

EAPRIL 2026

24–26 NOVEMBER
CORK, IRELAND

BOOK OF ABSTRACTS

EAPRIL 2026 is jointly organised by:



Session A: 1		Time: 09:00 – 10:30	Location: Tivoli Suite 1
Present & Discuss		Language, Literacy and Writing Practices Across Learning Contexts	
Designing a Professional Learning Community for Subject Lecturers' Genre Knowledge Evelyn van der , Hilde Van Keer, Wilfried Admiraal, Jacqueline van Kruiningen			
Tracks: 05. Social, Collaborative & Peer Learning, 10. Teacher Education & Professional Development, 23. Higher & Doctoral Education, 27. Language, Literacy & Numeracy Education			
Abstract: Embedded genre-based writing instruction, instruction delivered within subject content, is a promising model for addressing students' writing needs in higher education (Hakim & Wingate, 2024; Hyland, 2008; Kuiper et al., 2017). To provide this instruction, subject lecturers need genre knowledge. Genre knowledge is discipline-bound and often remains tacit (Freedman, 1993). Collaboration and dialogue, as found in Professional Learning Communities (PLCs), are ways of making implicit knowledge explicit (Liu, 2018; Nonaka & Takeuchi, 1995). In our research, we therefore focused on the design of a PLC for educational teams in higher education to enhance their genre knowledge. Our research aimed to answer the questions: What genre knowledge is required for subject lecturers in higher education? How can genre knowledge be scaffolded through collaborative activities and reflective dialogue within a PLC? These questions were answered through interviews with experts, a literature review, and our first experiences with the implementation of two PLCs. Based on the results, we formulated design principles for the focus and mode of instruction (Koster & Bouwer, 2018). In our presentation, we will particularly focus on how learning activities within the PLC program were designed to promote the collaborative construction of genre knowledge through reflective dialogue.			
Monitoring Summary Construction and Inference Building in Paper and Digital Comprehension Tasks Agnese Vezzani			
Tracks: 02. Cognitive, Metacognitive & Self-Regulated Learning, 05. Social, Collaborative & Peer Learning, 22. Primary & Secondary Education, 27. Language, Literacy & Numeracy Education			
Abstract: Deep text comprehension entails constructing a coherent representation of overall meaning by integrating explicit information and inferences. This contribution presents an exploratory study investigating how fourth-grade children produce summaries within an experimental text comprehension programme conducted on paper and digital supports, with particular attention to process monitoring and to how students make their reasoning visible. The study is part of a broader project based on a "text-centred" instructional approach, which guides inquiry on authentic texts through structured materials. Students worked autonomously, individually or in homogeneous pairs. The twelve-week intervention involved eight fourth-grade classes, differentiated by support (paper/digital) and working condition. The contribution analyses summaries produced at two points in the programme, combining qualitative analysis—focused on recognition of relevant inferences, summary selection, and re-elaboration—with frequency analysis of correct responses and included information. Results show high variability and no consistent patterns; however, inference identification and summary selection appear more effective in paper-based conditions and in digital pairs. Findings also suggest that prompted inferences are not always necessary for summary production, raising questions about the relationship between deep comprehension and summarisation and the importance of careful text selection.			

TUESDAY, 24 NOVEMBER 2026

Session A: 1	Time: 09:00 – 10:30	Location: Tivoli Suite 1
Present & Discuss	Language, Literacy and Writing Practices Across Learning Contexts	
Conceptions and Practices of Writing Instruction in Project-Based Learning Contexts Mariona Corcelles-Seuba, Xavier Fontich, Ester Miquel, Andrea Miralda		
Tracks: 05. Social, Collaborative & Peer Learning, 09. Teacher Beliefs, Thinking & Professional Identity, 13. Inquiry-, Problem- & Project-Based Learning, 27. Language, Literacy & Numeracy Education		
Abstract: The development of writing competence is key to fostering critical thinking and civic participation, yet performance remains low across educational levels in Spain and internationally. We hypothesise that this is due to the lack of a situated and epistemic approach to writing instruction, despite strong research support for this perspective. This study examines the role of writing instruction within project-based learning (PBL) through three questions: (1) the role of writing in PBL traditions and current practices, (2) in-service teachers' conceptions, and (3) pre-service teachers' conceptions. A mixed design was employed, combining a literature-based analysis of PBL traditions, a review of systematic studies on current PBL practices, an exploratory qualitative study with 11 teachers, and a questionnaire administered to 140 pre-service primary teachers. Results identify two contrasting models: PBL, in which writing is instrumental and peripheral, and Project Work, in which writing plays a central epistemic role; the former predominates. Teachers' discourse reveals three conceptions of writing instruction—naturalistic, normative-grammatical, and situated-epistemic—with the first two being the most prevalent. Findings on pre-service teachers remain preliminary. Overall, results support the need to reposition writing as an epistemic tool in PBL and to strengthen teacher education in writing instruction to improve students' writing competence.		

Session A: 2		Time: 09:00 – 10:30	Location: Tivoli Suite 2
Present & Discuss		Learning for Biodiversity, Heritage and Sustainable Futures	
Natural Heritage Perception in Lebanese Schoolchildren: A Cross-Sectional Diagnostic Study Oleg Lazovski, Teddy Habchy Tracks: 22. Primary & Secondary Education, 29. Arts, Humanities & Social Sciences Education, 34. Sustainability & Education for All Abstract: This cross-sectional descriptive-comparative study assesses natural heritage perception and conservation awareness among Lebanese students aged 11 to 13. Grounded in the 2-MEV model (Bogner & Wiseman, 1999, 2006), the Environmental Identity framework (Clayton, 2003), the NEP-C (Manoli et al., 2007) and the Scale of Interest in Nature (Möller et al., 2023), a 16-item instrument was designed to measure four dimensions: conceptual knowledge of natural heritage, affective-identity connection with nature, environmental values and environmental self-efficacy. From these four blocks, a composite Natural Heritage Perception Index (NHPI) is constructed to summarise early adolescents’ overall awareness on a single scale. Around 240 students from three contrasting school settings (urban, rural forested and rural arid/semi-arid) were surveyed, and analyses are currently underway to identify which dimension shows the greatest deficit and whether scores differ significantly by school typology and gender. The resulting diagnostic baseline is intended to guide curriculum priorities in Lebanese schools, while the theoretically grounded NHPI instrument is explicitly conceived as a portable tool that can be translated, culturally adapted and used for comparable monitoring of adolescents’ connectedness with natural heritage in diverse countries and biomes.			

TUESDAY, 24 NOVEMBER 2026

Session A: 2

Time: 09:00 – 10:30

Location: Tivoli Suite 2

Present & Discuss

Learning for Biodiversity, Heritage and Sustainable Futures

The educational implications of a Children and Young People's Assembly on Biodiversity Loss

Benjamin Mallon, Diarmuid Tormey, Clodagh Harris, Aoife Deane, Rowan Oberman, Katie Reid, Valery Molay

Tracks: 22. Primary & Secondary Education, 29. Arts, Humanities & Social Sciences Education, 34. Sustainability & Education for All

Abstract: In October 2022, 35 children and young people participated in Ireland's first Children and Youth Assembly on Biodiversity Loss, in a process which would contribute towards Ireland's most recent action plan on biodiversity alongside multiple local and national actions (Government of Ireland, 2024). Utilising a framework of eco-centric, justice-oriented and futures-focused Education for Sustainability (Selby, 2006), and recognising the potential of education to support learning about, in and for biodiversity, this paper draws on qualitative research exploring the perspectives of Assembly participants and their parents/carers to consider what learning may be derived from such mini publics for the transformation of education. Firstly, the paper considers what young people's experiences reveal about the nature of biodiversity education in formal and non-formal contexts, and how this foundation may serve to shape participation in deliberative decision-making. Secondly, the paper explores how young people perceive the Assembly as an educational experience, with elements of both tension and harmony with experiences within the Irish education system. Finally the paper considers the hopes that children and young people hold for the evolution of education systems and practices in order to support understanding of biodiversity loss and to develop their capacity to participate in the creation of more just and sustainable futures.

Crafting Learning Objectives with AI: A Dialogic Approach to Sustainability Integration

Ádám Tóth, Silvia Gallagher

Tracks: 08. Teaching Practices & Instructional Design, 18. Artificial Intelligence & Learning Analytics, 26. Curriculum Design & Educational Quality, 34. Sustainability & Education for All

Abstract: This practice-based research explores how learning outcomes are collaboratively crafted through interaction between educators and an AI-supported dialogic design assistant. The central research questions are: (1) How do educators engage with AI as a reflective partner in formulating learning objectives? (2) To what extent does this interaction support the integration of sustainability competences into curriculum design? (3) How does AI-mediated dialogue influence educators' awareness and pedagogical decision-making?

Using a mixed-methods design, the study pilots an AI assistant with approximately ten university educators. Data include pre- and post-surveys, semi-structured interviews, and analysis of revised learning objectives. The assistant uses structured prompts and retrieval-augmented generation grounded in sustainability competence frameworks to scaffold reflection and redesign.

Preliminary findings indicate that AI can function as a dialogic partner, enhancing educators' awareness of sustainability competencies, supporting the iterative refinement of learning objectives, and stimulating reflective curriculum design. The study concludes that AI, when designed as a collaborative tool rather than a generative shortcut, can meaningfully contribute to the craft of educational design and strengthen the integration of sustainability into higher education.

TUESDAY, 24 NOVEMBER 2026

Session A: 3		Time: 09:00 – 10:30	Location: Harbour 4
EAPRIL Cloud Spotlight Session		Cloud 6: Intervening in Complex Practices	
Emely Meijerink, Willem van den Kieboom			
Tracks: 01. Learning & Development, 04. Creativity & Problem Solving, 09. Teacher Beliefs, Thinking & Professional Identity, 10. Teacher Education & Professional Development, 12. Educational Leadership & Management, 14. Competence-Based & Practice-Based Learning, 15. Research-Based & Authentic Learning, 22. Primary & Secondary Education, 23. Higher & Doctoral Education, 24. Vocational, Workplace & Lifelong Learning, 25. Medical & Professional Education, 32. School & Organisational Development, 36. Educational Research Methods & Design, 37. Educational Change Methods & Design Abstract: How do you intervene effectively in complex practices where wicked problems are central? In this interactive Cloud session, we bring together practice-based researchers, educators, and professional doctorate candidates around one shared challenge: achieving sustainable impact in complex practices. Our Cloud session is focused on getting acquainted and actively engaging. This session offers you practical insights into how we shape interventions in complex practices. You will then be invited to explore, refine, and redesign your own practice together with other participants. In doing so, we use four complementary roles as perspectives: professional, innovator, researcher, and change agent (see Cloud 6 poster). Together, we will formulate a shared research and innovation agenda, with the aim of enriching our local practice questions with international perspectives from the EAPRIL community. Based on your concrete cases, you will gain practical insights into how interventions in complex practices are developed, iteratively tested, and translated into more broadly applicable knowledge. Collectively, we will work towards a pressing question that we will continue to address together in the coming Cloud year. You can expect a dynamic setting in which theory and practice continually reinforce each other, and in which you will not only be inspired but also can contribute your own case and leave with new insights and opportunities for collaboration.			

Session A: 4		Time: 09:00 – 10:30	Location: Harbour 5
Workshop		Embodied Pathways to Inclusion: Movement-Based Practices for Multimodal Learning	
Emma Shubin			
Tracks: 05. Social, Collaborative & Peer Learning, 14. Competence-Based & Practice-Based Learning, 16. Game-Based & Experiential Learning, 35. Diversity, Inclusion & Equity Abstract: How can movement-based practices create more inclusive and meaningful learning environments? This interactive workshop introduces embodied, movement-based strategies as a framework for multimodal learning. While learning often foregrounds verbal explanation and cognitive understanding, this session explores how meaning can be collaboratively constructed through embodied learning. Drawing on practice-based research integrating Dalcroze Eurhythmics, Suzuki pedagogy, and the Laban-Bartenieff Movement System in early childhood instrumental learning, participants will engage in hands-on activities focusing on coordination, spatial awareness, listening, and relational interaction. Drawing on movement–music relationships, participants will explore how embodied interaction supports cognitive and socio-emotional learning. Through guided exploration, they will experience how movement creates multiple entry points into participation, enabling learners with diverse backgrounds and ways of knowing to engage meaningfully. Structured around cycles of action, reflection, and adaptation, participants will experiment with movement-based tasks, adapt them to their own contexts, and reflect on how embodied approaches challenge traditional hierarchies of expertise and access. Drawing on collaborative action research, the session positions movement as a central pedagogical tool for inclusive learning. Participants will leave with adaptable strategies for integrating embodied, multimodal practices			

Session A: 5		Time: 09:00 – 10:30	Location: Harbour 6
Case Study	Inclusive Collaborative STEM and STEAM Learning Across Schools and Communities		
Pancake Science: Lowering barriers to informal STEM participation Ayla De Schepper, Remco van Schadewijk, Julie Willems, Philippe Bastiaenssens, Leen Adams, Inez Beukeleers, Adrian Meert, Melisa Kurti, Axelle Seghers Tracks: 05. Social, Collaborative & Peer Learning, 13. Inquiry-, Problem- & Project-Based Learning, 15. Research-Based & Authentic Learning, 28. STEM (Science, Technology, Engineering, Mathematics) Education, 35. Diversity, Inclusion & Equity Abstract: International comparative studies such as TIMSS and PISA indicate a decline in science and mathematics performance among Flemish pupils. At the same time, out-of-school STEM activities (proven to build scientific capital and self-efficacy) rarely make the extra effort to actively reach girls and youth from socio-economically vulnerable backgrounds. Rather than waiting for these young people to find their way to STEM, Pancake Science: deliberately goes to where they already are: youth work organisations. This collaborative project is led by Karel de Grote University of Applied Sciences and Arts (KdG), together with KRAS Jeugdwerk (youth organisation). This project develops a series of five hands-on cooking experiments and a complementary interactive online platform, using pancakes as the central, universally familiar theme. Low-cost, everyday kitchen materials eliminate barriers to participation, while the cultural diversity of pancake recipes creates space for inclusion. The workshops delivered in partnership with KRAS Jeugdwerk demonstrate growing engagement among the target age group of 10–14-year-olds. The project contributes to an inclusive STEM culture in Flanders by proving that accessible, everyday contexts can be powerful vehicles for scientific inquiry.			
Collaborative STEAM-Module between four European Schools Essi Vuopala, Matthias Boehm Tracks: 01. Learning & Development, 04. Creativity & Problem Solving, 05. Social, Collaborative & Peer Learning, 08. Teaching Practices & Instructional Design, 13. Inquiry-, Problem- & Project-Based Learning, 15. Research-Based & Authentic Learning, 19. Online, Blended & Distance Learning, 22. Primary & Secondary Education, 28. STEM (Science, Technology, Engineering, Mathematics) Education Abstract: European frameworks (e.g. OECD 2019; 2021) emphasize the role of collaboration, self-regulation, creative problem solving and use of technology in learning. STEAM (Science, Technology, Engineering, Arts, Mathematics) pedagogy is one way to implement multidisciplinary projects and provide students with an environment for developing collaborative learning skills. Prior research emphasizes the importance of careful, theory-informed pedagogical design for learning in STEAM contexts and calls for further research on pedagogical models that support learning and the development of thinking, especially in basic education (Li, Wang, Xiao & Froyd, 2020). This Case study introduces a STEAM- pedagogical framework, a hybrid learning module based on the framework, and research-based evidence on collaboration and regulation of learning while participating in hybrid STEAM-learning module. Case study is implemented in collaboration with four schools located in Finland, Germany and Czech Republic. In the STEAM-framework, the theoretical approaches of design education, creative problem solving, collaborative learning and self-regulated learning are applied. The pilot module for grade 6-9 students on Spring 2026 evidenced that an international collaborative STEAM-project can be motivating and engaging learning experience both for teachers and students. STEAM-project provides a context to enhance skills for collaboration and regulation, but only if it is externally supported.			

Session A: 6		Time: 09:00 – 10:30	Location: Harbour 7
Present & Discuss		Sustaining Teacher Learning Through Communities, Agency and Inquiry	
Inquiry Positioning Profiles: Guiding Targeted Supports for Sustained Teacher Inquiry Paula Mayoral Serrat, Eva Liesa Tracks: 09. Teacher Beliefs, Thinking & Professional Identity, 10. Teacher Education & Professional Development, 32. School & Organisational Development Abstract: Educational inquiry is often framed as inquiry-as-stance: practitioner knowledge work where teachers use evidence to improve practice. A positioning lens highlights how teachers construe inquiry as legitimate professional work, explaining why similar school conditions yield different engagement trajectories. This qualitative study asks how in-service teachers conceptualise educational inquiry, position themselves in relation to it, and which individual and school-level conditions shape sustained engagement with inquiry as practice-based research. We conducted 35 interviews with teachers from 29 schools in Catalonia (Spain). Using qualitative content analysis (deductive–inductive) and a shared codebook (96% agreement), we identified three inquiry-positioning profiles: Inquiry Anchors (n=12), Inquiry Climbers (n=11), and Inquiry Distancers/Drifters (n=12), which were nearly evenly represented. Facilitators outweighed barriers for Anchors, whereas Distancers/Drifters reported dense structural and epistemic constraints. Across profiles, the lack of structural time was the dominant constraint; as positioning became less consolidated, barriers also included a weaker inquiry culture, limited access to reliable sources, and a greater need for research translation/brokering. Findings suggest differentiated supports: protected timetabled time and stable routines, leadership-aligned inquiry infrastructures, and accessible evidence pathways to reduce the epistemic cost of inquiry work.			
Professional Learning Communities at the Supra-School Level Roel Grol, Katrijn Opstoel, Elvira Folmer Tracks: 10. Teacher Education & Professional Development, 22. Primary & Secondary Education Abstract: This study examines four Professional Learning Communities (PLCs) that were organized at the supra-school level. The central research questions are: (1) in which areas does value creation take place, as a result of participation in a PLC? (2) what impact becomes visible in schools as a result of participation in a PLC? Three research methods were used: entry/exit tickets, a questionnaire, and retrospective interviews. The data show that mainly direct, potential, and applied values were reported by the participants; they got to know new colleagues from outside their own school, experienced support, shared practical tools, and gained inspiration. Some participants are applying certain aspects of what they learned in the PLC, feel able to engage in dialogue with others, however, the duration of the PLC's seemed too short to establish really improved practice or a recalibration of the participant's own values. The main conclusions for educational practice tell that professional learning communities (PLCs) appear to offer teachers valuable opportunities to build supportive networks beyond their own school, exchange practical tools, and gain new inspiration for their teaching. Schools may therefore benefit from creating conditions that enable teachers to share insights from PLCs and translate them into collective learning processes.			
Teacher Agency for Co-Facilitation of Learning Communities Bastienne Bernasco Tracks: 01. Learning & Development, 23. Higher & Doctoral Education, 34. Sustainability & Education for All Abstract: Learning communities in HEI are groups that work, learn and innovate together on complex questions in hybrid spaces, hosted by HIE and their research and practice partners. They can deliver meaningful impact in realizing sustainable goals, with participants developing capacities to respond to ecological and social challenges through cross-disciplinary collaboration. The impact of learning communities depends largely on the collective agency of teachers, students, practice partners, researchers, and faculty support. This study aims to shed light on teacher agency in relation to facilitation of seven learning communities in HIE. To establish the specific nature of this innovative learning environment, design principles were identified from a literature scan. These principles were validated in 7 learning community groups, using a focus group interview method. Subsequent interviews using photo elicitation were used to examine the agency of teachers. Results show ways in which design principles were applied across 7 learning communities, and ways in which teachers addressed this new learning environment. Main implications for practice lie in facilitating conscious reflection for teachers so that they learn with peers how to navigate, coordinate and empower cross-disciplinary, reciprocal and impactful learning spaces in HEI.			

Case Study

Learning Through Change: Reflexive Monitoring and Emergent Innovation

Reflexive Monitoring in Action: Instrument or Philosophy for Learning and Transformation?

Femke Vrenegoor, Vera Schuurmans

Tracks: 01. Learning & Development, 05. Social, Collaborative & Peer Learning, 24. Vocational, Workplace & Lifelong Learning

Abstract: Educational and organisational transformative learning processes require approaches that support reflection, articulation of assumptions, and iterative learning. Reflexive Monitoring in Action (RMA) is used for this purpose increasingly used, as it provides structure for reflection during ongoing processes. However, our experiences show that the effectiveness of RMA strongly depends on how it is enacted. When RMA is applied primarily as an instrumental or reporting tool to meet KPI driven accountability requirements, it risks becoming a box ticking exercise that produces procedural reflections with limited learning value. In contrast, when RMA is applied as a reflexive philosophy grounded in collective meaning making, it can generate deeper insights into learning and transformation-in-action.

Drawing on Cultural-Historical Activity Theory (CHAT) and Change Laboratory methodology, this case study examines how KPI oriented accountability creates systemic tensions with developmental learning processes. Using empirical material from a subsidized learner group project, we illustrate how CHAT informed facilitation can surface productive contradictions, support expansive learning, and reframe RMA as a collective and transformative learning process rather than a monitoring instrument.

From Planned Change to Emergent Innovation: Rethinking Change Research through Hyper-Alignment

Klaas Utrecht, Bram Heerdink

Tracks: 01. Learning & Development, 04. Creativity & Problem Solving, 05. Social, Collaborative & Peer Learning, 12. Educational Leadership & Management, 24. Vocational, Workplace & Lifelong Learning, 31. Educational Policy & Governance, 32. School & Organisational Development, 33. Partnerships, Parental & Community Engagement, 36. Educational Research Methods & Design, 37. Educational Change Methods & Design

Abstract: At Deltion College, educational innovation takes place within a context where stability and transformation are equally necessary. This case study explores how research can be shaped within a system that does not change linearly but evolves as a dynamic network of relationships. The starting point is the tension between planned change and emergent innovation, as described in contemporary change theory .

In this project, teachers, researchers, and management participate in ongoing innovation practices. Research is not positioned as an external evaluation but as an embedded, cartographic process that maps relationships, events, and tensions as they unfold. Central to this approach is the concept of hyper-alignment: the degree to which form, content, and research methodology are mutually congruent.

The main conclusion is that sustainable innovation does not arise from predefined plans, but from carefully creating the conditions in which processes of “becoming” can emerge. This case study offers insights for educational institutions seeking to connect their research capacity with transformative practice.

TUESDAY, 24 NOVEMBER 2026

Session A: 8		Time: 09:00 – 10:30	Location: Harbour 10
Workshop		Designing and Facilitating Inquiry-Based Learning in VET: Tools, Design Principles, and Practice	
Karel Kans, Cindy van Spronsen, Loes Hullegien			
Tracks: 04. Creativity & Problem Solving, 15. Research-Based & Authentic Learning, 24. Vocational, Workplace & Lifelong Learning, 25. Medical & Professional Education, 26. Curriculum Design & Educational Quality, 37. Educational Change Methods & Design Abstract: This workshop addresses the question: how can teachers in vocational education and training (VET) be supported with didactic tools to develop students' inquiry capability in ways that fit the practice-oriented nature of VET? Inquiry capability enables VET students to contribute to quality improvement, innovation, and informed professional action. However, teachers often lack suitable pedagogical frameworks and tend to rely on academic research models that do not align with VET contexts. Participants engage with and contribute to emerging findings from a design-based research project aimed at developing didactic instruments for inquiry-based learning in VET. The approach positions VET students and professionals as co-researchers, building on their practical expertise rather than replicating academic research practices. Empirical insights are drawn from Learning Communities in which students, teachers, and professionals collaboratively address authentic workplace challenges. Using a pressure cooker format, participants work in groups to develop concrete prototypes such as design principles, guidance tools, or assessment criteria. Outputs are shared and critically discussed in plenary sessions. Participants gain insight into how inquiry approaches can be adapted to VET and which competencies are required.			

Session A: 9		Time: 09:00 – 10:30	Location: Harbour 11
Workshop	Collaboratively Addressing AI Challenges in Teacher Education Through Innovation Teams		
Anne-Marieke van Loon, Annemiek van den Boomen, Martin Vos, Anje Ros			
Tracks: 10. Teacher Education & Professional Development			
Abstract: This workshop focuses on an innovative, design-based approach to addressing complex AI-related challenges in teacher education: innovation teams method. At Fontys Teacher Education, teacher educators collaborated in small, interdisciplinary teams to explore questions related to AI in curriculum design, assessment, and workload reduction. The workshop aims to provide participants with insight into how innovation teams can support both educational innovation and professional development in the context of AI. Participants will actively experience key elements of the methodology by working in small groups on their own AI-related challenges. In addition, participants will be introduced to several practical tools developed within the AI innovation teams, including a game to foster AI literacy, an AI assessment compass, and a dialogue tool to make AI use in the learning process explicit. These tools reflect different roles of AI in education, such as supporting student learning, facilitating assessment processes, and augmenting teacher practices (Holmes et al., 2023). By combining short theoretical input with hands-on activities, the workshop enables participants to experience how collaboration and iterative design contribute to both practical innovation and the professionalisation of teacher educators' AI literacy.			

Session B: 1		Time: 11:00 – 12:30	Location: Tivoli Suite 1
Present & Discuss		Challenge-Based Learning, Living Labs and Collegial Knowledge Networks	
When Collegiality Frays: Networked Knowledge Sharing Under University Restructuring Natalia Lavrushkina Tracks: 05. Social, Collaborative & Peer Learning, 12. Educational Leadership & Management, 23. Higher & Doctoral Education, 32. School & Organisational Development, 36. Educational Research Methods & Design Abstract: This presentation examines how organisational contraction reshapes collegiality, knowledge sharing and professional learning in higher education. It reports a sequential explanatory mixed-methods study of a UK higher education faculty undergoing merger-related restructuring, departmental redesign and staff reduction. Three waves of whole-faculty social network data were analysed across pedagogic advice, research advice and co-publication ties, alongside PLS-SEM modelling and explanatory interviews. The central questions ask how these networks changed over time, how academics' network positions related to outputs, and what actions can protect collegiality under metric and budget pressure. Findings show layered rather than uniform change. Teaching-related advice remained comparatively inclusive but became less efficient as routes lengthened. Research advice remained more robust for established insiders, while co-publication stayed exclusive and fragile. Research-advice centrality was the most output-proximate form of social capital. Pedagogic collegiality contributed to outputs mainly indirectly through co-publication and research advice, and this pathway weakened under heavier teaching workload. The presentation argues that collegiality should be treated as relational infrastructure and offers practical actions for leadership, workload design, onboarding and boundary-spanning support.			
Students' Goals and Expectations for Starting Traditional and innovative University Courses Kerstin Helker-Schlotmann, Isabelle M. M. J. Reymen, Miguel Bruns, Jan D. Vermunt Tracks: 03. Motivation, Emotions & Well-being, 13. Inquiry-, Problem- & Project-Based Learning, 23. Higher & Doctoral Education Abstract: Challenge-Based Learning (CBL) has gained popularity in higher education, allowing students to take the lead in their own learning through collaboratively working on authentic and real-life challenges. Claims are that CBL fosters student motivation, their employment of more beneficial learning strategies, and ultimately their learning outcomes. This study explores students' goals and expectations at the beginning of a traditional university course and its re-designed CBL version a year later. While there were no differences in students' reasons for choosing either the original or the CBL course, findings reveal significant differences in student motivation at the outset and during the course. Students in the CBL redesign focused more on acquiring skills than on knowledge. Furthermore, these students more often mentioned reliable communication, feedback, and student support as success criteria. Future research should collect data from more students in other disciplines and explore preconceptions students hold of educational innovations such as CBL. This aspect shall also guide the discussion at EAPRIL conference: could educational innovation be a selling point for some students and a deterrence for others?			
Strong Living Labs – Hands-on Strategies to Balance Interests in Transdisciplinary Innovation Linda van Ooijen-van der Linden, Rose Leighton, Lilian Kramer, Didi M. E. Griffioen Tracks: 23. Higher & Doctoral Education, 26. Curriculum Design & Educational Quality, 36. Educational Research Methods & Design, 37. Educational Change Methods & Design Abstract: Transdisciplinary Living Labs (TLL) are increasingly used as collaborative learning environments in which educators, students, researchers and societal partners co-create knowledge. While diversity of perspectives enables innovation (Ministry of Education, 2019; Paskaleva & Cooper, 2021), it also generates tensions rooted in differing values, norms and expectations (Huber et al., 2020). These tensions are not obstacles to avoid, but occasions for negotiating and constructing new meaning (Wenger, 2019). They require to be balanced through a smart workflow, in order to provide sufficient space for all interests at the table. This paper builds on earlier work of our research group which identified the need for structured approaches to balancing interests in transdisciplinary labs and informed the Strong Living Lab (SLL) approach. This is developed within higher education practice-based research, intended to support participants in making implicit norms and standards explicit in collaborative processes. The SLL approach draws on the notion of "strong objectivity" (Harding, 1992, 1993, 1995) and an epistemology of practice (Popa et al., 2015). It aims to provide concrete tools to balance interests and foster equitable knowledge co-creation. This paper presents the design of the SLL tools and their initial enactment in practice, exploring how they influence collaborative meaning making.			

Session B: 2		Time: 11:00 – 12:30	Location: Tivoli Suite 2
Present & Discuss		Instructional Supports for Confidence, Motivation and Learning Strategies - Part 1	
The Usefulness of Incorporating Explicit Instruction in the Learning-From-Errors Strategy Enming Zhang, Mijia Liu Tracks: 02. Cognitive, Metacognitive & Self-Regulated Learning, 08. Teaching Practices & Instructional Design, 22. Primary & Secondary Education Abstract: In Chinese high school classrooms, students often repeat the same errors, although their teachers have tried to explain these errors. Drawing on Generative Learning Theory and the model of learning strategy instruction, a Chinese language teacher and a researcher co-designed a three-step learning-from-errors strategy and a four-phase instructional sequence to support students’ deep engagement with errors by helping them understand what knowledge is involved and when and why it applies. This preliminary study examines students’ perceptions of what they have learned and what they still do not fully understand after explicit instruction on the learning-from-errors strategy, informing iterative improvement. Ninety-two final-year high school students received the instruction and answered two open-ended questions. Thematic analysis indicated that many students perceived the instruction as useful for internalizing deeper (meta)cognitive strategies and beliefs about learning from errors, with a subset still reporting “stumbling blocks” across the self-regulated learning cycle in learning-from-errors processes. It is recommended that teachers demonstrate the strategy and provide adaptive scaffolding, while teacher–researcher co-creation may help align practice and research.			
Improving Performance and Self-Confidence in Fraction Operations: A Classroom Study Stefan De Clerck, Dorien Masschelein, Sara Van den Bulcke, Maayke Asselman, Stefan De Clerck Tracks: 02. Cognitive, Metacognitive & Self-Regulated Learning, 08. Teaching Practices & Instructional Design, 22. Primary & Secondary Education, 27. Language, Literacy & Numeracy Education Abstract: Flemish pupils often struggle with fraction operations, which negatively affects both their motivation and self-confidence. This study examines the effectiveness of a structured and visually supported instructional approach aimed at improving both outcomes in primary education. A practice-oriented lesson series was developed, grounded in principles of effective instruction and mathematics pedagogy and tested in Year 6 (age 11 - 12). The approach focuses on conceptual understanding, visual schematisation and motivational teaching strategies. The intervention was evaluated using a quasi-experimental design with pre- and post-tests, measuring both self-confidence and performance. Results indicate that pupils in the experimental group made significantly more progress than their peers in the control group. Based on these findings, the method was further developed into a series of thirteen lessons, spread across the second and third grade (age 9 – 11). The study provides concrete tools for teachers and makes a valuable contribution to strengthening the teaching of fractions in primary education.			

Session B: 3		Time: 11:00 – 12:30	Location: Harbour 4
Symposium		Constructing STEAM in Europe: Holistic, Sensory and Situated Approaches to Meaning Making	
Becoming a Resource for Others: Co-Designing Professional Development on Early Childhood STEAM Sergei Glotov, Christina Siry Tracks: 10. Teacher Education & Professional Development, 13. Inquiry-, Problem- & Project-Based Learning, 21. Early Childhood Education, 28. STEM (Science, Technology, Engineering, Mathematics) Education, 33. Partnerships, Parental & Community Engagement, 36. Educational Research Methods & Design Abstract: This research examines the collaborative structure of a professional development (PD) module on early childhood STEAM that was co-planned and co-taught by a team of teachers and researchers. This research is a case study of the experience of a teacher, who participated in the co-planning sessions before proceeding to co-teach the first session of the module. The proposed presentation will discuss the multiplicity of experiences and perspectives that led the teacher to continuous reevaluation and redesign of a cogenerated PD module. The research is grounded in sociocultural theoretical frameworks, and is guided by event-oriented inquiry and cogenerative dialogue. It asks How a multiplicity of perspectives influenced the reevaluation and redesign of the PD module and What it resulted in? Following the analysis of video recordings of three reflective meetings using a video logging approach, we conclude that the teacher’s expressed perspectives moved from a participant- and activity-based focus, from introspective to a broader one based on the overall structure and goals of the module. The teacher’s reflexive outlook at the module allowed the latter to be reevaluated and redesigned over time to meet the needs of co-teachers and the participants, allowing the module to be contextually-responsive instead of being resolute.			
Teacher Professional Development for Holistic Arts-Based STEAM: Practice-Based Learning in Portugal Juliana Abra-Olivato, José Castro Silva Tracks: 08. Teaching Practices & Instructional Design, 10. Teacher Education & Professional Development, 13. Inquiry-, Problem- & Project-Based Learning, 22. Primary & Secondary Education, 28. STEM (Science, Technology, Engineering, Mathematics) Education Abstract: This paper examines how teacher professional development in Portugal can support more holistic and pedagogically meaningful STEAM (Science, Technology, Engineering, Arts and Mathematics) practices in primary education. Drawing on the author’s doctoral research and on the ProSTEAM Erasmus+ project, the study asks how in-service teachers experience collaborative STEAM professional development, which pedagogical changes they report, and how such processes support broader understandings of STEAM beyond technology and engineering. The research is grounded in practice-based and collaborative approaches to professional learning and uses a mixed-methods design. Data include teacher reflections, interviews, workshop artefacts, and measures related to professional learning and self-efficacy across STEAM-oriented training experiences. Preliminary findings indicate that teachers value collaboration, curricular integration, reflection on practice, and opportunities to connect arts, sciences and real-world teaching challenges. The results suggest that effective STEAM professional development in the Portuguese context depends less on technical novelty and more on situated, dialogic and interdisciplinary meaning-making processes. For practice, the paper highlights the importance of sustained professional development designs that strengthen teacher agency and pedagogical confidence in integrative STEAM education.			

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Session B: 3		Time: 11:00 – 12:30	Location: Harbour 4
Symposium		Constructing STEAM in Europe: Holistic, Sensory and Situated Approaches to Meaning Making	
Sensing the School Environment: Expanding STEAM Through Haptic and Embodied Inquiry in Scottish Education Laura Colucci-Gray, Kexin Cheng, Jonathan Hancock			
Tracks: 03. Motivation, Emotions & Well-being, 22. Primary & Secondary Education, 28. STEM (Science, Technology, Engineering, Mathematics) Education, 34. Sustainability & Education for All, 35. Diversity, Inclusion & Equity			
Abstract: This paper explores the ways in which embodied and sensorial STEAM practices may disclose renovated approaches in education that transcend disciplinary boundaries by foregrounding and extending students’ lived experiences in place. Drawing on two interdisciplinary projects, we focus on the role of natural and digital touch in encouraging place-based citizen science inquiries in seven schools in Scotland (Colucci-Gray, Hancock et al., 2025). The research centres key provocations for a re-positioning of STEAM education through which humans can come to understand themselves as inhabitants of the world, in relation with more-than-human others (Verger et al., 2024). Through post-qualitative analysis of fieldnotes, images, artefacts, and audio- and video-recorded interviews with students and teachers, findings point to tactile exploration underpinned by STEAM approaches as a foundational piece for practitioners to encourage citizen science and sustainability in the school grounds, highlighting the importance of multimodal and diverse ways of knowing – as observing, inquiring, and inhabiting space that too often remain unspoken in education.			

Session B: 4		Time: 11:00 – 12:30	Location: Harbour 5
EAPRIL Cloud Spotlight Session		Cloud 2: Educational Design Research for Collaborative Construction of Teacher Understanding	
Nanke Dokter, Maria Custers, Rebecca Harterink, Susan McKenney, Susanne Spiele, Sylvia Schouwenaars			
Tracks: 01. Learning & Development, 08. Teaching Practices & Instructional Design, 09. Teacher Beliefs, Thinking & Professional Identity, 10. Teacher Education & Professional Development, 22. Primary & Secondary Education, 26. Curriculum Design & Educational Quality, 36. Educational Research Methods & Design			
Abstract: This Cloud 2 session brings together practice-oriented researchers who explore how educators develop professionally—through their identities, personal theories of teaching and learning, and the strategies they use in interaction with others. Building on topics nominated during the 2025 EAPRIL conference, the session focuses on how pre- and in-service teachers learn, how their professional growth can be supported, and how such efforts ultimately benefit pupils. The 2026 session examines these themes through the lens of collaborative curriculum design. By studying how teachers engage in this design process, participants gain insight into teacher learning, the support structures that strengthen it, and the ways in which teachers refine their personal theories of action while keeping learners’ needs at the centre. Because educational design research frequently accompanies collaborative curriculum design, the session also highlights research approaches that simultaneously advance practical outcomes and scientific understanding—so-called two-way methods that intentionally foster teacher development while generating transferable knowledge. The session itself adopts a light two-way structure: it offers inspiration, exchange, and methodological insights, while also gathering participants’ perspectives through a warm-up poll, plenary discussion, and exit poll. These contributions will help shape the ongoing Cloud 2 agenda.			

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Session B: 5		Time: 11:00 – 12:30	Location: Harbour 6
Workshop	When Practice is out of Reach: Improving the Craft of Professional Conversation with AI		
Jurjen Ophuis, Suzan van Brussel, Esther van der Stappen			
Tracks: 01. Learning & Development, 08. Teaching Practices & Instructional Design, 15. Research-Based & Authentic Learning, 16. Game-Based & Experiential Learning, 17. Technology-Enhanced & Digital Learning, 18. Artificial Intelligence & Learning Analytics, 20. Immersive & Media-Based Learning (VR, video, web), 23. Higher & Doctoral Education			
Abstract: Your students will most certainly face professionally demanding conversations before they are ready for them. A frustrated client. A sceptical colleague who does not want to hear about your educational innovation. A manager who questions their proposal. These conversations put professional competence to the test, while they are almost impossible to practise in a way that feels real. Role-play with peers is inherently inhibited: students hold back when they know their partner. Hiring actors is effective, but also expensive and thus impossible to scale and out of reach for almost everyone. Most students reach their first internship having never genuinely practised these kinds of conversations. This workshop introduces an AI simulation tool built to change that, developed and evaluated across multiple research cycles in higher professional education. You will try it yourself, connect the experience to the research findings, and explore the central question: could something like this work for your students? You'll leave the workshop with the tools and information to replicate this in your own setting. For participants it is advised to bring any device with a browser and internet access.			

Session B: 6		Time: 11:00 – 12:30	Location: Harbour 7
Workshop	Designing Learning for all Students: UDL Through an Intersectional Lens Intersectional UDL Design Ca		
Ilonka van der Sommen, Linda van den Bergh			
Tracks: 04. Creativity & Problem Solving, 06. Special Educational Needs & Learning Difficulties, 08. Teaching Practices & Instructional Design, 10. Teacher Education & Professional Development, 22. Primary & Secondary Education, 23. Higher & Doctoral Education, 35. Diversity, Inclusion & Equity, 37. Educational Change Methods & Design Abstract: Inclusive education in higher education requires moving beyond individual accommodations towards learning environments that are inclusive by design. In this interactive workshop, participants explore Universal Design for Learning (UDL) as a practical framework for lesson and curriculum design, grounded in intersectional thinking and informed by neurodiversity perspectives. We will explore how we can include high expectation teaching in the co design of our education (Van den Bergh et al., 2021; 2024). Teachers' experiences in how they design inclusive practices have been researched in the Fontys university of applied sciences program Master Educational Needs the wave program (www.startawave.nl) and several continuous professional development programmes. Using examples from the Autism modules within the Master Educational Needs and other continuous professional development courses this workshop demonstrates how students' learning experiences are shaped by intersecting dimensions such as disability, neurodiversity, identity, language, culture, and educational background. Rather than treating inclusion as a checklist, UDL is approached as a design mindset that anticipates learner variability from the outset (Van der Sommen, 2026). Participants actively engage in an Intersectional UDL Design Café, where they explore and (re)design a learning activity focused on a in situ given topic through four structured tables, each using a different form of expression and perspective.			

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Session B: 7		Time: 11:00 – 12:30	Location: Harbour 8
Workshop by EAPRIL PC Publications		Writing Workshop: Full Paper Peer Reviewed Submissions	
Alexander Koch, Eila Burns, Elke Emmers, Emmy Vrieling-Teunter, Lisette Munneke			
Abstract: Since 2025, EAPRIL has been inviting the submission of full papers. This is an exciting opportunity to have your paper published in the EAPRIL Full Paper Peer-Reviewed Conference Proceedings and for some, as a first step towards future journal publication. Are you excited to submit a full paper proposal for the EAPRIL 2027 conference, but not sure where to start? Please join our workshop in Cork!			

Session B: 8		Time: 11:00 – 12:30	Location: Harbour 10
Case Study	Strengthening Teacher-Researcher Communities in Vocational Education		
The Development of a Collaborative Multi-Disciplinary Teacher-Researcher Platform within VET Petra Poelans, Kathinka van Doesum, Franck Blokhuis			
Tracks: 05. Social, Collaborative & Peer Learning			
Abstract: This case study examines the development of a Dutch platform uniting eleven multi-disciplinary teacher-researcher teams (practoraten) in VET that focus on research on hybrid learning environments (HLE). The rationale for the initiative is a shared concern: while these environments are widely promoted, their design and implementation often fall short of realizing their educational potential. The platform brings together teacher-researchers from multiple vocational education institutions, each contributing context-specific expertise while collectively investigating, designing, and validating approaches to enhance HLE's learning potential. The platform originated from converging yet fragmented research questions into joint lines of inquiry, supported by regular interaction, shared leadership, and a community-of-practice approach. Members collaborated as critical friends, co-constructing knowledge, reflection, and iterative design. This structure enabled the transition from isolated projects to a coherent, evidence-informed knowledge agenda. The main conclusions highlight that collaborative, multidisciplinary teacher-researcher platforms are essential for building cumulative knowledge in complex VET domains. Professional learning emerges through joint inquiry, while shared structures allow for the refinement of existing models to better reflect real-world complexity. Additionally, the case underscores the active role students can play in knowledge construction within HLE.			

Professional Development Program for Teacher-Researchers in Practorates: A Case Study

Jantine van Beek, Sabine Joosten

Tracks: 01. Learning & Development, 10. Teacher Education & Professional Development, 15. Research-Based & Authentic Learning

Abstract: In Dutch secondary vocational education (MBO), practorates are intended to connect research, education, and professional practice. Within the practorates in our (education) organisation, a clear need emerged to strengthen teacher-researchers' ability to conduct practice-based research with tangible impact. At the same time, practors (practorate leaders) faced constraints in time and capacity to support this development. This led to the central question of how research skill development can be effectively supported in practorate contexts.

To address this, a cross-practorate professional development program was implemented, involving teacher-researchers and practors from multiple thematic domains. The program was designed as a series of iterative learning cycles, combining theoretical input, application in practice, and collective reflection, with an emphasis on participatory research methods.

The findings show that strong alignment with professional practice, responsiveness to participants' needs, and the use of group diversity as a learning resource were key to success. At the same time, variation in research experience, limited time, and challenges in collaborating with practice partners affected implementation.

Overall, the case highlights that effective professional development requires alignment with context, differentiated support, and the intentional design of collaborative learning processes to strengthen research-informed educational practice.

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Session B: 9		Time: 11:00 – 12:30	Location: Harbour 11
Workshop	Navigating Complexity to Support Induction Processes of Starting Teachers		
Marian Te Lindert, Harry Stokhof, Helma Oolbekkink-Marchand, Remco Coppoolse Tracks: 22. Primary & Secondary Education, 24. Vocational, Workplace & Lifelong Learning, 31. Educational Policy & Governance, 32. School & Organisational Development, 37. Educational Change Methods & Design Abstract: This interactive workshop centres on a practical study that examines induction support for new teachers in secondary education from a systemic and multi-voiced perspective. The focus is on how various stakeholders involved with the new teacher – such as mentors, school leaders and HR managers – contribute to decision-making in the mentoring process based on their own roles, interests and influence, and how participants perceive the direct impact of these choices on the quality, coherence and effectiveness of induction support. The aim of the workshop is to clarify how different perspectives in the complex practice have been made explicit and related to one another in this research. Using concrete examples, it will become clear how the positions of the actors and the relationships between them have been analysed, and which methodological considerations played a role in this. Following this workshop, participants will be able to describe how they can systematically analyse actor perspectives and how this can enrich their own research design. The workshop will draw on case studies from the practical research. Participants will analyse the perspectives of different actors, explore influence and positioning, and reflect on methodological choices in small groups. The focus will be on interaction and collaborative analysis.			

Session B: 10		Time: 11:00 – 12:30	Location: Harbour 12
Case Study	School-Research Collaboration for Digital and Technological Change		
Making Sense of Data: The Power of School - Research Collaboration for Technological Innovation Pieter Van Rooij, Tineke Paas, Jana Jenster, Bas Kurver, Marijke Kral Track: 01. Learning & Development, 12. Educational Leadership & Management, 22. Primary & Secondary Education, 23. Higher & Doctoral Education, 24. Vocational, Workplace & Lifelong Learning, 32. School & Organisational Development Abstract: How to make sense of data on teachers' competencies to foster professional development on technological innovation in education? In 2024, a collaboration was initiated between {institute} and a school board of 14 secondary schools, to strengthen professional capacity in learning and teaching with technology. This collaboration is characterized by operating within a tripartite network, connecting educational practice, teacher education and research. A digital questionnaire assessing competencies related to learning and teaching with technology was administered. The results were processed into a report and factsheet per school. The results showed a baseline of teachers' competencies. A projectmanager and a researcher from {institute}, accompanied by a policy-advisor from the school board, visited all schools to conduct ambition sessions. During these sessions, school management was asked which findings resonated with them most. This gave meaning to the data and allowed them to voice their ambitions. Their goals and ambitions were then consolidated into a strategy for professional development and growth across the entire school board. In this session, you will experience what it is like to interpret and give meaning to the data from the questionnaire. What ambitions does this spark, and what steps would you take to translate these into concrete action?			

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Session B: 10		Time: 11:00 – 12:30	Location: Harbour 12
Case Study	School-Research Collaboration for Digital and Technological Change		
Leading Digital Transformation: Making Meaning of a Competency Framework for Education Pieter van Rooij, Marijke Kral, Dana Uerz			
Tracks: 12. Educational Leadership & Management, 23. Higher & Doctoral Education, 24. Vocational, Workplace & Lifelong Learning, 32. School & Organisational Development			
Abstract: Digital transformation in education often remains fragmented, necessitating a shift toward strategic leadership that transcends mere technical implementation. Researchers collaborated with vocational and higher education partners to create an evidence-informed competency framework and accompanying professional development interventions and programs on this topic. These interventions and programs for diverse leaders in an educational institution can help drive transformation where technology adds new value. The interventions are set out in several VET institutions and are refined through evaluation research. The findings indicate that successful transformation relies on distributed leadership model rather than top-down hierarchies. Digital transformation is not a technical hurdle but a cultural shift. Success hinges on dissolving organizational silos to create an interconnected network where pedagogy, strategy, and IT infrastructure align. Establishing a common language also proved essential for managing the inherent complexities of educational transformation. During the session, participants will discuss what it takes to lead digital transformation from their point of view. Additionally, digital polling will be used to explore leadership paradoxes - such as balancing strategic clarity with the autonomy required for experimentation. This interactive approach encourages participants to reflect on these leadership competencies within their own professional and research contexts.			

Session C: 1		Time: 14:45 – 16:15	Location: Tivoli Suite 1
Present & Discuss	Improving English Learning Through Practice-Based Instructional Innovation 1 - Part 1		
	Using Task-Based Language Teaching to engage with meaningful themes and enhance vocabulary learning Piet Murre, Maria de Visser Tracks: 01. Learning & Development, 08. Teaching Practices & Instructional Design, 10. Teacher Education & Professional Development, 15. Research-Based & Authentic Learning, 22. Primary & Secondary Education, 23. Higher & Doctoral Education, 27. Language, Literacy & Numeracy Education Abstract: Coursebooks used for English Language Teaching (ELT) tend to promote teaching grammar explicitly, at the expense of spending lesson time wisely on vocabulary acquisition and skills development, which is counterproductive (Piggott, 2019). Moreover, topics are often bland, play into consumerist attitudes of pupils, and neglect the perspectives of marginalised groups and the down-side of life (Murre, 2023). A lesson series designed to ameliorate these pitfalls was developed for the lowest form of Dutch secondary education, using a Task-based Language Teaching (TBLT) approach. We investigated how integrating meaningful content according to TBLT principles influences students’ perceptions of the relevance of these eight lessons to both language acquisition and their personal lives. Two classes (44 students, aged 13) participated. Data were collected with a survey (closed and open questions), student material in booklets they filled in, teacher memos, and a pre- and post-test on vocabulary. This action research study found promising results on both language acquisition and perceived relevance to students’ personal lives, for the majority of the students. Future projects may consider the workload for the teacher, and the lowest-performing quartile of the pupils.		

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Session C: 1		Time: 14:45 – 16:15	Location: Tivoli Suite 1
Present & Discuss	Improving English Learning Through Practice-Based Instructional Innovation 1 - Part 1		
Co-creating Strategy Instruction to Improve Strategy Use and Self-Efficacy: A Case Study in English Nao Uchida, Yu Mizuno			
Tracks: 02. Cognitive, Metacognitive & Self-Regulated Learning, 08. Teaching Practices & Instructional Design, 22. Primary & Secondary Education, 27. Language, Literacy & Numeracy Education			
Abstract: Many Japanese students struggle to learn English; thus, effective strategy instruction is necessary to improve students' strategy use and self-efficacy. Previous studies have demonstrated the effectiveness of strategy instruction; however, there is limited research on how these findings can be applied within the regular curriculum. To bridge research and practice, co-creation between researchers and teachers is essential. This study presents a case study of a 10th-grade class in a Japanese high school, in which teacher-led strategy instruction was implemented through co-creation based on the teacher's instructional concerns. It illustrates how teachers can integrate strategy instruction into the regular curriculum through co-creation and examines its impacts on students' strategy use and self-efficacy in English learning. Strategy instruction was implemented by combining explicit explanations with the promotion of strategy use in classroom activities and homework, targeting deep-processing strategies for vocabulary and grammar as well as reading strategies to support deeper understanding of texts. Analyses of questionnaire self-reports and open-ended responses indicated that students increasingly used deep-processing learning and reading strategies and improved their self-efficacy. This case can be considered an example of knowledge mobilization through co-creation, contributing to impact on educational practice.			

Session C: 2		Time: 14:45 – 16:15	Location: Tivoli Suite 2
Present & Discuss	Digital, Nature-Based and Embodied Learning in Early Childhood Contexts		
Ecologies of Inclusion: Developing Family Cultural Capital through Movement and Music Pedagogy Emma Shubin			
Tracks: 05. Social, Collaborative & Peer Learning, 14. Competence-Based & Practice-Based Learning, 15. Research-Based & Authentic Learning, 21. Early Childhood Education, 33. Partnerships, Parental & Community Engagement, 35. Diversity, Inclusion & Equity, 36. Educational Research Methods & Design			
Abstract: This practice-based research examines how meaning is collaboratively constructed through embodied, relational music learning in early childhood contexts. Situated within movement-integrated flute workshops involving caregiver–child dyads (ages 6–8), the study reconceptualizes instrumental pedagogy as a shared, ecological process rather than an individual, skill-driven trajectory. Grounded in bioecological theory and Universal Design for Learning, it asks: (1) How does embodied musical activity support inclusive participation? and (2) How do caregiver–child interactions shape meaning-making? Using a qualitative multiple-case design, data were generated through micro-analytic video observation, caregiver interviews, child photovoice, and reflective practitioner journals. Findings indicate that meaning emerges through co-regulated movement, shared attention, and reciprocal interaction, enabling multiple entry points into participation. Caregivers became active co-participants, co-constructing embodied and relational cultural capital extending beyond the workshop context. The study demonstrates how movement-based pedagogy reframes cultural capital as something built through shared experience rather than prior expertise, offering a transferable model for collaborative meaning-making across educational contexts.			

Session C: 2		Time: 14:45 – 16:15	Location: Tivoli Suite 2
Present & Discuss		Digital, Nature-Based and Embodied Learning in Early Childhood Contexts	
Digital Practices in Norwegian ECEC: Teachers’ and Experts’ Perspectives Maria Dardanou, Nils Christian Tveiterås, Heimdal Torstein Unstad			
Tracks: 09. Teacher Beliefs, Thinking & Professional Identity, 17. Technology-Enhanced & Digital Learning, 21. Early Childhood Education			
Abstract: Digital technology in early childhood education and care (ECEC) is often discussed through polarized positions, either as a pedagogical opportunity or as a threat to children’s play and development. This study explores how digital practices in Norwegian ECEC are understood by two groups positioned differently in relation to practice: ECEC teachers and experts in the ECEC field. Drawing on qualitative focus group interviews conducted within the Erasmus+ EUTEKNE project, the study examines how these groups describe the purposes, opportunities, and challenges of digital technology in ECEC, and where their perspectives converge or differ. Preliminary thematic analysis indicates broad but qualified support for digital technology when it is used purposefully, relationally, and creatively to support exploration, participation, documentation, and shared meaning-making. At the same time, both groups emphasize tensions related to staff competence, professional judgement, resources, privacy, parental attitudes, and the risk of passive or weakly justified use. The study argues that digital practice in Norwegian ECEC is best understood as a situated pedagogical and organizational practice shaped by values, relationships, and local conditions.			
Pre-Service Early Childhood Teachers’ Perceptions of slow pedagogy and outdoor play Maria Dardanou, Anastasia Misirli, Maria Dardanou, Eleni Zisopoulou			
Tracks: 01. Learning & Development, 09. Teacher Beliefs, Thinking & Professional Identity, 10. Teacher Education & Professional Development, 31. Educational Policy & Governance			
Abstract: This study investigates how pre-service early childhood teachers (PSECTs) in two Greek higher education institutions perceive outdoor play and learning through the lens of slow pedagogy, and how their initial teacher education (ITE) experiences shape their sense of readiness to design and implement nature-based learning practices. Two central research questions guide the study: how PSECTs conceptualise outdoor play and learning in relation to slow pedagogy, and how they evaluate their ITE experiences with regard to confidence and pedagogical competence for outdoor contexts. The study employs a mixed-methods case study design, combining Likert-scale items with open-ended qualitative questions administered via an online survey to 93 final-year undergraduate students. Quantitative data provided descriptive patterns of attitudes, while qualitative responses were analysed through reflexive thematic analysis following Braun and Clarke’s (2006) six-phase framework, generating themes such as conceptualisations of outdoor learning and perceived gaps in ITE. Findings reveal that PSECTs across both institutions lack coherent theoretical frameworks for implementing slow pedagogy outdoors and express limited confidence in designing nature-based environments. Institutional curricula were found to be insufficient in embedding outdoor education systematically.			

Present & Discuss

Instructional Supports for Confidence, Motivation and Learning Strategies - Part 2

The Effect of Rubric-Based Teacher Feedback on Self-Regulated Learning and Motivation

Bianca Merken, Francois Molin, Emmy Vrieling-Teunter

Tracks: 22. Primary & Secondary Education

Abstract: This study examines the effects of teacher feedback based on rubrics on self-regulated learning (SRL) and student motivation in secondary education. Drawing on Zimmerman's SRL model, the study investigates whether teacher feedback enhances the impact of using rubrics in classroom practice. A quasi-experimental design was implemented with 104 pupils during a ten-week intervention in FLEX lessons, in which pupils engaged in structured self-assessment using rubrics. In the experimental condition, teachers provided feedback based on the selected SRL level in the same rubric, whilst the control group received no feedback from the teacher.

Quantitative analyses showed no significant effects of teacher feedback on SRL or motivation. Qualitative findings, however, showed that rubrics significantly enhanced pupils' awareness of planning, monitoring and reflection SRL processes. Teacher feedback was perceived as valuable, particularly in supporting reflection and acknowledging progress, but its limited form -restricted to performance levels without explanatory comments- restricted its effectiveness.

The findings emphasize that rubrics themselves can promote the development of SRL, whilst the effectiveness of feedback depends to a large extent on its clarity and elaboration. The research contributes to the understanding of how formative assessment tools function in authentic classroom settings and offers practical implications for improving feedback practices.

Beyond Your Own Perspective: Supporting Students' Perspectival Agility with Reflective Prompts

Lara van Peppen, Nadja Kistler, Sabine Krah, Jason Gawke

Tracks: 05. Social, Collaborative & Peer Learning, 08. Teaching Practices & Instructional Design, 23. Higher & Doctoral Education

Abstract: In higher education, students are increasingly expected to engage with complex societal challenges requiring navigation of multiple perspectives. This study focuses on perspectival agility: a capacity involving identifying one's own and others' perspectives, distinguishing between them, and flexibly integrating them. While widely recognized as essential, it remains unclear how educational design can effectively support this process. This experimental study examines the role of reflective prompts in fostering perspectival agility among first-year students (N=295) in an interdisciplinary course at a Dutch University of Applied Sciences. Participants engaged with societal issues through video-based perspectives and were assigned to four conditions: prompts focusing on differences, similarities, both, or no prompts. Perspectival agility was assessed through coded open-ended reflections. Results indicate low levels of perspectival agility and, surprisingly, no significant differences between conditions. Initial exploratory findings suggest that explicit unwillingness to engage with alternative perspectives occurs primarily in the control condition, and that participants report relatively low emotional involvement in the societal issues. These findings highlight both the potential and limitations of reflective prompts and will be further elaborated during the session – where participants will engage with the reflective prompts to experience perspectival agility in practice.

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Session C: 4		Time: 14:45 – 16:15	Location: Harbour 5
EAPRIL Cloud Spotlight Session	Cloud 8: Inclusive Education in Seven Shades of Grey: A Practical Guide to Collaboration		
Sibel Inci, Elke Emmers, Liesbet Saenen, Katrien Hermans, Nick Gee			
Tracks: 06. Special Educational Needs & Learning Difficulties, 08. Teaching Practices & Instructional Design, 09. Teacher Beliefs, Thinking & Professional Identity, 10. Teacher Education & Professional Development, 21. Early Childhood Education, 22. Primary & Secondary Education, 23. Higher & Doctoral Education, 24. Vocational, Workplace & Lifelong Learning, 25. Medical & Professional Education, 35. Diversity, Inclusion & Equity			
Abstract: This Cloud 8 spotlight session introduces the key ideas from ‘Inclusive Education in Seven Shades of Grey: A Practical Guide to Collaboration’ written by Elke Emmers, Liesbet Saenen, and Katrien Hermans from UHasselt, Belgium (published in 2024 by Academic & Scientific Publishers as ‘Inclusief onderwijs in zeven tinten grijs: Een praktische gids voor samenwerking’). The book presents seven recognisable shades of collaboration in inclusive education, with memorable labels such as one-night stand, friends with benefits, LAT relationship, and marriage. These metaphors help capture the complexity, ambiguity, and relational nature of collaboration between teachers, support professionals, parents, and schools. Drawing on research and practice in Flemish education, the session presents the book to an international audience and explores how to use the framework as a tool for reflection, dialogue, and professional learning. Rather than promoting one fixed ideal, the authors invite participants to consider how different forms of collaboration emerge in practice, what they make possible, and where they may need to grow. The format combines presentation with participant exchange, allowing attendees to reflect on which “shade” best fits the collaborations they encounter in their own contexts. There will be opportunities for participants to share their research and professional news.			

Session C: 5		Time: 14:45 – 16:15	Location: Harbour 6
Workshop	Emotions as Drivers and Barriers of Team Learning: an Experiential Workshop		
Karin van de Lagemaat			
Tracks: 01. Learning & Development, 03. Motivation, Emotions & Well-being, 09. Teacher Beliefs, Thinking & Professional Identity, 10. Teacher Education & Professional Development, 24. Vocational, Workplace & Lifelong Learning, 32. School & Organisational Development			
Abstract: This workshop focuses on the role of emotions in team learning of teachers and how they can both hinder and accelerate learning processes within teams. Based on recent practice-based research on team learning in teacher teams, the workshop provides insight into the dynamic interplay between individual motivation, perceived opportunity, and team interaction, and how these contribute to the emergence of shared understanding. Interactive and experiential methods will be used in the workshop, particularly forum theatre and perspective-taking. Participants actively engage in short, realistic scripts that depict situations from team learning practice. These scripts illustrate both inhibiting and enabling emotional dynamics. By actively intervening in the scenes and experimenting with alternative behaviours, participants experience how emotions and interaction patterns influence how perspectives are exchanged, interpreted, and built upon in teams. The aim of the workshop is to raise awareness of the role of emotions in team learning and to help participants gain insight into what emotions do in team learning processes. The workshop offers concrete tools that can be directly applied in workplace settings.			

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Session C: 6		Time: 14:45 – 16:15	Location: Harbour 7
Workshop	Quick and Dirty or Meticulous? Exploring how Fidelity Affects Feedback in Participatory Research		
Sara Albone			
Tracks: 10. Teacher Education & Professional Development, 23. Higher & Doctoral Education, 24. Vocational, Workplace & Lifelong Learning, 36. Educational Research Methods & Design, 37. Educational Change Methods & Design Abstract: This workshop is aimed at research practitioners involved in participatory research that recognise the challenges of producing and designing (research) products with and for co-researchers. The workshop aims to generate insights into how prototype products can be developed and shared early within the design process to encourage active co-design with co-researchers whilst avoiding the extremes of passive acceptance or extreme rejection by the broader group of end users. The workshop leader will present a series of (prototype) products designed, within her professional doctorate, to assist professional development such as a board game and handbook. The products will be of low (quick and dirty) and high (meticulous) fidelity. The workshop participants will be encouraged to give feedback on the products and then discuss the quality and usability of the obtained feedback. The second part of the workshop centres on low fidelity designs and the feedback they encourage from co-researchers. The workshop participants will co-create a low fidelity (quick and dirty) design for a research problem. After collecting and exchanging feedback on the designs with other workshop participants, it is hoped that participants will gain insight into the benefits of sharing early designs within participatory research.			

Session C: 7		Time: 14:45 – 16:15	Location: Harbour 8
Workshop	Authentic by Design: Making Meaning of Authenticity and Integrity in the Age of AI		
Brigit Kolen, Coreline Haasakker-Van Leeuwen			
Tracks: 08. Teaching Practices & Instructional Design, 10. Teacher Education & Professional Development, 23. Higher & Doctoral Education, 26. Curriculum Design & Educational Quality			
Abstract: The rise of generative AI has intensified the urgency to address academic misconduct in higher education. While technologies evolve, the core challenge remains: ensuring that assessment validly represents student learning and prepares graduates for professional practice. This workshop builds on a practice-based model for preventing academic misconduct, emphasising a shift from detecting cheating to fostering learning, authenticity, and integrity through assessment design and dialogue. However, a shared understanding of authenticity remains underdeveloped, often leading to implicit interpretations that stand in the way of practical implementation. Using participatory design, this workshop invites participants to make tacit knowledge on authenticity and integrity explicit and translate that knowledge into actionable educational practices through co-creation.			

TUESDAY, 24 NOVEMBER 2026

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Session C: 8		Time: 14:45 – 16:15	Location: Harbour 10
Workshop	Making Meaning: Making Professional Learning of School Leaders Visible		
Loes Van Wessum			
Tracks: 12. Educational Leadership & Management, 22. Primary & Secondary Education			
Abstract: School leaders are crucial to student outcomes, ranking second in influence (Leithwood et al., 2019). While most research and programs focus on aspiring or newly appointed principals, less attention is given to the professional development of experienced leaders (Lazenby et al., 2020). Bush (2018) emphasizes that leadership skill development should be a deliberate process. High-quality, long-term programs are vital for fostering sustained growth (Sahlin, 2023). In this workshop, we will first explore the key features of successful professional development programs (Darling Hammond et al., 2017; Verheijen-Tiemstra et al., 2024). We will demonstrate how, in collaboration with experienced school leaders and board members, we designed programs that contributed to their development. Participants will engage in discussions using the fishbowl method, reflecting on these successful features. Additionally, we will explore how formative assessments can enhance learning and improve future professional development sessions. Through practice-based research, school leaders and boards have used data to design more effective development sessions, fostering dialogue and emergent understanding. In the second part of the workshop, participants will experience how to apply formative assessments to evaluate and improve their own professional development, aligning with the workshop's goals.			

Session C: 9		Time: 14:45 – 16:15	Location: Harbour 11
Case Study	Multimodal Artefacts for STEAM, Sustainability, and Meaning-Making		
Beyond Deus Ex Machina: Multimedia Journals as Epistemic Infrastructures for Meaning-Making in Steam Alfred Steinbach, Frank Gfeller, Claudia Buser Tracks: 13. Inquiry-, Problem- & Project-Based Learning, 17. Technology-Enhanced & Digital Learning, 28. STEM (Science, Technology, Engineering, Mathematics) Education Abstract: This presentation explores the role of multimedia laboratory journals in secondary STEAM education. These journals are designed around borrowable high-tech scientific instruments and function as multimodal epistemic learning environments. The study focuses on a multimedia laboratory journal that connects the historical search for primary matter, the emergence of the periodic table as a system for ordering matter, the development of organic chemistry, and contemporary student experimental synthesis practices using a microwave synthesis reactor. The analysis is guided by three interrelated dimensions of meaning-making: conceptual-semantic meaning, phenomenological engagement, and epistemic reflection. The case study examines how the laboratory journal integrates science history, experimental practice, and student knowledge production into a coherent learning environment. Participants will collaboratively explore selected journal extracts, reflect on multimodal pathways into scientific understanding, and discuss their implications for science teaching practice. Together, we explore different linguistic registers and journalistic writing techniques in translated journal extracts and discuss their impact on readability, accessibility, and scientific meaning-making.			

TUESDAY, 24 NOVEMBER 2026

Session C: 9

Time: 14:45 – 16:15

Location: Harbour 11

Case Study

Multimodal Artefacts for STEAM, Sustainability, and Meaning-Making

Teacher-Researcher Co-Design for Future: Merging Sustainability and Digital Storytelling

Sergei Glotov, Christina Siry, Sara Wilmes, Kerstin te Heesen, Patricia Muller

Tracks: 10. Teacher Education & Professional Development, 12. Educational Leadership & Management, 34. Sustainability & Education for All

Abstract: With advancing environmental, economic and social challenges, it is imperative to create opportunities for fostering education for sustainable development (ESD) and sustainability education with young children in locally and contextually relevant ways. The project at the center of this proposal was developed to promote ESD through teacher-researcher co-design of sustainability school projects embedded into a year-long professional learning module (PLM). The proposed presentation will feature the case of the PLM highlighting how it developed being grounded in the co-design process, and what resulted from both the co-design process and the community it created.

The PLM supported seven primary school teachers in participating in 18 hours of professional training which included hands-on activities on sustainability and discussions on how to incorporate ESD in a place-based, contextually relevant and child-centered way. During the module co-teachers (a teacher and a researcher) engaged in the co-design process with the participants to develop projects tailored to each school the teachers represented. The co-designed projects in turn were transformed into multimodal digital stories consisting of photos, videos, sounds and texts to be used as open access inspirations for other teachers and educators. These multimedia digital stories will also be presented during the case study presentation.

Session D: 1a

Time: 16:45 – 18:15

Location: Tivoli Suite 1

Roundtable

Collective Agency and Meaning-Making in Educational Change

Fostering Collective Agency Through a Centre for Teaching and Learning

Manon Joosten, Guido Stompff, Barbara van de Swaluw

Tracks: 01. Learning & Development, 05. Social, Collaborative & Peer Learning, 10. Teacher Education & Professional Development, 23. Higher & Doctoral Education, 26. Curriculum Design & Educational Quality, 32. School & Organisational Development

Abstract: In 2025, Inholland University of Applied Sciences established its Center for Teaching and Learning (CTL) to enhance educational quality, innovation, and collaboration. This three-year participatory action research study examines how the CTL contributes to fostering collective agency within Inholland. The central research question is: How does the CTL foster collective agency within Inholland? Sub-questions address: (1) how collective agency can be conceptualised, and (2) what lessons emerge from the CTL's first year at individual, team, and organisational levels.

Collective agency is approached from a sociocultural perspective as the capacity of a group to act cohesively, solve problems collaboratively, and shape its shared future. Data collection combines reflective postcards, journals, and semi-structured interviews with CTL members, affiliated programmes, and management. By February 2026, twenty interviews had been conducted. Using grounded analysis, sixteen preliminary themes were identified.

These themes were subsequently explored in a collaborative four-hour sensemaking session with CTL and affiliated teams. Participants discussed resonance, surprises, underlying needs, and implications for action. With the follow-up session in June the data collection of the first year will be completed and its findings will be visualized and used as the center piece of the round table discussion.

TUESDAY, 24 NOVEMBER 2026

Session D: 1a		Time: 16:45 – 18:15	Location: Tivoli Suite 1
Roundtable	Collective Agency and Meaning-Making in Educational Change		
Co-designing Equitable VET Transitions: Change Labs, Agency and Second Language Learners Vera Schuurmans			
Tracks: 01. Learning & Development, 03. Motivation, Emotions & Well-being, 04. Creativity & Problem Solving, 05. Social, Collaborative & Peer Learning, 07. At-Risk Learners & Remedial Education, 24. Vocational, Workplace & Lifelong Learning, 34. Sustainability & Education for All, 35. Diversity, Inclusion & Equity, 37. Educational Change Methods & Design Abstract: This roundtable explores how educational transitions within vocational education and training (VET) can be strengthened for second language learners. These students often face challenges when progressing between levels, increasing dropout risk and hindering their pathways towards further education, meaningful employment, and active participation in society. The central research question is: How can second language learners' experiences inform the co-design of more equitable and effective transition pathways in VET? Sub-questions address key barriers and enabling factors for them, and how these insights can be translated into sustainable educational improvements. The study adopts a longitudinal, practice-based research design, following three cohorts of second language learners over three years. Data are collected through semi-structured interviews and group discussions with these cohorts. Findings are fed back into practice through Change Laboratory sessions, grounded in Cultural-Historical Activity Theory (CHAT), where students, teachers, and educational leaders collaboratively analyse systemic tensions and co-develop interventions. This roundtable invites reflection on the role of student and teacher agency in enabling such improvements, as well as on the conditions required to foster agency in practice. Participants explore how participation, dialogue, and collective action can support sustainable educational development.			

Session D: 1b		Time: 16:45 – 18:15	Location: Tivoli Suite 2
Roundtable	Teacher-Supported Innovation from Pretend Play to STEAM		
Strengthening Mature Pretend Play in Early Childhood Education Ayla De Schepper, Sien Coenen, Linde Van Reusel			
Tracks: 01. Learning & Development, 21. Early Childhood Education, 27. Language, Literacy & Numeracy Education Abstract: Across Europe, early childhood education is increasingly expected to contribute to later academic achievement. This development often creates tension in early childhood education practice between play-based pedagogy and academic learning goals. From a Vygotskian perspective, however, pretend play is not opposed to learning but constitutes a powerful developmental context. This is provided that play reaches a sufficient level of maturity and complexity. This roundtable presents an ongoing practice-based research project that investigates how mature pretend play in early childhood education can be strengthened through a research-informed practice guide for teachers. The central research question is: to what extent does the maturity of children's pretend play change after teachers implement a targeted play-guidance manual? The study employs a quasi-experimental pretest–posttest design with 8–10 kindergarten classrooms. Teachers receive professional training, implement the guide during an intervention period, and observe pretend play in their classrooms using a validated group-level observation instrument. Quantitative observation data are complemented by qualitative teacher interviews focusing on implementation processes and perceived effects. During the roundtable session, participants will discuss the theoretical foundations, methodological choices, and practical implications of researching and supporting mature pretend play in early childhood education.			

TUESDAY, 24 NOVEMBER 2026

Session D: 1b		Time: 16:45 – 18:15	Location: Tivoli Suite 2
Roundtable		Teacher-Supported Innovation from Pretend Play to STEAM	
(S)TEAMWORK: A Collaborative Digital Platform for Cross-Border STEAM Learning and Teacher Profession Matthias Siegfried-von-Vegesack-Realsch, Essi Vuopala Tracks: 05. Social, Collaborative & Peer Learning, 19. Online, Blended & Distance Learning, 28. STEM (Science, Technology, Engineering, Mathematics) Education Abstract: Contemporary educational frameworks highlight collaboration, creative problem solving, self-regulation, and technology integration as essential competences (OECD, 2019; 2021). STEAM pedagogy — integrating Science, Technology, Engineering, Arts, and Mathematics — supports these competences through interdisciplinary, authentic project work (Thibaut et al., 2018). However, cross-border STEAM collaboration in real school contexts remains underexplored, particularly regarding teacher professional development and digital platforms (Li et al., 2020). This roundtable introduces (S)TEAMWORK, a digital platform designed to support international school collaboration through two project formats: fully online collaboration and hybrid collaboration combining digital teamwork with reciprocal school visits. The platform serves as a dual learning environment: for students, it scaffolds the full STEAM project cycle from problem framing to collaborative presentation; for teachers, it provides structured support for developing STEAM pedagogical competence. As the platform is currently in active development and pilot testing, this roundtable invites colleagues to engage with core design questions, share practice-based insights, and contribute to its next iteration. No formal presentation is planned — instead, a structured discussion will draw on a one-page handout summarising key concepts and guiding questions.			

Session D: 2a		Time: 16:45 – 18:15	Location: Tivoli Suite 1
Roundtable	(Co-) Designing Authentic VET Learning across educational and workplace contexts		
Designing a Powerful Learning Environment for the Educational “Fan” Petra Poelmans, Patrick van Schaik			
Tracks: 14. Competence-Based & Practice-Based Learning, 24. Vocational, Workplace & Lifelong Learning, 37. Educational Change Methods & Design			
Abstract: The Joint Research Center Zeeland (JRCZ) is a practice-based research environment in which VET students, students from universities of applied sciences, and students from universities collaboratively address socially and regionally relevant challenges such as water, energy, and food. Grounded in challenge-based education (CBL) and technology-enhanced active learning (TEAL), the JRCZ aims to foster interdisciplinary collaboration based on expertise rather than educational level, in line with the Dutch concept of the educational “fan”. Although students and educators value this approach, it remains challenging to ensure that all participants can meaningfully contribute, learn, and sustainably co-create knowledge. This leads to the central research question: How can a learning environment be designed and implemented so that students across the full educational fan can collaborate and learn, while optimally leveraging everyone’s potential? This round table session presents a long-term participatory research project in which students, educators, researchers, and professional partners jointly design, test, and refine core elements of the learning environment, such as assignment design, coaching practices, and collaboration structures. Participants are invited to exchange experiences, research-informed insights, and design principles that support the development of powerful, inclusive, and sustainable practice-based learning environments.			

TUESDAY, 24 NOVEMBER 2026

Session D: 2a

Time: 16:45 – 18:15

Location: Tivoli Suite 1

Roundtable

(Co-) Designing Authentic VET Learning across educational and workplace contexts

From Experience to Insight: An App for Meaningful Work-Based Learning in VET Placements

Tom Adams, Zwaan Zwart

Tracks: 11. Mentoring, Tutoring & Coaching, 14. Competence-Based & Practice-Based Learning, 17. Technology-Enhanced & Digital Learning, 24. Vocational, Workplace & Lifelong Learning

Abstract: Work-based learning is a core component of vocational education and training (VET), yet much of what students learn during placements remains implicit, fragmented, and difficult to connect to theory or to coaching conversations. This practice-based study explores how a mobile reflection app can support students in “capturing meaning” at the moment experiences occur. The app prompts learners to register a meaningful workplace experience, tag it with an emotion, and revisit entries through a logbook and timeline. Building on earlier exploratory work with app-based experience registration, the present project examines transferability and added value in VET placements.

The central research questions are: (1) What kinds of meaningful workplace experiences do VET students capture with the app, and what emotional patterns emerge over time? (2) Which sources of learning are visible in students’ entries (first-hand experience, learning through others, and theory-based knowledge)? (3) Under what conditions does app use feed into coaching and support connections between workplace practice and school-based learning?

Methodologically, the project adopts a mixed-methods, practice-based design combining app-log and entry analysis, student surveys on usability and perceived support, and interviews/focus groups with students and mentors. The roundtable will discuss design choices (privacy, ownership, theory-linking features) and implementation strategies for meaningful, dialogic use in VET.

Session D: 2b

Time: 16:45 – 18:15

Location: Tivoli Suite 2

Roundtable

Sustainability Learning from Primary Teacher Education to VET

Is Your Curriculum Future-Proof? A Reflection Tool for Teams to Embed Sustainability in Vocational

Elly Wildeman, Jorien Bosker

Tracks: 26. Curriculum Design & Educational Quality, 34. Sustainability & Education for All

Abstract: Sustainability is increasingly recognised as an essential theme in vocational education, yet its integration into curricula often remains fragmented and dependent on individual initiatives. This study explored how sustainability is embedded across programmes within a Dutch VET institution and how teaching teams can be supported to move towards more coherent curriculum integration.

Data were collected through 15 interviews across programmes from diverse sectors, including healthcare, engineering, retail, hospitality and personal care. Programme profiles were drafted and validated with teaching teams. The GreenComp framework informed the analysis, focusing on sustainability competences related to systems thinking, values, futures literacy and action-oriented learning.

Findings show that most programmes work with isolated projects rather than a shared vision or explicit team agreements. Programmes with stronger integration, such as hospitality and creative crafts, enabled students to articulate why sustainability matters in their profession.

Based on these findings, a reflection matrix was developed for teaching teams, focusing on vision, didactics, curriculum, sustainability principles and collaboration with external partners. During the round table, participants will test the tool, compare experiences across contexts and discuss how vocational curricula can become truly future-proof.

TUESDAY, 24 NOVEMBER 2026

Session D: 2b		Time: 16:45 – 18:15	Location: Tivoli Suite 2
Roundtable	Sustainability Learning from Primary Teacher Education to VET		
Developing Professional Action Competence in Education for Sustainable Development in Primary School Eva Kuijpers, Sander Thomaes, Jelle Boeve-de Pauw, Gerbert Sipman			
Tracks: 34. Sustainability & Education for All			
Abstract: Primary school teachers play a crucial role in preparing future generations for global sustainability challenges. However, many teachers feel insufficiently prepared to address these challenges in their teaching practice, despite recognising their importance (Boeve-de Pauw et al., 2022; Rieckmann, 2019). This gap between awareness and enactment highlights a key challenge for teacher education. Teacher educators therefore face an important question: how can teacher education strengthen the professional action competence in education for sustainable development (ESD) of student teachers? This roundtable presents the design of a longitudinal PhD study investigating the development of professional action competence among pre-service primary teachers. The project follows approximately 200 student teachers over three years using an explanatory sequential mixed-methods design, combining longitudinal survey data with interviews and focus groups. The session focuses one specific study within the bigger PhD project: it examines the development of professional action competence in relation to students' value orientations and learning experiences. The aim is to discuss methodological and conceptual challenges in researching professional action competence development in ESD. Participants are invited to critically reflect on the research design and explore opportunities to further strengthen the study.			

Session D: 3		Time: 16:45 – 18:15	Location: Harbour 4
EAPRIL Spotlight Session	Spotlight Session by Jim O'Mahony and T.J. Ó Ceallaigh		
The Intelligence of Teaching: What AI Cannot Replace T.J. Ó Ceallaigh			
Abstract: As AI reshapes education, what remains distinctly human about teaching? Drawing on international research, this interactive session explores pedagogical judgement, ethical responsibility and professional agency, inviting participants to rethink the intelligence of teaching in an AI-enabled world.			
Learning Community Workshop Jim O'Mahony			
Abstract: An interactive session which walks participants through the practice of building Learning Communities in educational settings.			

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Session D: 4		Time: 16:45 – 18:15	Location: Harbour 5
Workshop		When AI does the thinking: redesigning tasks for desirable difficulties	
Jesse Linden, Marc Wiskerke Tracks: 02. Cognitive, Metacognitive & Self-Regulated Learning, 08. Teaching Practices & Instructional Design, 10. Teacher Education & Professional Development, 18. Artificial Intelligence & Learning Analytics Abstract: This workshop addresses a key challenge in contemporary education: how generative AI (GenAI) is reshaping students’ engagement with learning tasks. While AI offers opportunities for support and personalisation, it also enables students to outsource cognitive effort, potentially undermining intended learning processes. This creates a challenge for teachers to ensure that students remain cognitively engaged and achieve their intended learning outcomes. The aim of this workshop is to support teachers in making informed, pedagogically grounded decisions about the use of GenAI to strengthen student learning. Central to this is the idea that task design determines whether GenAI supports or undermines learning. During the workshop, participants explore how to redesign tasks to preserve desirable difficulties and foster student agency. The workshop combines empirical and theoretical insights with hands-on activities. Participants use an “AI-aware task design” roadmap to analyse and redesign concrete examples of learning tasks in small groups. The session concludes with a plenary reflection on how this approach can reshape participants’ own teaching practice.			

Session D: 5		Time: 16:45 – 18:15	Location: Harbour 6
Workshop		Co-Creation Cycle for Adaptive Lessons	
Hanneke Maassen, Marije Bent, Arnoud Evers, Emmy Vrieling-Teunter, Frank de Jong			
Tracks: 01. Learning & Development, 04. Creativity & Problem Solving, 10. Teacher Education & Professional Development			
Abstract: As classroom diversity reaches unprecedented levels of complexity, traditional, isolated lesson design is failing to keep pace with the needs of heterogeneous student populations. This workshop positions co-creation not merely as a collaborative exercise, but as a necessary intervention for developing adaptive education. The session aims to equip teacher educators and practitioners with a robust framework for designing lessons that remain flexible under the pressure of modern classroom dynamics. Central to the session is the "Co-creation Cycle for Adaptive Design," a model that integrates iterative dialogue, joint design, and continuous evaluation into one coherent process. Participants will produce a co-created, adaptive lesson strategy that directly addresses a real-world dilemma from their own practice. By the end of the session, participants will have translated complex professional dilemmas into actionable, flexible design strategies, gaining the competencies required to foster collaborative innovation in their own educational contexts. Formative evaluation is embedded throughout the workshop via peer feedback, reflective prompts, and iterative refinement of design choices.			

TUESDAY, 24 NOVEMBER 2026

Session D: 6		Time: 16:45 – 18:15	Location: Harbour 7
Workshop	See Through: Experiencing Bias, Belonging and Inclusion in Higher Education		
Esther Deb-Strik, Mariken van Roosmalen, Linda van den Bergh, Ilonka van der Sommen			
Tracks: 10. Teacher Education & Professional Development, 22. Primary & Secondary Education, 23. Higher & Doctoral Education, 26. Curriculum Design & Educational Quality, 35. Diversity, Inclusion & Equity			
Abstract: This workshop focuses on diversity and inclusion in higher education by inviting participants to experience how bias, (in)visibility and sense of belonging shape students' learning experiences. Educational professionals play a crucial role in creating learning environments in which all students feel welcome, seen and supported. However, implicit biases and unexamined assumptions may unintentionally hinder inclusive practices. After a short introduction on diversity, inclusion and the co-creation and design of See Through together with students, educational professionals and external partners, participants will take part in See Through: a circuit of immersive, dialogue-based experiences addressing themes such as gender bias, microaggressions, neurodiversity and hidden norms in education. Working in pairs, participants will experience the circuit firsthand, engaging in short experiential activities that stimulate empathy, critical reflection and professional dialogue. Following the circuit, participants will engage in a short ideation session using the Crazy 8 method, generating ideas for inclusive practices and possible adaptations of immersive methods to their own educational contexts. The workshop concludes with structured reflection on professional learning, design choices and practical application in practice-based educational research.			

Session D: 7		Time: 16:45 – 18:15	Location: Harbour 8
Workshop		Beyond Safe Methods: A 3D Mapping Workshop for Creative Research	
Angelique Ruiter, Remco Coppoolse, Daphne Wiersema Tracks: 29. Arts, Humanities & Social Sciences Education, 36. Educational Research Methods & Design, 37. Educational Change Methods & Design Abstract: What conditions are needed for creative research methods to truly take root in educational practice? In this workshop, participants explore this question through a hands-on 3D mapping approach. Moving beyond discussion, we collaboratively build a spatial representation of the factors, relationships, and dynamics that support, or hinder, the use of creative methods in research. Participants co-create a “landscape” that makes visible the social, relational, and embodied dimensions of research. The workshop combines elements of open space and guided facilitation: participants bring their own experiences, while structured prompts support collective exploration. The aims are to: • identify and map key conditions for using creative methods effectively, • exchange and experience creative research approaches, • and deepen understanding of how relational and embodied aspects shape research practice. Through making, dialogue, and reflection, participants develop both practical insights and a richer, more systemic perspective on creative research in education. The landscapes will be exhibited at the Eapril conference.			

Session D: 8		Time: 16:45 – 18:15	Location: Harbour 10
Case Study		Research-Practice Approaches to Data-Informed Teacher Development	
Educational Quality as a Verb. Development of a Methodology for Self-Analysis Ellen Klatter, Cora Veenman-Verhoeff			
Tracks: C08. Teaching Practices & Instructional Design, 10. Teacher Education & Professional Development, 12. Educational Leadership & Management			
Abstract: To address issues relating to student learning and well-being, teachers often implement solutions without first analyzing the potential causes. To support teams in higher vocational education with this analytical process, a self-analysis approach (SA) has been developed, tested and researched to determine: under what circumstances does conducting a self-analysis contribute to improving the quality of teaching in everyday teaching practice? The self-analysis tool was tested across five full-time bachelor's programmes in higher education. Each team was supported by two process facilitators from the self-analysis development team. The method was implemented with the teams over a period of three months. The participants also answered evaluation questions regarding the importance of a SA, the SA process, the guidance provided, and the teaching methods and materials used The most significant benefits for the participating teams were having the time to collaboratively examine their own teaching practices and to deepen their understanding of educational theory under the guidance of expert facilitators. To use this method sustainably, strong leadership, facilitation and knowledge of educational quality, research, systematic working, and change and implementation processes are required from both the teams and the supervisors.			
Research Meets Practice: Evaluation of Teacher Professional Development at Scale Teresa Sophie Friedrich, Thomas Biber, Franziska Heller-Debus, Alexandra Dehmel			
Tracks: 10. Teacher Education & Professional Development, 24. Vocational, Workplace & Lifelong Learning, 31. Educational Policy & Governance, 33. Partnerships, Parental & Community Engagement, 36. Educational Research Methods & Design			
Abstract: In 2019, a large federal state in Germany introduced a law mandating data-driven quality improvement in education, including teacher professional development (TPD). In response, stakeholders from administration, research, and practice established a research–practice partnership (RPP) to develop a standardized instrument for evaluating formal TPD activities. The questionnaire captures aspects of TPD quality and participant characteristics. The instrument is informed by practitioner needs and research on effective professional development (e.g., Desimone, 2009). This contribution examines the project as an RPP, drawing on principles of collaborative research (Penuel et al., 2020). The partnership embedded research within the administrative context, enabled continuous stakeholder involvement, and generated practice-based data with direct practical relevance. The instrument supports decision-making at multiple levels: administrators monitor system-level quality, facilitators receive actionable feedback. Researchers gain insights into practice-based TPD. Iterative cycles combined practitioner feedback with psychometric validation. The project demonstrates the potential of structurally embedded collaborations to bridge the gap between research and practice. It also reveals challenges, particularly in balancing scientific rigor with usability. The findings highlight the importance of long-term collaboration and capacity building for sustainable, data-informed improvement in practice			

Session D: 9		Time: 16:45 – 18:15	Location: Harbour 11
Present & Discuss		Connecting Campus, Classroom and Craft in Teacher Education	
Practice Oriented Didactic Becomings from Sketches to Prototypes: When Student Teachers Develop New Dorrit Sørensen Tracks: 10. Teacher Education & Professional Development Abstract: My study is embedded in a development project (2023–2025) within teacher education. The project aimed at developing didactic principles for practice based learning and teaching and strengthening student teachers' capacities for didactic development in school contexts. The study examines the processes in practice-oriented didactic becomings from sketches to prototypes og how teachers' students become reflected makers through making practical didactic constructions. The research questions: -How do action, reflective thinking, and meaning making support such didactic becomings in educational laboratories and in school practice? -How do didactic sketches evolve into prototypes and applicable practices across contexts? -What implications do these processes have for student teachers' roles and responsibilities as future didacticians? The methodology is built upon Design Based Research and Dewey's theory about Inquiry. The concrete didactic becomings were carried out within a boundary crossing didactic design inspired by the concepts of boundary crossing and expansive learning along with ongoing reflective processes informed by the concept of reflective thinking. The research result is a novel insight into didactic processes of becoming. An enhanced understanding of the production of teacher professional knowledge and a theoretically grounded account of how teacher education and school practice can be connected through design and boundary crossing processes.			
Learning Through Teaching: School Classrooms as Arenas for Meaning Making and Learning in Norwegian Minjeong Son, Tove Elinor Holmbukt Tracks: 10. Teacher Education & Professional Development, 15. Research-Based & Authentic Learning, 37. Educational Change Methods & Design Abstract: This paper discusses a model referred to as micro-practice, which is subject-focused, small-scale teaching trials in authentic classrooms as part of university courses. The study investigates how the implementation of micro-practice within a university–school partnerships strengthens student teachers' role as learners and impact their ability to connect theoretical concepts with classroom teaching experiences. Data were collected between 2020 and 2026 and include collegial reflection sessions on teaching trials, student teachers' reflection notes, and interviews with 26 student teachers of English in one of the teacher education programs in Norway. The findings show that micro-practice supports productive reflection (Davis, 2006). Student teachers demonstrate learning through their ability to 1) connect theory to practice, 2) critically evaluate their teaching experiences by questioning the theoretical assumptions underlying their instructional choices, 3) and attend to contextual complexities that require reinterpretation of generalized theories. We argue that productive reflection is facilitated through concrete, theory-oriented questions that guide student teachers in making sense of theory in classroom contexts. Overall, our study recognizes school classrooms as dynamic learning arenas where theory is reinterpreted to become meaningful for classroom practice, thereby contributing to greater coherence in teacher education across two educational context.			

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Session D: 9		Time: 16:45 – 18:15	Location: Harbour 11
Present & Discuss		Connecting Campus, Classroom and Craft in Teacher Education	
Material Inquiry: Developing Student Teachers Professional Knowledge and Identity Bolette Kremmer Hansen			
Tracks: 10. Teacher Education & Professional Development			
Abstract: This paper presents findings from a design-based study exploring how practice-based teaching and learning in the workshop-based subject Craft and Design within Danish teacher education supports student teachers' development of professional competencies and professional identity. The study investigates how material, creative, and craft-based inquiries can function as mediating practices that connect campus-based learning with prospective teaching practice in compulsory schooling. Previous research and teaching experience indicate that many student teachers primarily understand workshop activities as product-oriented tasks and expect assignments in teacher education to be directly transferable to school practice. As a result, creative workshop work is often disconnected from pedagogical and didactic reflection. Adopting a second-order didactic perspective, the project examines how the integration of materiality, design-based inquiry, and practice-based teaching approaches can scaffold students' inquiry into how craft-based learning can be taught in compulsory schooling. The findings suggest that when students themselves design process-oriented learning artefacts and teaching materials, material practices become sites for reflection, judgement, and professional meaning-making. Through these practices, students externalise emerging forms of professional identity, didactic reasoning, and practical wisdom, while simultaneously developing subject-specific craft competences.			

Session D: 10		Time: 16:45 – 18:15	Location: Harbour 12
Present & Discuss	Improving English Learning Through Practice-Based Instructional Innovation - Part 2		
Making it Mean Something: Teachers' Motivation of Selves and Students in Upper Secondary English Ásrún Jóhannsdóttir, Charlotte Eliza Wolff			
Tracks: 03. Motivation, Emotions & Well-being, 08. Teaching Practices & Instructional Design, 22. Primary & Secondary Education, 27. Language, Literacy & Numeracy Education			
Abstract: Motivation is widely recognised as a key predictor of successful second language learning, yet teacher perspectives on motivational practices often remain underexplored —particularly at the upper-secondary level in Iceland. This qualitative study investigates how upper-secondary English teachers understand and enact motivational practices in their classrooms and how these practices shape students' language learning experiences. Drawing on focus group interviews with both beginning and experienced teachers, the study explores (a) teachers' perceptions of motivation in their own classroom practice and (b) perceived affordances and challenges related to student motivation and engagement. Data were analysed thematically and interpreted through the L2 Learning Experience dimension of Dörnyei's L2 Motivational Self System. Findings indicate that teachers emphasise authentic and autonomous learning activities, balanced teacher–student interactions, and whole-group feedback as central motivational strategies. At the same time, teachers report significant emotional, psychological, and curricular challenges, including student anxiety, boundary management, and curricular constraints. The study highlights the interdependence between teacher motivation, student engagement, and the larger learning environment, offering insights with relevance to both teacher educators and practicing classroom teachers.			

TUESDAY, 25 NOVEMBER 2026

Session D: 10		Time: 16:45 – 18:15	Location: Harbour 12
Present & Discuss	Improving English Learning Through Practice-Based Instructional Innovation - Part 2		
	Collaboratively Enhancing EFL Speaking: Linking Research and Classroom Practice		
	Emmanuel Manalo, Yukari Abe, Mai Sawada, Tatsuya Imanishi, Yu-Jr Lan, Martin East		
	Tracks: 08. Teaching Practices & Instructional Design, 22. Primary & Secondary Education, 27. Language, Literacy & Numeracy Education, 33. Partnerships, Parental & Community Engagement, 36. Educational Research Methods & Design		
Abstract: Improving students' interactive English-speaking skills remains a persistent challenge in many EFL (English as a Foreign Language) contexts, including Japan. This study examined how collaboration between university researchers and school teachers can support the design and implementation of classroom interventions aimed at enhancing such skills. The research questions were: (1) How can instructional approaches be co-developed to meet both research and classroom requirements? (2) What effects can such approaches have on students' interactive speaking performance? Two collaborative interventions were conducted in Japanese secondary schools, focusing on (a) information-sharing and interviewing tasks, and (b) question-and-answer and discussion activities. In both cases, structured interactional scaffolds and assessment rubrics were co-designed and implemented by university researchers and school teachers. A quasi-experimental design using pre- and post-instruction comparisons of video-recorded student interactions was employed. Results indicated improvements in students' use of key interactional components and in the quality of questioning. Both researchers and teachers regarded these outcomes as meeting expectations. The findings suggest that aligning research aims with classroom needs through collaborative design, particularly by identifying areas of functional overlap, can support improvements in EFL speaking and provide a viable model for practice-based educational research.			

WEDNESDAY, 26 NOVEMBER 2026

Session E: 1		Time: 09:00 – 10:30	Location: Tivoli Suite 1
Present & Discuss		Online Learning, Motivation and Well-Being	
Motivation, Self-Regulated Learning, and Generative AI Use in an Online University (2022–2026) Yasuhisa Kato			
Tracks: 03. Motivation, Emotions & Well-being, 08. Teaching Practices & Instructional Design, 17. Technology-Enhanced & Digital Learning, 19. Online, Blended & Distance Learning, 23. Higher & Doctoral Education			
Abstract: This exploratory study examined how learning motivation, self-regulated learning (SRL), and generative AI use evolved among students at a fully online university in Japan from 2022 to 2026. Anonymous annual survey data from 439 respondents across five cohorts (2022: n = 142; 2023: n = 33; 2024: n = 157; 2025: n = 73; 2026: n = 34) were analyzed using Kruskal–Wallis tests and Spearman trend analyses. Core learning motivation and autonomous motivation remained stable and relatively high, while controlled motivation stayed consistently low. In contrast, planning-oriented SRL increased clearly in 2026 (KW p = .008, ε² = .023), and grit also rose modestly. Generative AI use shifted markedly: current users grew from 53.5% in 2024 to 79.4% in 2026, and daily use rose from 8.3% to 26.5% over the same period. However, AI use frequency was not reliably associated with motivation or SRL, suggesting that AI functions as a behavioral scaffold rather than a motivational driver. The findings imply that institutional support in online higher education should integrate AI literacy with explicit SRL scaffolding rather than rely on AI access alone to enhance engagement.			

Session E: 1		Time: 09:00 – 10:30	Location: Tivoli Suite 1
Present & Discuss		Online Learning, Motivation and Well-Being	
Students' perceptions of distance learning: predictors of well-being-related experiences Julian Brauchle, Valentin Unger, Fabian Grünig, Laura Schmidberger, Jan Hochweber Tracks: 02. Cognitive, Metacognitive & Self-Regulated Learning, 03. Motivation, Emotions & Well-being, 05. Social, Collaborative & Peer Learning, 19. Online, Blended & Distance Learning, 35. Diversity, Inclusion & Equity, 36. Educational Research Methods & Design Abstract: COVID-19-related school closures substantially disrupted students' daily lives. While prior research has predominantly relied on externally assessed achievement data and proxy indicators of well-being, less is known about students' own perceptions of distance learning. This study addresses this gap using qualitatively informed quantitative analysis. First, open-ended responses from N=698 students from German and Swiss schools were analyzed to identify perceived positive and negative aspects of distance learning, providing an experience-based perspective on how the pandemic affected students' well-being. Quantitative content analysis showed that students most frequently mentioned advantages such as being at home and greater autonomy, while common disadvantages included lack of social contact and insufficient learning support. Second, random forest models were applied to identify individual, contextual, and background-related predictors of these perceptions. Students with stronger self-regulation skills, less procrastination and better-equipped home learning environments were more likely to emphasise positive experiences. Conversely, younger students, students with weaker self-regulation and fewer home learning resources more frequently reported negative experiences. The findings reveal substantial variability in students' perceptions of distance learning, shaped by learner-related, contextual, and broader background factors. They underscore the importance of fostering self-reg			
Transforming Online Education with Caring and Experiential Learning Johanna Heinonen Tracks: 08. Teaching Practices & Instructional Design, 17. Technology-Enhanced & Digital Learning, 19. Online, Blended & Distance Learning, 23. Higher & Doctoral Education Abstract: This research examines how caring pedagogy, combined with experiential learning, is reflected in the design of online courses in higher education. The study has three key components: how caring pedagogy and experiential learning can be effectively integrated into online course design and teaching; how a teacher can enhance a positive and active learning environment by enabling participation, appropriate feedback, and group work; and in what ways the design of an online course can be enhanced to foster caring and experiential learning. A qualitative content analysis of three online courses from a university and a university of applied sciences examined course structure, collaborative learning, feedback practices, and the authenticity of learning tasks. The findings showed that while experiential learning elements like case studies and group work were present, connections between theory and practice were often implicit, and reflective elements were inconsistently included. Feedback was primarily instructional and formative, with little emphasis on emotional support and trust-building. The results suggest that while elements of caring pedagogy and experiential learning are present in online course design, they are not systematically integrated. The study highlights the importance of structured experiential tasks, clearly defined collaborative processes, and feedback practices that support both learning and relational aspects within online environments			

Session E: 2		Time: 09:00 – 10:30	Location: Tivoli Suite 2
Present & Discuss		From AI Adoption to Adaptive Lesson and Assessment Design	
Co-Creation for Adaptive Lesson Design Marije Bent, Arnoud Ever, Emmy Vrieling-Teunter, Frank de Jong Tracks: 04. Creativity & Problem Solving, 08. Teaching Practices & Instructional Design, 09. Teacher Beliefs, Thinking & Professional Identity, 22. Primary & Secondary Education, 23. Higher & Doctoral Education, 26. Curriculum Design & Educational Quality Abstract: This study examines factors supporting effective teacher co-creation and its contribution to adaptive lesson design. Although prior research shows that personal factors (e.g., beliefs, technological knowledge) and process factors (e.g., dialogue, shared vision) can be strengthened through training, their interaction remains unclear. This study explores how these factors and co-creation conditions relate and how training influences them. A mixed-methods case study with teachers from the Netherlands, and Belgium shows that shared vision and collective idea improvement are strongly interconnected. While training enhances both factor types, adaptive lesson design is mainly influenced by co-creation conditions such as engagement and groupforming.			
Scenario-based Assessment in the Age of GenAI: Empowering Teachers to Build Innovative Assessments John Sabatini, Tenaha O'Reilly, Ben Pierce Tracks: 08. Teaching Practices & Instructional Design, 15. Research-Based & Authentic Learning, 17. Technology-Enhanced & Digital Learning, 18. Artificial Intelligence & Learning Analytics, 23. Higher & Doctoral Education Abstract: Traditional assessments can be useful for eliciting evidence of student learning related to knowledge acquisition. While these assessments may have strong psychometric properties, they often fail to measure the deeper learning required to apply knowledge to solve real world problems and they are not tailored to the instructor's specific needs, contexts of use, or students. In response to these concerns, we have been exploring the use of scenario-based assessments (SBAs), a type of performance-based assessments, to elicit higher-level thinking in authentic contexts. This approach requires the use of capturing multiple forms of evidence over time to paint a more detailed picture of what students know and can do in context. Historically, SBAs have been expensive and time-consuming to design and implement. In this multi-year, multi-disciplinary, multi-institution project, we are collaborating with college instructors to build SBAs using an iterative design-based research approach. In particular, we are designing an AI-powered authoring tool that scaffolds instructors in building customizable SBAs. In sum, this project is centered on a co-design process to help instructors transform and tailor their assessment and learning practices around real-world problems in collaborative learning environments.			
Teachers' Use and Perceptions of Artificial Intelligence in Compulsory Education Claudia Fraga, Oleg Lazovski, Gaspar Berbel Tracks: 01. Learning & Development, 10. Teacher Education & Professional Development, 18. Artificial Intelligence & Learning Analytics Abstract: The rapid expansion of artificial intelligence (AI) is reshaping teachers' roles in 21st century schools, creating opportunities to personalise learning, automate routine tasks and diversify resources, while also raising concerns about technological dependence, loss of basic skills, algorithmic bias and ethical issues. This study examines teachers' use and perceptions of AI in compulsory education in Barcelona, using the Use and Perception in Education and Research Questionnaire on Artificial Intelligence (UPERQAI_26), developed from recent research on AI literacy, perceived benefits and risks, self efficacy and AI ethics. A cross sectional descriptive comparative design is used with an expected sample of around 90 teachers in primary, lower secondary and upper secondary education. The instrument gathers data on types of AI tools used, frequency and purposes of use, as well as perceived benefits, self efficacy, critical AI literacy and risks. Data will be collected in spring 2026, and a full set of descriptive and comparative results will be available by the time of the conference. We expect to identify differentiated patterns of use and attitudes across educational levels, with direct implications for teacher professional development and school level policies on AI.			

Poster

Developing Educator Competence for Changing Learning Environments

From Reading to Meaning: Teacher Educators' Perspectives on Gaps in Student Teachers' Reading

Ellen De Bruyne, Sabrina Govaerts

Tracks: 02. Cognitive, Metacognitive & Self-Regulated Learning, 10. Teacher Education & Professional Development

Abstract: Reading comprehension is a core component of literacy and professional learning in teacher education. However, research consistently reveals a discrepancy between perceived and enacted strategy use: although student teachers report employing a wide range of strategies, their actual reading practices remain limited, relying mainly on pre- and post-reading activities and insufficiently on during-reading strategies such as monitoring. This gap is concerning given the complex and diverse nature of texts in teacher education (e.g. academic and professional texts), and the expectation that future teachers both model and explicitly teach effective reading strategies. This study addresses three research questions: (1) Which reading strategies are essential for student teachers' reading? (2) How can they be effectively trained in these strategies? and (3) How can these strategies be translated into a practice-oriented training programme? Grounded in frameworks of reading comprehension (McNamara et al., 2011; RAND Reading Study Group, 2002), effective strategy use (Gobyn et al., 2019), and self-regulated learning (Zimmerman, 2008), the study adopts Educational Design Research (McKenney & Reeves, 2012). Data are collected through a survey among teacher educators and complemented by process-oriented measures, including eye-tracking, to inform the iterative design of a targeted intervention and generate design principles.

What Increases TPD Outcomes? The Role of TPD Quality for Satisfaction, Learning & Practice Transfer

Teresa Sophie Friedrich, Nora Fröhlich, Alexandra Dehmel

Tracks: 10. Teacher Education & Professional Development, 24. Vocational, Workplace & Lifelong Learning, 31. Educational Policy & Governance, 36. Educational Research Methods & Design

Abstract: Teacher professional development (TPD) is a key lever for improving instructional quality and student outcomes, yet its outcomes vary depending on its design and implementation. Drawing on Kirkpatrick's (1979) evaluation model, this study examines how TPD quality and additional design features (duration, format, and inclusion of self-study phases) relate to teachers' satisfaction, perceived learning gains, and motivation to implement newly acquired knowledge. Using large-scale survey data from 6,161 TPD courses and 59,254 teachers in Germany, we operationalize TPD quality through cognitive activation, social interaction, and content focus. Results from structural equation modelling indicate that all three quality dimensions are positively associated with outcomes, with cognitive activation emerging as the strongest predictor. Content focus also shows consistent effects, while social interaction plays a comparatively smaller role. The findings highlight the importance of high-quality TPD design for fostering teacher learning and transfer into practice. As the analyses are ongoing, results should be considered preliminary.

Educators' Competences and Expectations in Multidisciplinary Simulation Pedagogy Training

Katja Kokkinen, Eila Burns, Heini Ikäheimo, Minna Silvennoinen

Tracks: 05. Social, Collaborative & Peer Learning, 10. Teacher Education & Professional Development, 16. Game-Based & Experiential Learning, 24. Vocational, Workplace & Lifelong Learning

Abstract: This study examines educators' competences and expectations at the outset of a multidisciplinary simulation pedagogy training program and describes how the training was designed to address identified needs. Research questions were: What were the participants' competences and expectations in simulation pedagogy at the beginning of the training? How was the training designed to support participants' expectations and competence development?

Data was collected through an online survey combining quantitative self-assessments and qualitative expectations from 25 educators. Results showed that participants had a solid theoretical understanding of simulation-based learning but had lower confidence in practical application, particularly in scenario design and facilitation. Participants expected to gain strong pedagogical foundations, hands-on practice, and multidisciplinary peer learning. In response, the training emphasized collaborative, reflective, and practice-oriented approaches, including designing simulation scenarios for participants' own field of expertise. The study highlights the importance of careful and practitioner-oriented simulation pedagogy training to bridge theory–practice gaps.

Poster

Developing Educator Competence for Changing Learning Environments

Towards Flexible Education: Insight from Practice Based Research and Collaborative Inquiry

Charly Boerboom, Silvia Hoogvorst, Jaap Kraak

Tracks: 24. Vocational, Workplace & Lifelong Learning, 26. Curriculum Design & Educational Quality

Abstract: This poster presents a practice-based research project on the development of flexible education in vocational education and training (VET). Flexible education is conceptualized across five dimensions: what, where, when, how students learn and teacher guidance.

The central research question is: How do characteristics of flexibility and collaborative inquiry contribute to the development of flexible education in VET? This is further explored through two sub-questions focusing on (1) characteristics of flexibility in practice and (2) the role of collaborative inquiry within a Learning Community. Data were collected through sessions with teacher teams and the Learning Community, using methods such as CIMO analysis, stakeholder mapping, and reflective activities.

Preliminary findings show that flexibility is mainly realized in time, place, and content, while flexibility in how students learn remains underdeveloped. The Learning Community strengthens inquiry-based working, collaboration, and stakeholder engagement. Network analysis highlights the importance of involving diverse actors for successful implementation.

The study concludes that developing flexible education requires not only curriculum innovation but also strong collaboration and shared ownership. Practice-based research contributes by generating actionable knowledge directly within educational practice.

Transforming Vocational Education in Nepal

Graham Burns, Indra Raj Upadhyaya, Jeevan Khanal

Tracks: 10. Teacher Education & Professional Development, 23. Higher & Doctoral Education, 24. Vocational, Workplace & Lifelong Learning, 36. Educational Research Methods & Design

Abstract: The Higher Education for Vocational Educators in Nepal (HEVEN) project addresses a central practice based research question: How can higher education institutions in Nepal strengthen the professional competence of vocational educators to improve teaching quality and labour market relevance in TVET? The project examines how new teacher education programmes and capacity building measures can enhance pedagogical skills, digital readiness, and institutional leadership. Methodologically, HEVEN uses a collaborative design approach involving Nepali universities and European partners, applying sector analysis, curriculum co creation, pilot implementation, and iterative feedback from teachers, leaders, and employers.

The consortium anticipates strengthened institutional capacity and improved professional development pathways for vocational educators, in line with Erasmus+ objectives for building responsive and inclusive VET systems in partner countries. Partners will report progress in creating new training materials, leadership development activities, and structures that link education with labour market needs. The main conclusion for educational practice is expected to be that embedded collaboration—between universities, policymakers, and industry—supports sustainable improvement in vocational teacher education and leads to more relevant, higher quality learning opportunities for students across Nepal.

Poster

Connecting Learning Across Educational and Professional Boundaries

Supporting Athletes' Self-Regulated Learning Across Contexts Through Formative Feedback

Sae YAMAMOTO

Tracks: 02. Cognitive, Metacognitive & Self-Regulated Learning, 08. Teaching Practices & Instructional Design, 14. Competence-Based & Practice-Based Learning

Abstract: Research Aims and Questions

This study examines how teacher-provided formative feedback supports athletes' metacognitive awareness as a process of sense making and the application of self-regulated learning (SRL) strategies across sports and academic contexts. It also explores how these processes differ based on individual athlete characteristics and how feedback contributes to meaning-making across contexts.

Methodology

Adopting a multiple-case study design with a micro-analytic approach, two elite athletes were tracked over six months. Data included SRL-specific questionnaires, semi-structured interviews at three time points, and analysis of practice notes and academic logs to capture changes in cognition and behavior.

Results

Findings show that feedback effectiveness depends on learners' SRL profiles. The athlete with weaker forethought benefited from goal visualization, while the athlete with weaker self-reflection improved through structured dialogic feedback. These interactions supported the athletes in articulating, reorganizing, and making sense of their learning experiences. Cross-case analysis indicates that individual differences shape how feedback is interpreted and internalized across contexts.

Conclusions for Practice

Feedback should be adaptively designed to align with learners' SRL needs, supporting the flexible application of learning strategies across contexts and enhancing learners' capacity for sense making.

Co-Constructing Understanding: Insights from two University Schools

Wiebke Fiedler-Ebke, Yannik Wilke, Annette Textor, Anke Langner, Hannah Bartels

Tracks: 14. Competence-Based & Practice-Based Learning, 15. Research-Based & Authentic Learning, 33. Partnerships, Parental & Community Engagement, 36. Educational Research Methods & Design

Abstract: This study examines the dynamics of Research-Practice Partnerships (RPPs) (cf. Coburn & Penuel, 2016) in two contrasting laboratory school contexts: one established in the 1970s and the other in the late 2010s. Both schools aim to integrate research and practice but operate within distinct institutional, historical, and conceptual frameworks. The comparative analysis is anchored in a joint project on monitoring learning processes and formative assessment conducted within a school network, where educators and researchers collaboratively develop, test, and refine assessment approaches (cf. Asbrand et al., 2025). This project setting enables shared exploration while making contextual variations in partnership dynamics visible across schools.

The research addresses four key questions: (1) How do research-practice partnerships foster collaborative understanding and improve educational practices? (2) How do researchers and practitioners collaborate in each school? (3) How is collaborative understanding constructed within and across the schools? (4) What insights emerge from comparing the two cases?

Using a comparative case study design, the study underscores the importance of tailoring RPP to specific school contexts. It also highlights how joint projects across networks can foster shared learning while illuminating contextual variations, thereby offering valuable guidance for advancing practice-based educational research.

Session E: 4		Time: 09:00 – 10:30	Location: Harbour 5
Poster	Connecting Learning Across Educational and Professional Boundaries		
Improving Integration of Childcare and Primary Education: A Mixed-Methods Study within Child Centres Sanne Van Asseldonk, Anje Ros, Rachel Verheijen-Tiemstra, Emmy Vrieling-Teunter Tracks: 12. Educational Leadership & Management, 21. Early Childhood Education, 22. Primary & Secondary Education Abstract: Although many Dutch child centres aim to integrate childcare and education, structural differences between the sectors hinder progress. Interprofessional collaboration (IPC) is essential for successful integration, yet evidence-based tools to support leaders in strengthening IPC are limited. The Child Center Integration Model (CCIM) has proven to be a suitable instrument for identifying the nature and intensity of IPC. The main practice-based research question in this mixed-methods study was: How can the CCIM be used as a practical tool by childcare and school leaders to promote integration in the child centre? In five child centres, staff members completed a CCIM-based pre-test assessing IPC across 13 subdimensions. Leaders then participated in a short professional development program and designed a ten week action plan. After implementation, staff members completed a post-test on the targeted subdimensions. Leaders were subsequently interviewed about their experiences with the CCIM, as well as obstacles and success factors encountered. Results show measurable improvements in IPC in one or two subdimensions in all centres, supported by leaders’ qualitative accounts of enhanced communication, coordination, and collaborative behaviour. The study concludes that the CCIM offers an accessible, evidence informed tool that supports leaders in strengthening IPC and advancing sustainable integration within child centres.			
Leading Hybrid Innovation Across Schools: Tensions in Implementation Processes Bernadette Dijkstra Tracks: 09. Teacher Beliefs, Thinking & Professional Identity, 12. Educational Leadership & Management, 32. School & Organisational Development, 37. Educational Change Methods & Design Abstract: This practice-based study examines the implementation of a Virtual Campus as a hybrid educational innovation in a region with declining student populations in the Netherlands. A Virtual Campus is defined as a form of synchronous hybrid education in which one teacher teaches students across three, digitally connected school locations. The study takes a leadership perspective, focusing on how educational leaders navigate and support this process across organizational boundaries. The central research question is: How can leadership foster connection between stakeholders, utilize tensions for collective meaning-making, and support sustainable implementation? A qualitative, practice-based action research design was conducted within a multi-school collaboration. Data were collected through semi-structured interviews (n≈14), supplemented by observations of meetings, participant-generated data collected during a project event, and document analysis. Data analysis followed an iterative process of open coding and constant comparison. Findings suggest that implementation extends beyond technical and organizational aspects and relates to teachers’ professional identity, perceived autonomy, and pedagogical beliefs. Four interrelated tensions—psychological, political, identity-related, and structural—were identified. These tensions appear inherent to the process and, when engaged with collectively, may contribute to meaning-making and change.			

Poster**Connecting Learning Across Educational and Professional Boundaries****Learning Outcomes of UNESCO Associated Schools Promoting Inquiry-Based Learning for Sustainability**

Tomonori ICHINOSE

Tracks: 04. Creativity & Problem Solving, 13. Inquiry-, Problem- & Project-Based Learning, 22. Primary & Secondary Education, 34. Sustainability & Education for All

Abstract: This study examines the learning outcomes of UNESCO Associated Schools Project Network (ASPnet) schools in Japan that promote inquiry-based and project-based learning for sustainability (ESD). Using a mixed-methods approach, it analyzes national data from the National Academic Ability Proficiency and Learning Status Survey (NAPLSS), covering both elementary and lower secondary schools.

The findings indicate that ASPnet schools significantly outperform national averages in students' presentation skills and show modest advantages in problem-solving skills. However, differences in general inquiry-based learning skills and transformative attitudes are minimal, suggesting that while ASPnet initiatives enhance specific competencies, broader attitudinal changes remain comparable to non-ASPnet schools.

In terms of academic performance, ASPnet schools demonstrate slightly higher scores in national language and mathematics, although the causal relationship with ESD practices requires further investigation.

The study concludes that while inquiry-based ESD practices effectively strengthen certain practical skills, greater emphasis is needed on fostering transformative competencies and attitudes for sustainability. It highlights the potential of ASPnet schools to lead educational innovation and calls for more focused efforts to achieve meaningful behavioral and societal transformation through education.

What makes a good challenge? Designing Problem Context for Interdisciplinary Learning in Vocational

Elly Wildeman, Thijs van de Veerdonk

Tracks: 05. Social, Collaborative & Peer Learning, 15. Research-Based & Authentic Learning

Abstract: Interdisciplinary learning in vocational education is increasingly organized around authentic assignments from external stakeholders. However, not every real-world challenge automatically stimulates collaboration, ownership or meaningful learning. This study explores which characteristics of challenges are perceived as powerful for interdisciplinary learning in Dutch VET. The study is situated in a interdisciplinary learning environment of a nine-week innovation module in which students from different vocational disciplines work in interdisciplinary teams using the ICE-model for design thinking. Student teams address assignments from real commissioners and integrate two Sustainable Development Goals in their solutions. Methods include a literature review about aspect of wicked problems, document analysis of previously used assignments for interdisciplinary learning, and focus group interviews with students, teachers and commissioners about which aspects of the assignments enhance interdisciplinary learning.

Findings indicate that effective challenges are authentic, open-ended, relevant to students, and sufficiently complex to require genuine collaboration between disciplines. At the same time, students benefit from clear boundary conditions and criteria for the intended outcome. The poster will present design principles for transforming external assignments into powerful learning engines for interdisciplinary collaboration, innovation and sustainable vocational education.

WEDNESDAY, 25 NOVEMBER 2026

Session E: 5		Time: 09:00 – 10:30	Location: Harbour 6
Workshop	Co-Developing Through Learning Dialogue: The Pivotal Role of Leadership in Educational Development		
Willem van den Kieboom, Wap Broes, Laura Langendoen, Marlies Mensink			
Tracks: 01. Learning & Development, 10. Teacher Education & Professional Development, 12. Educational Leadership & Management, 22. Primary & Secondary Education, 32. School & Organisational Development			
Abstract: Secondary education schools are increasingly confronted with complex societal challenges yet often adopt solutions that reduce this complexity. While such approaches provide short-term clarity and a sense of control, they insufficiently address the multifaceted nature of educational development. To engage with these challenges in a sustainable way, a transformation toward a learning organization is required (Kools, 2020). Learning organizations are characterized by agility, adaptability, and innovative capacity, enabling them to design sustainable interventions that enhance the quality of education, job satisfaction, and collective efficacy (Hattie, 2021). This development unfolds across multiple levels of the organization, with the learning organization model (Ros, 2022) serving as a practical framework for dialogue. As a school leader, I play a pivotal role by modelling an inquiry-oriented stance, actively seeking feedback, and fostering a learning-oriented culture. In doing so, I navigate the balance between providing direction and promoting autonomy, referred to as the leadership paradox (Ros, 2025). To develop shared understanding of this change across professional roles, a professional learning community has been established in my school, working towards jointly supported interventions. In this workshop, the school leader facilitates this dialogue, which conference participants can observe, gaining insight into learning dynamics and various roles.			

Session E: 6		Time: 09:00 – 10:30	Location: Harbour 7
Workshop	Between Fact and Fiction, Between Word and Image: Narrating Scientists' Lives Through Motion Comics		
Alfred Steinbach, Frank Gfeller, Claudia Buser			
Tracks: 28. STEM (Science, Technology, Engineering, Mathematics) Education			
Abstract: Yuval Noah Harari notes science is often not very good at telling engaging stories. Scientific knowledge is frequently presented in abstract, decontextualised ways, which can make it difficult for students to understand and relate to. Multimodal narratives, by contrast, create meaning, offer motivating access, and make complex ideas easier to follow. In this workshop, participants experience the power and appeal of visual, textual and audio narration in STEAM. The workshop introduces motion comics as a format that combines images, text, audio, and animation to connect scientific ideas to the people behind them, the contexts in which they emerged, and their time, thereby opening new ways of understanding. By engaging with the history of science, students gain insight into how scientific knowledge is constructed and represented. The workshop supports educators in designing learning activities that use storytelling, strengthen visual and narrative skills, and reflect on how knowledge is collaboratively constructed through representation and interpretation. By navigating between fact and fiction, participants work with extracts from our prototype motion comic and reconstruct selected scenes. By creating and revising short sequences, they experience how meaning develops through storytelling.			

WEDNESDAY, 25 NOVEMBER 2026

Session E: 7		Time: 09:00 - 10:30	Location: Harbour 8
EAPRIL Cloud Spotlight Session		Cloud 1: Cloud 1 Network Session	
Minjeong Son, Tove Elinor Holmbukt			

Session E: 8		Time: 09:00 – 10:30	Location: Harbour 10
Workshop		Pedagogical Analysis for Strengthening Students' Sense of Belonging	
Carlos van Kan, Patricia Brouwer, Jannet Doppenberg, Edy van Renselaar, Niek van den Bogert, Marjan Glaudé			
Tracks: 10. Teacher Education & Professional Development, 24. Vocational, Workplace & Lifelong Learning			
Abstract: This interactive workshop focuses on strengthening educators' pedagogical professionalism with the aim of improving students' sense of belonging. A growing body of research shows that students' engagement, wellbeing, and persistence is strongly related to their sense of belonging, encompassing feeling seen, valued, and included in educational practices. However, educators often lack structured ways to analyse their daily practice from a pedagogical perspective, especially when dealing with complex or ambiguous situations. Participants will engage in a hands-on method called pedagogical analysis developed in a research-practice-partnership. The method entails working with real-life "frictional practices" in which student interests, values, or intended outcomes are under pressure. Through guided activities such as role-play, structured dialogue, perspective-taking, and collaborative reflection, participants actively analyse and reinterpret their own practices. The workshop aims to (1) strengthen pedagogical judgement, (2) deepen participants' understanding of competing values in practice, and (3) support the redesign of practices that enhance students' sense of belonging. This learning-by-doing format ensures that participants leave with a concrete, transferable method employable across diverse educational contexts.			

Session E: 9	Time: 09:00 – 10:30	Location: Harbour 11
Workshop	Designing Research for Impact: using the Social Profit Canvas to support collaborative understanding	
Marie-Jeanne Meijer		
Tracks: 36. Educational Research Methods & Design, 37. Educational Change Methods & Design		
Abstract: This workshop focuses on strengthening the impact orientation of practice-based educational research by using the Social Profit Canvas (SPC) as a reflective and design tool. Participants will critically examine their own research projects through the lens of impact, exploring the relationships between interventions, results, outcomes, and broader societal impact. Through interactive exercises, participants will map their projects on the SPC, identify key stakeholders, and uncover implicit assumptions about how their research leads to change. Small group discussions and guided reflection will support participants in identifying gaps, tensions, and opportunities for strengthening their research design and impact strategy. The workshop combines theoretical insights from public value theory with hands-on application, offering participants concrete tools to improve both the relevance and the effectiveness of their research. By making clear where assumptions remain implicit, where causal reasoning can be strengthened, and how research-design choices influence the potential for impact, the SPC can support the design of research for meaningful and sustainable impact.		

Case Study

Supporting Teacher Learning from Initial Preparation to Early Career Practice

Learning to Differentiate with the Lighthouse Differentiation Method in initial teacher education

Milfed Ameziane, Mirjam van der Sprong

Tracks: 08. Teaching Practices & Instructional Design, 10. Teacher Education & Professional Development, 22. Primary & Secondary Education, 23. Higher & Doctoral Education, 35. Diversity, Inclusion & Equity

Abstract: Differentiation is essential in classrooms where pupils differ in prior knowledge, learning needs and ways of learning. Yet it is also a complex professional skill, both for student teachers who are learning to teach and for the teacher educators who support and assess their development. At the primary teacher education programme (PABO) of The Hague University of Applied Sciences, we developed the Lighthouse Differentiation Method to make the process of differentiation more explicit, structured and teachable. The method uses the visual metaphor of a lighthouse and a colour-coded set of phases and factors to help student teachers plan, implement and reflect on differentiated teaching. The project involved teacher educators and student teachers, who worked with realistic examples, designed learning activities, tried them out in their own classrooms, observed pupil responses and reflected individually and collectively. Evaluation of the module shows that the method provides shared language, overview and practical guidance, helping students bridge the gap between theory and classroom practice.

Designing Early Career Teacher Support: A Year in the Life of a Professional Learning Network

Susanne Spiele, Sara van der Linden, Mark Timmer, Sanne van Geenen-Ros, Iris Hulman, Frank Kuipers, Marco Uijen, Rachel Wolsink, Susan McKenney

Tracks: 10. Teacher Education & Professional Development, 22. Primary & Secondary Education, 37. Educational Change Methods & Design

Abstract: PLONS is a professional learning network with educational practitioners from secondary schools and local university researchers that supports Dutch early career teacher wellbeing and retention. After inventorying local needs and infrastructure in 2024-2025, this group designed early-career teacher support interventions, together with partners from schools in the region, during 2025-2026. During this time, PLONS used several design methods: exploring solutions (brainstorming, scenario ranking), mapping solutions (conjecture mapping, scenario development) and constructing actual pieces of an intervention (make it-take it festival). This year's effort resulted in eight school intervention designs to be implemented during the 2026-2027 academic year, each of which related to either direct support for early career teachers, or improvements to aspects of the school infrastructure that indirectly support early career teachers. While the activities this year succeeded in fostering insight, collegial exchange and professional development, there were challenges as well, for instance regarding the experienced urgency of the problem, teacher work balance, and context awareness and adaptivity. After a presentation of the methods used in each main phase of work, participants will sample one activity from the make-it take-it festival before engaging in a think-pair-share discussion through the lenses of collaboration, sensemaking and boundary-crossing.

Best Practice-Based Research Award

Teaching Under Crisis Conditions: A Practice-Based Model for Student Learning and Well-Being

Valentin Unger, Julian Brauchle, Traugott Elsässer, Laura Schmidberger, Fabian Grünig, Michael Kickmeier-Rust

Tracks: 01. Learning & Development, 02. Cognitive, Metacognitive & Self-Regulated Learning, 03. Motivation, Emotions & Well-being, 05. Social, Collaborative & Peer Learning, 07. At-Risk Learners & Remedial Education, 10. Teacher Education & Professional Development, 19. Online, Blended & Distance Learning, 34. Sustainability & Education for All, 35. Diversity, Inclusion & Equity

Abstract: The COVID-19 pandemic highlighted the lack of pedagogically grounded frameworks for organizing distance learning under crisis conditions. This practice-based research project addresses this gap by developing and validating, in collaboration with practitioners, an innovative, scalable, evidence-based guidance model for student-centred distance learning. Based on a multi-method study within the Swiss National Research Programme NRP80, the project integrates large-scale longitudinal data, student surveys, and qualitative teacher interviews to identify key determinants of learning success and student well-being. The central outcome is a practitioner-validated flyer that translates empirical findings into actionable guidance for schools. The model emphasizes the interdependence of learning and well-being, differentiated support for vulnerable learners, and the pedagogically meaningful use of digital media. By bridging research and practice, the project provides a robust and transferable framework to strengthen the resilience, inclusivity, and quality of education systems facing future disruptions.

Debunking Myths in Sustainability Education: A Collaborative, Evidence-Informed Approach

Stefan T. Siegel, Bernadette Dilger

Tracks: 09. Teacher Beliefs, Thinking & Professional Identity, 10. Teacher Education & Professional Development, 34. Sustainability & Education for All

Abstract: This practice-based research project addresses the persistence of educational myths in sustainability education (SE), which hinder critical reflection, interdisciplinary collaboration, and evidence-informed practice. Through a multi-method design—including autoethnographic research, a scoping review, expert interviews, and the development of a myth-refutation tool—the project identifies, analyzes, and challenges prevalent myths. Findings reveal how myths function across contexts and how structured, collaborative approaches can effectively counter them. The project's outputs include open-access resources such as a podcast series, academic development courses, and a living myth-refutation library. These tools empower educators to engage critically with complex sustainability discourses. By integrating diverse perspectives and fostering co-creation, the research advances both theoretical understanding and practical strategies for inclusive, reflexive SE. The project demonstrates how addressing myths can enhance professional learning and contribute to more equitable and effective sustainability education.

Kickstart Your Soft Skills: A Self-Report Instrument for Supporting Soft Skill Development

Amber Hoefkens, Gert Vanthournout, Peter David, Ellen de Bruyne

Tracks: 01. Learning & Development, 14. Competence-Based & Practice-Based Learning, 23. Higher & Doctoral Education, 24. Vocational, Workplace & Lifelong Learning, 36. Educational Research Methods & Design

Abstract: Soft skills are widely recognised as essential for employability, learning and professional development, yet their meaning and assessment often vary across educational levels, social contexts and target groups. This practice based research project responds to this challenge by exploring how a shared and accessible understanding of soft skills can be supported across diverse populations. The project centres on the development, validation and implementation of the KYSS instrument: an easy-to-use tool designed to help individuals recognise, understand and reflect on their soft skills in ways that are meaningful within their own context. Particular attention was paid to diversity in terms of educational background, language and context. The instrument allows contextual selection of relevant skills and supports both self assessment and structured 360° feedback. Developed through collaboration between researchers, practitioners and students, the project followed an iterative design and validation process, combining content and linguistic validation with reliability and confirmatory factor analyses. Separate validation trajectories were conducted for different target groups.

Currently implemented and widely used across higher education, public employment services and specialised contexts, the project illustrates how practice based research can support inclusive meaning making, strengthen equity in guidance practices and generate sustainable tools across diverse settings.

Present & Discuss

Identity, Resilience and Pedagogy in TVET and Professional Education

Higher Education Enhancing Early Career Youth Professionals' Resilience

Sterre Hoenderop, Gaby Jacobs, Olaf Timmermans, Patrick van Schaik

Tracks: 10. Teacher Education & Professional Development

Abstract: Higher education plays a significant role in preparing Pedagogy students and early career youth professionals for the demanding workforce in child and youth welfare. Resilience through meaningful work is an underexposed topic in higher education, while addressing existential and meaning-making processes prepares them for a resilient start in practice. Therefore, an educational intervention was developed in close collaboration with child and youth welfare professionals. This study was explicitly positioned as practice-based educational research, in which knowledge was co-created with stakeholders from education and the professional field. The research not only aimed to generate theoretical insights, but also to iteratively design, test and refine an educational intervention that directly supports the resilience of Pedagogy students and early career youth welfare professionals in practice.

The research results revealed a positive predictive relationship between meaningful work and resilience and a significant growth in students' resilience between the RES and WAMI pre- and post-test. Additional qualitative data show that the educational intervention matched with the needs of early career professionals, yet further research is needed on tailoring the educational intervention to students' needs. Overall, a success factor in the educational intervention was the presence of youth professionals as role models in the classroom.

Pedagogical-Didactic Practices in the Practice-Driven Route in Nursing and Social Work

Marieke Veltman, Simone de Roode

Tracks: 01. Learning & Development, 24. Vocational, Workplace & Lifelong Learning

Abstract: This study examines pedagogical-didactic practices in the Practice-Driven Route (PDR) in part-time higher professional education in Nursing and Social Work, shaped in co-creation between students, teachers and workplace partners. Within this route, learning takes place in students' professional contexts and in professional learning communities. Using a longitudinal qualitative single-case design, this study examined which teacher strategies and design principles supported practice-driven learning in this cross-boundary context. Data were collected through interviews with teachers, students and workplace partners, observations, co-creation sessions, and document study. Existing teacher strategies and design principles for learning in multi-stakeholder contexts were used as sensitising concepts.

Findings show that teachers fostered learning from questions arising from students' experiences and issues in their professional context, oriented towards the development of professional identity. A recurring principle was congruence across levels, in which ways of working, learning, and collaborating were aligned within and between the learning community, the workplace, and the partnership. The study provides insight into how practice-driven learning is enacted. It yielded a refined set of strategies for guiding teachers' pedagogical-didactic practices in PDRs and design principles for shaping the co-creative, cross-boundary learning context in which these practices unfold.

The Craft of Teaching the Teachers: A Qualitative Inquiry into Pedagogical Meaning-Making Among TVET

Indra Raj Upadhyaya, Jeevan Khanal, Peter Bom, Graham Burns, Rebat Kumar Dhakal

Tracks: 01. Learning & Development, 10. Teacher Education & Professional Development, 24. Vocational, Workplace & Lifelong Learning

Abstract: Technical and Vocational Education and Training (TVET) in Nepal has expanded rapidly, yet the pedagogical preparation of educators remains under-researched. This qualitative phenomenographic study investigated how teaching as craft illuminates the ways TVET educators in Nepal learn to teach, enact their practice, and make meaning of their professional identity. Data were collected through semi-structured interviews with ten TVET educators from agriculture, veterinary science, engineering, and health backgrounds. The findings reveal that participants learned to teach primarily through informal, practice-based apprenticeship with seniors and in the workplace, not through formal training. Nine of ten participants had no formal pedagogical qualification. Participants experienced tension between their occupational identity and their teacher identity, but those who integrated both identities into a fused engineer-teacher identity reported greater satisfaction. Participants rarely discussed teaching with colleagues and lacked a shared vocabulary for describing their pedagogical decisions, yet they expressed a strong desire for structured collaborative learning, including video analysis of their own classes. The study concludes that TVET teacher preparation must be reimagined as practice-based, occupationally sensitive, collaborative, and localized, with attention to identity integration, reflective language development, and institutional support for peer learning.

Session F: 2		Time: 14:45 – 16:15	Location: Tivoli Suite 2
Present & Discuss		Developing Leaders and Staff for Collaborative School Improvement	
School Leaders’ Competences and Behavior in Enhancing Team Learning: The Impact of Self-Leadership Anoeska van den Noort, Nienke Hingstman, Piety Runhaar, Anje Ros Tracks: 05. Social, Collaborative & Peer Learning, 10. Teacher Education & Professional Development, 12. Educational Leadership & Management, 22. Primary & Secondary Education, 24. Vocational, Workplace & Lifelong Learning Abstract: School leaders play a key role in creating conditions that enhance team learning. This study aims to deepen the understanding of how Dutch primary school leaders enhance team learning and how differences in their competences, their role perceptions, and their views on team learning are reflected in their behavior. A mixed-methods approach was employed, combining survey data with interviews. Both methods focused on school leaders’ behavior, competences, and perceptions related to enhancing team learning, offering insights into patterns in leadership behavior and dilemmas. Findings show that school leaders strongly recognized the importance of team learning. They enhanced it by building trust, encouraging shared decision-making, and distributing responsibility. They also emphasized their commitment to their teams and their role-modeling behavior. School leaders perceived their own role in enhancing team learning as crucial, while experiencing a dilemma between providing direction and allowing team autonomy. Differences in role perceptions and views on team learning appeared to influence how school leaders address this dilemma and which strategies they use. The study highlights the importance of understanding leadership dilemmas in enhancing team learning. Future research would benefit from incorporating team members’ perspectives, as including these perspectives can provide deeper insight into challenges school leaders face.			
The First 1000 Days as School Leader: A Longitudinal Study of Novice Primary School Leaders Hannelore De Greve, Loth Van Den Ouweland, Katelijne Barbier Tracks: 12. Educational Leadership & Management Abstract: Strong school leadership is vital for educational quality, yet schools in Flanders and across the world face big challenges in this regard (Departement Onderwijs en Vorming, 2023; Fosco, 2022). High expectations, complex job demands, and poor work-life balance frequently cause stress, burnout, early attrition and turnover among (novice) principals (Tintoré et al, 2020, Watts, 2023). To better understand their career progress, and how to improve retention and support for school leaders, this longitudinal study follows a cohort of starting primary school principals over a three year periode. Key research questions address their • motives for and doubts while entering the profession; • their initial self-efficacy; • the longitudinal evolutions in motivation, self-efficacy, and retention intentions; • and the impact of personal and organizational factors in this regard, specifically the role of leadership training and the school board. Over three years we collect data through 7 survey waves, annual semi-structured interviews, and document analysis. In the presentation at the EAPRIL conference 2026 we will share preliminary findings based on three survey waves and the first interview cycle. We invite the audience to reflect on the meaning and implications of these results for the professional development and support systems needed to enhance the retention of novice school leaders.			

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Session F: 2		Time: 14:45 – 16:15	Location: Tivoli Suite 2
Present & Discuss		Developing Leaders and Staff for Collaborative School Improvement	
School Staff's Perceptions of Pedagogical Development – A Case Study Essi Vuopala			
Tracks: 09. Teacher Beliefs, Thinking & Professional Identity, 10. Teacher Education & Professional Development, 12. Educational Leadership & Management, 22. Primary & Secondary Education, 28. STEM (Science, Technology, Engineering, Mathematics) Education, 32. School & Organisational Development			
Abstract: Pedagogical development is a fundamental component of schools’ organizational culture. This process includes individual as well as collaborative dimensions, since the personal development goals of school staff forms a foundation for collective aims. (Lahtero & Salonen, 2022.) This study deepens current understanding about pedagogical development in organization level. Qualitative case study focuses on teachers’ and assistants’ perceptions of professional development and visions for school-level pedagogy. Data is collected from middle-sized comprehensive school, and it consists of semi-structured interviews (N=30). Data is analyzed with data-driven content analysis, and descriptive statistics are applied to quantify the results of qualitative analysis (Chi, 1997; Tuomi & Sarajärvi, 2018). Theoretical framework includes perspectives into teachers’ professional and school development (e.g. Johnson et al., 2024), professional learning community (e.g. Christensen, 2025) and collaborative learning (Dillenbourg, 1999). Preliminary findings indicate that the professional development of teachers and assistants occurs predominantly within the routines of their daily instructional work. Collaborative planning and co teaching emerged as key mechanisms through which staff enhance both their individual pedagogical practices and the school’s pedagogical orientation. The results of this study will offer an evidence-based foundation for the development of a school-level pedagogical strategy.			

Session F: 4		Time: 14:45 - 16:15	Location: Harbour 5
EAPRIL Cloud Spotlight Session		Cloud 11 + 5: Navigating Ethics, Rigor and Relevance in Practice-Based Research Through Mental Models	
Lisette Munneke, Kiran van den Brande, Arnoud Evers			
Tracks: 13. Inquiry-, Problem- & Project-Based Learning, 15. Research-Based & Authentic Learning, 33. Partnerships, Parental & Community Engagement, 36. Educational Research Methods & Design			
Abstract: This spotlight session explores how practice-based researchers make choices in their work, focusing on the underlying beliefs that shape decisions about impact, methodology, and collaboration with practice partners. Building on several years of development within Cloud11, the session reflects a shift from facilitated dialogue about research dilemmas towards more structured approaches for making underlying assumptions explicit. Since 2018, Cloud11 has used its EAPRIL spotlight sessions to collectively explore recurring tensions related to ethics, rigor and relevance in practice based research, gradually developing and refining interactive working forms in response to these insights. The session builds on existing models of science communication (deficit, dialogue, strategic) and examines how these relate to practice-based research, where engagement with practice partners is often embedded in the research process itself. Participants work with a concrete case and their own research experiences. Through a Deep Democracy “conversation on feet” method, different perspectives on ethics, rigor and relevance are made visible. Participants physically position themselves in response to statements, after which emerging patterns are structured into clusters linked to mental models. In a second step, participants work in small groups using mental model cards to analyse their own cases. These cards support articulation of underlying assumptions and help identify where existing models fit or need refinement. During the session, data is collected through spatial positioning, group outputs and documented reflections, contributing to ongoing research into mental models in practice-based research.			

WEDNESDAY, 25 NOVEMBER 2026

Session F: 5		Time: 14:45 – 16:15	Location: Harbour 6
Workshop	Reflecting With AI: Practitioner Learning Through Video-Based Pedagogic Insight		
Anna Kosiacki, Helen Waters, Vesna Belogaska			
Tracks: 01. Learning & Development, 04. Creativity & Problem Solving, 08. Teaching Practices & Instructional Design, 09. Teacher Beliefs, Thinking & Professional Identity, 10. Teacher Education & Professional Development, 11. Mentoring, Tutoring & Coaching, 17. Technology-Enhanced & Digital Learning, 18. Artificial Intelligence & Learning Analytics, 23. Higher & Doctoral Education, 24. Vocational, Workplace & Lifelong Learning, 25. Medical & Professional Education, 36. Educational Research Methods & Design, 37. Educational Change Methods & Design Abstract: This workshop explores how AI-generated insights can enhance reflective practice and strengthen pedagogic development for new and transitioning lecturers in higher education. Centred around a bespoke AI Insights Pathway, the workshop demonstrates how video-based reflection combined with AI-aligned prompts can help participants deepen their understanding of their teaching, engage more confidently with the Advance HE Professional Standards Framework 2023 (PSF23), and develop a clearer reflective voice. The aims of the workshop are to: - Introduce participants to the AI Insights Pathway and its alignment with PSF23 - Provide hands-on experience of using AI-generated feedback to analyse teaching practice - Facilitate critical dialogue about the benefits, limitations, and ethical considerations of AI-supported professional learning. Through live demonstrations, small-group analysis tasks, paired reflective activities, and structured discussion, participants will experience how AI can act as a scaffold for deeper pedagogic reflection. The workshop will offer practical insights, replicable tools, and evidence-informed ideas for integrating AI-enhanced reflection into professional development programmes such as the Advance HE Accredited Post Graduate Certificate in Academic Practice (PGCAP) or institutional mentoring schemes.			

Session F: 6		Time: 14:45 – 16:15	Location: Harbour 7
Workshop	LIFT Flipbook for Supporting Lesson Study in Initial Teacher Education		
Wouter van Joolingen, Diarmaid Hyland, Shirley Tan, Maria Vrikki, Sui Lin Goei, Marisa Quaresma, Martijn Willemse			
Tracks: 10. Teacher Education & Professional Development, 11. Mentoring, Tutoring & Coaching			
Abstract: This interactive workshop introduces the “Pathways to Lesson Study” Flipbook, developed within the European Erasmus+ LIFT project as a practical tool to support Lesson Study (LS) in Initial Teacher Education (ITE). Grounded in a design-based and collaborative approach, the session engages participants in exploring how the flipbook scaffolds diverse LS pathways, supports facilitator roles, and enables context-sensitive implementation. The workshop begins with a brief overview of LS and the rationale behind the flipbook as a flexible guide for teacher educators. Participants then engage in a hands-on group exploration of selected sections, sharing initial impressions. A guided task follows, using the flipbook’s decision tree to identify suitable LS variants for participants’ institutional contexts, encouraging reflection on opportunities and constraints. A focused segment highlights key resources for supporting LS in ITE, emphasizing their role in guiding student teachers. The session concludes with a collaborative reflection activity using a Padlet wall, fostering exchange of ideas across contexts. Overall, the workshop promotes collaborative inquiry and practical application, demonstrating how the LIFT Flipbook can function as both a pedagogical and organisational tool to support sustainable LS implementation in ITE.			

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Session F: 7		Time: 14:45 – 16:15	Location: Harbour 8
Workshop		What Works in Programmatic Assessment, and Why?	
Jeroen van der Linden, Marlies de Vos, Andrea Oudkerk Pool, Tamara van Schilt-Mol, Kelly Beekman, Liesbeth Baartman Tracks: 09. Teacher Beliefs, Thinking & Professional Identity, 23. Higher & Doctoral Education, 26. Curriculum Design & Educational Quality Abstract: In this workshop, we present the results from the first study of the research project “Prototypes: what works in programmatic assessment, and why?”, in which we investigate mechanisms underlying the success or failure of programmatic assessment in higher education. Drawing on a multiple case study of six programmes across three Universities of Applied Sciences in the Netherlands, we focus on three interrelated factors: teachers’ assessment beliefs, the development of a shared view on learning, and alignment between the intended, enacted, and experienced curriculum. In the workshop, we first present the theoretical foundations and empirical findings. Participants will then engage in structured, small-group discussions with each other, guided by the presenter, to critically examine the role of these factors in practice. By explicitly adopting a reflexive and critical stance, we aim to foster collective meaning-making and scholarly dialogue around conceptual assumptions, empirical findings, and implications for assessment design.			

Session F: 8		Time: 14:45 – 16:15	Location: Harbour 10
Workshop		Inclusive Learning Environments. Co-creating Meaning Through Communities of Learners	
Bert van Velthooven, Arienne van Staveren, Henric Bezemer			
Tracks: 01. Learning & Development, 06. Special Educational Needs & Learning Difficulties, 09. Teacher Beliefs, Thinking & Professional Identity, 10. Teacher Education & Professional Development, 32. School & Organisational Development, 35. Diversity, Inclusion & Equity, 37. Educational Change Methods & Design Abstract: The development of inclusive education requires more than policy implementation or structural reform; it involves ongoing processes in which educational professionals collaboratively construct meaning about practice. This workshop explores how the joint creation of meaning and understanding can be encouraged, shaped and experienced when developing inclusive learning environments. The workshop is based on a research project conducted as part of a Professional Doctorate (PD), which examines how teachers, school teams and external partners work together to develop inclusive educational practices. Drawing on a social constructionist perspective and the methodology of Appreciative Inquiry, the project investigates how shared meaning and understanding emerges through continuous interaction and reflection within the relational processes of Communities of Learners. During the workshop participants engage in experience-based collaborative activities. Structured dialogue formats enable them to construct and reflect on meaning making and understanding of inclusion from multiple perspectives. After this experiential phase, these processes will be connected to theoretical perspectives and research findings, focussing on the relational processes. By viewing the co-creation of meaning and understanding as both a practice and a design principle, the workshop offers participants practical strategies for promoting professional learning, strengthening collaboration, and supporting sustainable			

WEDNESDAY, 25 NOVEMBER 2026

Session F: 9		Time: 14:45 – 16:15	Location: Harbour 11
Workshop		Co-Creating Better School Lunch Breaks	
Haydée De Loof, Leen Adams, Linde Van Reusel, Leen Dom			
Tracks: 03. Motivation, Emotions & Well-being, 21. Early Childhood Education, 22. Primary & Secondary Education, 31. Educational Policy & Governance, 32. School & Organisational Development, 33. Partnerships, Parental & Community Engagement, 34. Sustainability & Education for All, 35. Diversity, Inclusion & Equity Abstract: School lunch breaks are often overlooked in educational improvement, despite their strong impact on pupils' well-being, social interaction, and staff workload. This workshop is based on a research project and its practice-oriented follow-up project 'co-creating relaxing breaks', which translated research findings into practical tools and a school-based improvement trajectory. The workshop explores how schools can strengthen the quality of lunch breaks through co-creation with pupils, teachers, lunch supervisors, and school leaders. Participants will engage in a hands-on workshop built on an appreciative and participatory approach. They will experience a condensed improvement cycle: identifying key issues, exploring experiences and aspirations, analysing and prioritising themes, designing feasible actions, and reflecting on implementation and evaluation. Interactive methods will include collaborative case analysis, prioritisation exercises, guided reflection, and rapid co-design. Participants will leave with a practical framework and tools to support school-based innovation around lunch breaks in their own educational contexts.			

Session F: 10		Time: 14:45 – 16:15	Location: Harbour 12
Case Study	Self-Regulated and Collaborative Learning Designs for Student Success		
Co-Designing Learning Materials: A Research-Practice Partnership between student teachers & school Marlis Pesch, Anke Langner Tracks: 01. Learning & Development, 02. Cognitive, Metacognitive & Self-Regulated Learning, 05. Social, Collaborative & Peer Learning, 10. Teacher Education & Professional Development, 13. Inquiry-, Problem- & Project-Based Learning, 14. Competence-Based & Practice-Based Learning, 22. Primary & Secondary Education, 36. Educational Research Methods & Design Abstract: To implement daily project-based, self-regulated and collaborative learning formats in schools, suitable tools/methods are required to support pupils throughout their learning process. The learning materials should be aligned with current scientific findings while also being practically applicable to support effective learning as well as pupils' commitment to using the materials. Moreover, [prospective] teachers accompany these learning processes should be involved in the design and professionally trained in their competencies for developing appropriate learning materials. To realize a learning material development with the aforementioned profile, equal and close collaboration between practice and research as through Design-Based Research is essential. In summer 2025, a seminar for student teachers was developed and tested. It aimed to co-design and pilot learning materials together with pupils and teachers from the school, ensuring an alignment of the materials with the school's teaching concept while simultaneously advancing the students competencies in creating learning materials. The case study outlines the initially developed seminar concept and its refinement over two further semesters. It traces challenges on the higher education level in implementing the seminar and for the students in creating the learning materials. Based on these insights, key conditions for a successful joint research-practice partnership in education are identified.			
Building a Flywheel for Success: Reducing Drop-Out Among Students in Higher Education Cornée Ferreira - Van der Wind, Ron Oppelaar			

WEDNESDAY, 25 NOVEMBER 2026

Session F: 10

Time: 14:45 – 16:15

Location: Harbour 12

Case Study

Self-Regulated and Collaborative Learning Designs for Student Success

Building a Flywheel for Success: Reducing Drop-Out Among Students in Higher Education

Cornée Ferreira - Van der Wind, Ron Oppelaar

Tracks: 01. Learning & Development, 02. Cognitive, Metacognitive & Self-Regulated Learning, 03. Motivation, Emotions & Well-being, 05. Social, Collaborative & Peer Learning, 07. At-Risk Learners & Remedial Education, 08. Teaching Practices & Instructional Design, 10. Teacher Education & Professional Development, 11. Mentoring, Tutoring & Coaching, 15. Research-Based & Authentic Learning, 23. Higher & Doctoral Education, 24. Vocational, Workplace & Lifelong Learning, 35. Diversity, Inclusion & Equity

Abstract: Although the transition from secondary education to higher education (HE) is widely recognised as challenging, the move from vocational education and training (VET) to HE often represents an even greater obstacle (Tieben & Wolbers, 2010). Drop-out rates are alarmingly high: almost a quarter of students entering HE from a VET background leave during their first year (Van den Broek et al., 2020). Students from general secondary education initially perform better, but by the end of the third year, their cumulative drop-out rates rise to comparable levels. To gain insight into the challenges these students encounter, qualitative data were collected through in depth semi structured interviews with VET background students enrolled in the B.Ed. English Language Teaching programme (n = 11). The findings indicate that study difficulties are multifaceted, persistent, and unlikely to be resolved through isolated measures. Supported by a Comenius Senior Fellow grant from the Dutch National Education Institute (NKO), a coherent set of interventions was developed to generate a flywheel effect. These interventions included early problem identification, explicit instruction in study skills, communities of practice, tutor consultations, alternative assessment formats, and a writing bootcamp. Together, these measures produced a cumulative improvement in study success for both VET and general secondary education students. Since their implementation, institutional drop-out rates have decreased.

Session G: 1a

Time: 16:30 – 18:00

Location: Tivoli Suite 1

Roundtable

Supporting Diverse Learners Through Educational Transitions

Psychological Need Profiles of First-Year First-Generation Students: Homogeneous or Diverse?

Petrie van der Zanden

Tracks: 03. Motivation, Emotions & Well-being, 23. Higher & Doctoral Education, 35. Diversity, Inclusion & Equity

Abstract: The transition to university poses academic, social, and personal challenges, particularly for first-year first-generation students—whose parents did not attend higher education. Research shows that these students face higher risk of underperformance, often attributed to lower cultural capital and weaker identification with the university environment, which may undermine satisfaction of the needs for autonomy, competence, and relatedness. However, recent studies emphasize substantial heterogeneity within the first-generation student population. Therefore, this study examines (1) differences in autonomy, competence, and relatedness satisfaction between first-generation and non-first-generation students, (2) whether distinct need satisfaction profiles can be identified within first-generation students, and (3) whether these profiles differ in motivation and academic performance. Data are derived from a Dutch university, including 2,221 first-year students, of whom 273 are first-generation students. Psychological need satisfaction, autonomous motivation, and study satisfaction were assessed using validated self-report questionnaires, while academic performance was obtained from university records. The study uses descriptive statistics, independent-samples t-tests, latent profile analysis, and ANOVAs. During the session we discuss whether the label “first-generation student” adequately captures the diversity of student experiences and insights for targeted support at university.

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Session G: 1a		Time: 16:30 – 18:00	Location: Tivoli Suite 1
Roundtable		Supporting Diverse Learners Through Educational Transitions	
From Segregation to Inclusion: Meaning Making in Educational System Transition Christy Tenback, Florianne Rademaker, Anke de Boer, Jan Bijstra, Alexander Minnaert Tracks: 06. Special Educational Needs & Learning Difficulties, 12. Educational Leadership & Management, 31. Educational Policy & Governance, 32. School & Organisational Development, 34. Sustainability & Education for All, 37. Educational Change Methods & Design Abstract: Transitions towards inclusive educational systems are frequently framed as structural or policy-driven reforms. However, research increasingly demonstrates that inclusive reform unfolds through processes of professional interpretation, negotiation and collaborative meaning making rather than linear implementation. Aligning with EAPRIL’s theme of making meaning as a collaborative craft, this roundtable explores how inclusive change is constructed within everyday school practice. The session presents an ongoing retrospective multiple case study of four Dutch schools transitioning from segregated special schools towards integrated specialised provisions within a temporary national policy regulation. The study investigates: (1) how governing bodies, school leaders, specialists, teachers and teaching assistants describe changes over time in inclusive cultures, policies and practices; and (2) which facilitating and constraining factors they identify during this transition. Semi-structured interviews (N = 51) were conducted near the end of the policy period. Analysis follows a hybrid deductive–inductive approach informed by the Index for Inclusion (Booth & Ainscow, 2002) and educational change theory emphasising inclusion as an organisational learning process (Ainscow, 2005; Fullan, 2016). As analysis is ongoing, the roundtable invites dialogue on conceptual, methodological and practical challenges in researching meaning making within system transitions towards inclusive education.			

Session G: 1b		Time: 16:30 – 18:00	Location: Tivoli Suite 1
Roundtable	Collective Professional Development for Teaching Improvement and Curriculum Design		
Design Principles for Professionalizing School Teams in Curriculum Design Expertise Elvira Folmer-Annevelink, Roel Grol, Katrijn Opstoel			
Tracks: 10. Teacher Education & Professional Development, 22. Primary & Secondary Education, 23. Higher & Doctoral Education, 24. Vocational, Workplace & Lifelong Learning, 26. Curriculum Design & Educational Quality			
Abstract: Teachers in the Netherlands have considerable autonomy in shaping their teaching and curricula, making curriculum design a professional necessity rather than a privilege. Teachers who engage in curriculum development act as key change agents. They require specific knowledge and skills in subject matter, pedagogy, teaching/learning methodology, curriculum design, and curriculum coherence. Research shows that programs for teacher education address these competencies only in fragmented ways, with limited explicit learning trajectories and substantial variation between programs. Much of teachers' curriculum related professional growth therefore occurs after initial training. To strengthen curriculum competence, professionalization within teachers' own school context and in team based formats appears promising. Two pilot projects explored this approach by organizing design sessions in which entire school teams worked on a concrete curricular challenge while simultaneously developing their curriculum conscious practices. Using a design based research methodology, the pilots followed iterative cycles of analysis, prototyping, data collection, and refinement, in close collaboration with school leaders and participating teachers. The second pilot functioned as a progressive refinement of the first. The pilots yielded emerging design principles for effective teacher professionalization in curriculum competence. During the session, these principles will be shared and further enriched.			

WEDNESDAY, 25 NOVEMBER 2026

Session G: 1b

Time: 16:30 – 18:00

Location: Tivoli Suite 1

Roundtable

Collective Professional Development for Teaching Improvement and Curriculum Design

Collective Professional Development in Schools for Primary, Secondary and Vocational Education

Katrijn Opstoel, Helma Oolbekkink-Marchand, Eline den Tuinder, Janneke van der Steen

Tracks: 10. Teacher Education & Professional Development, 32. School & Organisational Development

Abstract: There is a growing shift from individual towards collective professional development (Solvik & Roland, 2022). Evidence shows that collective forms of professional development can be highly effective, provided that certain conditions are met. Despite this, our understanding of how collective professional development is actually shaped and organised within schools remains limited. During this round table session, we will present and discuss our research project, which centres on the following research questions:

1. How is collective professional development currently organized and enacted in primary, secondary and vocational education, and to what extent do teachers actually engage in collective learning?
2. What do schools perceive as the outcomes and impact of these forms of collective professional development on teachers' educational practice?
3. Which enabling and constraining factors influence the extent to which collective professional development leads to meaningful impact on teachers' practice?

To answer these questions, a multiple case study involving nine cases will be conducted. Each case will be examined through group interviews with teachers and other relevant stakeholders. The purpose of each group interview is to collaboratively construct a causal diagram (Vermaak, 2019), which serves as a tool for making the underlying dynamics of collective professional development visible.

Session G: 2a

Time: 16:30 – 18:00

Location: Tivoli Suite 2

Roundtable

Practice-Based VET Research, Authentic Learning and Professional Meaning

A Seat at the Table: Positioning Practice-Based VET Research Within the Research Landscape

Karel Kans, Cindy van Spronsen, Loes Hullegien

Tracks: 15. Research-Based & Authentic Learning, 24. Vocational, Workplace & Lifelong Learning, 25. Medical & Professional Education, 37. Educational Change Methods & Design

Abstract: This roundtable addresses the question: how can practice-based research with and by vocational education and training (VET) students and professionals gain a more equal position within the broader research landscape? Although closely connected to professional practice and focused on concrete improvement, this type of research remains under-recognised.

The session is structured around the "valorisation journey" framework (UNC-ZH, 2025), which conceptualises the relationship between knowledge development, application, and impact. A visual representation of this framework is used to support reflection and dialogue.

Through a structured dialogue, participants examine the positioning of VET students and professionals across different phases of this journey. They explore which roles, competencies, and forms of justification are appropriate for practice-based VET research.

The session aims to develop a shared understanding of an equal role for VET professionals and students in research. Outcomes will inform the development of a didactic framework for inquiry-based learning in VET and contribute to strengthening the relevance and quality of practice-based research.

WEDNESDAY, 25 NOVEMBER 2026

Session G: 2a

Time: 16:30 – 18:00

Location: Tivoli Suite 2

Roundtable

Practice-Based VET Research, Authentic Learning and Professional Meaning

Professional Perceptions and Authentic Learning Tasks in VET: An Art Based Exploration

Marjolein Vleugels, Ditte Lockhorst

Tracks: 15. Research-Based & Authentic Learning, 24. Vocational, Workplace & Lifelong Learning, 36. Educational Research Methods & Design

Abstract: This roundtable presents arts based research (ABR) methods used to examine how vocational education and training (VET) students' professional perceptions influence learning in authentic learning tasks, and discusses how these methods can be further optimised.

Research in VET often suggests that authentic learning tasks enhance student learning and professional identity formation by connecting education and professional practice (Baartman & De Bruijn, 2011). There is limited insight into how VET students experience authenticity (Gulikers et al., 2006), let alone how their perceptions of the profession shape engagement in authentic tasks (Kryger & Qvortrup, 2025). This is important because when students lack a clear and coherent perception of their future profession, they may not recognise tasks as authentic representations of professional practice (Nachtigall & Wirth, 2024).

To explore these often tacit perceptions this study employs art dialogue methods because this approach enables the elicitation and deeper understanding of experiences and meanings (Muijen & Brohm, 2021). Students visualise their perception of the profession through drawings, which are discussed with peers or the researcher. Embedded in authentic educational practice and designed longitudinally, this study aims to generate both theoretical and practical insights into learning with authentic tasks in vocational education.

Session G: 2b

Time: 16:30 – 18:00

Location: Tivoli Suite 2

Roundtable

Human-Centred AI for Teaching, Learning and Professional Development

How can (Gen)AI improve the culture of learning in foreign language education?

Katrien Dewaele, Mieke Achtergaele, Gwen Cams

Tracks: 01. Learning & Development, 08. Teaching Practices & Instructional Design, 10. Teacher Education & Professional Development, 17. Technology-Enhanced & Digital Learning, 18. Artificial Intelligence & Learning Analytics, 22. Primary & Secondary Education, 26. Curriculum Design & Educational Quality, 27. Language, Literacy & Numeracy Education, 36. Educational Research Methods & Design

Abstract: Central to our research and session is the following question: How can teachers and pupils use GenAI in foreign language education in secondary schools in a responsible and human-centred way so that it supports the culture of learning?

Our research project welcomes teams of foreign language (English and French) teachers from both general and vocational secondary education aboard an effective and extensive professionalisation programme (Visscher, 2024) that focuses on triple expertise development. First, we invest in T-PAICK expertise that revolves around offering just-in-time AI (enhanced) pedagogical content knowledge (Chen et al., 2026). Second, the emphasis lies on developing curriculum expertise, in the form of backward design (Boelen et al, 2025) and finally we develop reflective expertise asking teachers to work in Teacher Design Teams (Becuwe et al. 2016).

Throughout the research we tackle the following sub-questions:

1. Which levers and pitfalls does GenAI entail for the culture of learning in foreign language classrooms?
2. How can we responsibly integrate GenAI in lessons?
3. What is the professionalisation programme's impact on teachers' AI self-efficacy?
4. How do pupils perceive the impact of GenAI integration on their willingness to learn a foreign language?

WEDNESDAY, 25 NOVEMBER 2026

Session G: 2b		Time: 16:30 – 18:00	Location: Tivoli Suite 2
Roundtable	Human-Centred AI for Teaching, Learning and Professional Development		
Assessment Tool for Responsible use of AI by Education Professionals Anne-Marieke van Loon, Mariëlle Rosendaal			
Tracks: 17. Technology-Enhanced & Digital Learning, 18. Artificial Intelligence & Learning Analytics			
Abstract: This roundtable explores how education professionals can make responsible choices about the use of AI in educational practice. Although various guidelines, competency frameworks and evaluation models exist for AI and EdTech, there is still a lack of practical insight into how professionals make such decisions in specific educational contexts, where dilemmas arise between pedagogical quality, equity, and student learning. The central research question is: how do education professionals make informed and responsible decisions about the use of AI to support differentiation and personalised learning in educational practice, and what support do they need to do so? Sub-questions relate to the considerations, criteria and dilemmas professionals encounter when making decisions about AI and (in)equality of opportunities for students, well-being, ELSA aspects, digital literacy and professional development; and how these insights can be translated into a practical decision-making framework? The study adopts a practice-based, design-oriented research approach. A scoping review of existing frameworks is combined with empathetic research (e.g. context-mapping or photovoice), followed by co-creation sessions, Delphi validation and an initial pilot in learning labs. As an early-stage project, this roundtable invites participants to critically reflect on the research design, conceptual framing, and emerging challenges.			

Session G: 3		Time: 16:30 - 18:00	Location: Harbour 4
EAPRIL Cloud Spotlight Session	Cloud 10: Crafting Meaning In Education for Sustainability: Collaborative Approaches to Learning, Teaching and Professional Development		
Benjamin Mallon, Eva Kuijpers			
Tracks: 34. Sustainability & Education for All			
Abstract: Cloud 10 Education for Sustainability aims to be a platform for project leaders and practitioner-researchers who are interested in education and learning in the field of sustainability. This network addresses, among other things, projects and practice-based research related to Social Entrepreneurship Education, Education for Sustainable Development and the integration of SDGs in curricula. In line with the EAPRIL 2026 conference theme, this spotlight session approaches education as a craft, where meaning is not transmitted but collaboratively constructed through interaction between learners, educators and researchers. Within Education for Sustainability this process of meaning making is particularly complex. Sustainability challenges are characterised by uncertainty, multiple perspectives and strong ethical dimensions, requiring learners and professionals to engage in dialogue, reflection and informed action. This Cloud 10 Spotlight Session brings together pedagogical approaches, professional practices and research that focus on collaborative meaning making in Education for Sustainability. By integrating insights from both practice and research, the session highlights how educators design learning environments that foster participation, inquiry and real-world engagement, and how professionals develop expertise through collaborative processes such as shared reflection and inquiry. During the session, participants will actively engage in and reflect on a range of participatory and dialogical approaches drawn from diverse educational contexts, including teacher education and partnerships with practice. In addition, examples of innovative research, pedagogies and programmes will be shared to illustrate how meaning can be co-created around sustainability issues, and how these processes may contribute to professional learning and educational change. Central questions guiding this session include: How is meaning collaboratively constructed in sustainability education? How can pedagogical design support learners in engaging with complex sustainability challenges? And how do collaboration and partnerships between research and practice contribute to meaningful and sustainable educational development? By creating space for dialogue, reflection and exchange, this session aims to strengthen the connection between research and practice and to explore how the craft of education can contribute to meaningful learning and sustainable transformation in diverse educational settings.			

WEDNESDAY, 25 NOVEMBER 2026

Session G: 4		Time: 16:30 – 18:00	Location: Harbour 5
Workshop	Making Meaning Together: Peer Mentorship and the Collaborative Construction of Professional Identity		
Stéphanie Hovington			
Tracks: 05. Social, Collaborative & Peer Learning, 14. Competence-Based & Practice-Based Learning, 15. Research-Based & Authentic Learning, 16. Game-Based & Experiential Learning, 23. Higher & Doctoral Education, 29. Arts, Humanities & Social Sciences Education Abstract: Professional identity in relational professions develops not only through the acquisition of knowledge and technical skills, but also through meaningful interactions, reflection, and collaborative experiences. This workshop explores how peer mentorship and experiential learning can support this learning process in graduate education. Drawing on a Scholarship of Teaching and Learning project conducted in a master’s-level psychoeducation course, the workshop presents a pedagogical approach designed to foster professional identity through collaborative reflection and mentoring relationships with novice practitioners. Grounded in experiential learning principles that emphasize meaningful engagement, reflective processes, and supportive relationships (Mandeville, 2002), as well as in mutual aid group dynamics (Turcotte & Lindsay, 2014), the approach creates opportunities for students to connect academic learning with professional realities while co-constructing meaning with peers and mentors. Participants will engage in selected experiential and mentoring activities adapted from the course, including reflective exercises inspired by de Bono’s thinking hats, the “label game,” roundtable discussion, and excerpts from a podcast featuring novice professionals. These activities illustrate how relational and collaborative pedagogies can strengthen engagement, foster reflective dialogue, and support the construction of professional identity across educational contexts.			

Session G: 5		Time: 16:30 – 18:00	Location: Harbour 6
Case Study	Revisiting the Flipped Classroom in the Era of AI		
Sibel Inci			
Tracks: 01. Learning & Development, 08. Teaching Practices & Instructional Design, 35. Diversity, Inclusion & Equity Abstract: This case study presents the implementation of the flipped classroom model in a course that enrolls undergraduate students from the Faculty of Education. The ongoing transformation in educational paradigms is driven by advancements in Artificial Intelligence (AI), which are widely used by teachers and students and offer significant advantages, particularly in content development. The flipped classroom model is a shift from traditional teacher-centred instruction to a learner-centred approach. This transition emphasises cultivating student autonomy while repositioning the instructor’s role as a mentor or facilitator. The instructional design employed a three-module framework, utilising preparatory multimodal materials to ensure inclusion, including videos, podcasts, and presentations, developed using AI tools such as NotebookLM and Gamma. The design required groups to analyse weekly scenarios, resulting in the compilation of their findings into a comprehensive report for evaluation. Despite initial student apprehensions, the implementation demonstrated effective group collaboration and participants’ commitment to substantiating their analyses, thereby fostering critical thinking and enhancing students’ collaborative skills. This implementation underscores the potential of the flipped classroom model to engage students more actively in their learning in the AI era, encouraging deeper cognitive engagement and collaborative problem-solving.			

WEDNESDAY, 25 NOVEMBER 2026

Session G: 6

Time: 16:30 – 18:00

Location: Harbour 7

Workshop

Enhancing School Leaders' Understanding of Teachers' Learning Processes via Lesson Study

Loes Van Wessum, Sui Lin Goei

Tracks: 10. Teacher Education & Professional Development, 12. Educational Leadership & Management, 22. Primary & Secondary Education

Abstract: Given that Lesson Study is widely recognized as an effective model for the continuous professional development of teachers, could it also be applied to the ongoing professional development of school leaders? Leadership plays a crucial role in promoting and facilitating teacher learning and development. When school leaders gain a deeper understanding of teachers' learning processes, they are better positioned to support and enhance this learning.

Conceptualizing leadership as "teachers of teachers" presents a promising perspective to foster teachers' professional growth, which subsequently enhances student learning outcomes. Considering that school leaders can be seen as "teachers of teachers", an important question emerges: How can Lesson Study be adapted to deepen school leaders' understanding of their teachers' professional learning processes?

In this workshop, we will explore this question by introducing Leadership Development through Lesson Study. This approach is based on the idea that, just as teachers employ Lesson Study to understand their students' learning processes, school leaders can use it to better comprehend and support their teachers' professional growth. We will collectively examine this question through a fishbowl discussion with the participants.

Session G: 7

Time: 16:30 – 18:00

Location: Harbour 8

Workshop

Making Practice Visible: Surfacing the Craft of Teaching and Research Through LEGO® Serious Play®

Briony Supple

Tracks: 01. Learning & Development, 03. Motivation, Emotions & Well-being, 04. Creativity & Problem Solving, 09. Teacher Beliefs, Thinking & Professional Identity, 10. Teacher Education & Professional Development, 11. Mentoring, Tutoring & Coaching, 23. Higher & Doctoral Education, 36. Educational Research Methods & Design

Abstract: This workshop focuses on making the craft of teaching and research visible. Using LEGO® Serious Play® (LSP), participants will engage in a structured, hands-on process to explore how they approach teaching, research or professional learning, and to surface the thinking that informs their decisions.

Participants will build models in response to focused prompts and use these to support reflection and dialogue. The process enables ideas to be expressed, shared and examined in ways that go beyond verbal discussion alone.

The workshop emphasises practical application. Participants will experience how LSP can be used to support participation, reflection and collaborative meaning-making across different contexts.

Participants will leave with concrete strategies and adaptable prompts that can be used to support reflection, dialogue and inquiry in their own educational and research settings.

WEDNESDAY, 25 NOVEMBER 2026

Session G: 8		Time: 16:30 – 18:00	Location: Harbour 10
Workshop		From Quick Fix to Collaborative Inquiry	
Emely Meijerink Tracks: 01. Learning & Development, 09. Teacher Beliefs, Thinking & Professional Identity, 15. Research-Based & Authentic Learning, 22. Primary & Secondary Education, 32. School & Organisational Development, 36. Educational Research Methods & Design Abstract: When confronted with complex issues, teachers often revert to what they do on a daily basis: taking immediate action. As a result, the issues are rapidly transformed into quick fixes without first engaging in collective inquiry and sense making. Collective inquiry means that a group of people jointly ask questions and investigate. Sense-making involves developing a shared understanding of what is going on and what it means. However, complex problems require deceleration and collaborative investigation . One approach to organising this deceleration is Collaborative Inquiry Based Practice (CIB). Teachers jointly examine practical issues by integrating professional and scientific knowledge. They reflect on their approach and derive implications for future action. Embedding CIB structurally requires attention at the individual, team, and organisational levels. The purpose of CIB is always to improve educational practice and is therefore never an end in itself. The central research question guiding this study is: How can we strengthen the structural collaborative inquiry practices of teacher teams? This research adopts a design oriented, participatory action research approach in which participants and the researcher co create interventions in practice. Data collection consists of learning histories, co creation sessions, interviews, and a questionnaire. These data sources are analysed through triangulation to reconstruct process experiences and the outcomes of the interventions.			

Session G: 9		Time: 16:30 – 18:00	Location: Harbour 11
Workshop by EAPRIL PC Publications		Writing Workshop: Chapter in the EAPRIL Practice-Based Research in Education Book	
Alexander Koch, Eila Burns, Elke EMMERS,, Emmy Vrieling-Teunter, Lisette Munneke Abstract: Have you submitted an abstract for our EAPRIL book about Practice-Based Research in Education? If so, we're offering you the opportunity to further develop your abstract into a chapter in Cork, alongside the other authors and the editorial board. You'll be able to share experiences, ask questions and network!			

Session G: 10		Time: 16:30 – 18:00	Location: Harbour 12
Case Study		Reading, Language, and Psychological Safety Across Learning Contexts	
The Multi-Sector Educational Research Lab “Reading Across all Disciplines”: Quite a Challenge! Hilde Kooiker, Petra Poelmans, Patrick van Schaik Tracks: 10. Teacher Education & Professional Development, 12. Educational Leadership & Management, 27. Language, Literacy & Numeracy Education, 36. Educational Research Methods & Design, 37. Educational Change Methods & Design Abstract: The reading skills of Dutch students have been declining for years, affecting learning across all subjects. This project explores how teachers from four educational sectors can integrate reading development with subject-specific learning. Within a multi-sector educational research lab, teachers, researchers, and libraries collaborate. The three-year design-based research project includes analysis, intervention design, implementation, and refinement. The broad collaboration offers opportunities but also requires careful coordination and school-level support. During the session, midterm findings from the second project year will be shared, and participants will be invited to reflect on several cases or dilemmas we face in the project.			

WEDNESDAY, 25 NOVEMBER 2026

Session G: 10		Time: 16:30 – 18:00	Location: Harbour 12
Case Study	Reading, Language, and Psychological Safety Across Learning Contexts		
Contextualizing Silence: A Grassroots Pedagogical Craft in Building a Psychological Sanctuary Shizhong Qiu, Marcus Rodriguez			
Tracks: 03. Motivation, Emotions & Well-being, 06. Special Educational Needs & Learning Difficulties, 09. Teacher Beliefs, Thinking & Professional Identity, 21. Early Childhood Education, 27. Language, Literacy & Numeracy Education, 33. Partnerships, Parental & Community Engagement, 35. Diversity, Inclusion & Equity, 37. Educational Change Methods & Design			
Abstract: Driven by a NICU promise, this case study explores our 14-year evolving craft in building a home-based psychological sanctuary. It addresses a vital question: How can grassroots families lacking initial pedagogical training foster elite second-language (L2) mastery while navigating systemic marginalization? Starting from a novice's perspective, we developed a self-directed methodology of joyful, multimodal acquisition via Living Room Theater, which was later retrospectively deconstructed through clinical insights from a university professor. This collaboration reveals how the practice organically prioritizes emotional safety over formal drilling. Remarkably, all three siblings achieved L2 mastery entirely within this stress-free environment, ultimately securing admission to the same highly competitive international school. Results demonstrate that shielding learners from intense schooling fosters superior outcomes, including CEFR C2 proficiency and the resolution of social withdrawal. However, a challenge emerged when a preschool pathologized the youngest learner's protective silence as a linguistic deficit. A subsequent entrance exam validated his fluency, identifying his silence as a "secondary response" to institutional pressure. This study concludes that genuine mastery blossoms from connection, not correction. We invite educators to contextualize silence within power dynamics, unlocking the transformative power residing in the quiet, daily rhythms of ordinary homes.			

THURSDAY, 26 NOVEMBER 2026

Session H: 1		Time: 10:00 – 11:30	Location: Tivoli Suite 1
Present & Discuss	Tools, Systems and Collaboration for Inclusive Education		
Implementing a multi-tiered system of support in secondary schools Monique Nelen, Martijn Willemse, Lara Engelsman, Wendy Nelen, Marsha Philpsen, Sui Lin Goei			
Tracks: 10. Teacher Education & Professional Development, 22. Primary & Secondary Education, 32. School & Organisational Development			
Abstract: A safe school climate is pivotal to an inclusive school. School-Wide Positive Behaviour Support (SWPBS), with its multi-tiered system of student support, can help schools achieve this. Research shows that SWPBS contributes to an increase in social safety, reduction in problem behaviour, improvements in school organisation, and an increase in the sense of competence among teachers and the teaching team. However, little is known about the implementation of SWPBS in Dutch secondary education. To distinguish between the facilitating and hindering factors in implementing SWPBS in secondary education, we conducted a literature review, interviews with international SWPBS-experts, and focus group interviews with Dutch teachers and SWPBS-coaches to validate the factors found in the Dutch context. This resulted in a model of implementation drivers. In the second phase of our research project, we are investigating the use of this model in six secondary schools, using a multiple case study design. The focus of the study is professionalising the school team in the application of SWPBS-interventions, especially in implementing the multi-tiered system of support to contribute to a safe, inclusive school. This study provides insight into SWPBS implementation in secondary education.			

Session H: 1		Time: 10:00 – 11:30	Location: Tivoli Suite 1
Present & Discuss		Tools, Systems and Collaboration for Inclusive Education	
A Serious Game to Improve Teachers' Knowledge and Attitudes (About Giftedness) Anouke Bakx, Kim Smeets			
Tracks: 08. Teaching Practices & Instructional Design, 23. Higher & Doctoral Education, 36. Educational Research Methods & Design			
Abstract: Gifted education in the Netherlands remains insufficiently aligned with learner needs, partly due to limited teacher knowledge and negative attitudes (Inspectie van het Onderwijs, 2018; Smeets et al., 2023). Professional development can improve these aspects (Plunkett & Kronborg, 2021), yet many traditional formats fail to meet teachers' needs and remain passive (Avidov-Ungar, 2023), despite evidence that active learning enhances outcomes (Strelan et al., 2020). Serious games promote active learning (Mabrito, 2019) and improve knowledge and attitudes in various domains (Noda et al., 2019), but no such tool existed for giftedness. This practice-based study aimed to design, refine, and evaluate a serious game on giftedness for (future) primary school teachers. Using an Educational Design Research approach, the study addressed four questions: (1) What design principles are essential for such a game? (2) How can these principles be applied to develop it? (3) How can the design be improved? and (4) How does the game affect teacher candidates' knowledge and attitudes compared to a traditional lecture? Findings with 105 student-teachers show that the game is equally effective as a lecture in improving knowledge but less effective in changing attitudes. The resulting serious game offers an evidence-informed, practice-based tool that contributes to professional development on giftedness in teacher education.			
Co-Teaching as a Context for Professional Learning: Implications for Inclusive Education Ester Miquel, Mariona Corcelles-Seuba			
Tracks: 06. Special Educational Needs & Learning Difficulties, 08. Teaching Practices & Instructional Design, 09. Teacher Beliefs, Thinking & Professional Identity, 10. Teacher Education & Professional Development, 21. Early Childhood Education, 22. Primary & Secondary Education, 35. Diversity, Inclusion & Equity			
Abstract: Co-teaching is frequently advocated as a key strategy for advancing inclusive education; however, its potential as a setting for teachers' professional learning has received comparatively little attention. This study explores how participation in a structured co-teaching intervention is associated with changes in teachers' attitudes toward inclusion, their self-reported use of inclusive practices, and their perceived teaching efficacy, while also incorporating students' views. An explanatory sequential mixed-methods design was implemented with a sample of 72 in-service teachers and 111 students. Quantitative data collected through pre- and post-intervention questionnaires were enriched with qualitative evidence from open-ended responses, reflective journals, and selected classroom case examples. Findings indicate a significant increase in the use of inclusive practices, particularly in learning personalization, communicative support, and collaboration and assessment strategies. While overall attitudes toward inclusion remained largely stable, item-level shifts suggest emerging teacher reflection. Perceived co-teaching efficacy declined, pointing to a more realistic appraisal of practice. Students reported highly positive perceptions, especially regarding support, engagement, and instructional clarity. Overall, the study highlights co-teaching as a situated and non-linear form of professional learning, with implications for the design of sustained, practice-based professional			

Session H: 2		Time: 10:00 – 11:30	Location: Tivoli Suite 2
Present & Discuss		From Classroom Practice to Participatory Educational Development	
A Learning-Oriented Participatory Approach to Strengthening Youth Resilience in Secondary Education Sander de Kock, Ella te Loo			
Tracks: 03. Motivation, Emotions & Well-being, 08. Teaching Practices & Instructional Design, 31. Educational Policy & Governance, 37. Educational Change Methods & Design			
Abstract: Across Dutch secondary education, concerns about students' mental well-being and resilience continue to increase. In response, the programme Jong en Weerbaar was developed as a joint, learning-oriented initiative between schools and local government. This practice-based research investigates how secondary schools contribute to strengthening students' resilience and how additional preventive support provided through the programme influences resilience-related resources. The central research questions address: (1) how schools currently operationalise preventive practices aimed at strengthening resilience and (2) what the influence is of additional, school-based professional support on students' resilience resources. Phase 1 consisted of a qualitative exploratory study across 17 secondary schools, using school portraits based on document analysis and semi-structured interviews. Data were analysed through inductive qualitative content analysis, guided by seven theoretically grounded resilience factors. Findings show that all schools address all seven factors, but with substantial variation in coherence, depth, and explicitness across school types. These insights informed the design of Phase 2, which applies participatory action research in three upper-secondary schools. The study concludes that a learning-oriented, participatory research design supports more coherent preventive practices and offers concrete			
Pedagogy to Practice: Tensions in Teaching the Craft of Research to Postgraduate Research Students Daniel Griffin, Silvia Gallagher, Jake Byrne, Kevin O'Connor			
Tracks: 01. Learning & Development, 02. Cognitive, Metacognitive & Self-Regulated Learning, 08. Teaching Practices & Instructional Design, 09. Teacher Beliefs, Thinking & Professional Identity, 23. Higher & Doctoral Education, 36. Educational Research Methods & Design, 37. Educational Change Methods & Design			
Abstract: This study examines how pedagogical approaches supporting research methods learning are enacted by staff and experienced by students, with a focus on exploring their experiences of these approaches in developing their research craft. Sixteen qualitative interviews were conducted with staff and students who teach and learn research methods and subsequently analysed using inductive and deductive thematic analysis by two researchers. Findings highlighted a variety of common pedagogical approaches that research students experience while indicating that the enactment and perceived usefulness of these approaches can vary due to the relevance and timeliness in research project contexts. Constructivist scaffolding of relevant competencies was noted by staff and students as a helpful pedagogical approach. Within this, integrative pedagogies were seen as helpful in developing theoretical and conceptual understanding or building confidence with practical research skills. Inquiry-based approaches were also frequently noted as being helpful. Finally, staff emphasised fostering self-efficacy via vicarious learning opportunities and structured mastery experiences within research curricula, and this was recognised and valued by students. The study identified approaches to teaching research methods favoured by students and staff and provides an empirically grounded basis to explore the craft of research via ongoing dialogue and reflection in research methods education.			

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Session H: 2		Time: 10:00 – 11:30	Location: Tivoli Suite 2
Present & Discuss		From Classroom Practice to Participatory Educational Development	
Practice-Based Teaching and Learning in Danish Compulsory Education Karen Wistoft			
Tracks: 14. Competence-Based & Practice-Based Learning, 22. Primary & Secondary Education, 26. Curriculum Design & Educational Quality, 36. Educational Research Methods & Design			
Abstract: This study addresses ongoing conceptual ambiguities surrounding practice-based teaching and learning in Danish compulsory education. The central research question asks how a theoretically grounded, practice-oriented framework can be developed that integrates knowledge-based and skill-based educational aims within a unified didactic perspective. More specifically, the study examines how the classical educational ideal ‘sapere aude’ may be reinterpreted and complemented by ‘facere aude’—the courage to act, create and demonstrate competence—as an organising principle for practice-based curricula. Methodologically, the study adopts a qualitative research design combining an epistemological, historical analysis with a scoping literature review of Danish research published between 2010 and 2024. The review comprises 52 literature sources and is complemented by a theoretical exploration of practice-based education as sites of knowing, doing and reflecting. The findings reveal a fragmented research field in which practice-based teaching is typically framed instrumentally and where the epistemological relationship between theory and practice remains under-theorised. The study concludes that didactics of practice-based education should be conceptualised as an integrated educational practice in which theoretical understanding and practical action are mutually constitutive. The proposed framework reframes ‘facere aude’ as a meaning making and skills- and knowledge-informed practice.			

Session H: 3		Time: 10:00 – 11:30	Location: Harbour 4
EAPRIL Cloud Spotlight Session		Cloud 4: Exploring Presencing in Education: Transforming Self, Learning and Society	
Els Laenens			
Tracks: 01. Learning & Development, 02. Cognitive, Metacognitive & Self-Regulated Learning, 03. Motivation, Emotions & Well-being, 04. Creativity & Problem Solving, 05. Social, Collaborative & Peer Learning, 12. Educational Leadership & Management, 14. Competence-Based & Practice-Based Learning Abstract: MIT-researchers Otto Scharmer and Katrin Kaufer start their latest book with these lines: “In this time of accelerated breakdown and disruption, the capacity we need most is our capacity to sense and actualise the highest future possibility – the future ‘that stays in need of us’ to manifest. That is what we call presencing.” Further they state that for the necessary institutional innovations in our economic and democratic operating systems, “we need a profound upgrade of our learning and leadership structures – our schools, colleges, and universities.” Cloud 4 wants to help facilitate this transformation in education, necessary for a peaceful, natural and self-empowering society.			

THURSDAY, 26 NOVEMBER 2026

Session H: 5

Time: 10:00 – 11:30

Location: Harbour 6

Workshop

From Photovoice to Student-Led Dialogue: Rethinking Sustainability Conversations in VET

Elly Wildeman, Mieke Kooloos

Tracks: 34. Sustainability & Education for All, 36. Educational Research Methods & Design

Abstract: This interactive workshop explores how the photovoice methodology can be used to foster meaningful dialogue on sustainability in vocational education, and how this dialogue can shift from teacher-led to student-led interaction.

In a first phase of practice-based research, students captured images during their internships representing sustainability in their professional context. These images were used to initiate classroom dialogue. While the visual approach successfully engaged students and made implicit perspectives visible, findings showed that meaningful dialogue did not emerge automatically. Teachers played a crucial role in guiding reflection and deepening the conversation.

Building on these insights, we are currently developing a structured, game-based dialogue tool that enables students to take a more active and independent role in these conversations.

In this workshop, participants will first be introduced to the principles of photovoice using authentic student images. They will then experience how dialogue unfolds using the developed tool. The session provides both conceptual insight and hands-on experience in facilitating student-led dialogue on complex themes such as sustainability.

Session H: 6

Time: 10:00 – 11:30

Location: Harbour 7

Workshop

Designing Evidence-Based Digital Learning with an AI-enhanced Educational Design Tool

Jennifer Erlemann, Claude Müller

Tracks: 01. Learning & Development, 08. Teaching Practices & Instructional Design, 10. Teacher Education & Professional Development, 17. Technology-Enhanced & Digital Learning, 18. Artificial Intelligence & Learning Analytics, 19. Online, Blended & Distance Learning

Abstract: How can AI support the design, analysis, and iterative improvement of course designs? This interactive workshop introduces the myScripting Toolkit, a research-based ecosystem supporting educators in designing and implementing high-quality blended and online learning environments. The toolkit combines a visual design tool with structured learning and professional development components, helping to translate instructional design theory into sustainable educational practice. The toolkit is built around Constructive Alignment as its core design principle, complemented by the ICAP model for cognitive engagement and the GAIA principle for guided adaptability. The workshop demonstrates how these frameworks can be operationalised through the toolkit. Following a short introduction and demonstration of the tool, participants engage in a hands-on design activity in which they create their own learning sequences and receive real-time feedback on alignment, cognitive activation, and workload. A current focus of development is the integration of AI-supported feedback: an AI model analyses learning outcomes and provides real-time feedback to instructors as a first step toward automated Constructive Alignment support. The workshop concludes with a discussion on future developments, including how AI can support instructional decision-making without replacing pedagogical expertise, and on how the toolkit can be integrated into existing practices and scaled across educational contexts.

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Session H: 7		Time: 10:00 – 11:30	Location: Harbour 8
Workshop	Developing Teachers' Innovative Capacity Through Collaborative Meaning-Making		
Ceciel Korsmit, Harry Rorije, Remco Coppoolse Tracks: 10. Teacher Education & Professional Development, 12. Educational Leadership & Management, 24. Vocational, Workplace & Lifelong Learning, 32. School & Organisational Development Abstract: This workshop explores how vocational education teachers can develop their innovative capacity as a professional craft through collaborative meaning-making. Building on recent research into teachers' innovative capacity, the workshop addresses how educators navigate complex educational challenges and translate ideas into sustainable innovations. The aim is to support participants in recognising, reflecting on and strengthening their own innovative capacity in relation to their professional context. Participants will engage in interactive and hands-on activities using a developed toolkit (including a game and visual dialogue tools) to explore key elements of innovative capacity. We consider the full range of personal characteristics, including ability, willingness, permission, behaviour, reflection, and contextual factors. Through collaborative dialogue, reflection and experimentation, participants gain insight into a team's innovative capacity to navigate an innovation process and how this can be strengthened within teams. The workshop aligns with the EAPRIL theme by focusing on the co-construction of meaning between research and practice and by emphasising professional learning as a craft shaped through experience, reflection and collaboration.			

Session H: 8		Time: 10:00 – 11:30	Location: Harbour 10
Workshop	Advancing Researcher–Practitioner Partnerships: Insights from Practices Beyond Lesson Study in Japan		
Yuri Uesaka, Emmanuel Manalo, Satomi Shiba Tracks: 10. Teacher Education & Professional Development, 26. Curriculum Design & Educational Quality, 32. School & Organisational Development, 37. Educational Change Methods & Design Abstract: This workshop explores how Researcher–Practitioner Partnerships can be advanced through practices beyond Lesson Study in Japan. In the first part, we introduce the traditional Japanese approach known as Lesson Study, as well as recent initiatives, including the EdBridge Forum and the Educational Practice–Research Dojo. The EdBridge Forum aims to cultivate a sense of equality between researchers and practitioners through feedback from practitioners, roundtable discussions, and informal interactions, fostering mutual understanding and laying the foundation for collaborative research. The Educational Practice–Research Dojo supports practitioners in conducting practice-based research based on own interests with support from researchers (Uesaka, Tamano, Shiba, & Tai, in press). In one case, an entire school integrated these activities into school-wide professional development. Interviews indicated that teachers found the experience enjoyable and motivating, particularly due to increased autonomy. Institutional supports, such as recognizing participation as part of regular work and aligning it with teacher evaluation systems, were also introduced. In the second part of the workshop, building on these insights, participants will ask questions and engage in small-group discussions to reflect on what can be learned for promoting Researcher–Practitioner Partnerships in their own contexts. We will also address challenges and collaboratively explore strategies for overcoming them.			

THURSDAY, 26 NOVEMBER 2026

Session H: 9		10:00 - 11:30	Location: Harbour 11
EAPRIL Cloud Spotlight Session		Cloud 12: Research, Tools and Practice: Developing Distributed Leadership	
Anje Ros, Marlon van de Put, Loes van Wessum, Anoeska van den Noort			
Tracks: 12. Educational Leadership & Management, 22. Primary & Secondary Education, 24. Vocational, Workplace & Lifelong Learning, 26. Curriculum Design & Educational Quality, 37. Educational Change Methods & Design			
Abstract: In this Spotlight session of Cloud 12, Leadership in Education, we present a synthesis of research findings and practice concerning the developmental process of distributed leadership and the role of school leaders in guiding this complex process. First, we present the results and practical implications of a four year study on distributed leadership. The tools developed through this research will be demonstrated and discussed live by school leaders, enabling participants to assess their practical value. The session addresses two key issues that many school leaders encounter. The first concerns the stages of distributed leadership development within a school and the leadership practices that are appropriate at each stage. The second concerns the dilemmas school leaders face when developing distributed leadership and the coping strategies they (can) employ in response. The Spotlight session is facilitated by three researchers and three school leaders. For each issue, Marlon van de Put will present his research findings and introduce a tool developed based on these results. The school leaders will then be interviewed about their experiences applying the tool in their own contexts, with opportunities for the audience to pose questions as well. After the interviews, participants will be invited to collectively reflect on the usefulness and applicability of the tool across different contexts, considering the study's findings. This structure maximizes interaction and provides ample opportunity for participants to engage directly with both the researchers and the school leaders. The session concludes with a collective discussion addressing: (1) the extent to which the Spotlight session has deepened participants' understanding of distributed leadership development and the role of school leaders, and (2) the extent to which the interactive format has generated nuanced insights into the complexity of distributed leadership development and opportunities for fostering it collaboratively.			

Session H: 10		Time: 10:00 – 11:30	Location: Harbour 12
Case Study	Developing Inquiry, Research Literacy, and Evidence-Informed Practice in Teacher Education		
Bridging Evidence-Informed Improvement and the Development of Student Teachers' Inquiry Skills Jan Beijers, Nanke Dokter			
Tracks: 10. Teacher Education & Professional Development, 15. Research-Based & Authentic Learning, 22. Primary & Secondary Education, 23. Higher & Doctoral Education, 26. Curriculum Design & Educational Quality			
Abstract: This case study presents the initial design of a project in which a primary teacher education program at Fontys aims to strengthen evidence-informed educational improvement and the development of students' inquiry skills. The rationale stems from national expectations for schools to work more evidence informed, combined with the observation that student teachers often struggle to see how research connects to their future professional practice. The project brings together primary school teachers, teacher education students, and teacher educators in improvement teams that collaborate on an urgent, school-identified problem using an eight-step evidence-informed inquiry cycle. Teacher educators provide methodological guidance, teachers contribute contextual expertise, and students engage in authentic inquiry tasks that support their learning. The proposal has been well received by participating schools, and current students view the design as a significant improvement to their program. Although the project has not yet begun, the design suggests mutually beneficial outcomes: schools receive support on relevant issues, students develop inquiry skills in a meaningful context, and teacher educators stay connected to current practice. Key conditions for success include time, facilitation, professional development, and selecting manageable yet urgent problems.			

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Session H: 10

Time: 10:00 – 11:30

Location: Harbour 12

Case Study

Developing Inquiry, Research Literacy, and Evidence-Informed Practice in Teacher Education

Fostering Scientific Reading and Writing in Future Teachers: Musings on Revised Teaching Practices

Robert Reuter, Christian Meyers

Tracks: 08. Teaching Practices & Instructional Design, 10. Teacher Education & Professional Development, 13. Inquiry-, Problem- & Project-Based Learning, 15. Research-Based & Authentic Learning

Abstract: In a previous case study (ANONYMIZED, 2023), we described our course “Scientific Reading and Writing,” in which first-year students collaboratively write a literature review on a self-chosen research question. Following an increase in student numbers, we redesigned the course to reduce grading workload without sacrificing learning quality. We removed the annotated bibliography and process documentation tasks, introduced teacher-assigned working groups of five to six students, and organised a public poster session to which practising teachers are invited. The poster session creates a genuine encounter between student research and educational practice, raising the motivational and intellectual stakes. Students still search for, evaluate, and synthesise peer-reviewed empirical literature; what changed is the range of artefacts they produce. We reflect critically on these changes: some challenges persist, new ones have emerged, and removing the process documentation task has both reduced grading workload and complicated our access to students’ real learning processes. We discuss these trade-offs and reflect on the course’s potential to help students develop a scientific dimension of their professional identity as future teachers.

Session I: 1a

Time: 11:45 – 13:15

Location: Tivoli Suite 1

Roundtable

Dialogic Design Approaches for Professional Learning

Practising an Arts-Mediated Dialogic Approach to Revitalise Educational Scholarship

Josephine Moate, Eva Vass

Tracks: 04. Creativity & Problem Solving, 10. Teacher Education & Professional Development, 36. Educational Research Methods & Design

Abstract: This roundtable outlines a transdisciplinary initiative, ArtSchol, to expand the practice of educational scholarship. Our central research question is: How can arts-mediated dialogic action revitalise educational scholarship to invite the emergence of the new and unanticipated?

ArtSchol aims to ‘un-silo’ compartmentalised knowledge, skills and understandings and to nurture a living network of confluence within education scholarship. In ArtSchol arts-mediated activities interrupt existing assumptions, habits and habitats, suspend the return to the mundane, and nourish new possibilities. Aesthetic activities include three main strands: provocations and encounters to explore how the arts can inform educational research endeavours, workshops to re-view research data, and retreats to engage with lived, aesthetic practice, culminating in hybrid community-building events.

ArtSchol combines arts-mediated approaches with reflective action research involving distinct (but intertwining) cycles of reflection-action. Arts-based research methodologies will provide openings to explore educational phenomena through alternative, sensorial and creative possibilities. Participants’ reflective and creative responses, along with the project team’s multimodal observational data, will document individual and shared journeys. Key moments and insights from each cycle will be used to develop the emergent practice of arts-mediated educational scholarship.

Crafting CLIL Meaning Together: Co Designing Educational Materials with Pre Service Teachers

Caterina Poggi, Charlotte E. Wolff

THURSDAY, 26 NOVEMBER 2026

Session I: 1a		Time: 11:45 – 13:15	Location: Tivoli Suite 1
Roundtable	Dialogic Design Approaches for Professional Learning		
Crafting CLIL Meaning Together: Co Designing Educational Materials with Pre Service Teachers Caterina Poggi, Charlotte E. Wolff			
Tracks: 10. Teacher Education & Professional Development			
Abstract: This roundtable presents a doctoral study in progress that explores collaborative meaning making between a researcher and pre service teachers through the co design of educational materials informed by Content and Language Integrated Learning (CLIL) and the Pluriliteracies Teaching for Deeper Learning (PTDL) framework. Situated within an Educational Design Research (EDR) framework, the study investigates how future teachers engage with CLIL and pluriliteracies principles while designing teaching materials that are responsive to the Icelandic national curriculum and multilingual classroom realities. The roundtable focuses on the second study of a three part PhD project, which involves participatory design research with MA students enrolled in teacher education courses at the University of Iceland. A completed pilot study with four students serves as an empirical anchor to reflect on the craft of collaboration, the emergence of pedagogical understanding, and the challenges of researcher–student partnerships. Central research questions explore how pre service teachers make sense of CLIL and PTDL principles through material co creation, how collaborative design supports professional learning, and how such partnerships contribute to practice based educational research. Participants are invited into a collegial discussion on methodological choices, design tensions, and how meaning is constructed at the intersection of research and teacher education practice.			

Session I: 1b		Time: 11:45 – 13:15	Location: Tivoli Suite 1
Roundtable	Connecting Professional Practices Through Boundary Crossing Chair		
Eduwallet Pilots in VET: Verifiable Credentials as Boundary Objects Marcel Metsaars, Tom Adams			
Tracks: 01. Learning & Development, 24. Vocational, Workplace & Lifelong Learning, 26. Curriculum Design & Educational Quality			
Abstract: A central challenge at the boundary between vocational education and professional practice is recognizing and facilitating workplace learning across heterogeneous practices, particularly without shared infrastructures and representations of competence. This roundtable explores how verifiable credentials in eduwallet pilots function as boundary objects that mediate boundary crossing between vocational education and workplace contexts. The central research questions are: (1) how verifiable credentials are implemented in eduwallet pilot use cases within vocational education; (2) how these credentials and the underlying wallet infrastructure mediate boundary crossing between educational institutions and industry partners; and (3) to what extent such credentials function as boundary objects that translate learning achievements across educational and workplace contexts. The study adopts a practice-based multiple case study design focusing on early eduwallet pilot implementations in vocational education. Two contrasting cases are examined: a healthcare collaboration and a machine safety use case. Data collection includes document analysis and qualitative interviews with stakeholders from education and industry, followed by thematic analysis of how credentials function as sociotechnical artefacts within an emerging boundary infrastructure. The roundtable invites participants to reflect on how eduwallet pilots contribute to the development of secure-by-design digital credential infra			

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Session I: 1b		Time: 11:45 – 13:15	Location: Tivoli Suite 1
Roundtable	Connecting Professional Practices Through Boundery Crossing Chair		
Connecting as a Craft: Making Sense of the Konnector as a Boundary-Spanning Role Femke Vrenegoor			
Tracks: 01. Learning & Development, 24. Vocational, Workplace & Lifelong Learning, 32. School & Organisational Development			
Abstract: In many educational and innovation contexts, people work in connecting roles. They move between organisations, link education and the work field, and support collaboration and innovation. These roles are often recognised, but they are not always described and are known under many different names. This roundtable presents an early-stage practice-based research project within KONNECT 2.0, a regional innovation programme in the Netherlands. The session starts with a short introduction to the KONNECT 2.0 project: what the programme is about and why connecting roles are important within it. It then focuses on the role of the “Konnector”, understood as a role that works in between education, knowledge institutions and professional practice, with the aim of enabling innovation. At the moment of submission, the empirical research has just started. Instead of presenting findings, this roundtable is designed as an open conversation. Participants are invited to reflect on whether they recognise similar roles in their own contexts, how these roles are named and understood, what challenges people in these roles face, and how education and professional development can support them. The session values exchange and collective sense-making, where participants both bring in experiences and take ideas with them.			

Session I: 2		Time: 11:45 – 13:15	Location: Tivoli Suite 2
Roundtable	Learning Networks as a Vehicle for Professional Development		
Further Developing the Culture of Mutual (In)Formal Learning to Structurally Improve Education Hanneke Peperkamp, Ilse Nieuwenhuis, Arno van Uden, Willem van den Kieboom			
Tracks: 01. Learning & Development, 10. Teacher Education & Professional Development, 12. Educational Leadership & Management, 14. Competence-Based & Practice-Based Learning, 22. Primary & Secondary Education, 32. School & Organisational Development, 36. Educational Research Methods & Design			
Abstract: Central research questions The central research question is: How can the culture of mutual (in)formal professional learning at Merletcollege be further developed to structurally improve educational quality? Sub-questions focus on which factors strengthen or limit teacher agency, how collaboration in Teacher Learning Groups (TLGs) can become more goal-oriented, and what role school leadership should play in fostering a sustainable learning organization. Outline of the research design The study follows a Design-Based Research approach, consisting of iterative cycles of design, implementation, evaluation, and redesign. Interventions within the TLGs are developed and adjusted based on preliminary evaluations using the learning organization model of Kools (2020). Data are collected before, during, and after implementation, with a follow-up evaluation after one year to assess impact and inform subsequent improvement cycles. Methodology A mixed qualitative methodology is used, including group and focus-group interviews, lesson observations, intervsiion, and organizational scans. These methods explore collaboration, knowledge sharing, and teacher agency, guided by an ecological perspective on agency. Continuous monitoring ensures alignment between theory, practice, and design.			

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Session I: 2		Time: 11:45 – 13:15	Location: Tivoli Suite 2
Roundtable	Learning Networks as a Vehicle for Professional Development		
Learning Networks vs. Data Quality: Leading Professional Space Through Peer Inquiry Patrick van Schaik, Petra Poelmans			
Tracks: 01. Learning & Development, 05. Social, Collaborative & Peer Learning, 12. Educational Leadership & Management, 15. Research-Based & Authentic Learning, 32. School & Organisational Development, 36. Educational Research Methods & Design			
Abstract: This round table builds on an ongoing practice-based research project within a regional network of school leaders (The Netherlands), focusing on how school leaders foster teachers’ professional space—specifically how they contribute to creating, experiencing and utilizing this space within their schools. The study is designed as a collaborative inquiry in which school leaders engage in structured peer consultations (audits), visiting each other’s schools and conducting conversations with different stakeholders. This approach has generated both substantive insights into leadership practices and strong professional learning within the network.			
While the research itself focuses on leadership and professional space, this session deliberately shifts the focus to a methodological question that emerged during the project: how to balance participant ownership and learning with the quality of research data. Participants are invited to engage in a dialogue on this dilemma and to co-develop strategies for designing practice-based research that is both meaningful for practitioners and sufficiently robust from a research perspective.			

Session I: 3		Time: 11:45 – 13:15	Location: Harbour 4
EAPRIL Cloud Spotlight Session		Cloud 3: Raising the Totem: Experiencing a Dynamic Learning Agenda in Educational Change	
Remco Coppoolse, Manon Joosten			
Tracks: 36. Educational Research Methods & Design, 37. Educational Change Methods & Design			
Abstract: How can we move beyond talking about change in education towards shaping it together? Last year we have set the dynamic learning agenda. In this interactive Cloud-3 spotlight session, we invite participants to further engage with a dynamic learning agenda that captures the complexity of educational change. Building on insights from prior Cloud 3 activities, this session explores change as a systemic, relational and often messy process, including its "darker side", such as resistance, tensions, and the unspoken dynamics that shape innovation. Rather than offering linear solutions, we create a space for collective inquiry and embodied exploration. The session is structured around the principle of working apart together: participants engage with perspectives from experts across institutions while staying connected through a shared inquiry. Through rotating "knowledge cafés", participants choose topics of interest and engage in short, high-energy exchanges. Each table offers a concise 5-minute input, followed by hands-on exploration using tangible artefacts such as visual maps or "praatplaten". At the heart of the session, participants collaboratively build a totem of change—a physical and symbolic representation of past, present and future developments in educational change. This creative process connects thinking with making, sensing and meaning-making and provides building stones for further development of the dynamic learning agenda. This session contributes to the field of practice-based educational research by offering an experiential format to explore complex change processes—inviting participants not only to reflect, but to actively shape the future of educational change together.			

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Session I: 4		Time: 11:45 – 13:15	Location: Harbour 5
Workshop		Making Meaning in Transition: A Game-Based Dialogue on AI, Agency, and Teacher Professional Identity	
Sylvia Schouwernaars			
Tracks: 09. Teacher Beliefs, Thinking & Professional Identity, 10. Teacher Education & Professional Development			
Abstract: In times of AI-related change, educational teams are often pulled into conversations about tools, policy, and risk. Yet what frequently determines whether change becomes meaningful and sustainable is Teacher Professional Identity (TPI): how teachers see themselves, what they value, how they interpret their role, and where they experience agency. In line with the EAPRIL theme Making meaning: the craft of collaborative construction of understanding, this workshop offers a structured and psychologically safe way to co-construct understanding of identity shifts through dialogue (Ruijters, 2021) The session opens with a 9-minute video vignette introducing Kelchtermans’ five dimensions of self-understanding and Ruijters’ perspective on connecting inner drivers to professional action (Kelchtermans, 2009) Participants then play Identity in Transition: A Dialogue Deck—a tabletop dialogue game for four participants—using speaking prompt cards, a game board, and a dice to support equal participation and purposeful progression. Participants conclude with an optional QR-based two-question reflection (anonymous, opt-in) and a transfer step to support adaptation to professional development, lesson study, or teacher education.			

Session I: 5		Time: 11:45 – 13:15	Location: Harbour 6
Case Study	Collaborative School Inquiry for Learning, Behaviour, and Well-Being		
Empowering 45 Schools: PLCs as Catalyst for High-Quality Language, STEM and Behavioural Education Joke Hurtekant, Liesbeth Stevens			
Tracks: 09. Teacher Beliefs, Thinking & Professional Identity, 10. Teacher Education & Professional Development, 22. Primary & Secondary Education, 27. Language, Literacy & Numeracy Education, 28. STEM (Science, Technology, Engineering, Mathematics) Education, 35. Diversity, Inclusion & Equity			
Abstract: This case study presents Leercollectief Basis Verhoogd, a collaborative project by three Flemish universities of applied sciences—Artevelde, Odisee, and VIVES—supporting 45 primary and secondary schools in strengthening preventive care for their pupils. The rationale stemmed from schools’ need for evidence-informed guidance to design accessible, responsive and differentiated learning environments for all learners. Each school established a Professional Learning Community (PLC) of 6–12 members, guided by a coach from one of the three universities and an internal coordinator. PLCs worked on one of three themes—language, STEM, or behaviour and emotion—through six evidence-informed sessions embedded in the school’s broader policy structures. Findings show clear improvements in classroom routines, differentiation practices, shared ownership, and data-informed decision-making. While all PLCs articulated a vision for embedding interventions into care policies, full policy integration proved ambitious within the project’s ten month timeframe. Nevertheless, many school groups plan to continue the work independently. The project demonstrates that combining scientific knowledge, collaborative inquiry, and strong internal leadership can create sustainable foundations for improving pupil support.			

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Session I: 5		Time: 11:45 – 13:15	Location: Harbour 6
Case Study	Collaborative School Inquiry for Learning, Behaviour, and Well-Being		
Improving Pupils Socio-Emotional Learning and Behaviour Through Schoolteam Inquiry Joke Hurtekant, Lieve Lootens, Amélie Fauquant Tracks: 03. Motivation, Emotions & Well-being, 22. Primary & Secondary Education, 32. School & Organisational Development, 37. Educational Change Methods & Design Abstract: This case study presents insights from Leren in Balans, a Flemish Government (Leerpunt)–funded project that supports school teams in strengthening student socio-emotional learning and behaviour through collaborative, evidence informed inquiry. Fifteen secondary schools (ages 12–18) engaged in a structured improvement cycle guided by 3 coaches from **** University of Applied Sciences. The rationale for the project arose from schools’ need for systematic, preventive approaches to supporting diverse learners, combined with limited shared knowledge of research based practices. School teams worked with real classroom cases, analysed pupils needs using research frameworks, and designed feasible, preventive actions embedded in daily teaching. The process involved teachers, school leadership, pupil-support teams, and partner schools acting as critical friends. The case study shows that the combination of collaborative inquiry, context specific data collection, and targeted research literature led to more coherent classroom practices, increased teacher confidence, and stronger alignment between pupil support structures and classroom routines. We conclude by discussing implications for teacher education, international transferability, and how structured facilitation can help schoolteams embed evidence informed practices sustainably.			

Session I: 6		Time: 11:45 – 13:15	Location: Harbour 7
Workshop		Teaching with the Motivation-Motor: Supporting Student Motivation in Higher & Vocational Education	
Marloes Broeren, Peter Verkoeijen, Anna van Duijvenvoorde, Anne-Wil Kramer, Lottje Raaijmakers			
Tracks: 03. Motivation, Emotions & Well-being, 10. Teacher Education & Professional Development, 23. Higher & Doctoral Education, 24. Vocational, Workplace & Lifelong Learning			
Abstract: The workshop 'Teaching with the Motivation-motor: Supporting Student Motivation in Higher and Vocational Education' centralizes around the self-reflection instrument: the Motivation-motor. This instrument supports teachers in reflecting on their abilities to support student motivation through the three basis psychological needs of experienced autonomy, competence and relatedness (Deci & Ryan, 2000). The workshop enables teachers to use the Motivation-motor adequately by addressing the following three aims. First, teachers become acquainted with the self-determination theory, i.e., the theory underlying the self-reflection instrument, and its implications for supporting students' motivation and well-being. A second goal of the workshop is for teachers to reflect on their current classroom practice with the use of the Motivation-motor and identify potential areas for improvement in how they currently support students' autonomous motivation. The final workshop aim is to create concrete activities that can be implemented in classroom practice by teachers based on worked examples from research and educational practice. The workshop methods include: (1) interactive discussion of motivation and psychological needs; (2) reflection activity with Motivation-motor self-reflection cards; (3) design activity for motivation-supporting classroom activities.			

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Session I: 7		Time: 11:45 – 13:15	Location: Harbour 8
Workshop	Co-Designing Curricula Across Roles: Making Meaning in Collaborative Design Teams		
Linda van Ooijen-van der Linden, Rose Leighton, Didi M. E. Griffioen Tracks: 23. Higher & Doctoral Education, 26. Curriculum Design & Educational Quality, 36. Educational Research Methods & Design, 37. Educational Change Methods & Design Abstract: How can educators, students and researchers collaboratively design curricula in a way that is both productive and meaningful? And what does constructive collaboration look like in such heterogeneous design teams? Those questions are at the core of this workshop. The workshop is grounded in findings from a five-year Comenius Leadership project, funded by the Ministry of Education in which nine interdisciplinary curriculum design teams were studied. From this research, we derived a set of instruments and approaches that support collaborative educational design. During the workshop, participants will actively engage with the instruments and approaches for effective curriculum co-design. Participants will first be introduced to key insights from the project, focusing on how meaning is jointly constructed in curriculum design processes. Subsequently, they will work in small groups on either their own case or a case provided by the workshop leader. They will develop a plan for a co-design process addressing questions of initiation, collaboration, and process design. The workshop concludes with group reflections and discussion of how approaches can be adapted to different contexts. Participants leave with practical methods for initiating and facilitating curriculum co-design in diverse teams.			

Session I: 8		Time: 11:45 – 13:15	Location: Harbour 10
Workshop		Language Meets Behaviour: Hands-on Workshop on a New Cross-Disciplinary Special Education Concept	
Joana Wolfsperger, Bernhard Bley, Laura Einsiedl, Daniela Michnay-Stolz, Kristina Mittelhammer, Sabine Prepens			
Tracks: 01. Learning & Development, 03. Motivation, Emotions & Well-being, 06. Special Educational Needs & Learning Difficulties, 10. Teacher Education & Professional Development, 16. Game-Based & Experiential Learning, 21. Early Childhood Education, 22. Primary & Secondary Education, 27. Language, Literacy & Numeracy Education			
Abstract: Recent findings from the German School Barometer indicate that teachers experience a substantial burden due to students displaying challenging behaviours (Robert Bosch Foundation, 2025). Emotional and social difficulties frequently co-occur with language-related impairments, and many children with developmental language disorders also exhibit behavioural and emotional challenges (Curtis et al., 2018; Mayer et al., 2024). This highlights the need for teachers to develop competencies that integrate both emotional-social and linguistic support. The workshop presents an interdisciplinary support framework developed in collaboration with in-service teachers. It features accessible, modular instructional materials designed to simultaneously foster language and emotional-social competencies, with a particular focus on expanding emotional vocabulary and promoting emotion regulation. In contrast to existing approaches, which often assume higher language proficiency or address developmental domains separately, these materials explicitly combine both areas. Participants will engage with the materials and reflect on them based on their professional experience. Insights gained will inform their ongoing development within a participatory research framework.			

Present & Discuss

Learner Engagement Across Hybrid, Multi-Platform and VR Environments

A VR-lesson in Secondary Biology Education: Learning and the Role of Learner Characteristics

Lysanne Post, Mart Mojet, Mario de Jonge, Nadira Saab

Tracks: 02. Cognitive, Metacognitive & Self-Regulated Learning, 08. Teaching Practices & Instructional Design, 17. Technology-Enhanced & Digital Learning, 20. Immersive & Media-Based Learning (VR, video, web), 22. Primary & Secondary Education

Abstract: Virtual reality (VR) applications are increasingly popular in secondary education but it is still unclear in which situations (subjects, topics, didactical approaches) such applications result in higher learning outcomes than learning from a book [4, 6]. Moreover, learner characteristics are likely to play a role in the effectiveness of VR-applications on learning outcomes [7, 8]. Therefore, the central question of this study was what the effects of a specific didactical approach of a VR-lesson in biology education are in terms of learner experience, learning outcomes, and the role of learner characteristics (ability to focus, spatial imagination, attitude towards VR). Students (N = 375) participated in a VR-lesson and a standard lesson in this study, which had a quasi-experimental between-subjects design. Results show that students find the VR-lesson interesting and useful and that the VR-lesson a promising didactical approach to teach students about the physiology of the heart. This research supports the current field of practice-based educational research by giving insight in a didactical approach and learner characteristics as boundary conditions for successful VR-implementation. More theoretical and practical implications will be discussed interactively with the audience.

Hybridization in Higher Education: Between Instructors' Intentions and Student Experiences

Robert Reuter, Juliette Robert, Robert Reuter, Natasha Noben

Tracks: 19. Online, Blended & Distance Learning, 23. Higher & Doctoral Education

Abstract: To what extent do instructors' intended meanings in hybrid learning designs align with students' experienced meanings? This communication, part of an international research project on hybridization in higher education, examines hybrid learning designs as a collective and subjective co-construction of meaning, emerging from the interaction between pedagogical intentions and students' lived experiences, through an analysis of their personal learning environments. Drawing on a mixed-methods approach combining questionnaires administered to instructors and students, along with semi-structured interviews analyzed using the MEPA method, the study identifies a typology of six types of hybrid teaching designs. The findings reveal discrepancies between instructors' pedagogical intentions and students' lived experiences, and show that students "orchestrate" additional resources beyond those provided by instructors, depending on their self-regulation capacities. These results invite us to reconsider the tensions between planned and lived instructional designs as opportunities to reconfigure the meaning attributed to learning environments. Implications for higher education teacher training are discussed, particularly with regard to fostering reflexivity in relation to co-construction processes in hybrid contexts.

Why Learners don't Follow the Pedagogical Design: Selective Behavior Across Tasks and Multi-Platform

Eila Burns, Satu Aksovaara, Minna Silvennoinen

Tracks: 01. Learning & Development, 08. Teaching Practices & Instructional Design, 17. Technology-Enhanced & Digital Learning, 18. Artificial Intelligence & Learning Analytics, 19. Online, Blended & Distance Learning, 20. Immersive & Media-Based Learning (VR, video, web), 24. Vocational, Workplace & Lifelong Learning

Abstract: This practice-based study examines how learner presence is manifest in a multi-platform digital learning environment, where learners' activity is distributed across tasks and platforms. The study analyses how learners distribute their activity across tasks and platforms, and identifies learner behavior in relation to pedagogical design, task types and platform use.

The study was conducted in a smart farming learning context. Pedagogical approach applied a simulation-based learning which was implemented in digital learning environment combining an LMS (Howspace) with a digital twin simulation environment and VR-based farm metaverse. Behavioral trace data from 107 learners over an eight-week course were analyzed combining time-use data from an LMS and platform-use data from digital twin. Learning analytics methods, including descriptive statistics, task-level time-use clustering, and comparisons between degree students and lifelong learners, were used.

The results show that learner behavior is selective and uneven. Decision-making and simulation-based tasks attracted the highest levels of activity, while instructional and reflective tasks were often completed quickly or bypassed. Distinct behavioral patterns were observed between learner groups. Lifelong learners prioritized simulation-based activities aligned with professional goals, whereas degree students distributed activity more evenly. The findings highlight the need for flexible, modular digital learning designs

Session I: 10		Time: 11:45 – 13:15	Location: Harbour 12
Present & Discuss		Curiosity, Truth and Creativity in Student Learning	
Transforming Curiosity into Research Questions Through Knowledge Building in Inquiry-Based Learning Etsuko Tanaka			
Tracks: 13. Inquiry-, Problem- & Project-Based Learning, 15. Research-Based & Authentic Learning, 22. Primary & Secondary Education			
Abstract: This study examined how young children’s initial interests can be transformed into more investigable and inquiry-worthy research questions through structured scaffolding in independent research projects in Japan. Inquiry-Based Learning emphasize the importance of authentic question generation, yet young learners often struggle to formulate meaningful inquiry questions without support. A qualitative practice-based research design was employed with five parent–child pairs involving children in Grades 1–2. The intervention included iterative processes of theme generation, knowledge expansion, question evaluation, and refinement. A distinctive feature of the support design was the intentional inclusion of a “knowledge expansion phase” using books, videos, internet searches, and interviews before formal question formulation. The findings showed that children’s broad interests gradually developed into more focused and investigable research questions. For example, one child transformed a curiosity about spicy shishito peppers into an experiment examining relationships between pepper shape and spiciness. The study also revealed that excessive parental direction sometimes reduced children’s engagement. The results suggest that meaningful inquiry questions can be fostered through iterative knowledge expansion and scaffolding, highlighting the importance of supporting not only question generation itself but also the processes through which children deepen and refine their ideas.			
The Indispensability of Creativity in Problem Solving Among University Students in Kenya Peter Maurice			
Tracks: 04. Creativity & Problem Solving			
Abstract: Education without output is a mere routine, education that is going to change the lives of people must address the problems of humanity. This then gives education relevance. If solutions to life problems are to be realised, then creativity becomes a much-needed concept, as a matter of fact, it becomes indispensable to problem solving. This paper aimed at showcasing the indispensability of creativity in problem solving especially and sought to unearth whether creativity has taken root among university students in Kenya. This study sought to answer questions around the quality of university education in Kenya, the role of creativity in effective problem solving, the impact of the lack of creativity in problem solving and antidote to lack of creativity in problem solving. The study adopted a qualitative research method, data was analysed through document analysis ((Long et al., 2022) and (Bowen, 2009). Findings showed that the philosophy of university education in Kenya was not tailored for creativity even though creativity is central to problem solving. Further, there was lack of creativity resulting in the inability to solve problems. The study proposed culture change, intentionality and adoption of AI as antidotes to lack of creativity.			
What is Truth? Epistemic Dialogues to Foster Students’ Reflection on Science and Misinformation Dickran Decoster, Jelle De Schrijver, Leen Bisschop, Dickran De Coster, Laura Van den Broeck			
Tracks: 01. Learning & Development, 22. Primary & Secondary Education, 28. STEM (Science, Technology, Engineering, Mathematics) Education			
Abstract: This study explores how epistemic dialogues can support secondary students in navigating scientific claims in contexts of misinformation. Using an Educational Design Research approach, we explored teachers’ challenges, developed design principles, and implemented a dialogic teaching method in classroom practice. Findings show that students struggle to evaluate knowledge claims, while teachers face epistemic, relational, and structural constraints. Epistemic dialogues foster reflection by creating space for uncertainty, making thinking visible, and engaging students in evaluating evidence and sources. However, effective implementation requires skilled facilitation and stronger peer interaction. The study highlights the potential of epistemic dialogue to promote critical, reflective engagement with science in complex information environments.			