

e-LADDA Closing Conference

eln pre-summit event



*Scientific and Social
Program*



Conference Overview

	Wednesday, 18 Oct	Thursday, 19 Oct	Friday, 20 Oct	Saturday, 21 Oct		
09:30		Paper presentations (room 250)	Paper presentations (room 241)	Paper presentations (room 250)	Paper presentations (room 114)	Poster presentations (lobby)
11:00		Coffee break		Coffee break		Coffee break
11:30		Jenny Saffran's Keynote (aud 1)		Tony Belpaeme's Keynote (aud 1)		Workshop - Open Science (room 250)
12:30	Registration (lobby)	Lunch (garden)		Lunch (garden)		Lunch (13h30, Douro boat cruise)
14:30	Opening Ceremony Ladislao Salmerón's Keynote (aud 1)	Paper presentations (room 250)	Paper presentations (room 241)	Paper presentations (room 250)	Paper presentations (room 114)	
16:00	Coffee break		Coffee break		Coffee break	
16:30	Paper presentations (room 250)	Paper presentations (room 252)	Workshop - Thesis Writing (room 250)	Round Table - Social Robots & Education (aud 1)		
	ELN Porto d'Honra (18h30, garden)			Conference dinner (20h, Flor de Paranhos)		

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Need help?

Ask the people in yellow



Wednesday, 18 October

12:30	Registration							
14:30	Auditorium 1 OPENING CEREMONY ---- Keynote: Did screen reading habits steal children's focus? By Ladislao Salmerón							
16:00	Coffee break							
16:30	Room 250 Chair: Hülya Aldemir				Room 252 Chair: Giulia Zantonello			
Paper presentations	Reading in Print vs. on Screen: Evidence of Screen Inferiority Effect and General Print Exposure Benefit Aisha Futura Tüchler & Kate Cain	Are there differences between the metacognitive strategies and executive functions in reading comprehension of young deaf and hearing adults? Marta Ortiz-Gómez, David Saldaña, Fiona Kyle, Ian C. Simpson, & Isabel R. Rodríguez-Ortiz	Assessing reading comprehension in the digital age: Validation of the German Reading Comprehension Test GraLeV in 5th Grade Susanne Seifert, Lisa Paleczek & Stefan Meier		Modelling Language Learning in Babies and Robots: The role of Embodied Attention and Contextual Luca Raggioli & Angelo Cangelosi	Active vs. Passive Learning in Child-Robot Interaction: Leveraging Developmental Sciences for Quality Interactions and Learning Fatih Sivridag & Nivedita Mani	Robot-Assisted Intervention for Word Learning in Children with Autism Spectrum Disorder Ana Lucia Urrea Echeverria & Isabel R. Rodríguez-Ortiz	The Impacts of Robot's Perceived Age and Number of Learners on Language Learning Outcomes and Robot's Social Role Perception Alireza M. Kamelabad & Gabriel Skantze
18:30	ELN Porto d'Honra							

Thursday, 19 October

09:30	Room 250			Chair: Ana Lucia Urrea		Room 241		Chair: Karla Zavala Barreda	
Paper presentations	Application of Cluster Analysis to identify different reader groups through their engagement with a digital reading supplement	Visual support and lexical simplification in reading for populations with different ages and levels of reading skill	Acquiring knowledge through digital differentiated reading material – first results	Spanish children learning English as a Foreign Language: variables involved in spelling acquisition	The Impact of Writing Technology and Gesture Modality on the Advancement of Early Literacy Development	Transcription processes in speech-to-text writing by children with and without reading and writing difficulties	Exploratory Studies on Using Machine Learning to Assess Risk for Learning Disabilities	Anticipatory Processing of Orthographic and Motor Information (APOMI) in word writing	
	Yawen Ma, Kate Cain & Anastasia Ushakova	Miriam Rivero-Contreras & David Saldaña	Lisa Paleczek, Susanne Seifert, Daniela Ender, Yvonne Fasching & Sabrina Kahr	Carmen Hevia-Tuero, Paz Suárez-Coalla, Cristina Martínez-García & Olivia Afonso	Theresa Kalchhauser, Mariana Silva, Ana Catarina Canário & Rui A. Alves	Sanna Kraft, Vibeke Rønneberg, John Rack, Fredrik Thurfjell & Åsa Wengelinohn	Yusra Ahmed, Connor Cheek, Abdollah Zaker & Elena Grigorenko	Sonia Kandel	
11:00	Coffee break								
11:30	Auditorium 1 Keynote: Building a lexicon By Jenny Saffran								
12:30	Lunch at the venue								
14:30	Room 250			Chair: Laura Diprossimo		Room 241		Chair: Martina de Eccher	
Paper presentations	Designing a vocabulary learning app for migrant children	Who is Teaching Kids to Read? A Software Studies Analysis of Apps for Early Literacy	School entry detection of struggling readers utilising machine learning and process data from a literacy	Teaching Foreign Language Adult Learners Creatively: Ways to Bring Fun into English and French Classrooms	Speech-to-text for children with reading and writing difficulties – who benefits from using it and who doesn't?	Comparing Neural Stimulus Tracking in Children during Face-to-Face and Live Video Communication: An EEG Study	Child speech phonetic recognition	Social Media Multitasking on a Smartphone Affects Multiple Document Processing and Comprehension	
	Aisha Futura Tüchler, Hülya Aldemir, Karla Zavala Barreda, Martina de Eccher, Ibrahim El Shemy, Luca Raggioli, Alireza Kamelabad, Zijian Fan & Paula Janjić	Karla Zavala Barreda, Stefania Milan & Bernhard Rieder	Njål Foldnes, Per Henning Uppstad, Steffen Grønneberg & Jenny Thomson	Hicham Abdelouafi & Atika Dehimeche	Åsa Wengelin, Sanna Kraft & Fredrik Thurfjell	Fatih Sivridag, Mariella Paul & Nivedita Mani	Zijian Fan	Ymkje Elisabeth Haverkamp, Ivar Bråten, Natalia Latini & Helge Ivar Strømsø	
16:00	Coffee break								
16:30	Room 250 Workshop 1 - Thesis writing Kate Cain, Nivedita Mani & Kenny Coventry								

Friday, 20 October

09:30	Room 250		Chair: Fatih Sivridag		Room 114		Chair: Alireza Kamelabad	
Paper presentations	Compositional Analysis of Technology-Based Writing Interventions: A Meta-Analysis Study	Situation Model Building of Narrative and Expository Texts in Children	Practicing writing in an online preschool forum	Execution Processes 50+	Language Development in the Digital Age: Towards Guidelines for Caregivers and Educators	Exploring the use of digital language learning resources in the UK: Insights from second language teachers	Gender and population-level variables in language learning and use of digital tools	
	María Victoria González Laguna, Raquel Fidalgo Redondo, Paula López Gutiérrez & Gert Rijlaarsdam	Lara Dilger, Jos Keuning, Marco van de Ven & Eliane Segers	Dorit Aram & Coral Shachar	Esther Odilia Breuer	Laura Diprossimo, Karla Zavala Barreda, Martina de Eccher, Paula Janjic & Theresa Kalchhauser	Paula Janjić, Kenny Coventry	Hülya Aldemir, Paula Janjić, Alireza Mahmoudi Kamelabad, Luca Raggioli & Giulia Zantonello	
11:00	Coffee break							
11:30	Auditorium 1 Keynote: Social robots: science, tech, applications... and Large Language Models By Tony Belpaeme							
12:30	Lunch at the venue							
14:30	Room 250		Chair: Aisha Futura Tüchler		Room 114		Chair: Luca Raggioli	
Paper presentations	Word Learning via Naturalistic Shared Reading: Effects of Book Format (Print vs Digital) and Child Characteristics	Vocabulary Learning of Deaf/Hard-of-Hearing Children and Adolescents in Tech-Rich Contexts	Enhancing the vocabulary learning skills of autistic children using augmented reality: a participatory design perspective	Active learning and metacognition when learning words from digital input	Do individual differences in sensory processing predict language development in Norwegian children?	Online applications for the assessment of early language and communication development	Toddlers, Tech and Talk: 0-3-year-old children's language and literacy learning at home in the UK	Language Development in Young Children During the COVID-19 Pandemic: Factors, Challenges, and the Role of Digital Media
	Laura Diprossimo & Kate Cain	Hülya Aldemir, Isabel R. Rodríguez-Ortiz & David Saldaña	Ibrahim El Shemy, Ana Lucia Urrea, Gema Erena-Guardia, David Saldaña, Mila Vulchanova & Michail Giannakos	Martina de Eccher & Nivedita Mani	Giulia Zantonello, Mila Dimitrova Vulchanova & Valentin Vulchanov	Sónia Frota, Marisa Cruz, Marisa Filipe, Pedro Silva & Marina Vigário	Julia Gillen, Rosie Flewitt, Sandra El Gamayel, Karen Winter & Katrina McLaughlin	Irene Cadime, Ana Lúcia Santos, María Teresa Martín-Aragoneses, Fernanda Leopoldina Viana & Iolanda Ribeiro
16:00	Coffee break							
16:30	Auditorium 1 Round Table - What Roles for Social Robots in Education? Moderation: Theresa Kalchhauser; Discussants: Letizia Jaccheri, Luca Raggioli, Angelo Cangelosi, Mila Vulchanova & Angélica Monteiro							
20:00	Restaurante Flor de Paranhos Conference dinner							

Saturday, 21 October

9:30

Lobby

Chair: Mariana Silva

Posters presentations

HandSpy 3.0: Real-time Writing Analysis in the Classroom

Teresa Jacques, Mariana Silva & Rui A. Alves

Mouse trajectories in visual word processing: MouseTracker as a research tool

Carmen Hevia-Tuer, Sara Incera, & Paz Suárez-Coalla

Text revision in secondary students: a breakout to promote the improvement of detection and correction skills

Paula López, Rubén Díaz-Tejedor, Lourdes Álvarez-Fernández & Olga Arias-Gundín

Links Between Executive Functions and Emergent Literacy Skills: A Longitudinal Study from Preschool to First Grade

Marisa Filipe, Tânia Carneiro & Sónia Frota

Treasure in sight!: An instructional breakout to teach writing skills at the beginning of compulsory education

María Arrimada, M^a Carmen Álvarez-Moreno, Lorena González & Luis Gutiérrez

The Relation Between Comprehension of Multiple Digital Texts, Sustained Attention and Digital Media Exposure In Primary School Students: A Longitudinal Study In Progress

Anouk Bakker, Marco van de Ven, Jos Keuning & Eliane Segers

Digital breakout to improved metacognitive knowledge about the textual planning process in primary students

Patricia Robledo, Vanesa García, M^a Victoria González & Sara Real

How multitasking in multiple devices impacts reading comprehension in early secondary-school students

Lidia Altamur & Ladislao Salmerón

CoEN (Cognitive Effort in Noise) App: a serious game application for the assessment of children's ability to focus in noisy environments

Gaia Spicciarelli, Flavia Gheller & Barbara Arfé

The Response to Intervention Model (RtI) in writing through ICTs.

M^a Carmen Álvarez-Moreno, Raquel Fidalgo & Mark Torrance

Learning words from a social robot: the effects of feedback

Martina de Eccher & Nivedita Mani

Copying Interventions to Improve Copying and Spelling Skills in First-Grade Children

Elise Blampain & Marie Van Reybroeck

Validating LEMI: A New Readability Tool for Children's Literature in Romanian

Alexandru Oravițan, Mădălina Chitez, Roxana Rogobete, Karla Csürös & Sorin Hagiu

The processes involved in writing and the written product are inseparably related. Can we prove this with the keystroke logging measures?

Marina Olujić Tomazin

Impact of excessive blue light on reading: Relevant findings from pre-digital media

Stephen Loew, William Coventry & Nigel Vincent Marsh

11:00

Coffee break

11:30

Workshop 2 - Incorporating Open Science Practices on Your Research Workflow

Alessandra S. Souza, Ana Catarina Canário & Teresa Jacques

Farewell

13:30

Lunch boat cruise