

Publishing in English-speaking journals: 1

Time: 09:30-11:00

Location: School of Business & Economics, Lecturer hall 104

SIG 05 INVITED WORKSHOP: PUBLISHING IN ENGLISH-SPEAKING JOURNALS

Chair

Katrin Wolf, Freie Universität Berlin, Germany

Publishing in English-speaking journals

Katrin Arens, German Institute for International Educational Research / DIPF, Germany

Keynote Session: 1

Time: 11:30-12:30

Location: Henry-Ford-Building, Lecturer hall A

SIG 05 KEYNOTE SESSION: MOTIVATING MATH INSTRUCTION FOR YOUNG CHILDREN

Chair

Elisa Oppermann, Freie Universität Berlin, Germany

Motivating Math Instruction for Young Children

Deborah Stipek, Stanford University, United States

Session A: 1

Time: 13:30-15:00

Location: School of Business & Economics, Lecturer hall 106

SYMPOSIUM: INDIVIDUAL LANGUAGE SUPPORT IN HETEROGENEOUS CHILDREN'S GROUPS

Chair

Christine Beckerle, Leibniz Universität Hannover, Germany

Discussant

Franziska Vogt, University of Teacher Education St.Gallen, Switzerland

Dyadic bookreading with preschool children of different stages of language development

Christine Beckerle, Leibniz Universität Hannover, Germany; Julian Heil, Pädagogische Hochschule Weingarten, Germany; Katja Mackowiak, Leibniz Universität Hannover, Germany; Cordula Löffler, Pädagogische Hochschule Weingarten, Germany; Katja Koch, TU Braunschweig, Germany; Tina von Dapper-Saalfeld, TU Braunschweig, Germany

Supporting children's language development through reflexive interaction during planned pretend play

Gillian Lake, DCU, Ireland

Effects of a Dutch voluntary home-reading program on children's literacy skills, motivation and HLE

Aike Senna Broens, Erasmus University Rotterdam, Netherlands

Mediating language intervention through peers

Ulla Licandro, University of Oldenburg, Germany

Session A: 2

Time: 13:30-15:00

Location: School of
Business & Economics,
Lecturer hall 103

SYMPOSIUM: FAMILY SUPPORT TO FOSTER EARLY CHILDHOOD DEVELOPMENT

Chair

Kerstin Schütte, Leibniz Institute for Science and Mathematics Education (IPN), Germany

Discussant

Joana Cadima, University of Porto, Portugal

Effects of social background and learning environments on disparities in early scientific literacy

Jana Kähler, Leibniz-Institute for Science and Mathematics Education, Germany; Inga Hahn, Leibniz Institute for Science and Mathematics Education (IPN), Germany; Katrin Schöps, Leibniz Institute for Science and Mathematics Education (IPN), Germany

The use and evaluation of family support services in disadvantaged groups across Europe

Martine Broekhuizen, Utrecht University, Netherlands; Katharina Ereky-Stevens, Oxford University, United Kingdom; Thomas Moser, University College of Southeast Norway, Norway; Helga Norheim, University College of Southeast Norway, Norway

A meta-analysis on the relationship between time spent in childcare and social-emotional outcomes

Katrin Wolf, Freie Universität Berlin, Germany; Hannah Ulferts, OECD Directorate for Education and Skills, France; Yvonne Anders, Freie Universität Berlin, Germany

Linking existing programs to foster early childhood development of disadvantaged children

Kerstin Schütte, Leibniz Institute for Science and Mathematics Education (IPN), Germany; Olaf Koeller, Leibniz Institute for Science and Mathematics Education, Germany; BRISE group, various, Germany

Session A: 3

Time: 13:30-15:00

Location: School of
Business & Economics,
Lecturer hall 107

SYMPOSIUM: ON WORKING MECHANISMS OF EARLY INTERVENTIONS: DUTCH AND GERMAN PERSPECTIVES

Chair

Sanneke de la Rie, Rotterdam University of Applied Sciences, Netherlands

Discussant

Ruben Fukkink, Universiteit van Amsterdam, Netherlands

Level of abstraction in parent-child interactions and early literacy: The role of activity and SES

Sanneke de la Rie, Rotterdam University of Applied Sciences, Netherlands; Roel Van Steensel, Erasmus Universiteit Rotterdam, Netherlands; Amos van Gelderen, University of Amsterdam / Rotterdam University of Applied Sciences, Netherlands; Sabine Severiens, Erasmus University Rotterdam, Netherlands

Quality of parent-child interactions and early literacy: the role of parental literacy beliefs

Eke Krijnen, Erasmus University Rotterdam, Netherlands; Roel Van Steensel, Erasmus University Rotterdam, Netherlands; Marieke Meeuwisse, Erasmus University Rotterdam, Netherlands; Sabine Severiens, Erasmus University Rotterdam, Netherlands

Training parental scaffolding: How do parents of full- and preterm born toddlers benefit?

Kim Gärtner, Heidelberg University, Germany; Verena Vetter, University Hospital Heidelberg, Germany; Michaela Schäferling, University Hospital Heidelberg, Germany; Gitta Reuner, University Hospital Heidelberg, Germany; Silke Hertel, Ruprecht-Karls-Universität Heidelberg, Germany

Longitudinal effects of different course-types on children`s social-emotional and vocabulary skills

Franziska Cohen, Freie Universität Berlin, Germany; Juliane Schünke, Freie Universität Berlin, Germany; Yvonne Anders, Freie Universität Berlin, Germany

Session A: 4

Time: 13:30-15:00

Location: School of
Business & Economics,
Lecturer hall 104

SYMPOSIUM: PAPILIO-PROGRAM IN PROMOTING SOCIAL-EMOTIONAL COMPETENCIES AND PREVENTING BEHAVIOR PROBLEMS

Chair

Merja Koivula, University of Jyväskylä, Finland

Discussant

Claudia Hruska, Free University Berlin, Germany

"Papilio-3bis6" program in early childhood education in Finland

Marja-Leena Laakso, University of Jyväskylä, Finland; Merja Koivula, University of Jyväskylä, Finland; Riitta Viitala, University of Jyväskylä, Finland; Marita Neitola, University of Turku, Department of Teacher Education, Rauma Unit, Finland

"Papilio-U3" in promoting social-emotional competencies and attachment security of toddlers

Niklas Ortelbach, Freie Universität Berlin, Germany; Jennifer Gerlach, Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU), Germany; Ina Bovenschen, Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU), Germany; Charlotte Peter, Papilio e.V., Augsburg, Germany; Herbert Scheithauer, Freie Universität Berlin, Germany

Papilio-6bis9: Fostering social-emotional learning, preventing behavior problems in primary school

Viola Braun, Freie Universität Berlin, Germany; Charlotte Peter, Papilio e.V., Augsburg, Germany; Niklas Ortelbach, Freie Universität Berlin, Germany; Herbert Scheithauer, Freie Universität Berlin, Germany

Session A: 5

Time: 13:30-15:00

Location: Henry-Ford-Building, Lecturer hall A

SYMPOSIUM: TACKLING EDUCATIONAL INEQUALITIES THROUGH PROMISING AND EVIDENCE-BASED INTERVENTIONS AROUND EUROPE

Chair

Paul Leseman, Utrecht University, Netherlands

Organisers

Joana Cadima, University of Porto, Portugal;
Paul Leseman, Utrecht University, Netherlands

Discussant

Marcus Hasselhorn, DIPF, Germany

Parent- and Family-Support Interventions: An Inventory of Promising programs in 7 European countries

Gil Nata, University of Porto, Portugal; Yvonne Anders, Freie Universität Berlin, Germany; Maria Evangelou, University of Oxford, United Kingdom; Joana Cadima, University of Porto, Portugal

An inventory of curriculum, pedagogy, and social climate interventions in 8 European countries

Cecília Aguiar, ISCTE-Instituto Universitário de Lisboa, Portugal; Carla Silva, ISCTE-Instituto Universitário de Lisboa, Portugal; Rita Guerra, ISCTE-Instituto Universitário de Lisboa, Portugal; Giulia Pastori, University of Milano-Bicocca, Italy

Professional development aimed at cultural/linguistic diversity: inventory in 10 European countries

Pauline Slot, Utrecht University, Netherlands; Bodine Romijn, Utrecht University, Netherlands; Olga Wysłowska, Faculty of Education, University of Warsaw, Poland

Session B: 1

Time: 15:30-17:00

Location: School of Business & Economics, Lecturer hall 106

SINGLE PAPER: PRESCHOOL QUALITY AND TEACHER-CHILD-INTERACTIONS

Chair

Sanneke de la Rie, Rotterdam University of Applied Sciences, Netherlands

Does cultural diversity affect interaction quality in German preschool classrooms?

Heike Wadepohl, Leibniz University Hanover, Germany; Katja Mackowiak, Institute for Special Education, Germany

Teacher stress, work engagement and the quality of teacher-child interactions in preschool

Viola Penttinen, University of Jyväskylä, Finland; Eija Pakarinen, New York University Abu Dhabi/ University of Jyväskylä, Finland; Marja-Kristiina Lerkkanen, University of Jyväskylä, Finland

Illuminating the environmental aspects of early learning in Kenya

TABITHA WANGERI, kenyatta University, Kenya

Modal Markers and Shared Thinking in Early Education

Frauke Hildebrandt, Potsdam University of Applied Sciences, Germany; Andrea Hildebrandt, Universität Greifswald, Germany; Karoline Lohse, University of Potsdam, Germany

Session B: 2

Time: 15:30-17:00

Location: Henry-Ford-Building, Lecturer hall A

SINGLE PAPER: PRESCHOOL QUALITY AND PROCESS QUALITY

Chair

Melanie Kubandt, Universität Osnabrück, Germany

The relationship between structural factors and interaction quality in Norwegian ECEC for toddlers.

Ingrid Midteide Løkken, University College of Southeast Norway, Norway; Elisabeth Bjørnstad, Oslo Metropolitan University, Norway; Martine Broekhuizen, Utrecht University, Netherlands; Thomas Moser, University College of Southeast Norway, Norway

Classroom quality, activity setting and children's engagement in inclusive preschools

Vera Coelho, Porto University, Portugal; Joana Cadima, University of Porto, Portugal; Ana Isabel Mota e Costa Pinto, University of Porto - Portugal, Portugal

Designing Preschool Physical Learning Environments – The Children's Voice

Netta Perry, Bar Ilan University, Israel; Esther Adi-Japha, Bar-Ilan University, Israel; Ornit Spektor-Levy, Bar-Ilan University, Israel

Organizational hybridity and diversity, inclusion, and pedagogical quality in Dutch ECEC

Willeke van der Werf, Utrecht University, Netherlands; Paul Leseman, Utrecht University, Netherlands; Pauline Slot, Utrecht University, Netherlands; Patrick Kenis, Tilburg University, Netherlands

Session B: 3

Time: 15:30-17:00

Location: School of Business & Economics, Lecturer hall 103

SINGLE PAPER: SOCIAL-EMOTIONAL COMPETENCIES AND SOCIAL INTERACTION

Chair

Claudia Wirts, State Institute of Early Childhood Research, Germany

Toddler's engagement and their development of self-regulation

Carolina Guedes, Faculty of Psychology and Educational Sciences, University of Porto, Porto, Portugal, Portugal; Teresa Aguiar, Faculty of Psychology and Educational Sciences, University of Porto, Porto, Portugal, Portugal; Joana Cadima, University of Porto, Portugal

Positive effects of early child care on socio-emotional outcomes

Anja Linberg, Leibniz Institute for Educational Trajectories, Germany; Lars Burghardt, University of Bamberg, Germany; Jan-David Freund, University of Bamberg, Germany; Sabine Weinert, University of Bamberg, Germany

Exploration of indoor playspace in center-based childcare during unguided free play time

Ine van Liempd, Utrecht University, Netherlands; Ora Oudgenoeg-Paz, Utrecht University, Netherlands; Paul Leseman, Utrecht University, Netherlands

Pre-school children's multimodal communicative resources in socially shared science inquiry

Jenni Vartiainen, University of Helsinki, Finland; Kristiina Kumpulainen, University of Helsinki, Finland

Session B: 4

Time: 15:30-17:00

Location: School of
Business & Economics,
Lecturer hall 102

SINGLE PAPER: EMOTIONAL AND COGNITIVE DEVELOPMENT

Chair

Annerieke Boland, Netherlands

School entry prediction of poor reading by the end of Grade 1 - a Finnish-Norwegian comparison

Oddny Judith Solheim, The Norwegian Reading Centre, Norway; Minna Torppa, University of Jyväskylä, Finland; Per Henning Uppstad, Centre for Reading Education and Research, Norway; Marja-Kristiina Lerkkanen, University of Jyväskylä, Finland

Heterogeneity in affective reactivity in children: Testing the differential susceptibility theory.

Andrea Kramer, German Institute for International Educational Research (DIPF); IDeA-Research Center, Germany; Andreas Neubauer, German Institute for International Educational Research (DIPF); IDeA-Research Center, Germany; Anja Leonhardt, Zentralinstitut für Seelische Gesundheit (ZI), Mannheim, Germany; Judith Dirk, German Institute for International Educational Research (DIPF); IDeA-Research Center, Germany; Florian Schmiedek, German Institute for International Educational Research (DIPF); IDeA-Research Center; Goethe University Frankfurt, Germany

A Revised Cross-Lagged Model for Leisure Reading and Reading Skills from Grade 1 to Grade 9

Minna Torppa, University of Jyväskylä, Finland; Pekka Niemi, University of Turku, Finland; Kati Vasalampi, University of Jyväskylä, Finland; Asko Tolvanen, University of Jyväskylä, Finland; Marja-Kristiina Lerkkanen, University of Jyväskylä, Finland; Anna-Maija Poikkeus, University of Jyväskylä, Finland

Time outside preschool: The influence of organized leisure on children's academic competencies

Karoline Mikus, University of Tuebingen, Germany; Nicole Tieben, University of Tuebingen, Germany; Pia Schober, University of Tuebingen, Germany

Session B: 5

Time: 15:30-17:00

Location: School of
Business & Economics,
Lecturer hall 107

SINGLE PAPER: SOCIAL-EMOTIONAL DEVELOPMENT AND PARENTAL INVOLVEMENT

Chair

Katharina Kluczniok, Otto-Friedrich-University
of Bamberg, Germany

Repeated parent-child shared book reading and preschoolers' socio-emotional competence

Rotem Schapira, Levinsky College of Education and Tel Aviv university, Israel; Dorit Aram, Tel Aviv University, Israel; Margalit Ziv, Kibbutzim College of Education, Israel

Evaluating a parent app promoting play at home: a clustered RCT study

Kathy Sylva, University of Oxford, United Kingdom; Fiona Jelley, University of Oxford, United Kingdom

Impact of education goals and ECEC quality on the judgement of early social-emotional development

Claudia Hruska, Free University Berlin, Germany; Gerlind Grosse, Early Childhood Education Research, Germany

ANNOTATIONS:

THE PRESENTATION BY JANNE SOLBERG (BRIDGING ACTIONS? THE ROLE OF THE BILINGUAL ASSISTANT IN THE TEACHER-PARENT CONFERENCE) IS CANCELLED AND REMOVED FROM THIS SESSION.

THIS SESSION IS CHAIRED BY THILO SCHMIDT.

Session B: 6

Time: 15:30-17:00

Location: School of
Business & Economics,
Lecturer hall 104

**POSTER PRESENTATION: SCIENCE AND LANGUAGE EDUCATION, AND PRESCHOOL
TEACHER'S JOB STRESS**

Chair

Saskia van Schaik, Utrecht University,
Netherlands

Preschool head teachers' occupational stress and job satisfaction

Mailis Elomaa, University of Jyväskylä, Finland; Eija Pakarinen, New York University Abu Dhabi/
University of Jyväskylä, Finland; Sirpa Eskelä-Haapanen, University of Jyväskylä, Finland;
Leena Halttunen, University of Jyväskylä, Finland; Marja-Kristiina Lerkkanen, University of
Jyväskylä, Finland

Fact and fiction when using non-fiction books to learn about evolution

Anna Backman, University of Gothenburg, Sweden

Effect of inquiry- and context-based science activities on preschoolers' conceptual understanding

Pamela Flores, Ludwig-Maximilians-University Munich, Germany; Lucia Kohlhauf, LMU Munich,
Germany; Janina Klemm, LMU Munich, Germany; Birgit J. Neuhaus, LMU Munich, Germany

Quality of Teacher-Child Interactions and Linguistic Responsivity in Toddler Classrooms in Germany

Verena Dederer, Staat Institute for Early Education Research IFP Bayern, Germany; Franziska Egert, Staat Institute for Early Education Research (IFP Bayern), Germany; Julia Quehenberger, Staat Institute for Early Education Research IFP Bayern, Germany; Anne-Kristin Cordes, State Institute of Early Childhood Research (IFP Bayern), Germany

: Preschool children's discernment of different forms of numbers

Maria Alkhede, Malmö university, Sweden; Mona Holmqvist, Malmö University, Sweden

Embodied knowledge's impact on volition during technology play

Kristina Thorshag, Malmö University/ University of Gothenburg, Sweden

Women in Science: 1

Time: 09:00-10:00

Location: School of
Business & Economics,
Lecturer hall 104

SIG 05 INVITED WORKSHOP: WOMEN IN SCIENCE

Chair

Katrin Wolf, Freie Universität Berlin, Germany

Women in Science

Mirjam Steffensky, Leibniz Institute of Science and Mathematics Education (IPN), Germany;
Pauline Slot, Utrecht University, Netherlands

Session C: 1

Time: 10:00-11:30

Location: School of
Business & Economics,
Lecturer hall 102

SINGLE PAPER: EARLY MATHEMATICS EDUCATION

Chair

Sanneke de la Rie, Rotterdam University of
Applied Sciences, Netherlands

Spontaneous focusing on Arabic number symbols in relation to early mathematical competencies

Sanne Rathé, KU Leuven, Belgium; Joke Torbeyns, KU Leuven, Belgium; Bert De Smedt, KU Leuven - University of Leuven, Belgium; Lieven Verschaffel, KU Leuven, Belgium

Four-year olds' patterning understanding: Repeating and growing patterns

Nore Wijns, KU Leuven, Belgium; Joke Torbeyns, KU Leuven, Belgium; Merel Bakker, KU LEUVEN, Belgium; Bert De Smedt, KU Leuven - University of Leuven, Belgium; Lieven Verschaffel, KU LEUVEN, Belgium

Gender and early math: unfolding the role of early numeracy skills across the kindergarten years

David Munez, National Institute of Education / Nanyang Technological University, Singapore; Rebecca Bull, National Institute of Education/Nanyang Technological University, Singapore, Singapore; Kerry Lee, The Education University of Hong Kong, Hong Kong

The influence of language competencies on mathematical skill development at the beginning of school

Antje Ehlert, University of Potsdam / University of Johannesburg, Germany; Annemarie Fritz-Stratmann, University of Duisburg-Essen, Germany

Session C: 2

Time: 10:00-11:30

Location: School of
Business & Economics,
Lecturer hall 103

SINGLE PAPER: TEACHERS`S BELIEFS AND TEACHER-CHILD INTERACTIONS

Chair

Rianne van den Berghe, Utrecht University,
Netherlands

Associations and gender differences among emotional support, self-concept and reading achievement

Maria Therese Jensen, The Norwegian Reading Centre, Norway; Oddny Judith Solheim, The Norwegian Reading Centre, Norway

Pre-Service Special Education Teachers' Discourse during Shared Reading

Yael Roth-Barkai, Tel-Aviv University, Israel; Dorit Aram, Tel Aviv University, Israel

Are child-care experiences associated with 2- and 4-year-olds' empathetic concern for others?

Daniel Schmerse, Leibniz Institute for Science and Mathematics Education, Germany

Cognitive Activating Dialogues to co-construct Scientific Reasoning in Early Science Classrooms

Ines Freitag-Amtmann, Free University of Berlin, Germany

Session C: 3

Time: 10:00-11:30

Location: School of
Business & Economics,
Lecturer hall 104

SINGLE PAPER: EARLY SCIENCE AND LANGUAGE EDUCATION IN DIVERSE CONTEXTS

Chair

Bodine Romijn, Utrecht University,
Netherlands

The contribution of professional development and professional exchange for early science education

Julia Barenthien, Leibniz Institute for Science and Mathematics Education at Kiel University, Germany; Elisa Oppermann, Freie Universität Berlin, Germany; Mirjam Steffensky, Leibniz Institute of Science and Mathematics Education (IPN), Germany; Yvonne Anders, Freie Universität Berlin, Germany

Fostering early language skills: Comparing ECEC settings with varying governmental financial support

Kristine Blatter, German Youth Institute, Germany; Veronika Eichmann, German Youth Institute, Germany; Katarina Groth, German Youth Institute, Germany; Margarita Stolarova, German Youth Institute, Germany

Waiting for word learning in special language education groups

Marike Kempen, Utrecht University AND Royal Dutch Auris Group (Rotterdam), Netherlands; Maartje Kouwenberg, Dutch Royal Auris Group, Netherlands; Connie Fortgens, Dutch Royal Auris Group, Netherlands; Paul Leseman, Utrecht University, Netherlands

affirmation vs. criticism of power?! future challenges for gender perspectives in early childhood

Melanie Kubandt, Universität Osnabrück, Germany

Session C: 4

Time: 10:00-11:30

Location: School of
Business & Economics,
Lecturer hall 106

SINGLE PAPER: INSTRUCTIONAL PRACTICES AND LITERACY

Chair

Katharina Kluczniok, Otto-Friedrich-University
of Bamberg, Germany

Young Children's Perspectives on Why They Like and Dislike Specific Learning Centers

Hsueh-Jung Liu, National University of Tainan, Tainan, Taiwan

Vocabulary instruction practices and its relationship with the vocabulary of prekindergarten children

Paulina Pizarro, Pontificia Universidad Católica de Chile, Chile

First Grade Reading Skill and Motivation Dynamics

Bente Walgermo, Reading and educational research, Norway

The roles of metacognitive knowledge, vocabulary and task orientation in narrative comprehension

Janne Lepola, Univ. of Turku, Finland; Anu Kajamies, University of Turku, Finland; Eero Laakkonen, University of Turku, Finland; Pekka Niemi, University of Turku, Finland

Session C: 5

Time: 10:00-11:30

Location: Henry-Ford-
Building, Lecturer hall A

POSTER PRESENTATION: QUALITY OF EARLY CHILDHOOD EDUCATION, SCIENCE EDUCATION, AND CHILDREN'S PLAY

Chair

Timo Reuter, University of Koblenz-Landau,
Germany

Developing Educational Support in STEM- play scenario's in first grade

Mariska Venema, Windesheim Flevoland University of Applied Science, Netherlands; Conny Boendermaker, Windesheim Flevoland University of Applied Science, Netherlands; Hanno Van Keulen, Windesheim Flevoland University of Applied Science, Unknown

Coding in the Crib: Changing trends in children's exposure to computer coding concepts

Sarah Gerson, Cardiff University, United Kingdom; Richard Morey, Cardiff University, United Kingdom; Johanna van Schaik, Donders Institute, Radboud University, Netherlands

Participation and quality in ECEC: A multi-method approach

Nadine Correia, University Institute of Lisbon (ISCTE - IUL), Portugal; Carla Silva, ISCTE – Instituto Universitário de Lisboa, CIS-IUL, Lisbon, Portugal, Portugal; Margarida Fialho, ISCTE – Instituto Universitário de Lisboa, CIS-IUL, Lisbon, Portugal, Portugal; Cecília Aguiar, ISCTE – Instituto Universitário de Lisboa, CIS-IUL, Lisbon, Portugal, Portugal; Helena Carvalho, ISCTE – Instituto Universitário de Lisboa, CIES-IUL, Lisbon, Portugal, Portugal

Engaging pre-service primary teachers in science through climate change

Giulia Tasquier, Alma mater Studiorum - University of Bologna, Belgium

Promoting children's pretend play: Is providing role play material enough?

Isabelle Kalkusch, University of Konstanz (Germany) and Thurgau University of Teacher Education (Switzerland), Switzerland; Ann-Kathrin Jaggy, University of Teacher Education Thurgau, University of Konstanz, Switzerland; Sonja Perren, University of Konstanz, Germany; Carine Burkhardt Bossi, Thurgau University of Teacher Education, Switzerland; Barbara Weiss, Thurgau University of Teacher Education, Switzerland; Fabio Sticca, Marie Meierhofer Institut für das Kind, Switzerland

Session C: 6

Time: 10:00-11:30

Location: School of Business & Economics, Lecturer hall 107

SINGLE PAPER: MOTOR AND COGNITIVE DEVELOPMENT

Chair

Anita Díaz Suárez, Pontificia Universidad Católica de Chile, Chile

A Bridge Over Troubled Water: Tracing Indications of Early Engineering among Preschoolers

Ornit Spektor-Levy, Bar-Ilan University, Israel; taly shechter, Da-Gan Center The National Teacher Center for the Advancement of Scientific, Technological and Mathematical Education in Preschool, Israel; Sigal Eden, Bar-Ilan University, Israel

Learning from peers and adults – When do toddlers use age as a proxy for informativeness?

Gregor Kachel, FH Potsdam, Germany; Robert Hepach, LFE, Germany; Richard Moore, School of Mind and Brain, Humboldt Universität zu Berlin, Germany; Michael Tomasello, Duke University, NC, United States

Parental practices regarding motor development in Israel and the Netherlands

Ora Oudgenoeg-Paz, Utrecht University, Netherlands; Osnat Atun-Einy, Haifa University, Israel; Saskia van Schaik, Utrecht University, Netherlands

Parental beliefs of preterm born infants about motor development in the Netherlands and Israel

Saskia van Schaik, Utrecht University, Netherlands; Ora Oudgenoeg-Paz, Utrecht University, Netherlands; Osnat Atun-Einy, University of Haifa, Israel

Keynote Session: 1

Time: 11:45-12:45

Location: Henry-Ford-Building, Lecturer hall A

SIG 05 KEYNOTE SESSION: EARLY STEM: THE IMPLICATIONS OF EMBODIED TECHNOLOGIES

Chair

Franziska Cohen, Freie Universität Berlin, Germany

Early STEM: The Implications of Embodied Technologies

Andrew Manches, School of Education, United Kingdom

Discussion Panel: 1

Time: 13:45-14:45

Location: Henry-Ford-Building, Lecturer hall A

SIG 05 PANEL DISCUSSION: CHANCES AND RISKS OF ICT IN EARLY CHILDHOOD EDUCATION AND CARE

Chair

Iram Siraj, University of Oxford, United Kingdom

Chances and risks of ICT in Early Childhood Education and Care

Janna Pahnke, Stiftung Haus der kleinen Forscher, Germany; Andrew Manches, School of Education, United Kingdom; Jerry Andriessen, Wise & Munro, Netherlands; Klaus Fröhlich-Gildhoff, Evangelische Hochschule Freiburg, Germany

Session D: 1

Time: 15:00-16:30

Location: School of
Business & Economics,
Lecturer hall 104

SINGLE PAPER: EARLY MATHEMATICS EDUCATION AND COGNITIVE DEVELOPMENT

Chair

Ornit Spektor-Levy, Bar-Ilan University, Israel

Classroom practices and curricular resources in teaching early mathematical knowledge

Inés Rodríguez, University of Salamanca, Spain; Jorge Martín, University of Salamanca, Spain; Elena Ramirez, University of Salamanca, Spain; Inmaculada Martín, University of Salamanca, Spain

Development of mathematical reasoning in early mathematics education

Esther Brunner, Pädagogische Hochschule Thurgau, Switzerland; Jonas Lampart, Thurgau University of Teacher Education, Switzerland

Teachers' Views About the Use of Mother-tongue in Teaching Early Childhood Education in Botswana

Elizabeth Seeco, University of Botswana, Botswana

Metacognitive intervention in the kindergarten: The what, the how and the learning outcomes

Zemira Mevarech, Bar-Ilan University, Israel; Tal Sharir, Bar-Ilan University, Israel

Session D: 2

Time: 15:00-16:30

Location: School of
Business & Economics,
Lecturer hall 107

SINGLE PAPER: PROFESSIONAL DEVELOPMENT AND ICT IN PRESCHOOL

Chair

Mailis Elomaa, University of Jyväskylä, Finland

Fostering Effective Early Learning through Evidence based Professional Development

Iram Siraj, University of Oxford, United Kingdom; Denise Kingston, Sussex University, United Kingdom

Raising Early Achievement in Maths with Interactive Apps: A Randomised Control Trial

Laura Outhwaite, University of Nottingham, United Kingdom; Marc Faulder, Burton Joyce Primary School, United Kingdom; Anthea Gulliford, University of Nottingham, United Kingdom; Nicola Pitchford, University of Nottingham, United Kingdom

Promoting early literacy in Hebrew using a computerized writing game

Dorit Aram, Tel Aviv University, Israel; Adi Elimelech, Tel Aviv University, Israel

Pre-school quality improvement and identifying effective elements of Professional Development.

Denise Kingston, University of Sussex, United Kingdom; Iram Siraj, University of Oxford, United Kingdom

Session D: 3

Time: 15:00-16:30

Location: School of
Business & Economics,
Lecturer hall 103

SINGLE PAPER: SOCIAL INTERACTION AND STEM EDUCATION

Chair

Kathy Sylva, University of Oxford, United Kingdom

Observing children's interactions in preschool: Findings from an empirical study using the inCLASS.

Katharina Kluczniok, Otto-Friedrich-University of Bamberg, Germany; Thilo Schmidt, Universität Koblenz-Landau, Campus Landau, Germany

The relation between neuropsychological tests and programming skills in young children

Corrie Urlings, Maastricht University, Netherlands; Karien Coppens, Maastricht University, Netherlands; Corrie Urlings, Maastricht University School of Business and Economics, Netherlands

Quality of Early Mathematics Education in an International Comparison – Austria and Switzerland

Lars Eichen, Karl-Franzens-Universität Graz, Austria; Karoline Rettenbacher, Karl-Franzens-Universität Graz, Austria; Mailina Petritsch, Karl-Franzens-Universität Graz, Austria; Manfred Pfiffner, Pädagogische Hochschule Zürich, Switzerland; Catherine Walter-Laager, Karl-Franzens-Universität Graz, Austria

Initial psychometric properties of the Science Learning Assessment (SLA) in Greek ECE

Vasilis Grammatikopoulos, University of Crete, Greece; Nikolaos Tsigilis, Aristotle University of Thessaloniki, Greece; Athanasios Gregoriadis, Aristotle University of Thessaloniki, Greece; Michalis Linardakis, University of Crete, Greece

Session D: 4

Time: 15:00-16:30

Location: Henry-Ford-
Building, Lecturer hall A**POSTER PRESENTATION: CHILDREN'S COGNITIVE DEVELOPMENT DURING PRESCHOOL YEARS****Chair**

Ines Freitag-Amtmann, Free University of Berlin, Germany

Comparison between cognitive functioning of children attending musical and nonmusical school.

Agata Rodziewicz, SWPS University of Social Sciences and Humanities, Poland; Izabela Krejtz, SWPS University of Social Sciences and Humanities, Poland; Krzysztof Krejtz, University of Social Sciences and Humanities, Poland; Katarzyna Wisiecka, SWPS University of Social Sciences and Humanities, Poland; Anna Niedzielska, SWPS University of Social Sciences and Humanities, Poland; Monika Kornacka, SWPS University of Social Sciences and Humanities, Poland; Zofia Kostrzewa, SWPS University of Social Sciences and Humanities, Poland

Preschoolers' abilities in context-free Control of Variables Strategy

April Moeller, Ludwig-Maximilians-Universität München, Germany; Beate Sodian, Ludwig-Maximilians-Universität (LMU), Germany

Effects of music and math training on mathematical and working memory performances

Ingo Roden, Carl von Ossietzky University Oldenburg, Germany; Silja Mansholt, Carl von Ossietzky Universität Oldenburg, Germany; Gunter Kreutz, Carl von Ossietzky Universität Oldenburg, Germany; Juliane Schlesier, Carl von Ossietzky Universität Oldenburg, Germany; Dietmar Grube, University of Oldenburg, Germany

Exploring the relation between the acquisition of words for objects and for numbers at 30 months

Antje Ehlert, University of Potsdam, Germany; Flavia Adani, University of Potsdam, Germany; Tom Fritzsche, University of Potsdam, Germany

Latent Structure of Executive Functions in Preschoolers

Melanie Otto, ZNL TransferCentre of Neuroscience and Learning, University of Ulm, Germany; Carmen Deffner, TransferZentrum für Neurowissenschaften und Lernen ZNL, Germany; Laura Walk, ZNL Transfer Center for Neuroscience and Learning, Germany; Petra Arndt, ZNL Transfer Center for Neuroscience and Learning, Germany

Securing young minds from Violence through ECE Intervention- a case of conflicted area of Pakistan

SALIMA SEWANI, Chand Tarey Academy, Pakistan

Session D: 5

Time: 15:00-16:30

Location: School of
Business & Economics,
Lecturer hall 102

POSTER PRESENTATION: QUALITY OF ECEC AND COGNITIVE DEVELOPMENT

Chair

Sanne Rathé, KU LEUVEN, Belgium

Home and daycare quality index: a proposal for all the child development environments

Anita Díaz Suárez, Pontificia Universidad Católica de Chile, Chile; Marigen Narea, Pontificia Universidad Católica de Chile, Chile; Anneliese Marin, Pontificia Universidad Católica de Chile, Chile; Michelle Darricades, Pontificia Universidad Católica de Chile, Chile

Teachers' beliefs about the emotion regulation of boredom and anger in primary school children

Juliane Schlesier, University of Oldenburg, Germany; Barbara Moschner, Carl von Ossietzky Universität Oldenburg, Germany; Ingo Roden, Carl von Ossietzky University Oldenburg, Germany

Teacher-child-interactions and their relationship to children's explorative behaviour

Karoline Lohse, University of Potsdam, Germany; Caroline Wronski, University of Applied Sciences Potsdam, Germany; Frauke Hildebrandt, University of Applied Sciences Potsdam, Germany

Children's explanations and justifications of intentional behaviour

Ramiro Glauer, University of Applied Sciences Potsdam, Germany; Andrea Hildebrandt, University Greifswald, Germany; Frauke Hildebrandt, University of Applied Sciences Potsdam, Germany

Pragmatic Language and Social Skills in the first two years of school

Silvana Mareva, University of Cambridge, United Kingdom; Elian Fink, University of Cambridge, UK, United Kingdom; Jenny Gibson, University of Cambridge, United Kingdom

Longitudinal relations between quality of pretend play and linguistic competence in early childhood

Hannah Sand, University of Konstanz, Thurgau University of Teacher Education, Germany

Session E: 1

Time: 16:45-18:15

Location: School of
Business & Economics,
Lecturer hall 103

SYMPOSIUM: CONTRIBUTIONS OF SELF-REGULATION TO ACADEMIC ACHIEVEMENT IN ELEMENTARY STUDENTS ACROSS EUROPE

Chair

Catherine Gunzenhauser, Leipzig University, Germany

Discussant

Joana Cadima, University of Porto, Portugal

The Role of Attentional and Behavioral Control in Early Literacy and Numeracy Development

Dieuwer ten Braak, University of Stavanger, Norway; Tijs Kleemans, Radboud University Nijmegen, Netherlands; Ingunn Storksen, University of Stavanger, Norway; Ludo Verhoeven, Radboud University Nijmegen, Netherlands; Eliane Seegers, Radboud University, Netherlands

The influence of executive functioning on academic achievement among elementary school students

Antje von Suchodoletz, New York University Abu Dhabi, United Arab Emirates; Fitim Uka, University of Freiburg, Germany

Contribution of Executive Functions and Self-Control to Mathematics Performance in Third Graders

Catherine Gunzenhauser, Leipzig University, Germany; Henrik Saalbach, University of Leipzig, Germany

ANNOTATIONS:

THIS IS THE SECOND PART OF TWO SYMPOSIA THAT BELONG TOGETHER AND ADDRESS SELF-REGULATION IN DIFFERENT AGES: (1) IN PRESCHOOL AND (2) IN ELEMENTARY SCHOOL. THE FIRST SYMPOSIUM IS TITLED "SELF-REGULATION AND PRE-ACADEMIC SKILLS IN PRESCHOOL CHILDREN ACROSS EUROPE".

Session E: 2

Time: 16:45-18:15

Location: School of
Business & Economics,
Lecturer hall 107

SYMPOSIUM: PLAY-BASED DIDACTICS IN EARLY CHILDHOOD EDUCATION

Chair

Ingrid Pramling-Samuelsson, University of Gothenburg, Sweden

Discussant

Mona Holmqvist, Malmö University, Sweden

Play-based teaching in preschool

Ingrid Pramling-Samuelsson, University of Gothenburg, Sweden; Hanna Palmér, Linnaeus University, Sweden; Maria Magnusson, Linnéuniversitetet Department of Education and Teachers' Practice, Sweden

Teachers' mediation during free play as a lever for pupils' learning

Anne Clerc-Georgy, University of Teacher Education du canton de Vaud, Switzerland; Marie-Laure Michel, HEP Vaud (University of Teacher Training, Lausanne, Switzerland), Switzerland

Thinking Play and Learning dialectically

Maire Sardi Béatrice, HEPL, Switzerland; Daniel MARTIN, University of Teacher Education, State of Vaud, Switzerland

Session E: 3

Time: 16:45-18:15

Location: School of
Business & Economics,
Lecturer hall 106

SYMPOSIUM: LET'S PLAY TOGETHER! THE ROLE OF PRETEND PLAY FOR CHILDREN'S SOCIAL-EMOTIONAL AND LANGUAGE SKILLS

Chair

Sonja Perren, University of Konstanz, Germany

Discussant

Lieselotte Ahnert, University of Vienna, Austria

Associations between structural/pragmatic language, pretend play and social skills from 5-6 years

Jenny Gibson, University of Cambridge, United Kingdom; Elian Fink, University of Cambridge, United Kingdom; Silvana Mareva, University of Cambridge, United Kingdom

An Evaluation of a Fairytale-Based Play Intervention for Socio-Emotional Competences in Preschoolers

Manfred Holodynski, University of Münster, Germany; Dorothee Seeger, University of Münster, Germany; Sophia Herrmann, University of Münster, Germany

The impact of social pretend play on pre-schooler's emotional, social-cognitive and social skills

Ann-Kathrin Jaggy, University of Teacher Education Thurgau, University of Konstanz, Switzerland; Isabelle Kalkusch, Thurgau University of Teacher Education, Switzerland; Carine Burkhardt Bossi, Thurgau University of Teacher Education, Switzerland; Barbara Weiss, Thurgau University of Teacher Education, Switzerland; Fabio Sticca, Marie Meierhofer Institute for the Child, Switzerland; Sonja Perren, University of Konstanz, Germany

Session E: 4

Time: 16:45-18:15

Location: School of
Business & Economics,
Lecturer hall 104

SYMPOSIUM: PROFESSIONAL DEVELOPMENT TO EMBRACE DIVERSITY

Chair

Bodine Romijn, Utrecht University, Netherlands

Discussant

Paul Leseman, Utrecht University, Netherlands

Professional development strengthening the Power to teach all

Marijke Wilssens, Artevelde University College Ghent, Belgium; Piet Van Avermaet, Ghent University, Belgium; Elke Struyf, University of Antwerp, Belgium

Professional development and organizational climate as predictors of quality and inclusive practices

Bodine Romijn, Utrecht University, Netherlands; Pauline Slot, Utrecht University, Netherlands; Paul Leseman, Utrecht University, Netherlands

Opportunities to improve: (research) perspectives from the Italian early childhood education reform

Lisa Bugno, University of Padova, Italy; Luca Agostinetto, University of Padova, Italy

Session E: 5

Time: 16:45-18:15

Location: School of
Business & Economics,
Lecturer hall 102

SYMPOSIUM: FACTORS INFLUENCING COMPLEX REASONING IN EARLY CHILDHOOD

Chair

Jo van Schaik, Netherlands

Organiser

Maartje Raijmakers, University of Amsterdam,
Netherlands

Discussant

Susanne Koerber, University of Education
Freiburg, Germany

Surprising Science: Triggering and scaffolding young children's experimentation on the balance-scale

Jo van Schaik, University of Leiden, Free University Amsterdam, Netherlands; Maartje Raijmakers, University of Amsterdam, Netherlands

Do individual differences in children's curiosity relate to their inquiry-based learning?

Maartje Raijmakers, University of Amsterdam, Netherlands; Brenda Jansen, University of Amsterdam, Netherlands; Tessa van Schijndel, University of Amsterdam, Netherlands

Language and non-verbal executive functions in preschoolers: The role of self-directed speech

Franziska Stephan, University Leipzig, Germany; Catherine Gunzenhauser, Leipzig University, Germany; Henrik Saalbach, University of Leipzig, Germany

Which factors promote the development of advanced theory-of-mind reasoning?

Christopher Osterhaus, Ludwig-Maximilians-Universität (LMU), Germany; Susanne Koerber, University of Education Freiburg, Germany

Session E: 6

Time: 16:45-18:15

Location: Henry-Ford-
Building, Lecturer hall A

SIG 05 INVITED SYMPOSIUM: EDUCATIONAL PARTNERSHIPS IN ECEC IN A CONTEXT OF CULTURAL DIVERSITY

Chair

Martine Broekhuizen, Utrecht University,
Netherlands

Discussant

Tove Mogstad Slinde, Ministry of Education
and Research Norway, Norway

Family-preschool partnerships: mothers with a Turkish and Mahgrebian background in Europe

Martine Broekhuizen, Utrecht University, Netherlands; Rianne Francot, University Utrecht, Netherlands; Paul Leseman, Utrecht University, Netherlands

Roma mothers' resources, experiences, and aspirations in the Czech Rep., Greece, and Portugal

KONSTANTINOS PETROGIANNIS, Hellenic Open University, Greece; Cecilia Aguiar, ISCTE-Instituto Universitário de Lisboa, Portugal; Jana Obrovská, Masaryk University, Czech Republic

Playgroups for Inclusion: Impacts development, temperament and behavior of minority children

Joana Alexandre, ISCTE- IUL, Portugal; M. Clara Barata, University of Coimbra, Portugal; Catarina Leitão, University of Coimbra, Portugal; Bruno De Sousa, University of Coimbra, Portugal; Vanessa Russo, University Institute of Lisbon (ISCTE - IUL), Portugal

Promoting early multilingualism in childhood and childcare in Flanders

Orhan Agirdag, KU Leuven / University of Amsterdam, Belgium

Session F: 1

Time: 09:30-11:00

Location: School of
Business & Economics,
Lecturer hall 104**SINGLE PAPER: MULTILINGUALISM AND SUSTAINED SHARED THINKING****Chair**Saskia van Schaik, Utrecht University,
Netherlands**Interacting with children: sustained shared thinking in make-believe play.**Annerieke Boland, Hogeschool iPabo Amsterdam, University of Applied Sciences, Netherlands;
Marieke Tjallega, Marnix Academie, Netherlands; Eefje van der Zalm, Marnix Academie,
Netherlands**Linguistic Complexity in Mother-Child Interaction: The Role of Situational Context and Culture**Elena Doering, New York University Abu Dhabi, United Arab Emirates; Kevin Schluter, New
York University Abu Dhabi, United Arab Emirates; Joscha Kaertner, WWU Münster, Germany;
Antje von Suchodoletz, New York University Abu Dhabi, United Arab Emirates**Translation as translanguaging practice in early childhood education**

Anne Kultti, University of Gothenburg, Sweden

ANNOTATIONS:THE PRESENTATION BY CARINA MÜLLER (NARRATIVE ABILITIES IN BILINGUAL PRESCHOOLERS IN GERMANY – RELEVANCE OF SOCIO-ECONOMIC VARIABLES) IS
CANCELLED AND REMOVED FROM THIS SESSION.

Session F: 2

Time: 09:30-11:00

Location: School of
Business & Economics,
Lecturer hall 107**SYMPOSIUM: EDUCATORS' LINGUISTIC BEHAVIOUR – EFFECTS ON CHILDREN'S LANGUAGE USE AND PEDAGOGICAL IMPLICATIONS****Chair**Claudia Wirts, State Institute of Early
Childhood Research, Germany**Organiser**Anne-Kristin Cordes, State Institute of Early
Childhood Research (IFP Bayern), Germany**Discussant**Jenni Salminen, University of Jyväskylä,
Finland**Parallels in the use of syntactic structures: Analyzing educators' and children's verbal interactions**Anne-Kristin Cordes, State Institute of Early Childhood Research (IFP Bayern), Germany; Julia
Radan, State Institute of Early Childhood Research, Germany**Educators' use of language-facilitation strategies – Correlations with children's verbal engagement**Claudia Wirts, State Institute of Early Childhood Research, Germany; Nesiré Schauland, State
Institute of Early Childhood Research, Germany; Sina Fischer, State Institute of Early Childhood
Research, Germany**Sustained shared thinking and interactive picture book reading**Johanna Quiring, University of Teacher Education St. Gallen (PHSG), Switzerland; Alexandra
Waibel, University of Education, St. Gallen, Switzerland; Laura von Albedyhll,
Pädagogische Hochschule Weingarten, Germany**Language fostering in everyday interactions: Professionalization of educators in childcare settings**Franziska Vogt, University of Teacher Education St. Gallen, Switzerland; Cordula Löffler, PH
Weingarten, Germany; Andrea Haid, University of Speech Therapy Rorschach, Switzerland

Session F: 3

Time: 09:30-11:00

Location: School of
Business & Economics,
Lecturer hall 102**SYMPOSIUM: INTERVENTIONS OF LEARNING SKILLS IN KINDERGARTEN AND PRIMARY GRADES****Chair**

Piret Soodla, Estonia

DiscussantTuire Koponen, University of Jyväskylä,
Finland**Accelerating mathematics word-problem solving performance among primary schoolers**

Pii Björn, University of Eastern Finland, Finland; Aino Äikäs, University of Eastern Finland, Finland; Airi Hakkarainen, University of Eastern Finland, Finland; Minna Kyttälä, University of Turku, Finland; Lynn S. Fuchs, Vanderbilt University, United States

Combination of reciprocal teaching with instruction in self-regulated learning in primary grades

Piret Soodla, University of Tallinn, Estonia; Kristi Simso, Tallinn University, Estonia; Kaja Mädamürk, Tallinn University, Estonia

Training six-year-old children's working memory – the effects of computerized working memory game

Minna Kyttälä, University of Turku, Finland; Kaisa Kanerva, University of Helsinki, Finland

Teaching to apply memorization strategies: When to start?

Eve Kikas, Tallinn University, Estonia; Teri Talpsep, Tallinn University, Estonia; Hardi Sigus, Tallinn University, Estonia; Liis Hennok, Tallinn University, Estonia

Session F: 4

Time: 09:30-11:00

Location: School of
Business & Economics,
Lecturer hall 106**SYMPOSIUM: VIRTUAL LEARNING ENVIRONMENTS AND DIGITAL TOOLS FOR ECEC****Chair**Ryenne Francot, University Utrecht,
Netherlands**Discussant**

Paul Leseman, Utrecht University, Netherlands

Multilingual education in 'superdiverse' settings? Exploring a computer-based learning environment

Orhan Agirdag, KU Leuven / University of Amsterdam, Belgium; Evelien Van Laere, Universiteit Antwerpen, Belgium

Empowering multilingual families: App for language communication and language beliefs at home

Hilde De Smedt, Foyer, Belgium

U-VLO project: Intercultural and Multilingual Practices in pre-schools

Ryenne Francot, University Utrecht, Netherlands

Session F: 5

Time: 09:30-11:00

Location: School of
Business & Economics,
Lecturer hall 103**SYMPOSIUM: SOCIAL ROBOTS FOR LANGUAGE LEARNING****Chair**Rianne van den Berghe, Utrecht University,
Netherlands**Organiser**Rianne van den Berghe, Utrecht University,
Netherlands**Discussant**Ora Oudgenoeg-Paz, Utrecht University,
Netherlands**Personalized and multimodal interactions for second language tutoring using a social robot**

Paul Vogt, Tilburg University, Faculty of Humanities, Netherlands; Bram Willemsen, Tilburg University, Netherlands; Jan de Wit, Tilburg University, Netherlands; Mirjam de Haas, Tilburg University, Netherlands; Emiel Krahmer, Tilburg University, Netherlands

How do robot gestures help second language learning?

Junko Kanero, Koç University, Turkey; Özlem Ece Demir-Lira, Koç University, Turkey; Sümeyye Koşkulu, Koç University, Turkey; Cansu Oranç, Koç University, Turkey; Idil Franko, Koç University, Turkey; Aylin C. Küntay, Koç University, Turkey; Tilbe Gökşun, Koç University, Turkey

Bilingual robots teaching L2 vocabulary to immigrant children

Hanneke Leeuwestein, Utrecht University, Netherlands; Marie Barking, Tilburg University, Netherlands; Hande Sodaci, Tilburg University, Netherlands; Rian Aarts, Tilburg University, Netherlands; Jan de Wit, Tilburg University, Netherlands; Ora Oudgenoeg-Paz, Utrecht University, Netherlands; Josje Verhagen, Utrecht University, Netherlands; Paul Vogt, Tilburg University, Faculty of Humanities, Netherlands

The effect of a robot peer on second language vocabulary learning gains

Rianne van den Berghe, Utrecht University, Netherlands; Sanne van der Ven, Utrecht University, Netherlands; Josje Verhagen, Utrecht University, Netherlands; Ora Oudgenoeg-Paz, Utrecht University, Netherlands; Fotios Papadopoulos, Plymouth University, United Kingdom; Paul Leseman, Utrecht University, Netherlands

Session F: 6

Time: 09:30-11:00

Location: Henry-Ford-
Building, Lecturer hall A**SIG 05 INVITED SYMPOSIUM: EMOTION KNOWLEDGE, EMOTION REGULATION, AND DEVELOPMENT IN YOUNG CHILDREN****Chair**Antje von Suchodoletz, New York University
Abu Dhabi, United Arab Emirates**Discussant**Manfred Holodynski, University of Münster,
Germany**Young Children's Emotion Knowledge and Self-Regulation**

Maria von Salisch, Institute for Psychology, Germany; Marieke Wubker, Leuphana University Lueneburg, Germany; Katharina Voltmer, Leuphana University Lueneburg, Germany

Functions of language in children's development of emotion regulation

Catherine Gunzenhauser, Leipzig University, Germany; Berit Streubel, Leipzig University, Germany; Gerlind Grosse, Early Childhood Education Research, Germany; Henrik Saalbach, University of Leipzig, Germany

Behavior vs. knowledge: Keys to improve socio-emotional skills through longitudinal interventions

Beatriz Lucas Molina, Faculty of Psychology, University of Valencia, Spain; Renata Sarmento-Enriquez, University of Valencia, Spain; Laura Quintanilla, University of Valencia, Spain; Marta Giménez-Dasí, University of Valencia, Spain

Papilio program and "Paula and the Pixies in the Box" in supporting children's emotion regulation

Merja Koivula, University of Jyväskylä, Finland; Marja-Leena Laakso, University of Jyväskylä, Finland

Keynote Session: 1

Time: 11:30-12:30

Location: Henry-Ford-Building, Lecturer hall A

SIG 05 KEYNOTE SESSION: EARLY SOCIAL-EMOTIONAL AND MOTIVATIONAL MECHANISMS IN YOUNG CHILDREN'S EDUCATIONAL PATHWAYS

Chair

Yvonne Anders, Freie Universität Berlin, Germany

Early social-emotional and motivational mechanisms in young children's educational pathways

Lieselotte Ahnert, University of Vienna, Austria

Session G: 1

Time: 13:30-15:00

Location: School of Business & Economics, Lecturer hall 104

SYMPOSIUM: VARIATIONS IN CHILD CARE QUALITY FOR CHILDREN UNDER THREE YEARS

Chair

Andrea G. Eckhardt, Hochschule Zittau/Görlitz - University of Applied Sciences, Germany

Discussant

Pauline Slot, Utrecht University, Netherlands

Supportive caregiver-child interactions in Swiss day care groups

Sonja Perren, University of Konstanz, Germany; Yvonne Reyhing, Universität Konstanz, Germany; Tatiana Diebold, FernUni Schweiz, Switzerland

Quality of teacher-child interactions in toddler classrooms – Situational differences

Julia Quehenberger, Staat Institute for Early Education Research IFP Bayern, Germany; Anne-Kristin Cordes, State Institute of Early Childhood Research (IFP Bayern), Germany; Franziska Egert, Staat Institute for Early Education Research (IFP Bayern), Germany; Verena Dederer, State Institute of Early Childhood Research (IFP Bayern), Germany; Claudia Wirts, State Institute of Early Childhood Research, Germany

The effect of personality traits and educational believes on process quality

Andrea G. Eckhardt, Hochschule Zittau/Görlitz - University of Applied Sciences, Germany; Franziska Egert, Staat Institute for Early Education Research (IFP Bayern), Germany

Danish and Dutch early childhood and care provisions: Identifying profiles of quality

Dorthe Bleses, Trygfonden's Centre for Child Research and School of Communication and Culture, Denmark; Pauline Slot, Utrecht University, Netherlands; Paul Leseman, Utrecht University, Netherlands

Session G: 2

Time: 13:30-15:00

Location: School of
Business & Economics,
Lecturer hall 103**SYMPOSIUM: CHILDREN'S MATH AND SCIENCE MOTIVATION – INFLUENCING FACTORS AND DEVELOPMENTAL TRAJECTORIES****Chair**

Elisa Oppermann, Freie Universität Berlin, Germany

Discussant

Deborah Stipek, Stanford University, United States

Science-related home learning environment of pre-school girls and boys

Päivi H. Taskinen, Friedrich Schiller University Jena, Finland; Mirjam Steffensky, Leibniz Institute of Science and Mathematics Education (IPN), Germany; Elisa Oppermann, Freie Universität Berlin, Germany; Tobias Ziegler, Goethe-Universität Frankfurt, Germany; Ilonca Hardy, Goethe-Universität Frankfurt, Germany; Yvonne Anders, Freie Universität Berlin, Germany

Preschool teachers as science educators and role models for the girls and boys in their classroom

Elisa Oppermann, Freie Universität Berlin, Germany; Martin Brunner, Universität Potsdam, Germany; Yvonne Anders, Freie Universität Berlin, Germany

Relations between arithmetic fluency, self-beliefs and task-preference from 1st to 2nd Grade.

Tuire Koponen, University of Jyväskylä, Finland; Kenneth Eklund, University of Jyväskylä, Finland; Riikka Heikkilä, University of Jyväskylä, Finland; Jonna Salminen, University of Jyväskylä, Finland; Mikko Aro, University of Jyväskylä, Finland

Students' task values and ability beliefs in early science education - a longitudinal study

Janica Vinni-Laakso, University of Helsinki, Finland; Kalle Juuti, University of Helsinki, Finland; Anni Loukomies, University of Helsinki, Finland; Jari Lavonen, University of Helsinki, Finland; Katariina Salmela-Aro, Helsinki University, Finland

Session G: 3

Time: 13:30-15:00

Location: School of
Business & Economics,
Lecturer hall 102**SYMPOSIUM: WHAT DO WE KNOW ABOUT THE USEFULNESS OF LANGUAGE SUPPORT IN ECEC? EVIDENCE FROM RESEARCH SYNTHESSES****Chair**

Susanne Kuger, Germany

DiscussantDominique Rauch, German Institute for
International Educational Research (DIPF),
Germany**Learning from research: the role of systematic reviews in education**

Janice Tripney, University College London, Institute of Education, United Kingdom

The effects of Language Interventions in ECEC on L1 and L2 Development of DLL's. A meta-analysis

Katarina Groth, Deutsches Jugendinstitut, Germany; Franziska Egert, Staat Institute for Early Education Research (IFP Bayern), Germany; Steffi Sachse, Heidelberg University of Education, Germany

Preschool predictors of later reading comprehension ability: a Campbell systematic review

Hanne Næss Hjetland, Nordic Institute for Studies in Innovation, Research and Education, Norway; Ellen Irén Brinchmann, Department of Special Needs Education, University of Oslo, Norway; Ronny Scherer, University of Oslo, Norway; Monica Melby-Lervåg, Department of Special Needs Education, University of Oslo, Norway

Language interventions in Germany from 1949 until today

Susanne Kuger, German Youth Institute (DJI), Germany; Jan-Henning Ehm, German Institute for International Educational Research (DIPF), Germany; Marcus Hasselhorn, DIPF, Germany; Jan Lonnemann, German Institute for International Educational Research (DIPF), Germany; Dominique Rauch, German Institute for International Educational Research (DIPF), Germany; Jolika Schulte, University of Vechta, Germany; Karin Zimmer, University of Vechta, Germany

Session G: 4

Time: 13:30-15:00

Location: School of
Business & Economics,
Lecturer hall 106**SYMPOSIUM: LANGUAGE AND EMOTIONS****Chairs**Maria von Salisch, Institute for Psychology,
Germany; Claudia Maehler, Institute for
Psychology, Germany**Discussant**

Marcus Hasselhorn, DIPF, Germany

Language Development and Theory of Mind in Young Children

Claudia Maehler, Institute for Psychology, Germany; Merle Skrowronek, Institute of Psychology, Germany

Intervention fidelity as a moderator of dialogic reading intervention outcomes

Marco Ennemoserr, Psychology, Germany; Nils Hartung, Justus-Liebig-Universität Giessen, Germany; Elena Hohmann, Justus-Liebig-Universität Giessen, Germany; Monja Lenigk, Justus-Liebig-Universität Giessen, Germany

Young children's language abilities and their emotion knowledge: Evidence from the ATEM

Maria von Salisch, Institute for Psychology, Germany; Katharina Voltmer, Institute for Psychology, Leuphana University Lüneburg, Germany

Self-regulation in kindergarten children: An experimental approach

Niamh Oeri, University of Bern, Switzerland; Claudia M. Roebers, Institute of Psychology, University of Berne, Switzerland

Session G: 5

Time: 13:30-15:00

Location: School of
Business & Economics,
Lecturer hall 107**SYMPOSIUM: KINDERGARTEN TEACHERS' PRACTICES AND INTERACTIONS WITH CHILDREN: FINDINGS FROM FOUR COUNTRIES****Chair**Antje von Suchodoletz, New York University
Abu Dhabi, United Arab Emirates**Discussant**Marja-Kristiina Lerkkanen, University of
Jyväskylä, Finland**Educational Dialogue in Kindergarten Classrooms Across Two Cultures**

Heli Muhonen, New York University Abu Dhabi, United Arab Emirates; Marja-Kristiina Lerkkanen, University of Jyväskylä, Finland; Eija Pakarinen, New York University Abu Dhabi/ University of Jyväskylä, Finland; Antje von Suchodoletz, New York University Abu Dhabi, United Arab Emirates

Quantitative and Qualitative Aspects of Educational Dialogue during Early Science Instruction

Anika Bürgermeister, University of Leipzig, Germany; Gerlind Grosse, Early Childhood Education Research, Germany; Ueli Studhalter, ETH Zurich, Switzerland; Miriam Leuchter, University of Koblenz - Landau, Germany; Henrik Saalbach, University of Leipzig, Germany

Teacher-Child Interactions and Children's Developmental Outcomes in Kindergarten

Iryna Nadyukova, New York University Abu Dhabi, United Arab Emirates; Ross Larsen, Brigham Young University, United States; Antje von Suchodoletz, New York University Abu Dhabi, United Arab Emirates

Associations between Teacher-Child Relationships and Kindergarteners' Interest in Learning

Eija Pakarinen, New York University Abu Dhabi/ University of Jyväskylä, Finland; Marja-Kristiina Lerkkanen, University of Jyväskylä, Finland; Jaana Viljaranta, University of Eastern Finland, Finland; Antje von Suchodoletz, New York University Abu Dhabi, United Arab Emirates

Session G: 6

Time: 13:30-15:00

Location: Henry-Ford-
Building, Lecturer hall A**SYMPOSIUM: THE COMPLEXITY OF PRESCHOOL TEACHING IN MATHEMATICS: GOING BEYOND TEACHERS' COGNITION****Chair**Markus Szczesny, Humboldt Universität zu
Berlin, Germany**Discussant**Franziska Vogt, University of Teacher
Education St.Gallen, Switzerland**Mathematical Pedagogical Content Knowledge of Early Childhood Teachers**

Julia Bruns, University of Osnabrück, Germany; Hedwig Gasteiger, Osnabrück University, Germany

The link between preschool teachers' performance and children's outcome in mathematics

Lara Pohle, Humboldt-Universität zu Berlin, Germany

Can early education experts adequately assess mathematical abilities of kindergartners?

Markus Szczesny, Humboldt Universität zu Berlin, Germany

Session H: 1

Time: 15:30-17:00

Location: School of
Business & Economics,
Lecturer hall 107**SYMPOSIUM: GUIDED PLAY IN EARLY STEM EDUCATION – ADULTS' PROCESS
COMPETENCIES AND CHILDREN'S OUTCOMES****Chair**Timo Reuter, University of Koblenz-Landau,
Germany**Discussant**Hedwig Gasteiger, Osnabrück University,
Germany**Effects of guided play on children's concepts and problem solving in the
domain of gears**Timo Reuter, University of Koblenz-Landau, Germany; Miriam Leuchter, University of Koblenz -
Landau, Germany**Guided-play and children's statics knowledge**Anke Maria Weber, University of Koblenz-Landau, Germany; Miriam Leuchter, University of
Koblenz - Landau, Germany**Intervention effects on early childhood educators' professional
competence**Andrea Wullschleger, University of Zurich, Switzerland; Anuschka Meier, Interkantonale
Hochschule für Heilpädagogik, Switzerland; Miriam Leuchter, University of Koblenz - Landau,
Germany; Anke Lindmeier, Leibniz Institute of Science and Mathematics Education (IPN),
Germany; Aiso Heinze, Leibniz Institute for Science and Mathematics Education (IPN),
Germany; Franziska Vogt, University of Teacher Education St.Gallen, Switzerland; Elisabeth
Moser Opitz, Institute of Education, University of Zurich, Switzerland**Cultural differences in parental guidance of preschoolers' play**Tessa van Schijndel, University of Amsterdam, Netherlands; Tania Cruz Cordero, Educational
Sciences, University of Amsterdam, The Netherlands, Netherlands

Session H: 2

Time: 15:30-17:00

Location: School of
Business & Economics,
Lecturer hall 106**SYMPOSIUM: THE EFFECTIVENESS OF DIFFERENT TYPES OF PROFESSIONAL DEVELOPMENT
ON CLASSROOM QUALITY****Chair**

Franziska Egert, Germany

DiscussantRuben Fukkink, Universiteit van Amsterdam,
Netherlands**Effects of the CIP-Training on Caregiver–Child Interactions in Dutch Child
Care Centers: An RCT-study**Katrien Helmerhorst, Erasmus University Rotterdam, Netherlands; J. Marianne A. Risken-
Walraven, Radboud University Rotterdam, Behavioural Science Institute, Netherlands; Ruben
Fukkink, Universiteit van Amsterdam, Netherlands; Louis Tavecchio, Universiteit of Amsterdam,
Netherlands; Mirjam J. J. M. Gevers Deynoot-Schaub, Kohnstamm Institute Amsterdam,
Netherlands**Effects of a web-based video feedback intervention on language-modeling
of educators in Germany**

Nesiré Schauland, State Institute of Early Childhood Research, Germany

**Improving ECEC quality in Québec: Results from an on-site coaching
program**Christa Japel, Université du Québec à Montréal, Canada; France Capuano, Université du
Québec à Montréal (UQAM), Canada**Training effects on classroom organization, emotional and instructional
support. A meta-analysis**

Franziska Egert, Staat Institute for Early Education Research (IFP Bayern), Germany

Session H: 3

Time: 15:30-17:00

Location: School of
Business & Economics,
Lecturer hall 104**SYMPOSIUM: SELF-REGULATION AND PRE-ACADEMIC SKILLS IN PRESCHOOL CHILDREN
ACROSS EUROPE****Chair**Catherine Gunzenhauser, Leipzig University,
Germany**Discussant**Antje von Suchodoletz, New York University
Abu Dhabi, United Arab Emirates**Behavioral Self-regulation and Academic Achievement in Young Children
in France**Blandine Hubert, Université de Lorraine, France; Megan McClelland, Oregon State University,
United States**Contribution of behavioral self-regulation and executive function to pre-
academic skills**Julia Kerner auch Koerner, Helmut-Schmidt-University Hamburg, Germany; Caterina Gawrilow,
University of Tuebingen, Germany**The role of early self-regulation in the development of emerging academic
skills**Marja-Kristiina Lerkkanen, University of Jyväskylä, Finland; Eija Pakarinen, New York University
Abu Dhabi/ University of Jyväskylä, Finland; Jenni Salminen, University of Jyväskylä, Finland**Self-regulation and language skills in toddlerhood: cross-domain effects**M. Clara Barata, University of Coimbra, Portugal; Joana Cadima, University of Porto, Portugal;
Carolina Guedes, University of Porto, Portugal; Teresa Aguiar, Faculty of Psychology and
Educational Sciences, University of Porto, Porto, Portugal, Portugal; Cecília Aguiar, ISCTE-
Instituto Universitário de Lisboa, Portugal**ANNOTATIONS:**THIS IS THE FIRST PART OF TWO SYMPOSIA THAT BELONG TOGETHER AND ADDRESS SELF-REGULATION IN DIFFERENT AGES: (1) IN PRESCHOOL AND (2) IN
ELEMENTARY SCHOOL. THE SECOND SYMPOSIUM IS TITLED "CONTRIBUTIONS OF SELF-REGULATION TO ACADEMIC ACHIEVEMENT IN ELEMENTARY STUDENTS
ACROSS EUROPE".

Session H: 4

Time: 15:30-17:00

Location: Henry-Ford-
Building, Lecturer hall A**SYMPOSIUM: QUALITY MATTERS: UNDERSTANDING PROCESS QUALITY BEYOND THE CLASSROOM LEVEL****Chair**

Pauline Slot, Utrecht University, Netherlands

Organiser

Joana Cadima, University of Porto, Portugal

DiscussantSusanne Kuger, German Youth Institute (DJI),
Germany**Variations of process quality across daily activities in Poland, Portugal, Netherlands, and Finland**

Joana Cadima, University of Porto, Portugal; Cecília Aguiar, ISCTE-Instituto Universitário de Lisboa, Portugal; Pauline Slot, Utrecht University, Netherlands; Olga Wysłowska, Faculty of Education, University of Warsaw, Poland; Marja-Kristiina Lerkkanen, University of Jyväskylä, Finland; Jenni Salminen, University of Jyväskylä, Finland; Carolina Guedes, Faculty of Psychology and Educational Sciences, University of Porto, Portugal, Portugal; Teresa Aguiar, Faculty of Psychology and Educational Sciences, University of Porto, Portugal, Portugal; M. Clara Barata, University of Coimbra, Portugal

Structural and Process Quality: a cross-national study using cluster analysis

Olga Wysłowska, Faculty of Education, University of Warsaw, Poland; Pauline Slot, Utrecht University, Netherlands

Quality from the child perspective: child engagement across activities

Carolina Guedes, Faculty of Psychology and Educational Sciences, University of Porto, Porto, Portugal, Portugal; Teresa Aguiar, Faculty of Psychology and Educational Sciences, University of Porto, Portugal, Portugal; M. Clara Barata, University of Coimbra, Portugal; Joana Cadima, University of Porto, Portugal

Consistency of teacher-child interaction quality and its relation to children's emerging math skills

Jenni Salminen, University of Jyväskylä, Finland; Joana Cadima, University of Porto, Portugal; Marja-Kristiina Lerkkanen, University of Jyväskylä, Finland

Session H: 5

Time: 15:30-17:00

Location: School of
Business & Economics,
Lecturer hall 102**SYMPOSIUM: NATIONAL RESEARCH SCHOOL FOR PRESCHOOL TEACHERS 2: STORYTELLING, DRAMA PEDAGOGY AND LITERACY****Chair**Niklas Pramling, University of Gothenburg,
Sweden**Discussant**Ingrid Pramling-Samuelsson, University of
Gothenburg, Sweden**Engaging children in basic chemistry through drama pedagogy**

Annika Åkerblom, Gothenburg University, Sweden; Niklas Pramling, University of Gothenburg, Sweden

Bildung and/or representation: Fostering artistic perception through teaching in art-making

Kristina Melker, University of Gothenburg, Sweden; Ingrid Pramling-Samuelsson, University of Gothenburg, Sweden; Elisabet Mellgren, University of Gohenburg,, Sweden

The processes of children retelling and remembering oral stories

Agneta Pihl, University of Gothenburg, Sweden; Louise Peterson, University of Gothenburg, Sweden