



2016 EARLI-SIG 5 CONFERENCE

LEARNING AND DEVELOPMENT IN EARLY
CHILDHOOD

BRIDGING MULTIPLE PERSPECTIVES IN EARLY
CHILDHOOD EDUCATION

CONFERENCE BOOK

PORTO, PORTUGAL, JUNE 29 - JULY 1 2016



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Sponsors



Welcome to Porto!

We are very pleased to welcome you to the fourth Biennial EARLI - SIG 5 Conference, Learning and Development in Early Childhood. The theme of the 2016 SIG5 conference is “Bridging Multiple Perspectives in Early Childhood Education”.

The aim of the conference is to provide a forum for researchers and practitioners to exchange findings, discuss their work and learn from the work of others around early childhood education and research in the contexts of home, early childhood settings, and school.

We are proud to present three keynote speakers, Professors Catherine Snow (Harvard Graduate School of Education; USA), Karine Verschueren (University of Leuven; Belgium) and Manuel Sobrinho Simões (Institute of Molecular Pathology and Immunology at the University of Porto; Portugal).

Additionally, the program includes one panel discussion around recent societal changes in Europe and their challenges for research, which will be facilitated by Tove Mogstad Slinde, who will exchange and elicit fresh ideas from Michel Vandebroek, Miriam Leuchter, Athanasios Gregoriadis, and Paul Leseman, and bring the audience into the discussion.

The presentations cover a broad range of topics related to early childhood development and care.

The 2016 EARLI - SIG 5 conference is jointly organized by the University of Porto (Faculty of Psychology and Educational Sciences) and the EARLI (European Association for Research on Learning and Instruction). We thank all the presenters and their co-authors for submitting their proposals of such a high quality, and we extend our warm thanks also to our sponsors and collaborators.

We hope the conference will be an exciting and inspiring scientific and social experience for all participants!

Joana Cadima and Marja-Kristiina Lerkkanen

(SIG 5 coordinators)

Vera Coelho, Tiago Ferreira, & Carolina

Guedes

(SIG 5 Jure Assistant Coordinators)

Local Committee

Joana Cadima, Cecília Aguiar, Clara Barata, Ana Isabel Pinto, Ana Madalena Gamelas, Carla Peixoto, Catarina Grande, Isabel Abreu-Lima, Martine Broekhuizen, Sílvia Barros, Teresa Leal.

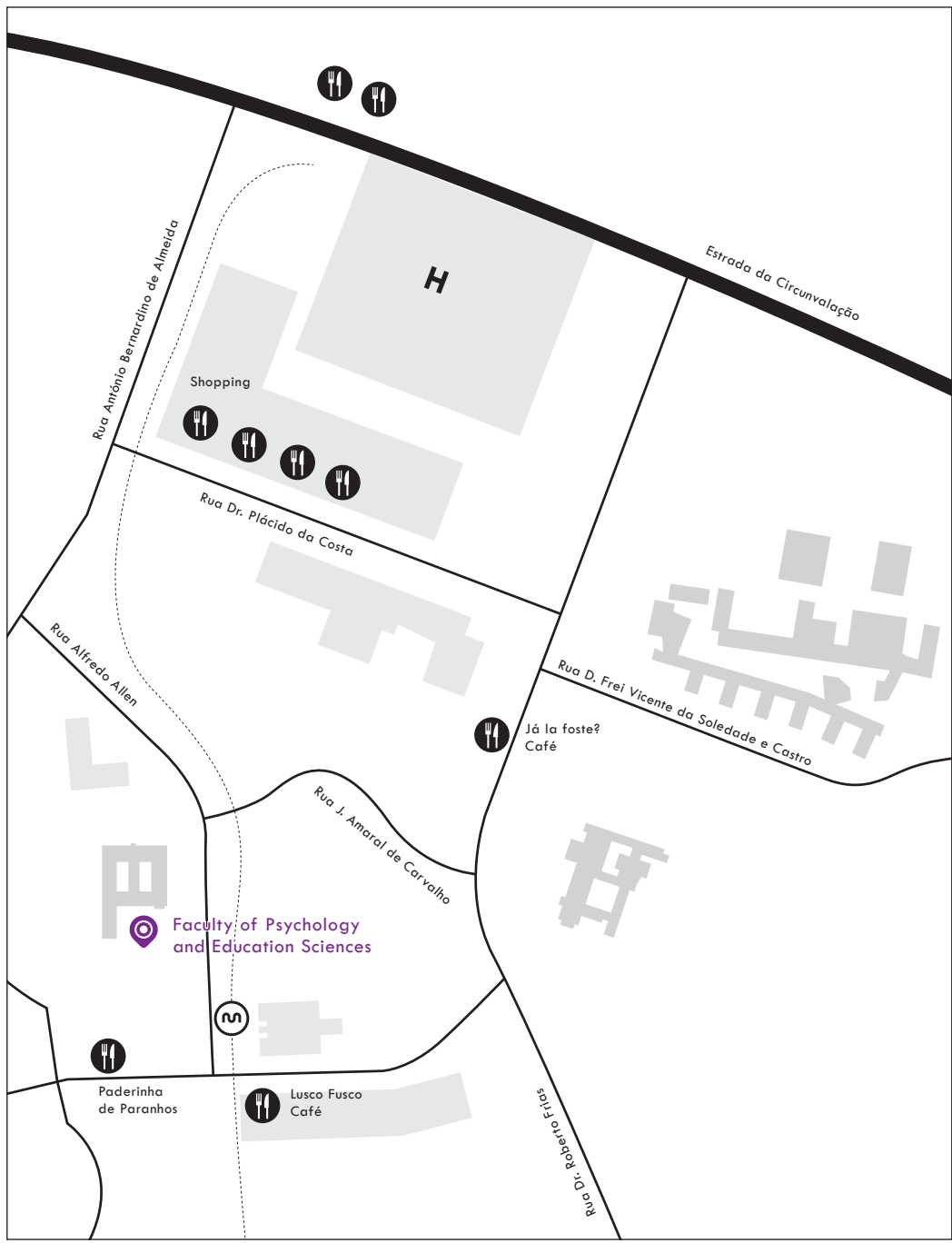
Conference Venue (FPCEUP Building)

The EARLI SIG 5 Conference will be located at the Faculty of Psychology and Education Sciences of Porto University (FPCEUP) which is located at Porto, Portugal.



FPCEUP opened in 1980 and currently there are nearly 2000 students attending for their graduate, integrated master's, postgraduate, masters and doctoral degrees. Students have found success working in fields such as education, social justice, health, central and local public administration, socio-cultural development, and many different companies. Additionally, FPCEUP provides continuing education programs that aim to respond to the requirements of professional, civic and cultural training that emerge in today's society. Beyond education, FPCEUP is engaged in research and development activities, as well as providing services to the community through research institutes and centers. Internationalization plays an important role at FPCEUP, not only due to the increasing number of projects and partnerships with foreign institutions, but also due to the increasing number of foreign students and the exchange of lecturers and researchers through mobility programs. With more than 30 years of history, FPCEUP looks towards the future with a commitment to quality education and the promotion of an institutional culture of research and social progress.

FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCES OF THE UNIVERSITY OF PORTO (FPCEUP)
RUA ALFREDO ALLEN,
4200-135 PORTO
PORTUGAL



-  Metro station - Polo Universitário
-  Restaurants & Cafes
-  Venue

How to get to FPCEUP?

Make your itinerary:

- Public transports: STCP (<http://www.stcp.pt/pt/itinerarium/>)

- Google Maps (<https://goo.gl/2gv97S>)

By subway

Traveling by Metro do Porto, you can exit at POLO UNIVERSITÁRIO station, Line D (yellow).

Leaving the station, just turn left and you will find FPCEUP.

From the airport

Take the Line E (purple), direction ESTÁDIO DO DRAGÃO. Change to Line D (yellow), direction HOSPITAL DE SÃO JOÃO. Exit at POLO UNIVERSITÁRIO.

From downtown

Take the Yellow Line (Line D). Exit at POLO UNIVERSITÁRIO.

The one-way ticket costs 1,50 euros and is bought at any metro station.

By bus

Day (6h00 - 1h00)

Stop: Pólo Universitário

- 803: Boavista > Rio Tinto (Esc. Secundária)

Stop: Faculdade de Economia

- 204: Hospital de São João > Foz

- 300: Circular Hospital S. João > Aliados

- 301: Circular Sá da Bandeira > Hospital de São João

Stop: Igreja de Paranhos

- 603: Marquês > Maia

Dawn (1h00 - 4h30)

Stop: Igreja de Paranhos

- 11M: Circular Hospital de São João > Coimbrões

For more information, check: <http://www.stcp.pt/pt/itinerarium/>

By car

The best way to find FPCEUP is to follow the signs to Paranhos/Hospital de São João.

If you're coming from VCI,

Exit at "Paranhos/Hospital" and turn right at the traffic lights by the Church of Paranhos.

You will be at Rua do Dr. Manuel Pereira da Silva. A few meters ahead, you will see the Metro Station 'Polo Universitário'. Turn left and FPCEUP will be on your left.

If you're coming from the Circunvalação Road (EN12),

continue until you reach S. João Hospital and turn right at the traffic lights at the Oncology Institute (IPO) (Rua António Bernardino Almeida).

Continue straight and then turn left on the 2nd street. When you reach the Metro Station 'Polo Universitário', FPCEUP will be on your right.

GPS: 41° 10' 31.00 N 8°36' 14.00 O

Practical Information and tips

Informations and assistance

During the conference, if you need assistance in issues related to the conference always first contact the EARLI SIG 5 desk at **Room 253** - our conference staff will be glad to help you. EARLY SIG 5 help desk provides information for sessions, presentations, posters, registration problems, etc.

Please see the map of FPCEUP building at the last pages of this conference book.

In case of an emergency or other issues demanding urgent attention during the conference days, please call:

Vera Coelho (+ 351) 934 306 987

Carolina Guedes (+351) 917 313 143

Registration

On the first day of the conference, a registration desk will be available at the main lobby of the FPCEUP building. Registration can also be made from Wednesday to Friday (08:00 to 17:30) at the EARLI SIG 5 help desk (Room 253).

Certificates of Presentation and Receipts

At "<http://conference.mercatura.pt/earli2016/>", you can download these documents yourself via your user account.

Guidelines for presenters

The conference committee kindly ask presenters to respect the time limit for presentations. This will benefit the paper/poster session and the conference dynamic. Your cooperation here is much appreciated.

Paper presentations

Please arrive 20 minutes before the beginning of the session (check the assigned room on the conference program and use the map on the Conference Book to get there). An assistant will be at the assigned room to help you out. Each paper session will have one chair. Every presentation should be run on the session room's computer. You should bring your presentation on a USB flash drive, as a PowerPoint (PPT) presentation. We strongly recommend that you save and bring a backup copy of the PPT saved as a PDF. Each paper session has about 4 presentations and lasts 1h30min. Individual presentations should not last for more than 15 minutes. Please avoid extending the duration of your presentation. After each presentation, there will be 5 minutes for questions and answers.

Poster presentations

The poster boards are 900mm wide, by 2000 mm high. This means that A0 size (84,1*118,9cm) can only be displayed in portrait (standing up). Posters of size A1 (59,4 wide*84,1 high) can be displayed both in portrait and in landscape. Please arrive 20 minutes before the start of your session to the assigned hall (check it on the conference program and use the map on the Conference Book to get

there). An assistant will be at the assigned hall to help you out. Posters are grouped conceptually into sessions of 4-6 posters. The sessions will be chaired by another conference participant. Approximately 5 minutes after the start of the poster session, there will be a short opening session, in which each poster presenter will give a brief verbal presentation (max. 5 minutes), highlighting main findings of his/her poster. After the introductions the participants will be invited to go around the posters and discuss with the presenters.

Internet access

Access to computer in computers room

There is a computers room at the first floor of the building which will be available for the conference delegates throughout the conference days.

Login: earlisig5

Password: earlisig5

WiFi access (smartphones, tablets, laptops, etc.)

Free wifi connection is available for your use at the FPCEUP building.

Select the network: earlisig5

Enter password: earlisig5

Lunch

Lunch is included in the conference fee and it will be served at the bar, ground floor of the building. To receive the free lunch, please show your conference badge.

Coffee break

Conference coffee, tea and light snacks will be served during the coffee breaks at the entrance.

You can also buy coffee, snacks and soft drinks from the bar during the opening hours.

Other services at FPCEUP

The FPCEUP building has an ATM at the ground floor.

Copy & Print Shop, Ground floor

Location: FPCEUP, ground floor, close to the Lift and the Cafeteria

Monday to Friday, from 09:00 to 20:00

Library, Floor 2

Monday to Friday, from 09:00 to 19:45

Moving around Porto

Metro:

Porto's Metro serves the suburbs of the city. The metro runs from 06:00 to 01:00.

The city is connected by 6 lines. Important lines:

Line E (Estádio do Dragão – Aeroporto) travels to Francisco Sá Carneiro Airport

Line D (Hospital de S. João – Santo Ovídio) travels to the Faculties (FPCEUP and FEUP)

Travel tickets: ANDANTE tickets can be purchased in every ANDANTE store circuit (price per ticket: € 0,50). You must be aware of the zone where your journey begins (where you validate your ticket) and the zone where it ends, in order to choose the right travel ticket. You can find information on tickets at the ANDANTE stores. Everytime you enter the Metro you have to validate your ANDANTE.

More information: <http://www.metrodoporto.pt/en/>

Bus:

STCP's buses provide a public transport service in the metropolitan area of Porto. The daytime service runs between 05:00 and 00:30 (some lines only until 21:00) and night service between 01:00 and 05:00.

Travel tickets: You can use the ANDANTE (travel ticket for the Metro) in STCP buses. It needs to be validated upon entering the bus. STCP tickets can be purchased from Payshop offices, train station ticket offices, post offices, ANDANTE shops, automatic ticket machines and at the STCP or Andante service points.

More information: <http://www.stcp.pt/en/travel/>

Taxi:

Taxis are available through the city or by phone. This service runs 24 hours a day, all week and its cars usually take 4 passengers.

Price: Check the meter for the cost of the trip and pay at the end. The driver has to give you a receipt by law.

Phone number: (+351) 225 076 400

Website: <http://taxisporto.com/>

Social Events

Cellars Visit and Douro Cruise

A guided visit to the Porto wine cellars and a small cruise along the river for those who have registered. Thousands of tourists choose Porto as a destination to discover the ancient downtown and to enjoy the Portuguese cuisine and, of course, to learn about wine making process, and to taste Porto wine. If you're in Porto and would like to know more about Port wine aging

processes (and, of course, to taste some), there are plenty of choices, mainly on the other side of the Douro River, in Gaia (Cais de Gaia). Some wine companies age the wines produced in the Demarcated Region of the Douro in cellars, in old wooden barrels. These companies have guided tours and tastings of different varieties of the Port wine, where you can learn about its history. Our social event will be held at Burmester's Cellars.

After the cellars visit, participants will be guided to the pier to go on a riverboat cruise, which is the best way to discover the six magnificent bridges. The bridges have their very own distinctive styles: the emblematic Luis I bridge and its spectacular arch, the Arrábida bridge once the longest

reinforced concrete bridge span in the world, the Infante D. Henrique bridge, one of the most elegant of its type, the Maria Pia bridge, Gustavo Eiffel's first masterpiece, the São João bridge with its span of 250m, a new world record among bridges in "portico" and, finally, the Freixo "double" bridge.

Port wine cellar's area (Cais de Gaia) and Ribeira (Porto) are very popular for tourism and have a vast amount of choice of restaurants, shops, cafés, bars and nightclubs. After the cellars visit and cruise, choose a restaurant with a terrace or glazed walls and enjoy your dinner facing the houses cascading down the hill, forming a maze of narrow alleys. Order the famous francesinha or a more traditional dish, for e.g., tripas à moda do Porto or Bacalhau. From the Cais de Gaia, you can ride the cable car up to Jardim do Morro and then continue to Serra do Pilar, where the view over the city of Porto and its iron bridges is breathtaking.

Departure time: 29th of June, 17:00

Departure place: FPCEUP entrance

Transportation: Assistants / Metro or Taxi



Conference Dinner

A special dinner is being organized for the second night of the conference!

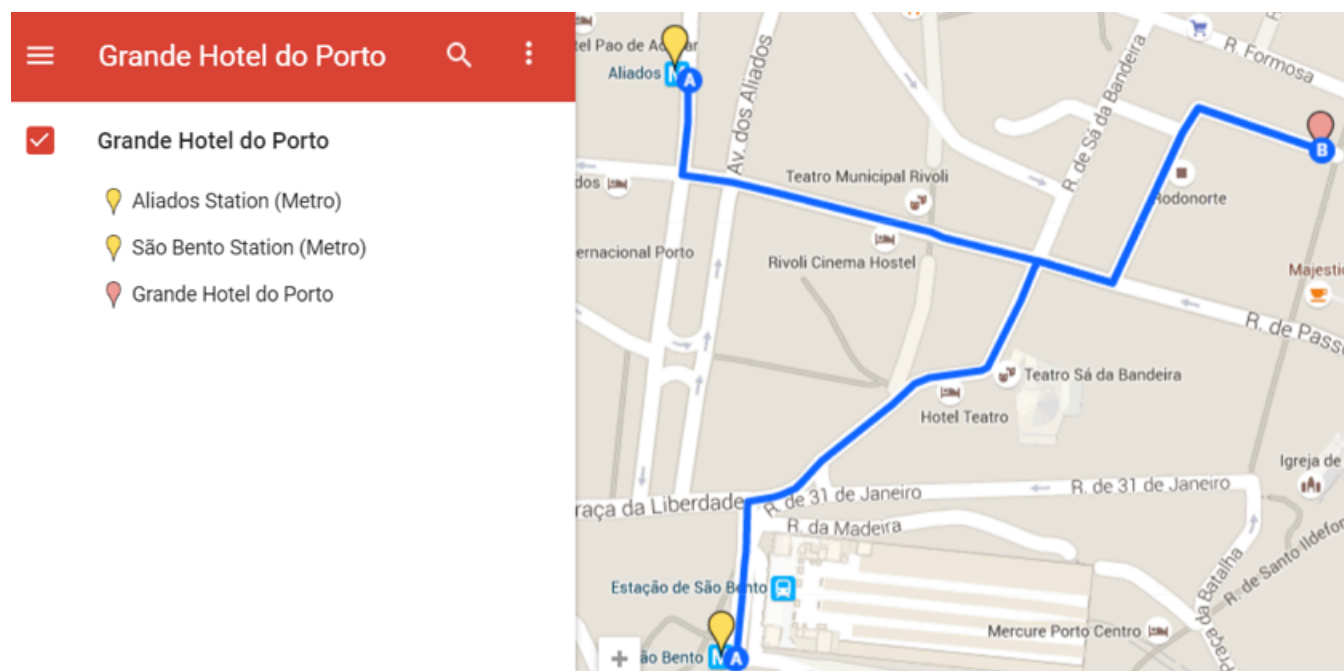
This will be located at the "Grande Hotel do Porto", a place full of history and also very cosy.

Date: 30th of June, 19:45



Address: Rua de Santa Catarina, 197 (recommended metro stop: São Bento)

How to get there:



Lello bookstore

Open since 1906, Livraria Lello has housed men of arts and letters, has been the inspiration for acclaimed authors, a place for social gatherings, performances and a serene library for many of Invicta's avid readers. Today it receives thousands of visitors from around the world, who everyday enter our doors to visit this neo-Gothic gem from the beginning of the twentieth century.

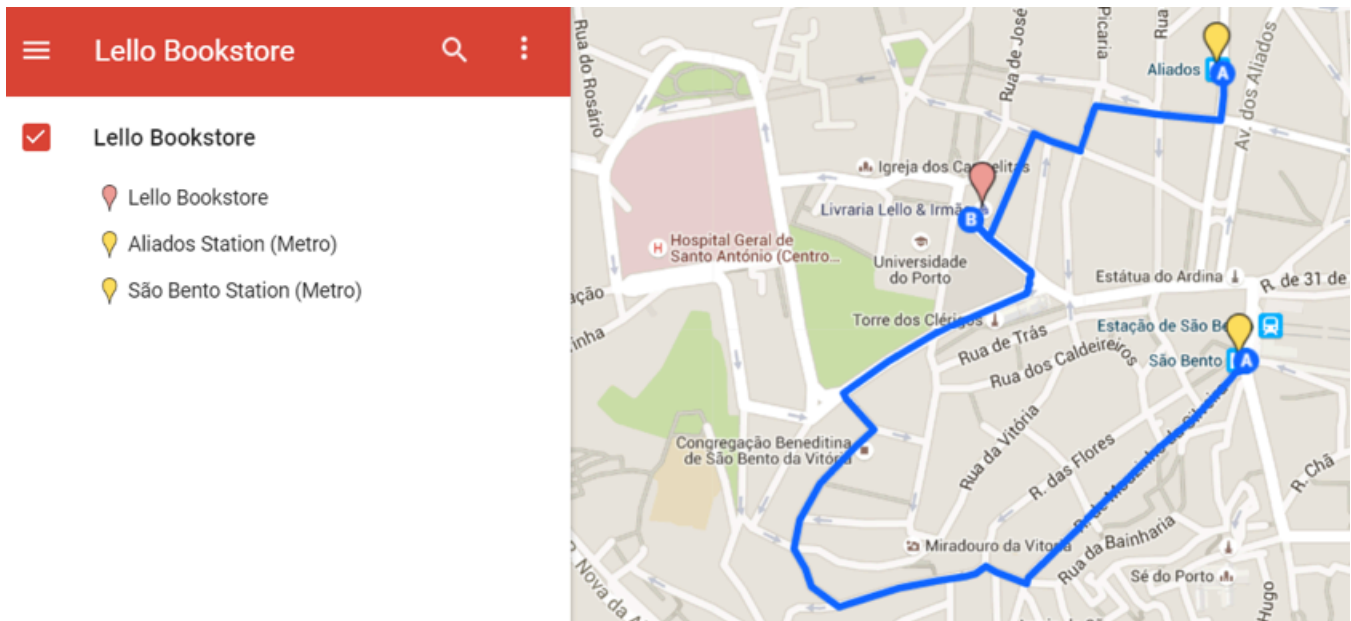
Lello bookstore offers a voucher to each EARLI-SIG5 participant that can be used to visit the bookstore during the conference days (June, 29 - July, 1).

Address: Rua das Carmelitas, 144 (recommended metro stop: Aliados)

Opening hours: 10:00 - 19.30 (Monday to Friday); 10:00 - 19:00 (Saturday); 11:00 - 19:00 (Sunday)



How to get there:



Farewell drinks

After the Jure awards, farewell Porto wine will be served at the end of the conference activities. Enjoy!

Date: 30th of June, 19:45
FPCEUP, Auditorium 1



Short Conference Program

TOPICS									
T1	Motor, cognitive and language development, and executive functioning in early childhood	T4	Play, pedagogy, and learning games	T7	Educational partnership, impact of family and parenting on children's learning and development				
T2	Children's agency and participation in early childhood education contexts	T5	Quality of early childhood education and education provisions	T8	Literacy and math skills, learning and development, and motivation to learn in early childhood				
T3	Learning, instruction, practices, and curriculum development in early childhood education	T6	Expertise development of ECEC professionals (pre-service and in-service training)	T9	Social interaction and social relationships in early childhood education contexts				

DAY 1 - Wednesday, Jun, 29									
8:30 - 11:00	09:30 - 10:30	10:30 - 11:30	11:30 - 12:30	12:30 - 13:30	13:30 - 15:00	15:00 - 15:30	15:30 - 17:00		
Registration	Opening session	Key note 1	WorkShop 1	Lunch break	T1 Symposium 1.1 T5 Symposium 1.2 T3 Paper Session 1.1 T4 Paper Session 1.2 T6 Paper Session 1.3	Coffee break	T5 Symposium 1.3 T4 Paper Session 1.4 T7 Paper Session 1.5 T8 Paper Session 1.6		

DAY 2 - Thursday, Jun, 30									
9:00 - 10:30	10:30 - 11:00	11:00 - 12:00	12:00 - 13:00	13:00 - 14:00	14:00 - 15:30	15:30 - 16:00	16:00 - 17:30	17:30 - 18:30	
T3 Invited Symposium 1	T5 Symposium 2.1	T1 Paper Session 2.1	T3 Paper Session 2.2	Coffee break	Key note 2	WorkShop 2	Poster session 4 & 5	Special Lecture	T5 Symposium 2.2 T7 Symposium 2.3 T6 Symposium 2.4 T8 Paper Session 2.3 T9 Paper Session 2.4
				Lunch break	Coffee break				Discussion Panel T2 Paper Session 2.5 T3 Paper Session 2.6 T5 Paper Session 2.7

DAY 3 - Friday, Jul, 1									
9:00 - 10:30	10:30 - 11:00	11:00 - 12:00	12:00 - 13:00	13:00 - 14:00	14:00 - 15:30	15:30 - 17:00	17:00 - 18:00		
T3 Symposium 3.1	T5 Paper Session 3.1	T8 Paper Session 3.2	T9 Paper Session 3.3	Coffee break	Key note 3	WorkShop 3 & 4	Poster Session 6 & 7	T6 Symposium 3.2 T7 Symposium 3.3 T5 Paper Session 3.4 T8 Paper Session 3.5	T3 Symposium 3.4 T5 Symposium 3.5 T7 Paper Session 3.7 T6 Paper Session 3.8
				Lunch break	Coffee break				Closing session

Conference highlights

Keynote 1

Wednesday 29th of June, 10:30-11:30
FPCEUP, Auditorium 1

The language environment and quality in early childhood program

Professor Catherine Snow, Harvard Graduate School of Education, USA

Chair: Cecília Aguiar, University Institute of Lisbon (ISCTE-IUL), School of Social Sciences, Portugal

Abstract:

Good early childhood programs have many characteristics: safe and secure environments, warm and nurturant adults, support for child autonomy and creativity, and rich opportunities to acquire language and knowledge. Evidence from early childhood settings around the world suggest strongly that safety and warm relationships with adults are relatively easy to ensure, even with the currently available early-childhood labor force, whereas support for children's autonomy, creativity, language development, and knowledge construction are both more rare and more difficult to engender. The implications of these findings for the design of early-childhood curricula, for professional development, and for the preservice preparation of early childhood educators will be explored.



Keynote 2

Thursday 30th of June, 11:00-12:00
FPCEUP, Auditorium 1

Research and development of health science in Portugal: A history of success that should be protected

Professor Manuel Sobrinho Simões, Institute of Molecular Pathology and Immunology at the University of Porto, Portugal

Chair: Catarina Grande, Faculty of Psychology and Education Sciences of Porto University, Portugal

Abstract:

The situation of Health Sciences R&D in the early eighties will be compared with the situation in the end of the first decade of the century. This comparison addresses some of the objectives we have attained on the quality and quantity of human resources, institutional strength, multidisciplinary collaboration and scientific productivity under the aegis of Mariano Gago. Using “objective”, quantitative data together with subjective and qualitative information, we will also address the weak points, namely the limited scope of the interactions between academic institutions and hospitals and/or



enterprises. The reasons for the negative evolution in the recent years of almost every R&D parameter and the consequences of this policy on “our” future will be discussed with the audience.

Keynote 3

Friday 1st of July, 11:00-12:00
FPCEUP, Auditorium 1

Beyond classroom-level processes: Individual teacher-child relationships as developmental contexts for young children

Professor Karine Verschueren, , School Psychology and Child and Adolescent Development, KU Leuven

Chair: Isabel Abreu-Lima, Faculty of Psychology and Education Sciences of Porto University, Portugal



Abstract:

Research has shown that the quality of classroom-level processes, including teachers' emotional support toward their class, contributes to children's academic and psychosocial development. Teachers, however, form individual relationships with each of their students which may differ in affective quality. These interpersonal processes occurring in teacher-child dyads also provide an important context for child development.

In this presentation, I will give an overview of our research on the affective quality of individual teacher-child relationships. This research has relied on attachment theory and developmental systems models at the main theoretical frameworks. Research questions that will be addressed include: Which dimensions of affective quality can be meaningfully distinguished and how can we assess them? How do child and teacher characteristics jointly shape the affective quality of teacher-child relationships? To what extent is individual-level teacher-child relationship quality related to classroom-level process quality, and do both have unique effects on child development? Does the quality of the teacher-child relationship protect at-risk children from developing adjustment problems? At-risk groups we have studied include: children with self-regulation difficulties or with insecure parent-child relationships. Also, we will shed light on some of the intervening mechanisms that may explain the role of teacher-child relationship quality for children's adjustment in school. Specifically, we will discuss how children's relationships with classroom peers are assumed to play an important intervening role. Finally, we will discuss interventions to improve teachers' interpersonal relationships with at-risk children.

Invited Symposium

Thursday 30th of June, 09:00-10:30
FPCEUP, Auditorium 1

Bridging the gap between curriculum guidelines and educational practices: Discussion across European countries

Professor Teresa Leal, Faculty of Psychology and Education Sciences of Porto University

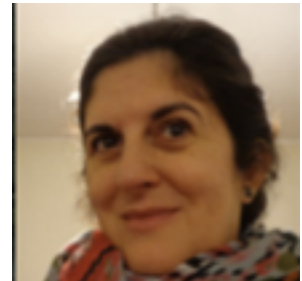
Ana Madalena Gamelas, Ph.D, Faculty of Psychology and Education Sciences of Porto University

Discussant: Professor Assunção Folque, University of Évora

Abstract:

During the period 2011 – 2014 six European countries (Greece, Finland, Denmark, Portugal, Romania, and Cyprus) participated in the project “Promoting the Professional Development of Early Childhood Educators” (Early Project; 517999-LLP-1-2011-1-GR-COMENIUS-CMP). In the scope of this project early educators were trained to use the Early Childhood Environmental Rating Scale- Revised Edition (ECERS-R; Harms, Clifford, & Cryer, 2005) to evaluate the quality of early childhood environment. In addition, a wide range of ‘good practices’ implemented in early childhood classrooms in the participating countries was collected (Gregoriadis et al., 2014). The project offered the opportunity to discuss the characteristics of preschool settings in those countries using the ECERS-R as a framework. Observational data obtained through ECERS-R subscales reflected varied patterns across countries (Grammatikopoulos, Gregoriadis, Liukkonen, et al, 2014). In order to understand these patterns, three countries started the discussion on their curriculum guidelines for preschoolers. Finland, Greece, and Portugal conducted content analysis of these documents and of the ECERS-R. Overlaps and gaps were identified between each national curriculum guidelines and contents of ECERS-R items. This Symposium intends to discuss the process and the results of this joint work. It includes three presentations that address specific topics for discussion:

1. The gaps and overlaps between curriculum guidelines and contents of ECERS-R, illustrated by Finish context;
2. The gaps and overlaps between curriculum guidelines, ECERS-R contents and observed practices, with examples of Greek reality;



3. The use of the ECERS-R in professional development to create a bridge between curriculum guidelines and educational practices, using examples of Portuguese experience. It is expected that the reflections on those topics might contribute to expand the concept of quality, its development and evaluation in early childhood education.

Individual presentations:

The concept of quality in ECEC - reflected on ECERS-R, the Finnish ECEC curriculum guidelines and everyday practices

Raija Raittila

Quality in the Greek early childhood education: examining the relationship between ECERS-R and the national curriculum

Athanasios Gregoriadis, Vasilis Grammatikopoulos, & Evridiki Zachopoulou

Discussing quality in Portuguese pre-school settings: the use of the ECERS-R in professional development

Teresa Leal, Ana Madalena Gamelas, Sílvia Barros, & Manuela Pessanha

Discussion Panel

Date: Thursday, 30th of June, 16:00 - 17:30

FPCEUP, Auditorium 1

Chair: Clara Barata, Faculty of Psychology and Education Sciences, University of Coimbra

Societal changes across Europe: challenges for research

Tove Mogstad Slinde, Department of Early Childhood Education and Care, Norwegian Ministry of Education and Research

Tove Mogstad Slinde is a Senior Adviser in the Norwegian Ministry of Education and Research in the Department of Early Childhood Education and Care. Since 2012 she is the elected Chair of the Network on Early Childhood Education and Care in OECD. In the Ministry of Education and Research Tove Mogstad Slinde has been working on policy governance, research and developmental work. Ms. Slinde has worked within the ECEC sector in Norway on different levels since 1987. Among other things she has been working with management and developmental work and the implementation of national policies on the regional and local levels. This has entailed cooperating closely with municipalities, kindergarten owners and other relevant institutions and stakeholders including teacher education and staff-organizations. Representing the Department of ECEC in international cooperation, she has been involved in the work of the OECD ECEC network (since 2008), as well as the Thematic Working Group on Early Childhood Education and Care in EU. She is also currently engaged in the advisory committee for the research project CARE, funded by the EU.



Michel Vandebroeck, Department of Social Work and Social Pedagogy, Ghent University

Michel Vandebroeck is professor in Family pedagogy, at the Department of Social Work and Social Pedagogy, Ghent University. His research interests are about early childhood care and education, parents support and family policies, with a special interest for issues of in- and exclusion in contexts of diversity. He is President of the Board of VBJK, the Centre for Innovation in the Early Years; member of the advisory board of Kind en Gezin (the governmental agency on child care and parent support in Flanders) and a member of the editorial board of several academic journals, including the European early Childhood Education Research Journal.



Miriam Leuchter, University of Münster and University of Landau, Germany

Working in the field of early childhood education as a: Kindergarten teacher in Switzerland and Sweden; Professor of early childhood education at the University of Teacher Education Central Switzerland; Professor of early science education at the University of Münster in Germany; Professor of early science education at the University of Landau in Germany (from 1.4.2016)
Main interests are: Researching beliefs and knowledge of pre-service and in-service teachers; Researching young children's knowledge structures and learning processes in science; Creating, implementing and researching learning opportunities for young children; ECEC and primary school teacher education.



Athanasios Gregoriadis, Department of Early Childhood Education, Aristotle University of Thessaloniki, Greece

Athanasios Gregoriadis is an assistant professor in early childhood education, in the Department of Early Childhood Education at the Aristotle University of Thessaloniki. In the past he was a visiting professor in the University of Bielefeld and a visiting research fellow in the University of Oxford. His main research interests include teacher-child relationships, quality of early childhood education environments, professional development and the support of home learning environments. He has participated in several international research projects funded by the EU regarding the quality of early childhood education. He is currently co-directing the students' teaching practicum in his department.



Paul Leseman, Utrecht University, The Netherlands

Paul Leseman is a professor of education, coordinator of the two-year international research master program Educational Sciences and coordinator of the interdisciplinary research focus area Education for Learning Societies at Utrecht University. Paul Leseman was trained as a psychologist. He is the author of a research review paper on efficacy of early childhood care and education for low income and

immigrant children, commissioned by the OECD in 2002, and author of a research review on early childhood care and education, commissioned by Eurydice/European Commission in 2009. He frequently acts as an advisor to the Dutch government on day care and preschool education, works with local municipalities to improve preschool education and teacher professionalization, and supports organisations of child day care to increase the quality of care. He was involved as external advisor and evaluator in the EU Comenius Program TODDLER on early years professional education. He was a policy advisor on early childhood care and education to the Taskforce Early Childhood Education and Care of the European Commission. He was advisor to the German Robert Bosch Stiftung and dean of the postgraduate summer school Research and Study Program on Education in Early Childhood of the RBS. Currently he is principal investigator of the Dutch national cohort study Pre-COOL into the effects of early childhood care and education on children's development and school achievement, starting in 2010. Research publications concern emergent literacy and numeracy, bilingual development, development of executive functions and self-regulation, and effectiveness of home- and center-based preschool education programs.



Special lecture

Thursday 30th of June, 12:00-13:00
 FPCEUP, Auditorium 1

How Change in Everyday Functioning has been Conceptualized in Longitudinal Studies of Children and Youth with Long Term Health Conditions.

Alecia Samuels, Post Doctoral Research Fellow, CHILD, Jönköping University (Sweden)

Chair: Joana Cadima, Faculty of Psychology and Education Sciences of Porto University, Portugal

Children with long term health conditions or impairments change with time just like all other children. These changes occur both in terms of development, as traditionally measured with developmental tests, but also in terms of everyday functioning, as measured with instruments focusing on everyday functioning and participation. In addition children's natural contexts change with time at a faster pace than adults. The fast and sometimes different patterns of change in children with long term health conditions or impairments make it necessary to assess change over time especially since most of the current theories that we have about participation is based on cross sectional studies. Cross-sectional designs do not allow the researcher to observe time related changes which makes it difficult to test change-related hypotheses. This presentation is therefore based on a systematic review of how change is



conceptualized and measured in longitudinal studies of everyday functioning in children with long term health conditions or impairments.

Workshop 1

Date: Wednesday, 29th of June, 11:30 - 12:30
 FPCEUP, Room 250
 Registration Online: <https://goo.gl/k1DGTW>



Family School Partnering as an Evidence-Based Approach to Student Success

Jon Lasser, Ph.D, Texas State University

In this workshop a model of Family School Partnering (FSP) is presented as an evidence-based approach to prevent and address a host of challenges faced by young children and their families. Grounded in an ecosystemic framework, FSP involves collaborative work between families and schools with shared goals and responsibilities for positive student outcomes. This workshop will provide an overview of the model, followed by a review of the research supporting FSP practices. Finally, case example of FSP in action will illustrate how the model may be implemented.

Learning objectives - what is the intended knowledge outcome from your workshop

Participants in this workshop will obtain the following knowledge;

1. The key features of the Family School Partnering (FSP) Model
2. Research findings that support FSP
3. How schools can implement and promote FSP
4. Recommendations for graduate training in FSP

Workshop 2

Date: Thursday, 30th of June, 12:00 - 13:00
 FPCEUP, Room 250
 Registration Online: <https://goo.gl/k1DGTW>



Writing for Publication Workshop

Maria Cerrato Lara, Ph.D, Oxford Brooks University

The session aims to provide some useful training to junior researches in their process of publishing their work. To this end, the workshop will deal with these four main contents: 1) Organization and structure of a research paper - How each of these sections must be written? 2) Resources to make our voice visible (positioning): Which ones? When and how the author should make him/herself visible? and How to prevent the text from sounding little academic or impersonal? 3) Resources to involve the reader (engagement markers), 4) Intertextuality: How do we establish a

dialogue with other research papers? How do we make proper use of citations? For each topic theory and practice will be combined providing examples within their disciplinary. The session will end briefly reflecting on some other challenges outside writing that novice researchers face in academia with direct effect on their writing.

Workshop 3

Date: Friday, 1st of July, 12:00 - 13:00
 FPCEUP, Room 249
 Registration Online: <https://goo.gl/k1DGTW>



Interpersonal relationships: Measurement, research designs and data analysis

Marisa Matias, Ph.D, Faculty of Psychology and Education Sciences of Porto University

Examining interpersonal relationships may pose considerable methodological challenges. An important aspect to consider when examining relationships is the non-independence between individuals in dyads or groups. The workshop on Interpersonal relationships will address several issues regarding the analysis of non-independent observations among individuals, focusing topics such as research design, measurement, and data analysis. These topics will be covered using a structural equation modeling (SEM) analytical approach. We will first focus on some methodological aspects associated with the study of dyads.

Distinct ways of collecting data with dyads will be presented and design related issues will be discussed. We will then focus on data analysis, presenting and discussing some examples of Confirmatory Factor Analysis (CFA), Path Analysis and Structural Equation modeling. In terms of dyadic analysis, special attention will be paid to the actor-partner interdependence model, to the analysis of distinguishable and indistinguishable dyads, to the mediation and moderation of dyadic effects, and to over-time analyses of dyadic data.

Workshop 4

Date: Friday, 1st of July, 12:00 - 13:00
 FPCEUP, Room 250
 Registration Online: <https://goo.gl/k1DGTW>



Participation and engagement measures in preschool aged children: Cross-cultural adaptation and validation issues

Ana Isabel Pinto, Ph.D, Faculty of Psychology and Education Sciences of Porto University

with the participation and contribution of

Anna Karin Axelsson (1); Alecia Samuels (1,2); Vera Coelho (3); Frida Åström (1); Jorge Cunha (3); Catarina Grande (3)

(1) Jönköping University, Sweden; (2) Pretoria University, South Africa; (3) University of Porto - Faculty of Psychology and Education Sciences, Portugal

Child participation in inclusive preschool settings can be defined as encompassing two dimensions:

(i) frequency/variety of activities attended along with peers; (ii) level of individual child engagement (Granlund, 2013). Child engagement in everyday activities is related to learning and development at present and in the future (e.g., Aydogan, 2012) and it has conceptual similarities with the proximal process, as it involves children's interactions with their immediate physical and social contexts (Dower, Rimm-Kaufman, & Pianta, 2007; Pinto, 2006). It is assumed that being present in diverse activities and being engaged are two key aspects regarding young children's learning and development (Pinto et al., 2006).

But a question remains about how to operationalize and measure these two dimensions of participation in children with diverse developmental status and how to account for the cultural diversity in the social and psychological demands children face in different countries?

This workshop will consider conceptual and methodological issues in the adaptation of two measures aimed at capturing participation and engagement in preschool aged children with and without needs for additional support, in Portugal and in Sweden. We will discuss: (a) one observation measure designed to capture child interactions in preschool settings - Child Observation in Preschool (Farran, 2006), (b) one questionnaire conceived to address participation and engagement at home/in the community - the Young Children's Participation and Environment Measure (Khetani, Coster, Law & Bedell, 2013). Cultural and policy differences regarding inclusive early childhood education and care in the two countries are discussed in relation to the measurement adaptation and validation process.

Extended Conference Program

Please use the map of FPCEUP building at the last pages of this book to find the rooms for the conference's events.

EVENTS	
Key note	
Discussion panels	
Invited symposium	
Workshops	
Paper sessions	
TOPICS	
T1	Motor, cognitive and language development, and executive functioning in early childhood
T2	Children's agency and participation in early childhood education contexts
T3	Learning, instruction, practices, and curriculum development in early childhood education
T4	Play, pedagogy, and learning games
T5	Quality of early childhood education and education provisions
T6	Expertise development of ECEC professionals (pre-service and in-service training)
T7	Educational partnership, impact of family and parenting on children's learning and development
T8	Literacy and math skills, learning and development, and motivation to learn in early childhood
T9	Social interaction and social relationships in early childhood education contexts

DAY 1 - Wednesday, Jun, 29		
Registration	Main lobby 08:30 - 11:00	
Opening session	Auditorium 1 09:30 - 10:30	<p><i>Maria de Fátima Marinho</i>, Vice-Rector of the University of Porto;</p> <p><i>Fernando Barbosa</i>, Vice-Director of the Faculty of Psychology and Education Sciences, University of Porto;</p> <p><i>Orlanda Cruz</i>, Head of the Development and Education Research Group, Centre of Psychology of the University of Porto;</p> <p><i>Marja-Kristiina Lerikkanen</i>, EARLI-SIG5 Ccoordinator;</p> <p><i>Joana Cadima</i>, EARLI-SIG5 Coordinator.</p>
Key note, 10:30 - 11:30		
Key note 1	Auditorium 1 10:30 - 11:30	<p>The language environment and quality in early childhood programs</p> <p><i>Catherine Snow</i>, Harvard Graduate School of Education</p> <p>Chair: <i>Cecília Aguiar</i></p>
Workshop & Poster sessions, 11:30 - 12:30		
WorkShop 1	Room 250 11:30 - 12:30	<p>Family School Partnering as an Evidence-Based Approach to Student Success</p> <p><i>Jon Lasser</i>, Texas State University</p>
Poster session 1	Main hall 1 11:30 - 12:30	<p>Chair: <i>Ana Isabel Pinto</i></p> <p>[11422] Effective Transitions for Children with Special Needs from Preschool to First Grade: a case study <i>Cristiana Guimarães & Catarina Grande</i></p> <p>[12116] The role of environment in participation of preschool children with and without disabilities. <i>Sofia Guichard, Catarina Grande, Ana I. Pinto</i></p> <p>[11623] The social competence of children with disabilities and the quality of teacher-child interactions <i>Milene Ferreira, Cecília Aguiar, Júlia S. Pimentel, Nadine Correia, & Margarida Fialho</i></p> <p>[11470] Teaching in Low-Income Countries: Stress and Executive Functioning of Teachers in Ukraine and Kosovo <i>Salah Rouhani, Fitim Uka, Alina Filipchuk, & Antje von Suchodoletz</i></p>

DAY 1 - Wednesday, Jun, 29

Poster session 2	Main hall 2 11:30 - 12:30	<p>Chair: <i>Ana Madalena Gamelas</i></p> <p>[11615] Qualitative Analyses of adult-child interactions in two different settings: kindergarten and family child care <i>A. R. Barros & J. S. Pimentel</i></p> <p>[11564] Measuring early development of language skills: The European Portuguese MacArthur-Bates Communicative Development Inventories Short-forms <i>Sónia Frota, Joseph Butler, Susana Correia, Cátia Severino, Selene Vicente, & Marina Vigário</i></p> <p>[11628] Social status of preschool children: Teacher and peer perspectives <i>Inês Silva, Cecília Aguiar, Nadine Correia, & Margarida Fialho</i></p> <p>[11597] Support provided for parents of children with Autism Spectrum Disorders: A comparison between Portugal and the UK <i>Vanessa Pereira & Teresa Leal</i></p>
Poster session 3	Main hall 3 11:30 - 12:30	<p>Chair: <i>Carla Peixoto</i></p> <p>[11600] Children's Literature Books for Early Years in Turkey <i>Sevilay Bulut</i></p> <p>[11363] Effects of text books ownership and increased exposure time on learning outcomes in mathematics and reading among 8 year old pupils in under privileged primary schools in Kiambu county, Kenya <i>Tabitha Wangeri</i></p> <p>[11490] Vocabulary and narrative discourse in preschoolers. A study with children from urban-marginalized communities in Argentina <i>Alejandra Stein, Celia R. Rosemberg, Maia J. Migdalek, Florencia Alam, & Verona Batiuk</i></p> <p>[11629] Reading a storybook is more than say: "Once upon a time..." Book's features influence teacher-child relationship in Shared Book Reading. <i>Leydi J. Chaparro-Moreno, Maldonado-Carreño, & Florencia Reali</i></p>

Parallel sessions, 13:30 - 15:00

DAY 1 - Wednesday, Jun, 29

T1	Symposium 1.1	Room 249 13:30 - 15:00	<p>[11563] Theory of mind in early childhood: Development, correlates and training Chair: <i>Anika Fäsche & Wiebke F. Evers</i> Discussant: <i>Sabina Pauen</i></p> <p>Theory of mind and executive functions: Relations and differences in 3-, 4-, 5- and 6-year old children <i>Wiebke F. Evers, Laura M. Walk, Anika Fäsche, & Markus Kiefer</i></p> <p>Preschool children's theory of mind in relation with their emotion regulation and social competences <i>Anika Fäsche, Catherine Gunzenhauser, & Antje V. Suchodoletz</i></p> <p>Family correlates of false belief understanding: Meta-analytic and cross-cultural findings <i>Rory T. Devine</i></p> <p>Can teachers foster theory of mind? A training study <i>Federica Bianco & Serena Lecce</i></p>
T5	Symposium 1.2	Room 250 13:30 - 15:00	<p>[11514] Classroom quality in ECEC settings: Associations with teacher characteristics and child outcomes Chair: <i>Eija Pakarinen & Jenni Salminen</i> Discussant: <i>Marja-Kristiina Lerkkanen</i></p> <p>Associations Between Teacher Characteristics and Observed Classroom Quality in Kindergarten Classrooms in Kosovo <i>Fitim Uka & Antje von Suchodoletz</i></p> <p>Classroom quality and its relation to children's classroom engagement and disaffection in Vietnamese kindergartens <i>Nhi Hoang, Leena Holopainen, & Martti Siekkinen</i></p> <p>Classroom quality and child outcomes studied in action research. Pros and cons discussed <i>Lotte Henrichs, Paul Leseman, & Bodine Romijn</i></p> <p>Variability in kindergarten classroom quality: relations to different activity settings, teacher characteristics, and child outcomes <i>Eija Pakarinen, Jenni Salminen, Marja-Kristiina Lerkkanen, Anna-Maija Poikkeus, & Helena Rasku-Puttonen</i></p>

DAY 1 - Wednesday, Jun, 29

T3	Paper Session 1.1	Room 245 13:30 - 15:00	<p>Learning, instruction, practices, and curriculum development in early childhood education Chair: <i>Spektor-Levy Ornit</i></p> <p>[10161] Scaffolding through dialogic teaching in preschool and early primary school classrooms <i>Heli Muhonen, Helena Rasku-Puttonen, Eija Pakarinen, Anna-Maija Poikkeus, & Marja-Kristiina Lerkkanen</i></p> <p>[10827] The effect of scaffolding on scientific exploration and explanations among preschoolers with Specific Language Impairment <i>Spektor-Levy Ornit & Ezer Rinat</i></p> <p>[11452] Digital storytelling in a science class: A lesson to be learned <i>Popi Anastasiou</i></p>
T4	Paper Session 1.2	Room 252 13:30 - 15:00	<p>Play, pedagogy, and learning games Chair: <i>Silvia Barros</i></p> <p>[11355] Physical Learning Environments Modelling System (MAFA). An Interdisciplinary Approach to Place-Based Pedagogies and Social Justice in ECE. <i>Cynthia Y. Adlerstein</i></p> <p>[11595] Scaffolding young children's risky play: characteristics of staff-child interaction in Early Childhood Education and Care (ECEC) <i>Rasmus Kleppe</i></p> <p>[11604] Children's Play at home and in ECE-institutions <i>Päivi Pihlaja & Anu Warinowski</i></p> <p>[11625] Children's Outdoor Play in Kindergarten - Possibilities and Limitations in The Context of Natural Playground Design <i>Kathleen Panitz</i></p>

DAY 1 - Wednesday, Jun, 29

T6	Paper Session 1.3	Room 247 13:30 - 15:00	<p>Expertise development of ECEC professionals (pre-service and in-service training) Chair: <i>Catarina Grande</i></p> <p>[11365] Exploring the complexity of competence building. Mixed theoretical perspectives, a source for deeper understanding and new answers? <i>Gerd Sylvi Steinnes, Liv Torunn Eik, & Elin Ødegård</i></p> <p>[11412] Fostering language development through day-to-day dialogues: Effects of professional development on early childhood educators? practice in kindergarten, nursery, and playgroup <i>Franziska Vogt & Nadine Itel</i></p> <p>[11483] The relationship between pre-service teachers' attachment and dispositional mindfulness on developmentally supportive practices with infants and toddlers <i>Jennifer A. Vu, Holly E. Brophy-Herb, Claire D. Vallotton, Amy Williamson, Julie Torquati, Gina Cook, & Kalli Decker</i></p> <p>[11509] Teaching for Conceptual Change in Kindergarten Science instruction: Teachers' Professional Beliefs, Knowledge and practice <i>Miriam Leuchter, Henrik Saalbach, Ueli Studhalter, & Annette Tettenborn</i></p>
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Parallel sessions, 15:30 - 17:00

T5	Symposium 1.3	Room 250 15:30 - 17:00	<p>[11392] Multiple case-study on curriculum implementation and process quality in ECEC Chair: <i>Marja-Kristiina Lerkkanen</i>, Discussant: <i>Antje von Suchodoletz</i></p> <p>The quality of teacher-child interaction in 7 European countries <i>Joana Cadima, Pauline Slot, Jenni Salminen, Giulia Pastori, & Marja-Kristiina Lerkkanen</i></p> <p>Relations between teacher and ECEC center characteristics and curriculum and classroom quality across Europe <i>Pauline Slot, Joana Cadima, Jenni Salminen, Giulia Pastori, & Marja-Kristiina Lerkkanen</i></p> <p>Educational dialogues in the ECEC classrooms <i>Jenni Salminen, Marja-Kristiina Lerkkanen, Pauline Slot, Joana Cadima, & Giulia Pastori</i></p> <p>A cultural analysis of ECEC quality across countries in Europe: the view from the insiders <i>Giulia Pastori, Susanna Mantovani, Piera Braga, Alessia Agliati, Joana Cadima, Pauline Slot, Jenni Salminen & Marja-Kristiina Lerkkanen</i></p>
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DAY 1 - Wednesday, Jun, 29			
T4	Paper Session 1.4	Room 249 15:30 - 17:00	<p>Play, pedagogy, and learning games Chair: <i>Franziska Vogt</i></p> <p>[12117] Measuring playfulness in early childhood: a systematic review and behavioural coding of parent-child play. <i>Ciara Laverty, Marisol Basilio, & David Whitebread</i></p> <p>[12118] Young children's playful engagement and learning in digital makerspaces <i>Kristiina Kumpulainen & Antti Rajala</i></p> <p>[12119] Effects of playing card and board games for early mathematics: highlighting the potential for further research on the role of adult-child interaction <i>Bernhard Hauser & Franziska Vogt</i></p>
T7	Paper Session 1.5	Room 252 15:30 - 17:00	<p>Educational partnership, impact of family and parenting on children's learning and development Chair: <i>Clara Barata</i></p> <p>[11246] Early Childhood Educators' opinions on Parental involvement: A Comparison between Finland and Turkey <i>Sevcan Hakyemez, Päivi Pihlaja, & Heikki Silvennoinen</i></p> <p>[11484] The interaction of perceived family stress and waking cortisol on children's social-emotional behaviors <i>Jennifer A. Vu, Rena A. Hallam, Jason T. Hustedt, & Myae Han</i></p> <p>[11618] Testing proxies of socio-economic and developmental risk: Do referrals by local service providers require more attention? <i>Clara Barata, Catarina Leitão, Joana Alexandre, Vanessa Russo, Bruno de Sousa, & Joana de Freitas-Luís</i></p> <p>[11703] Parental Engagement across Early Childhood in Dual-Earner Families: Effects on Child Self-Control <i>Tiago Ferreira, Joana Cadima, Marisa Matias, Joana M. Vieira, Teresa Leal, Karine Verschueren, & Paula M. Matos</i></p>
T8	Paper Session 1.6	Room 247 15:30 - 17:00	<p>Literacy and math skills, learning and development, and motivation to learn in early childhood Chair: <i>Susanne Kuger</i></p> <p>[10466] Long-term effects of an academically oriented preschool programme on child's mathematical development. Results from the German model programme KiDZ <i>Katharina Kluczniok & Simone Lehl</i></p> <p>[10938] Mental representations of order in the early development of maths skills <i>Patrick A. O'Connor, Kinga Morsanyi, & Teresa McCormack</i></p> <p>[11593] Weak motor-life-skills and relations to mathematical development in early age <i>Elin Reekers & Thomas Moser</i></p>

DAY 2 - Thursday, Jun, 30

Parallel sessions, 9:00 - 10:30

T3	<p>Invited Symposium 1</p>	<p>Auditorium 1 9:00 - 10:30</p>	<p>Bridging the gap between curriculum guidelines and educational practices: Discussion across European countries. Chair: <i>Teresa Leal, & Ana Madalena Gamelas</i> Discussant: <i>Assunção Folque</i></p> <p>The concept of quality in ECEC - reflected on ECERS-R, the Finnish ECEC curriculum guidelines and everyday practices <i>Raija Raittila</i></p> <p>Quality in the Greek early childhood education: examining the relationship between ECERS-R and the national curriculum <i>Athanasios Gregoriadis, Vasilis Grammatikopoulos, & Evridiki Zachopoulou</i></p> <p>Discussing quality in Portuguese pre-school settings: the use of the ECERS-R in professional development <i>Teresa Leal, Ana Madalena Gamelas, Sílvia Barros, & Manuela Pessanha</i></p>
T5	<p>Symposium 2.1</p>	<p>Room 250 9:00 - 10:30</p>	<p>[11521] Intra-day variation in ECEC classroom quality in four different countries Chair: <i>Pauline Slot & Andreas Wildgruber</i> Discussant: <i>Paul Leseman</i></p> <p>Variations of classroom quality in infant classrooms in Portugal <i>Joana Cadima, Sílvia Barros, Tiago Ferreira, Vera Coelho, Carla Peixoto, Ana I. Pinto & Manuela Pessanha</i></p> <p>Within classroom variation in quality depending on the time of day and type of activity setting in Dutch ECEC provisions <i>Pauline Slot & Paul Leseman</i></p> <p>Within-morning variability in classroom quality in kindergarten classrooms in Germany and the United Arab Emirates <i>Antje von Suchodoletz, Ross Larsen, Anika Fäsche, & Lydia Barza</i></p> <p>Variation in the quality of teacher-child interactions during time and situations in German ECEC classrooms <i>Andreas Wildgruber, Claudia Wirts, Franziska Egert, & Monika Wertfein</i></p>

DAY 2 - Thursday, Jun, 30

T1	Paper Session 2.1	Room 249 9:00 - 10:30	<p>Motor, cognitive and language development, and executive functioning in early childhood Chair: <i>Catherine Gunzenhauser</i></p> <p>[11266] From Kindergarten to First Grade in Norway: Direction of the Developmental Pathways between Self-regulation and Academic Skills <i>Dieuwer ten Braak & Ingunn Størksen</i></p> <p>[11358] Text-talk in preschool supports young emergent bilinguals' vocabulary learning <i>Vibeke Grøver & Veslemøy Rydland</i></p> <p>[11454] Role of Verbal Self-Instructions in Bilingual Elementary Students? Problem-Solving <i>Catherine Gunzenhauser, Henrik Saalbach, & Julia Karbach</i></p> <p>[11487] Effects of preschool intervention for minority children on early literacy, early numeracy and selective attention <i>Ilona Veer, Hans Luyten, Cathy van Tuijl, Hanna Mulder, & Peter Slegers</i></p>
T3	Paper Session 2.2	Room 247 9:00 - 10:30	<p>Learning, instruction, practices, and curriculum development in early childhood education Chair: <i>Ana Isabel Pinto</i></p> <p>[11542] Type, frequency, and quality of mathematics instruction in Chilean Pre-K classroom <i>Anita Díaz, Maria Ines Susperreguy, Ivannia Hormazábal, Gabriela Butamanco, & Loreto Espallargas</i></p> <p>[11573] Promoting routine-based learning opportunities in inclusive preschool settings: a case study <i>Francisca Ferreira & Ana I. Pinto</i></p> <p>[11608] Pilot intervention to improve teacher-child interactions for pre-service early childhood educators in Chile <i>Doyna Illmer, Maria Ines Susperreguy, Daniela Aldoney, & Susana Mendive</i></p> <p>[11541] Is listening comprehension in preschool a significant predictor of reading abilities in the first grade? <i>Sara Brandão, Irene Cadime, Sandra Santos, Séli Chaves-Sousa, Fernanda Leopoldina Viana, & Iolanda Ribeiro</i></p>
Key note, 11:00 - 12:00			
Key note 2	Auditorium 1 11:00 - 12:00	<p>Research and development of health science in Portugal: A history of success that should be protected <i>Manuel Sobrinho Simões</i>, Institute of Molecular Pathology and Immunology of the University of Porto</p> <p>Chair: <i>Catarina Grande</i></p>	

Special Lecture, Workshop & Poster sessions, 12:00 - 13:00

DAY 2 - Thursday, Jun, 30

Special Lecture	Auditorium 1 12:00 - 13:00	How Change in Everyday Functioning has been Conceptualized in Longitudinal Studies of Children and Youth with Long Term Health Conditions. <i>Alecia Samuels</i> , Jönköping University Chair: <i>Joana Cadima</i>
WorkShop 2	Room 250 12:00 - 13:00	Writing for Publication Workshop <i>Maria Cerrato Lara</i> , Oxford Brooks University
Poster session 4	Main hall 1 12:00 - 13:00	Chair: <i>Isabel Macedo Pinto</i> [10872] Tip Tap: home- based intervention program for toddlers <i>Ayelet Giladi</i> [11506] The relevance of maternal responsiveness in Early Childhood Intervention <i>Marisa Gouveia & Ana I. Pinto</i> [11527] The influence of mother`s education and gender on early academic skills among Norwegian children across kindergarten and first grade <i>Ragnhild Lenes</i>
Poster session 5	Main hall 2 12:00 - 13:00	Chair: <i>Lotte Henrichs</i> [10389] Preschool Teachers' discourse during Reading, Reconstructing, and Telling of a Picture Book <i>Marie-Lyne Smadja, Dorit Aram, & Margalit Ziv</i> [10871] Primary school teachers' beliefs about learning in science and their according action in the classroom <i>Nina Kim Dunker</i> [11284] Opportunities for STEM learning within an early childhood (EC) cooking program <i>Christine D. Tippett & Todd M. Milford</i> [11598] Aligning Pre-School and Teacher Education Curricula <i>Gulbahar Yilmaz</i> [11627] Engaging low-income Latino preschoolers in science inquiry through a health-based curriculum <i>Walter Aminger, Gabriela Gutierrez, Laura Romo, Julie Bianchini, Yukari Okamoto, & Jin S. Lee</i>

Parallel sessions, 14:00 - 15:30

DAY 2 - Thursday, Jun, 30

T5	Symposium 2.2	Room 250 14:00 - 15:30	<p>[11565] Concepts and measures of ECEC quality across cultures: what is universal? Chair: <i>Saskia D.M. Van Schaik</i> Discussant: <i>Joana Cadima</i></p> <p>Teachers' beliefs about future-oriented developmental and educational goals in ECEC: A comparison between nine European countries <i>Martine L. Broekhuizen, Thomas Moser, Paul P.M. Leseman, Edward Melhuish, Giulia Pastori, & Konstantinos Petrogiannis</i></p> <p>A critical cultural approach to CLASS. The voice of Italian ECEC teachers. <i>Giulia Pastori, Valentina Pagani, & Susanna Mantovani</i></p> <p>Defining ECEC quality: existing domains and the support of group processes <i>Saskia D.M. Van Schaik, Paul P.M. Leseman, & M. De Haan</i></p>
T7	Symposium 2.3	Room 249 14:00 - 15:30	<p>[11571] Home Environment and Children's School Readiness in Chile and Latino immigrants in the U.S. Chair: <i>Susana Mendive</i> Discussant: <i>Yvonne Anders</i></p> <p>Maternal socialization in low-income latino immigrant and toddler's language and inhibitory control skills <i>Daniela Aldeney & Natasha Cabrera</i></p> <p>The Role of Academic Expectations, Home Numeracy Practices, and Children's Self-Regulation in Predicting Number Identification in Chilean Preschoolers <i>María Ines Susperreguy & Vivian Singer</i></p> <p>Subgroups of Home Literacy Environment in low-SES families and their relation to early literacy development <i>Susana Mendive, Mayra Mascareño, Daniela Aldoney, Anita Díaz, Manuela Sylleros, José Pezoa, Michelle Darricades, & Ignacio Araya</i></p>

DAY 2 - Thursday, Jun, 30

T6	Symposium 2.4	Room 247 14:00 - 15:30	<p>[11501] Multiple Perspectives on Professional Development in ECEC Chair: <i>Marja-Kristiina Lerkkanen</i> Discussant: <i>Clara Barata</i></p> <p>The “Un Buen Comienzo” Project and its experience improving Chilean Preschool Education: Combining formative assessment, coaching and continuous quality improvement <i>Katherine Becker, Pablo Muñoz, & Andrea Rolla</i></p> <p><i>Action research as part of professional development activities for preschool teachers</i> <i>Lotte Henrichs</i></p> <p><i>“Something has stirred”: The Growth of Pedagogical Awareness of Teachers Attending a Professional Development Programme</i> <i>Jenni Salminen, Marja Mäensivu, Riitta-Leena Metsäpelto, Kati Vasalampi, Marja-Kristiina Lerkkanen, & Anna-Maija Poikkeus</i></p> <p><i>Enhancing parental involvement: a case of professional development</i> <i>Maria Evangelou, Anne Edwards, Kathy Sylva, & Teresa Smith</i></p>
T8	Paper Session 2.3	Room 252 14:00 - 15:30	<p>Literacy and math skills, learning and development, and motivation to learn in early childhood Chair: <i>Carla Peixoto</i></p> <p>[10699] Early literacy in Norwegian preschool and preschool teacher education <i>Liv Gjems & Bente Vatne</i></p> <p>[11467] Relation between early literacy routines and language development <i>Vânia Peixoto, Rita Alegria, Adriana Martins, Alice Mendes, Catarina Santos, Daniela Rodrigues, Fabiana Jesus, & Mariana Silva</i></p> <p>[11469] Use of the shorytelling for optimal language development in kindergarten context <i>Vânia Peixoto, Ana Montenegro, Rita Alegria, & Rita Sousa</i></p> <p>[11581] Shared Reading is Related to Lower And Higher Verbal Abilities in Kindergarten Children <i>Lorenz Grolig, Caroline Cohrdes, & Sascha Schroeder</i></p>

DAY 2 - Thursday, Jun, 30

T9	Paper Session 2.4	Room 245 14:00 - 15:30	<p>Social interaction and social relationships in early childhood education contexts Chair: <i>Anna-Maija Poikkeus</i></p> <p>[11529] When prosody matters! Emerging word segmentation abilities in European Portuguese learning infants <i>Joseph Butler, Cátia Severino, Marina Vigário, & Sónia Frota</i></p> <p>[11271] Facebook and Maternity Models Disclosure in Portugal <i>Filipa César, Alexandra Oliveira, & Anne Marie Fontaine</i></p> <p>[11459] Children's Beliefs Concerning School Transition <i>Sirpa Eskelä-Haapanen, Marja-Kristiina Lerkkanen, Helena Rasku-Puttonen, & Anna-Maija Poikkeus</i></p> <p>[10816] Implementing a Mindfulness Program in a northern Ugandan School <i>M. Kyle Matsuba</i></p>
Discussion Panel & Parallel sessions, 16:00 - 17:30			
Discussion Panel	Auditorium 1 16:00 - 17:30	<p>Societal changes across Europe: challenges for research Chair: <i>Clara Barata</i></p> <p><i>Tove Mogstad Slinde</i>, Department of Early Childhood Education and Care, Norwegian Ministry of Education and Research</p> <p><i>Michel Vandenbroeck</i>, Department of Social Work and Social Pedagogy, Ghent University</p> <p><i>Miriam Leuchter</i>, University of Münster & University of Landau, Germany</p> <p><i>Athanasios Gregoriadis</i>, Department of Early Childhood Education, Aristotle University of Thessalonik</p> <p><i>Paul Leseman</i>, University of Utrecht, The Netherlands</p>	

DAY 2 - Thursday, Jun, 30

T2	Paper Session 2.5	Room 250 16:00 - 17:30	<p>Children's agency and participation in early childhood education contexts Chair: <i>Ana Isabel Pinto</i></p> <p>[11259] Identifying Child-Staff Ratios that Promote Peer Skills in Child Care <i>Reli Iluz, Esther Adi-Japha, & Pnina Klein</i></p> <p>[11585] Choice-making as an intervention strategy to promote the participation of children with disabilities: a single case study <i>Joana Baptista-Borges, Mónica Silveira-Maia, & Manuela Sanches-Feirreira</i></p> <p>[11450] Understanding the senses of children's agency and of its participation in a Oncological Pediatric Hospital <i>Rita Ramos de Sousa & Manuela Ferreira</i></p> <p>[11584] Opportunities to make choices in inclusive preschool contexts: teachers' assessment of its importance and implementation <i>Joana Baptista-Borges, Mónica Silveira-Maia, & Manuela Sanches-Feirreira</i></p>
T3	Paper Session 2.6	Room 252 16:00 - 17:30	<p>Learning, instruction, practices, and curriculum development in early childhood education Chair: <i>Yvonne Anders</i></p> <p>[11531] Those who translate the Reform Ideas in Early Childhood Teacher Education <i>Torhild Hoydalsvik</i></p> <p>[11624] Kindergarten Educators' self-efficacy beliefs regarding support of children at risk of academic failure <i>Lea Höltge, Jan-Henning Ehm, & Ulrike Hartmann</i></p> <p>[11410] How is early childcare stability related to the home environment and child development? <i>Yvonne Anders, Franziska Wilke, & Eric Vogel</i></p>

DAY 2 - Thursday, Jun, 30

T5	Paper Session 2.7	Room 249 16:00 - 17:30	<p>Quality of early childhood education and education provisions Chair: <i>Kathy Sylva</i></p> <p>[10849] Assessing group and dyadic relationships quality in the preschool setting: Is there an effect on children's early academic skills? <i>Inês Peceguina, Cecília Aguiar, Nadine Correia, Margarida Fialho, & J. R. Daniel</i></p> <p>[11451] Capturing Coherence: The Development of a Classroom Observation Instrument for Use Across Early Childhood <i>Sascha C. Mowrey & Dale C. Farran</i></p> <p>[11494] Measuring quality of early childhood environments in Singapore <i>Rebecca Bull, Shih Ying, & Ee Lynn Ng</i></p> <p>[11540] Approximating observational data of process quality in early childhood education and care settings <i>Susanne Kuger & Frauke Peter</i></p>
	SIG 5 member meeting		
SIG 5 member meeting	Room 247 17:30 - 18:30	SIG 5 member meeting	

DAY 3 - Friday, Jul, 1

Parallel sessions, 9:00 - 10:30

<p>T3</p>	<p>Symposium 3.1</p>	<p>Room 250 9:00 - 10:30</p>	<p>[11611] Interventions and Predictors of Language Development of Multilingual Children in Germany Chair: <i>Franziska Egert & Steffi Sachse</i> Discussant: <i>Paul Leseman</i></p> <p>Language promotion of multilingual children in early education: effectiveness of an intervention program and predictors of second language acquisition <i>Katarina Groth & Franziska Egert</i></p> <p>Language-based interaction training for day care teachers – impact on multilingual children’s second language development <i>Steffi Sachse, Stefanie Schuler, & Nora Budde-Spengler</i></p> <p>Meta-analysis in the impact of language interventions for bilingual children in early education in Germany <i>Franziska Egert</i></p> <p>Interrelations between first and second language development and socio-emotional variables among dual language learners in early education <i>Beyhan Ertanir, Jens Kratzmann, Samuel Jahreiss, Maren Frank, & Steffi Sachse</i></p>
<p>T5</p>	<p>Paper Session 3.1</p>	<p>Room 249 9:00 - 10:30</p>	<p>Quality of early childhood education and education provisions Chair: <i>Michel Vandenbroeck</i></p> <p>[10170] Measuring and Monitoring Quality of Childcare in Flanders <i>Michel Vandenbroeck</i></p> <p>[11517] Evaluating Children's Centres in England: Impact on Children, Parents and Families <i>Kathy Sylva, Pamela Sammons, James Hall, Rebecca Smees, Teresa Smith, Maria Evangelou, Jenny Goff, & Naomi Eisenstadt</i></p> <p>[11524] Longer-term effects of preschool quality: Associations between preschool quality and children’s competencies in mathematics and conduct problems in secondary school <i>Simone Lehl, Sabine Blaurock, Katharina Mursin, Sabine Weinert, & Hans-Guenther Rossbach</i></p> <p>[11576] Effects of early childhood education and care on developmental outcomes in literacy and mathematics: Meta-analysis of European longitudinal studies <i>Hannah Ulferts & Anders</i></p>

DAY 3 - Friday, Jul, 1		
T8	Paper Session 3.2	<p style="text-align: center;">Room 247 9:00 - 10:30</p> <p>Literacy and math skills, learning and development, and motivation to learn in early childhood Chair: <i>Teresa Leal</i></p> <p>[11609] Development of math skills from preprimary year to 4th grade: A subgroup analysis <i>Anna-Maija Poikkeus, Virpi Paukkeri, Eija Pakarinen, & Marja-Kristiina Lerkkanen</i></p> <p>[11653] A longitudinal perspective to early Bio-Psycho-Social predictors of linguistic and numerical skills at preschool age <i>Pekka Räsänen, Linda Anaya, Bernardo M. Aguilar Montiel, Israel Torres Salazar, & Maria G. Rodríguez Martínez</i></p> <p>[11669] Uncovering mathematics learning in early childhood: An emphasis on pupils' talk <i>Christina Misailidou</i></p>
T9	Paper Session 3.3	<p style="text-align: center;">Room 245 9:00 - 10:30</p> <p>Social interaction and social relationships in early childhood education contexts Chair: <i>Vasilis Grammatikopoulos</i></p> <p>[10686] An Evidence-Based Approach to Pre-School Interventions with Children and Families <i>Jon Lasser</i></p> <p>[11507] Assessing early educators' physical activity practices in early childhood education using Discrete Choice Modeling <i>Vasilis Grammatikopoulos, Athanasios Gregoriadis, Michalis Linardakis, Kallia Trouli, & Evridiki Zachopoulou</i></p> <p>[11411] The role of the teacher-student relationship in the development of the subcomponents of executive functioning across the transition to first grade <i>Loren Vandenbroucke, Karine Verschueren, & Dieter Baeyens</i></p> <p>[11453] The relationship between caregiver-child interaction quality and children's social and emotional skills in Norwegian ECEC <i>Ingrid Midteide Løkken, Elisabeth Bjørnstad, & Thomas Moser</i></p>
Key note, 11:00 - 12:00		
Key note 3	Auditorium 1 11:00 - 12:00	<p>Beyond classroom-level processes: Individual teacher-child relationships as developmental contexts for young children <i>Karine Verschueren, University of Leuven, Belgium</i></p> <p>Chair: <i>Isabel Abreu-Lima</i></p>
Workshops & Poster sessions, 12:00 - 13:00		
WorkShop 3	Room 249 12:00 - 13:00	<p>Change and Relationships: Measurement, research designs and data analysis <i>Marisa Matias, Faculty of Psychology and Education Sciences of Porto University</i></p>

DAY 3 - Friday, Jul, 1		
WorkShop 4	Room 250 12:00 - 13:00	Participation and engagement measures in preschool aged children: Cross-cultural adaptation and validation issues <i>Ana Isabel Pinto, University of Porto; Anna Karin Axelsson, Jönköping University; Alecia Samuels, Jönköping University & Pretoria University; Vera Coelho, University of Porto; Frida Åström, Jönköping University; Jorge Cunha, University of Porto; Catarina Grande, University of Porto</i>
Poster Session 6	Main hall 1 12:00 - 13:00	Chair: <i>Cecília Aguiar</i> [11268] Evaluation and monitoring in daycare - results collected from case studies in Portugal <i>Cindy Mutschen Carvalho & Gabriela Portugal</i> [11526] Differential effects of preschool quality on children's emergent literacy skills during preschool in Germany. <i>Simone Lehl & Wilfried K. Smidt</i> [11612] Parenting styles and emotion regulation in the preschool context: Moderating effect of quality of teacher-child interactions <i>Margarida Fialho, Nadine Correia, Cecília Aguiar, Lígia Monteiro, & Francisco Esteves</i> [11736] Major innovations for small children <i>Maria J. Infante</i> [11613] Assessing children's ideas about participation in preschool <i>Nadine Correia & Cecília Aguiar</i>
Poster Session 7	Main hall 2 12:00 - 13:00	Chair: <i>Eija Pakarinen</i> [11486] Learning words through teaching others. Tutors' learning in a literacy tutoring program <i>Celia R. Rosemberg, Florencia Alam, Maia J. Migdalek, & Alejandra Stein</i> [11617] Fostering Preschool Children's Academic Language and Scientific Concepts through Plan-Do-Review <i>Maren Ebel</i> [11603] Children with Challenging Behavior in day care <i>Päivi M. E. Pihlaja</i> [11532] Gender differences in Norwegian children's early mathematics <i>Tone Salomonsen & Elin Reikerås</i> [10865] At-risk and vulnerable children and implication on academic achievement: A non-urban sample from South Africa <i>Comfort B. Asanbe, Anne-Gloria Moleko, Maretha Visser, Angela Thomas, Catherine Makwakwa, Waleska Salgado, & Alexandra Tesnakis</i>
Parallel sessions, 14:00 - 15:30		

DAY 3 - Friday, Jul, 1			
T6	Symposium 3.2	Room 250 14:00 - 15:30	<p>[11708] Innovative exemplary approaches to professional development of ECEC’s practitioners in Europe. Findings from three case studies in Denmark, Italy and Poland Chair: <i>Chiara Bove</i> Discussant: <i>Pauline Slot</i></p> <p>Innovation as a participatory process of renewing educational and professional development practices. Voices of ECEC practitioners in two Italian site <i>Chiara Bove, Susanna Mantovani, Claudia Giudici, & Silvia Cescato</i></p> <p>An Innovative Professional Development Programme within an organisational learning and communities of practice perspective – A Danish Case <i>Bente Jensen</i></p> <p>Innovative approach to in-service professional development of caregivers in Public Crèche Network in Łódź (Poland) <i>Olga Wyslowska, Malgorzata Karwowska-Struczyk, & Pauline Slot</i></p>
T7	Symposium 3.3	Room 247 14:00 - 15:30	<p>[11549] Early interventions in disadvantaged families: Effects and underlying mechanisms in Dutch and Swiss trials Chair: <i>Andrea Lanfranchi</i> Discussant: <i>Amos van Gelderen</i></p> <p>Effects of an early intervention on children’s outcomes at 36 months: Evidence from the randomized controlled trial ZEPPELIN 0-3 <i>Simone Schaub, Susan C.A. Burkhardt, Alex Neuhauser, Erich Ramseier, & Andrea Lanfranchi</i></p> <p>Effects of the ZEPPELIN 0-3 study: The mediating effects of maternal sensitivity on child development <i>Alex Neuhauser, Susan C.A. Burkhardt, Erich Ramseier, Simone Schaub, Martin Venetz, & Andrea Lanfranchi</i></p> <p>Combining a centre- and home-based program to foster low-SES Dutch pre-schoolers’ vocabulary <i>Rosa Teepe, Inge Molenaar, Ludo Verhoeven, & Ron Oostdam</i></p> <p>Outcomes of the Dutch Family Literacy Program “Early Education at Home”: Moderating and mediating effects of implementation quality <i>Sanneke de la Rie, Roel van Steensel, Amos van Gelderen, & Sabine Severiens</i></p>

DAY 3 - Friday, Jul, 1

T5	Paper Session 3.4	Room 249 14:00 - 15:30	<p>Quality of early childhood education and education provisions Chair: <i>Silvia Barros</i></p> <p>[11464] Differences in Child Care Quality - a Matter of Personal Characteristics and Socialization Goals? <i>Andrea G. Eckhardt & Franziska Egert</i></p> <p>[11579] The role of professional exchange within the team for the realised process quality of language education in childcare centres <i>Elisabeth Resa, Yvonne Anders, & Imke Groeneveld</i></p> <p>[11594] What's really going on? Caregiver's views and facilitators' perceptions of Playgroups in Portugal <i>Joana Alexandre, Vanessa Russo, Maria C. Barata, Joana Lobo, Marta Mendes, Catarina Leitão, Joana F. Luis, & Bruno Sousa</i></p> <p>[11685] The influence of pedagogical ecology on cognitive development of children from community-based pre-schools in Kenya, Uganda and Zanzibar <i>Peter A. M. Mwaura</i></p>
T8	Paper Session 3.5	Room 245 14:00 - 15:30	<p>Literacy and math skills, learning and development, and motivation to learn in early childhood Chair: <i>Ana Madalena Gamelas</i></p> <p>[11418] The Development of a Letter Concept in the Transitional Period to School <i>A. Schmitterer & Sascha Schroeder</i></p> <p>[11520] Natural Sciences Education in Preschool Facilities: The effects of academic language and teaching strategies on children's scientific and linguistic learning <i>Megan Bock, Sabrina Tietze, & Astrid Rank</i></p> <p>[11699] Influence of oral proficiency on second language performance of class four pupils in three selected schools in Nairobi county, Kenya <i>Jotham N. Dinga</i></p> <p>[11727] Metacognitive Intervention in Kindergarten: The effects on Spontaneous Recognition of Mathematical Structures <i>Tal Sharir, Nira Mashal, & Zemira R. Mevarech</i></p>

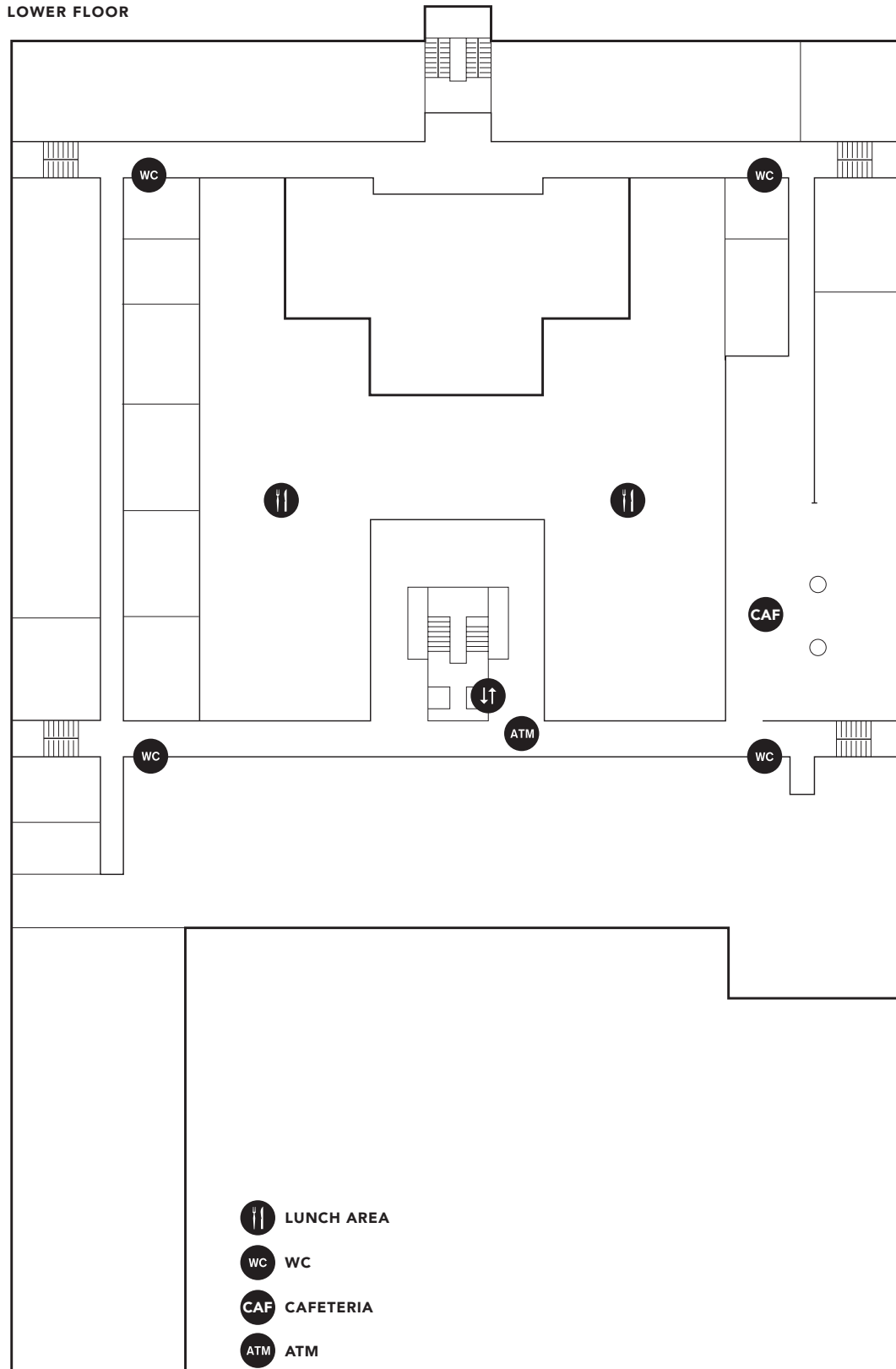
Parallel sessions, 15:30 - 17:00

DAY 3 - Friday, Jul, 1

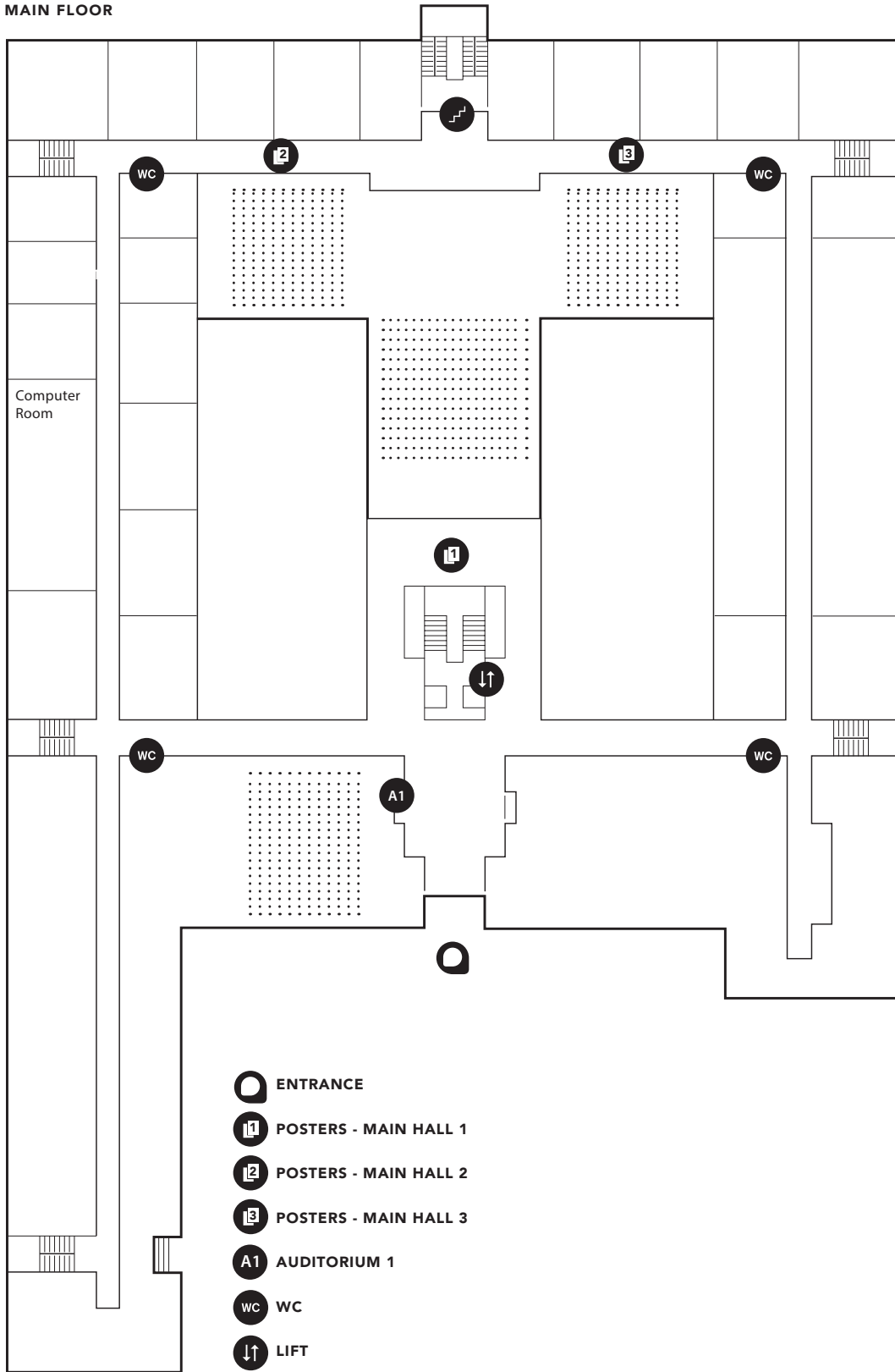
T3	<p>Symposium 3.4</p>	<p>Room 252 15:30 - 17:00</p>	<p>[11537] Supporting preschool children's science learning Chair: <i>Miriam Leuchter</i> Discussant: <i>Marja-Kristiina Lerkkanen</i></p> <p>Dimensionality of science competencies in preschool age: Results of a cross-sectional study. <i>Tobias Ziegler, Ilonca Hardy, & Astrid Jurecka</i></p> <p>Measurement and structure of scientific knowledge of preschool teachers <i>Julia Barenthien & Mirjam Steffensky</i></p> <p>Can professional development foster preschool teachers' pedagogical beliefs about science instruction? <i>Elisa Heinig, Nathalie Lebski, & Yvonne Anders</i></p> <p>Kindergarten Children's Science Learning: The Effects of Teachers' Verbal Input <i>Ueli Studhalter, Henrik Saalbach, Mirjam Leuchter, Annette Tettenborn, & Anneliese Elmer</i></p>
T5	<p>Symposium 3.5</p>	<p>Room 248 15:30 - 17:00</p>	<p>[11580] Diversity and inclusion in Early Childhood Care and Education; a European perspective Chair: <i>Martine Broekhuizen</i> Discussant: <i>Michel Vandenbroeck</i></p> <p>How does the institutional setting of ECEC systems affect the use and parental assessment of services? A cross-country multilevel study <i>Özgün Ünver & Ides Nicaise</i></p> <p>Parental attitudes towards diversity and inclusion in ECEC settings; a comparison between nine European countries <i>Martine Broekhuizen, Thomas Moser, & Paul Leseman</i></p> <p>Inclusiveness of ECEC Services in Europe: Perspectives of Disadvantaged Parents and Professionals from Seven Countries <i>Ides Nicaise & Özgün Ünver</i></p>

DAY 3 - Friday, Jul, 1		
T7	Paper Session 3.6	<p>Room 114 15:30 - 17:00</p> <p>Educational partnership, impact of family and parenting on children's learning and development Chair: <i>Maria Evangelou</i></p> <p>[11414] Relationship between quality of preschool and home learning environment and social-emotional and vocabulary skills of children in preschool age. <i>Franziska Wilke, Yvonne Anders, & Axinja Hachfeld</i></p> <p>[11478] Finnish students' literacy skills in Kindergarten, 1st and 9th grade: Effects of mothers' and fathers' scaffolding in early childhood <i>Maarit Silvén, Johanna Hasselgrén, & Anne Sorariuta</i></p> <p>[11479] Mothers' autonomy support and scaffolding in infancy predict children's mathematical skills at preschool age and in 9th grade <i>Anne Sorariutta & Maarit Silvén</i></p> <p>[11511] Reconceptualising the Home Learning Environment: Introducing the Home Learning Ecosystem <i>Athanasios Gregoriadis & Maria Evangelou</i></p>
T6	Paper Session 3.7	<p>Room 117 15:30 - 17:00</p> <p>Expertise development of ECEC professionals (pre-service and in-service training) Chair: <i>Tânia Boavida</i></p> <p>[11550] The Nature of Meaningful Student-Mentor-Relationship and Mentoring during Practice Periods <i>Tarja R. Liinamaa</i></p> <p>[11602] Promoting early language skills: Preschool teachers' sensitivity for daily routines <i>Nadine Wieduwilt, Axinja Hachfeld, & Yvonne Anders</i></p> <p>[11622] Evaluation of a Preschool Teacher Professional Development Program in Colombia <i>Carolina Maldonado-Carreño, Eduardo Escallón-Largacha, & Paola Guerrero-Rosada</i></p> <p>[11631] Early Childhood Education and Care Professionals' Role in Early Childhood Intervention <i>Tânia Boavida</i></p>
Closing session	Auditorium 1 17:00 - 18:00	<p>JURE awards (Paper and Poster presentations)</p> <p>Farewell drinks</p>

Map - FPCEUP Building



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