# Program Changes - WEDNESDAY, 22.06.2022

## Paper Session I

<table>
<thead>
<tr>
<th>Paper Session</th>
<th>Time: 2.30 pm – 4.00 pm</th>
<th>Location: Lecture Hall (Vortragssaal)</th>
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</thead>
<tbody>
<tr>
<td><strong>Assigned Chair:</strong> Jonathan Firth, University of Strathclyde, United Kingdom</td>
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**Re-examining classroom interaction norms and teacher professional development for dialogic teaching**
Riikka Hofmann, University of Cambridge, United Kingdom; Kenneth Ruthven, Hughes Hall, Cambridge, United Kingdom

**Beyond deficit views: dialogic tools for developing possibility knowledge in school**
Riikka Hofmann, University of Cambridge, United Kingdom; Anna Paulina Rainio, University of Helsinki, Finland

**Fostering Teachers’ Integration of ICT in Teaching – a Systematic Review**
Kirsten Gronau, Carl von Ossietzky University Oldenburg, Germany; Karen Vogelpohl, Carl von Ossietzky University Oldenburg, Germany

## Paper Session II

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<tr>
<th>Paper Session</th>
<th>Time: 4.15 pm – 5.45 pm</th>
<th>Location: Auditorium (Veranstaltungssaal)</th>
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<tr>
<td><strong>Assigned Chair:</strong> Karen Koellner, Arizona State University, United States</td>
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**Fostering Teachers’ Integration of ICT in Teaching – a Systematic Review**
Kirsten Gronau, Carl von Ossietzky University Oldenburg, Germany; Karen Vogelpohl, Carl von Ossietzky University Oldenburg, Germany

**Teachers Adapting and Using PD Learning In Remote Settings**
Karen Koellner, Arizona State University, United States; Nanette Seago, WestEd, United States; Nicora Placa, Hunter College, City University of New York, United States

**The role of fading solution steps and revealing solutions in learning from demonstrations**
Katharina Engelmann, University Hildesheim, Germany; Christof Wecker, University Hildesheim, Germany