



D3.2 Conference contributions



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Project: Enhancing Research on the Integration of Formal Educational Programmes and Workplace Learning

Acronym: FEWL

Title: D3.2 Conference contributions

Work Package: WP3 Supporting Early Stage Researchers

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0.1	11.08.2025	Christian Harteis	First draft
0.2	18.08.2025	Maria Erss (TLU), Katarzyna Kärkkäinen (JYU)	Partners' updates
1.0	21.08.2025	Christian Harteis	Final

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List of Abbreviations

AERA - American Educational Research Association

BWP - Berufs- und Wirtschaftspädagogik

EARLI - European Association for Research on Learning and Instruction

ECER - European Conference on Educational Research

ESR – Early Stage Researchers

FEWL – Enhancing Research on the Formal Education Programmes and Workplace Learning

JYU – University of Jyväskylä

SES – School of Educational Sciences

SIG - Special Interest Group

TLU -Tallinn University

UPB - Paderborn University

WERA - World Educational Research Association

WP learning – Workplace learning

Executive Summary

One important component of the support of early stage researchers is the introduction into the different scientific communities and their conferences as most important platforms for the discussion of the state of the art. The original plan was to deliver three conference contributions per year including the ESR in these contributions. As the list of contributions in the next sections reveals, the project group overfulfilled this goal. PIs as well as ESR delivered conference contributions from the FEWL context in national, European, and global conferences. Hence, the results of the FEWL project work was disseminated in different scientific communities around the world.

FEWL Contributions to Scientific Conferences

2023

Erss, M. (2023, September). *Introducing empirical evidence about the connections between student agency and Wplearning*. Paper. ECER conference 2023, Glasgow.

Harteis, C. (2023, September). *Adult education between formal and informal learning*. Paper. Adult Learning Symposium, Frankfurt/Main.

Moodie, G., & Virolainen, M. (2023, August). *The Finnish UAS: Towards Enhancing Regional and National Collaboration*. Symposium Paper. ECER 2023. Glasgow.

Näkk, A.-M., & Timoštšuk, I. (2023, August). *Integration of everyday life aspects in classroom learning*. Paper. EARLI Conference 2023, Thessaloniki.

Nurmik, K., & Timoštšuk, I. (2023, March). *Supporting primary students' agency at school through life-world experiences*. Paper. 17th International Technology, Education and Development Conference, Tallinn.

Nygren, H., & Virolainen, M. (2023, June). *Adults' conceptions of technology*. Paper. NordYrk Conference 2023, Bergen.

Schwede, J., & Harteis, C. (2023, September). *Erwachsenenbildung im digitalen Wandel? Ein Delphi-Studie zur pandemiebedingten Zukunft der Erwachsenenbildung*. Roundtable. Sektionstagung BWP, Flensburg.

Tynjälä, P. (2023, October). *Tulevaisuuden pedagogiikka (Future pedagogy)*. Keynote lecture. Conference on Future Work and the Development of Pedagogy, Joensuu.

Virtanen A., (2023, June). *University of applied sciences teachers perspective into workplace learning*. Paper. Pedaforum Conference 2023, Tampere.

2024

Erss, M., & Loogma, K. (2024, September). *Upper secondary school students' learning at work: The effect on agency in school*. Paper. EARLI SIG10, 21 and 25 Conference, Bari.

Harteis, C. (2024, August). *No - that does not work! Challenges of coordinating workplace learning and VET*. Paper. EARLI SIG14 Conference, Jyväskylä.

Kärkkäinen, K. (2024, August). *Integrating workplace learning in migrant education: A case of Finnish vocational education*. EARLI SIG 14 Conference, Jyväskylä.

Kärkkäinen, K., Tynjälä, P., Virolainen, M., Virtanen, A., & Pitkäranta, E. (2024, November). *Co-creating knowledge on migrant students' learning at work*. Paper. Tampere.

Nurmik, K., & Timoštšuk, I. (2024, August). *Integrating working life in classroom learning: the primary teacher perspective*. Paper. EARLI SIG14 Conference, Jyväskylä.

Nurmik, K., & Timoštšuk, I. (2024, September). *Learning context factors shaping learner agency – An ecological perspective*. Paper. EARLI SIG10, 21 and 25 Conference, Bari.

Peterson, B. (2024, August). *Practices on integration of workplace learning into upper secondary education*. Paper. EARLI SIG14 Conference, Jyväskylä.

Schwede, J., & Harteis, C. (2024, April). *Adult education between formal and informal settings. Roundtable*. Roundtable. AERA Annual Meeting, Philadelphia.

Schwede, J., & Harteis, C. (2024, August). *Unveiling the dynamic of learning location cooperation in VET: An in-depth exploration of stakeholder perspectives, experiences, and approaches*. Paper. EARLI SIG14 Conference, Jyväskylä.

Timoštšuk, I., Tynjälä, P., & Harteis, C. (2024, August). *Integrating workplace experiences into formal education*. Symposium. EARLI SIG14 Conference, Jyväskylä.

Uppin, H., & Timostsuk, I. (2024, August). *Supporting students' career choices during learning activities at museums and science centres*. Paper. EARLI SIG14 Conference, Jyväskylä.

Uppin, H., & Timoštšuk, I. (2024, September). *Museum and science centre educators' perceptions of addressing students' career awareness*. Paper. EARLI SIG10, 21 and 25 Conference, Bari.

2025

Erss, M. (2025, April). *Student work experience & agency*. Paper. FEWL Conference "The World of Work in School – Opportunities and Contradictions". Tallinn.

Harteis, C. (2025, October). *The digitalization of work and its effects on formal and informal learning for work*. Paper. WERA Focal Meeting 2025, Joao Pessoa.

Kärkkäinen, K., Tynjälä, P., Pitkäranta, E., Virtanen, A., & Virolainen, M. (2025, June). *Applying arts-based approaches in the study on migrant students' learning in workplaces*. Paper. SLIMIG 2025, Sestri Levante.

Loogma, K. (2025, April). *Working is learning: Work experience of upper secondary school students*. Paper. FEWL Conference "The World of Work in School – Opportunities and Contradictions". Tallinn.

Nurmik, K. (2025, April). *Work as a bridge between real life and classroom teaching. The perspective of primary teachers on integrating the world of work into school learning*. Paper. FEWL Conference "The World of Work in School – Opportunities and Contradictions". Tallinn.

Peterson, B. (2025, April). *Collaboration between schools and companies in supporting students' work experience*. Paper. FEWL Conference "The World of Work in School – Opportunities and Contradictions". Tallinn.

Schwede, J. (2025, October). *Integrating practice-based learning into formal education: Stakeholder perspectives on the challenges of learning location cooperation in Germany's dual VET system*. Paper. Sino-German VET Conference, Shanghai.

Schwede, J., & Harteis, C. (2025, April). *Dynamics of learning location cooperation (LLC) in VET: Exploring stakeholder' approaches, experiences, and perspectives*. Roundtable. AERA Annual Meeting, Denver.

Schwede, J., & Harteis, C. (2025, August). *Exploring challenges in Germany's VET system: Stakeholder insights on learning location cooperation (LLC)*. Paper. EARLI Conference 2025, Graz.

Schwede, J., Heisler, D., & Harteis, C. (2025, March). *Enhancing research on the integration of formal educational programmes and workplace learning (FEWL)*. Poster. Hochschule Berufliche Bildung, Paderborn.

Timoštšuk, I. (2025, April). *Conceptualizing work in school*. Paper. FEWL Conference "The World of Work in School – Opportunities and Contradictions". Tallinn.

Uppin, H. (2025, April). *Out-of-school learning environments as supporters of career choice: The role of educational programmes in museums and environmental education centres*. Paper. FEWL Conference "The World of Work in School – Opportunities and Contradictions". Tallinn.

Virtanen A., & Tynjälä, P. (2025, June). *Assessment of work-related learning in Higher Education. A scoping review*. Paper. Pedaforum 2025. Espoo.

Conclusions

The project group succeeded in disseminating the project work into various scientific communities. The acceptance of these contributions indicate the scientific value of the project work and the acknowledgment of the research quality. Many contributions were presented by ESR who had, thus, the opportunity to grow into the scientific networks, to sharpen their thinking about their PhD work through the discussions at the conferences, and to develop their presentation skills as an important component of a researcher profile.

The list comprises contributions to scientific conferences only with nine contributions to national conferences, 14 contributions to European conferences, and 5 contributions to global conferences in following countries:

- Estonia: 7 contributions
- Finland: 7 contributions
- Germany: 3 contributions
- Italy: 3 contributions
- United Kingdom: 2 contributions
- United States: 2 contributions
- Austria: 1 contribution
- Brasil: 1 contribution
- China: 1 contribution
- Greece: 1 contribution

Most of these contributions were delivered to the most important international conferences:

- American Educational Research Association (AERA)
- European Association for Research on Learning and Instruction (EARLI)
- European Conferences on Educational Research (ECER)
- World Educational Research Association (WERA)

Hence, the project team reached the goals with regard to supporting ESR by introducing them into scientific communities and enhancing their scientific development. Additionally, results of the project work could be presented to a broad scientific audience.