 1.</p>	<p>Using e-twinning to set an intercultural approach to teaching English as a foreign language <i>(Maria Piedade Silva)</i></p>
<p><i>Chair: Corinne van Velzen</i></p>	<p style="text-align: center;">Room 12. Cordoba Lounge 3</p>	<p>The facilitation of teacher educators' professional development: practices in a national endeavour in Israel <i>(Michal Golan)</i></p>

CLOSSING SESSION, 11.00 -13.00

<p>Closing Session</p> <p><i>Chair:</i> <i>Giovanni Polliani</i></p>	<p>Room 1. Conference room (Ravel)</p>	<ul style="list-style-type: none"> • Hélène Clark, Director, Directorate General for Education and Culture, Directorate B: Lifelong learning: policies and programme. European Commission: <i>The EU agenda for improving teacher education: challenges for teacher educators</i> • Amanda Watkins, Assistant Director, Project Implementation, European Agency for Development in Special Needs Education: <i>Teacher Education for Inclusion - preparing all teachers to work in 21st century schools</i>
<p>Final conclusions</p> <p><i>Chair:</i> <i>Magdolna Kimmel</i></p>	<p>Room 1. Conference room (Ravel)</p>	<p>Conclusions: Ivan Falus, Professor of Education, Chair of the Organizing Committee, President of the Association of Hungarian Teacher Educators</p> <p>Presentation of ATEE Winter Conference, 2011 Ada Adeghe, Head of Continuing Professional Development, School of Education, University of Wolverhampton, United Kingdom.</p> <p>Presentation of ATEE Conference, 2011 Irena Žogla, Chair of the ATEE 2011 Conference Organizing Committee, Riga</p> <p>Closing Justina Erčulj, President of ATEE</p>