



School of Education
Department of Education



5th EARLI SIG 13 Conference

Professionals' Ethos and Education for Responsibility 6-9 July 2016, University of Salzburg

Location: Unipark Nonntal, Erzabt-Klotz-Straße 1, 5020 Salzburg

Program

Wednesday, 6th July 2016

from 12:00	Registration		
14:00 – 14:45	Conference Opening (E.004)		
14:45 – 16:00	Keynote 1: Edgar Morscher (E.004) <i>Chair: Sieglinde Weyringer</i>		
16.00 – 16.30	Coffee Break		
16:30 – 18:15	SR 1.005	SR 1.006	SR 1.008
	<p><i>Paper-Session</i> Moral Learning and Decision-Making <i>Chair: Hermann Josef Abs</i></p> <p><i>Sue Walker, Jo Lunn, Laura Scholes & Eva Johansson</i> Teaching for critical moral learning: Alignment of personal epistemologies and practices for active citizenship</p> <p><i>Sonia Maria Pereira Vidigal</i> Ethical Space: from geometric to meaning</p> <p><i>Thomas Bienengrüber</i> Which situational elements constitute moral judgment?</p> <p><i>Karin Heinrichs, Tobias Kärner, Hannes Reinke & Gerhard Minnameier</i> Determinants of moral decision making by the example of the happy victimizer-phenomenon: person or situation?</p>	<p><i>Paper-Session</i> Value and Emotion-based Education <i>Chair: Dimitris Pnevmatikos</i></p> <p><i>Hermann Astleitner</i> The development and testing of an instructional-design-theory for fostering value- and emotion-based relationship education</p> <p><i>Hanna Beißert, Kelly Lynn Mulvey & Melanie Killen</i> Children’s Emotion Attributions Regarding Accidental and Prototypical Moral Transgressions</p> <p><i>Julia Höke</i> Participation in children’s point of view – results of an exploratory study in a kindergarten</p>	<p><i>Paper-Session</i> LLAF 1 Learning to live together... <i>Chair: Nomy Dickman</i></p> <p><i>M Rosário Pinto</i> A multicultural perspective about bioethical dilemmas in critical and emergency scenarios</p> <p><i>M Rosario Pinto, Pedro Parreira & Marta Lima Basto</i> Health professionals’ skills development to implement Therapeutic Education. A case study with diabetes certified educators.</p>
from 18:30	Welcome reception (Roof Terrace)		

Thursday, 7th July 2016

	SR 1.005	SR 1.006	SR 1.008
09:00 – 10:45	<p><i>Symposium</i> LLAF 2 Learning TO BE: Implications of VaKE (Values and Knowledge Education) for lifelong learning in applied fields (LLAF) TEMPUS project <i>Organisation: Dorit Alt</i> <i>Chair: Dorit Alt</i> <i>Discussant: Roxana Reichman</i></p> <p><i>Irit Levy-Feldman</i> Dealing with dilemmas as a tool to promote professional identity as a school assessment coordinator in "Educational Evaluation" graduate program at KCE- Kibbutzim College of Education, Israel</p> <p><i>Lydia Linortner</i> VaKE for hearing-impaired pupils</p> <p><i>Rachel Eichler</i> VaKE used in the course: Introduction to Patient Care</p> <p><i>Dorit Alt & Nirit Raichel</i> Implications of VaKE for lifelong learning in applied fields (LLAF) TEMPUS project</p>	<p><i>Paper-Session</i> Education for Responsibility in School and Leisure Time <i>Chair: Angela Gastager</i></p> <p><i>Nils Berkemeyer & Ina Semper</i> School as organisation and their orders of recognition. Theoretical and empirical implications for school (development) research</p> <p><i>Monika Oberle, Johanna Leunig</i> Effects of political simulation games on learners' attitudes, motivation and knowledge</p> <p><i>ETHIKA Austria - Irene Pack</i> Philosophizing with Children – A Way to Assume "Responsibility"</p> <p><i>Birgitta Kopp, Heinz Mandl & Sandra Niedermeier</i> Impulses and Dilemmas for Sensitizing Students to Values in STEM Education</p>	<p><i>Paper-Session</i> Professional Ethos in Different Vocational Fields <i>Chair: Sieglinde Weyringer</i></p> <p><i>Sieglinde Weyringer</i> Internship: Remembered situations and the sensitivity for ethical principles</p> <p><i>Sarah Forster-Heinzer</i> The impact of perceived trainers' ethos on trainees' professional identity and company identification</p> <p><i>Bettina Fuhrmann, Herwig Rumpold & Dirk Loerwald</i> Economic Literacy as a Basis for Political Education – Conceptual Considerations and Empirical Results</p> <p><i>Laura Selmo</i> Improving the professional ethos in teaching through reflective practice and narration</p>
10:45 – 11:15	Coffee Break		

Thursday, 7th July 2016

	SR 1.005	SR 1.006	SR 1.008
11:15 – 13:00	<p><i>Forum-Symposium</i> Values and Knowledge Education (VaKE) for Responsible Citizens <i>Organisation: Jean-Luc Patry</i> <i>Chair: Jean-Luc Patry</i> <i>Discussant: Jean-Luc Patry</i></p> <p><i>Günter Wohlmuth</i> The teaching skills of networked knowledge acquisition and constructivist values education. Realizing Curriculum-based teaching and learning objectives at vocational schools utilizing VaKE</p> <p><i>Katharina Wichmann</i> Values Education through VaKE using inspiring role models</p> <p><i>Diekmann Natascha</i> VaKE as a method in sustainable consumer education</p>	<p><i>Symposium</i> Responsibility as the principal denominator of pedagogical ethos <i>Organisation: Sarah Forster-Heinzer</i> <i>Chair: Sarah Forster-Heinzer</i> <i>Discussant: Dorit Alt</i></p> <p><i>Hermann Josef Abs</i> A motivational perspective on configurations of teacher responsibility</p> <p><i>Horst Biedermann & Fritz Oser</i> Do Teachers Know What Students Are Doing? Teachers' Professional Information and Communications Technology Responsibility</p> <p><i>Sarah Forster-Heinzer</i> Pedagogical responsibility from the trainers' point of view</p>	<p><i>Forum-Symposium</i> LLAF 3 Learning to do: lifelong learning in the applied fields Tempus funded consortium brings about change in higher education <i>Organisation: Ariela Gordon-Shaag</i> <i>Chair: Ariela Gordon-Shaag</i> <i>Discussant: Hava Vidergor</i></p> <p><i>Dorit Alt & Nirit C Raichel</i> Learning to do: Using problem-based learning in LLAF (Lifelong Learning in Applied Fields) Tempus funded project</p> <p><i>Liat Gantz, Ariela Gordon-Shaag & Rachel Eichler</i> Learning to do: embedding a Case-Based-Learning (CBL) pilot developed in the Lifelong Learning in Applied Fields (LLAF) Tempus funded Consortium in a module on Binocular Vision</p> <p><i>Sara Meilijson & Ariela Gordon-Shaag</i> Learning to do: applying a case-based-learning pilot developed in the Lifelong Learning in Applied Fields (LLAF) Tempus funded Consortium in two modules: Audiology and Genetics</p> <p><i>Ariela Gordon-Shaag, Liat Gantz & Rachel Eicher</i> Learning to do: embedding an Evidence-Based-Practice module developed in the Lifelong Learning in Applied Fields (LLAF) Tempus funded Consortium in a module on Vision Therapy</p>
13:00 – 14:00	Lunch		
14:00 – 15:15	Keynote 2: <i>Brigitte Latzko</i> (E.004) <i>Chair: Jean-Luc Patry</i>		
15:15 – 15:45	Coffee Break		
15:45 – 16:15	Maslovaty-Award Session, Chair: <i>Dorit Alt</i> (SR 1.006)		
16:30 – 17:45	Business-Meeting (1.006)		
from 19:00	Conference Dinner (external)		

Friday, 8th July 2016

<p>09:00 – 10:45</p>	<p align="center">SR 1.005</p> <p><i>Symposium</i> LLAF 4 Living together: Using Problem Based Learning Interwoven in Project and Team Based Learning to Enhance Lifelong Learning Skills in Applied Fields in Higher Education (Tempus Funded Project) <i>Organisation: Hava Vidergor , Nomy Dickman</i> <i>Chair: Hava Vidergor , Nomy Dickman</i> <i>Discussant: Ariela Gordon-Shaag</i></p> <p><i>M. Rosario Pinto, Andreia Monteiro & Pedro Costa</i> Implementation of PBL in Portuguese Health Institutions: A Bibliometric Study</p> <p><i>Hava Vidergor, Rhonda Sofer & Hadas Huber</i> Living Together: Excellent Students' Perceptions of the Contribution of a Course Using PBL to Their Cognitive Leadership and Pedagogical Characteristics</p> <p><i>Sophia Eilat-Tsanani, Lea Even & Nomy Dickman</i> Lifelong Learning in Applied Fields (LLAF): Training Doctors of the Future to be Lifelong Learners – Team-Based Learning in Family Medicine Clerkship.</p> <p><i>Roxana G. Reichman</i> First we learn how to walk, then we learn how to dance: Lifelong learning and multiculturalism in PBL courses at a Teacher Education Colle</p>	<p align="center">SR 1.006</p> <p><i>Symposium</i> Ethical challenges in teachers' everyday life at school – Is discourse always the appropriate answer? <i>Organisation: Karin Heinrichs & Alfred Weinberger</i> <i>Chair: Karin Heinrichs & Alfred Weinberger</i> <i>Discussant: Brigitte Latzko</i></p> <p><i>Fritz Oser</i> The ethos of teachers': Is only a procedural discourse approach a valid model?</p> <p><i>Jean-Luc Patry</i> Theory of situation specificity – when is discourse the appropriate answer?</p> <p><i>Karin Heinrichs</i> Nonviolent communication as a method to decide between discourse and alternative strategies in dealing with conflicting situations in school</p> <p><i>Alfred Weinberger</i> The cognitive affective processing system (CAPS) model – how do pre-service teachers act in different ethically challenging situations during their practicum?</p>
<p>10:45 – 11:15</p>	<p align="center">Coffee Break</p>	
<p>11:15 – 13:00</p>	<p align="center">Foyer - 1. Floor</p> <p><i>Chair: Alfred Weinberger</i> <i>Dorit Alt, Shahar Ashkenazi, Sharon Ben-David & Zohar Tzur</i> Learning to LIVE TOGETHER: Using project-based learning in LLAF (Lifelong Learning in Applied Fields) Tempus funded project</p> <p><i>Angela Gastager, Anna Nebel & Jean-Luc Patry</i> Professional reflective internships on values for preservice teachers</p> <p><i>Axel Felser</i> Value commitments as part of the professional teacher personality</p> <p><i>Patrizia Kühner</i> How to discuss ethical issues in economic and business education – interaction analyses and their didactic implications</p> <p><i>Markus Dormann</i> Teaching with requests in classrooms: chance or handicap?</p> <p><i>Anne-Mareike Möller, Melanie Arbatschat, Eveline Gutzwiller-Helfenfinger & Brigitte Latzko</i> Childrens' moral emotions</p>	
<p>13:00 – 14:00</p>	<p align="center">Lunch</p>	

Friday, 8th July 2016

14:00 – 15:15	<p align="center">SR 1.005</p> <p><i>Paper-Session</i> Teacher Education and Professional Ethos <i>Chair: Sarah Forster-Heinzer</i></p> <p><i>Roni Reingold & Lea Baratz</i> Initial Teacher Education for responsibility- Implications from Israeli teachers' students Perceptions of Morally Courageous Behavior</p> <p><i>Katrin Kleemann</i> Teacher students' professional ethics in a longtime practical training</p> <p><i>Olga Fotakopoulou, James Williams , Imran Mogra & Harriet Cutler</i> Ethics and ethical practice: Perceptions and awareness in students of Social Sciences and Education in a UK University</p> <p><i>Francisco Esteban & Miquel Martínez</i> Becoming a Teacher: Ideas for University Education</p>	<p align="center">SR 1.006</p> <p><i>Paper-Session</i> Values and Knowledge Education <i>Chair: Jean-Luc Patry</i></p> <p><i>Alfred Weinberger</i> How to promote the pedagogical and moral ethos of teachers? The case for cases</p> <p><i>Martina Nussbaumer</i> Improvement of teacher-training for Values and Knowledge Education (VaKE) in schools</p> <p><i>Dimitris Pnevmatikos & Panagiota Christodoulou</i> Promoting conceptual change through Values and Knowledge Education (VaKE)</p>
15:15 – 15:45	Coffee Break	
15:45 – 17:30	<p align="center">SR 1.005</p> <p><i>Paper-Session</i> Moral Education and Interculturalism <i>Chair: Sieglinde Weyringer</i></p> <p><i>Dimitris Pnevmatikos & Triantafyllia Georgiadou</i> The impact of informants' religious involvement on their trustworthiness</p> <p><i>Yariv Itzkovich & Dorit Alt</i> The dark side of teachers' ethos and its impact on students' reactions: A comprehensive framework to assess college students' reactions to faculty incivility.</p> <p><i>Frederique Brossard Børhaug</i> How to challenge a culturalization of human existence? Promoting interculturalism and ethical thinking in education</p> <p><i>Imran Mogra</i> A Muslim Researcher's Perspective on Ethics in Educational Research</p>	<p align="center">SR 1.006</p> <p><i>Paper-Session</i> Democratic Education and Responsibility <i>Chair: Susan Walker</i></p> <p><i>Ingrid Schutte, Marca Wolfensberger & Wiel Veugelers</i> Constructing and implementing a curriculum for critical global citizenship.</p> <p><i>Hermann Joseph Abs & Michael Filsecker</i> In Search of a Domain Specific Ethos for Teaching Citizenship</p> <p><i>Ewa Bacia</i> Citizenship versus patriotic education. Teachers' approach to citizenship education in Polish primary schools.</p> <p><i>Jutta Standop</i> Teaching methods move democratic education</p>
from 18:30	Guided city tour	

Saturday, 9th July 2016

Saturday, 9th July 2016		
	SR 1.005	SR 1.006
09:00 – 10:45	<p align="center"><i>Session 7</i></p> <p><i>Forum-Symposium</i> How can teacher education contribute to promoting pre-service/in-service teachers <i>Organisation: Eveline Gutzwiller-Helfenfinger & Karin Heinrichs</i> <i>Chair: Eveline Gutzwiller-Helfenfinger & Karin Heinrichs</i> <i>Discussant: Liana Konstantinidou</i></p> <p><i>Karin Heinrichs</i> Nonviolent communication as a method to prepare teachers for educating immigrants in multicultural contexts</p> <p><i>Dimitris Pnevmatikos</i> Training teachers for teaching immigrant learners</p> <p><i>Eveline Gutzwiller-Helfenfinger</i> <i>Teachers' knowledge and understanding of minor refugee students' development as a precondition for implementing intercultural values dialogue</i></p> <p><i>Alfred Weinberger</i> VaKE (Values and Knowledge Education) as a possible approach to promote future teachers capacity to implement intercultural values dialogue</p>	<p><i>Paper-Session</i> Morality in Classroom <i>Chair: Julia Maria Keller</i></p> <p><i>Turid Skarre Aasebø</i> Democratic positions in classrooms</p> <p><i>Johannes Reitingen</i> Inquiry Learning and Democratic Education – Theoretical Relations and Empirical Accessibility</p> <p><i>Eszter Dobai</i> Classroom drama as the method of ethical education</p>
10:45 – 11:15	Coffee Break	
11:15 – 13:00	Closing Session (SR 1.006)	