## Paper Session VI

**Assigned Chair:** Marcus Kindlinger, University of Wuppertal, Germany

### Examining epistemic processes when preservice teachers reflect on a pedagogical situation

Marcus Kindlinger, University of Wuppertal, Germany; Kati Trempler, University of Wuppertal, Germany; Anna-Lena Molitor, University of Wuppertal, Germany; Ulrike Hartmann, DIPF | Leibniz Institute for Research and Information in Education, Germany

### Pre-Service Teachers’ Collaborative Lesson Planning and their Self-Concepts in Inclusive Education

Jan R. Schulze, Paderborn University, Germany; Eva Blumberg, University of Paderborn, Germany; Frank Hellmich, Paderborn University, Germany

### Supporting teachers’ use of cooperative learning through teacher training based on collaboration

Susanne Turkowski, University Erfurt, Germany; Anna Abramczyk, Dolnośląska Szkoła Wyższa, Poland

## Paper Session VII

**Assigned Chair:** Marco Rüth, University of Cologne, Germany

### Digital competences unleashed: Developing a curriculum for in- and pre-service teachers

Katharina Maitz, University of Graz, Austria; Angela Fessl, Graz University of Technology, Austria; Lisa Paleczek, University of Graz, Austria; Monica Divita, Norwegian University of Science and Technology (NTNU), Norway; Majid Rouhani, Norwegian University of Science and Technology (NTNU), Norway; Thomas Kohler, Dresden University of Technology, Germany

### Longitudinal changes in stress experiences and self-efficacy beliefs of German preschool teachers

Julia Steigleder, Eberhard Karls University Tübingen, Germany; Lilly Buhr, Eberhard Karls University Tübingen, Germany; Jan-Henning Elm, Center for Research on Education and Human Development (DIPF), Germany; Anja von Suchodoletz, New York University Abu Dhabi, United Arab Emirates; Catering Gowflow, Eberhard Karls University Tübingen, Germany

### How pre-service teachers’ intentions to teach with games relate to their personal characteristics

Marco Rüth, University of Cologne, Germany; Adrian Birke, University of Cologne, Germany; Kai Kaspar, University of Cologne, Germany

## Paper Session VII

**Assigned Chair:** Marco Rüth, University of Cologne, Germany

### Effectiveness of a digital professional development program for history teachers

Matthias Schudlen, Department of Special Needs Education and Rehabilitation, University of Oldenburg, Germany; Viktoria Pichmüller, Department of Special Needs Education and Rehabilitation, University of Oldenburg, Germany; Dr. Clemens Hillenbrand, University Oldenburg, Institute for Special Education and Rehabilitation, Germany

### Early-career teachers’ experiences with innovative professional potential in secondary schools

Julia van Leeuwen, Radboud Teachers Academy, Radboud University Nijmegen, Netherlands; Harmen Schaap, Radboud University Nijmegen, Netherlands; Femke Geijzel, Radboud University Nijmegen, Netherlands; Paulien Meijer, Radboud University Nijmegen, Netherlands

### How pre-service teachers’ intentions to teach with games relate to their personal characteristics

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