



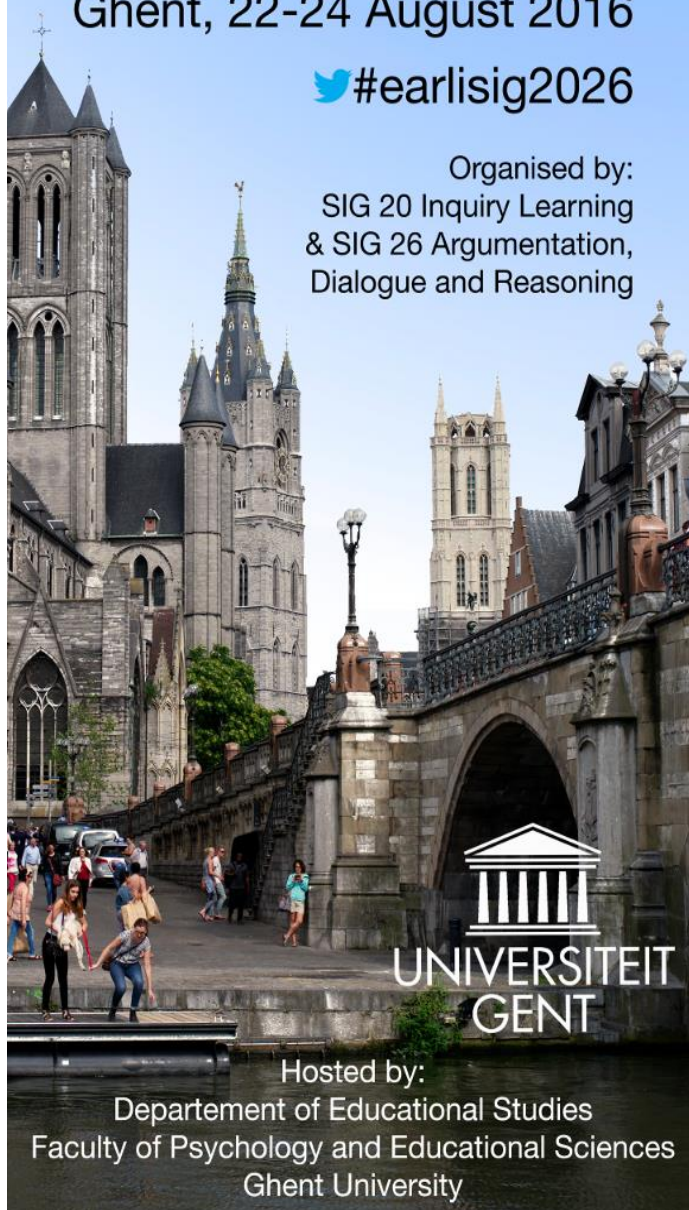
SIG 20 & SIG 26

Inquiry and Argumentation:
Education for Thinking

Ghent, 22-24 August 2016

 #earlisig2026

Organised by:
SIG 20 Inquiry Learning
& SIG 26 Argumentation,
Dialogue and Reasoning




UNIVERSITEIT
GENT

Hosted by:
Departement of Educational Studies
Faculty of Psychology and Educational Sciences
Ghent University

EARLI SIG 20 and SIG 26 Information

Conference Venue:

Faculty of Psychology and Educational Sciences
Henri Dunantlaan 2
9000 Gent

Distance from city center: approx. 20 minutes' walk.

Taxi Companies (if needed):

V-Tax: +32 9 222 22 22 ([online app](#))

Taxi Gent: +32 9 333 33 33

There are usually taxis at the Gent-Sint-Pieters Railway station and Korenmarkt

Contact the local organizing team: earlisig2026@lists.ugent.be



EARLI 2016 Joint SIG 20 and SIG 26 Meeting is on guidebook!

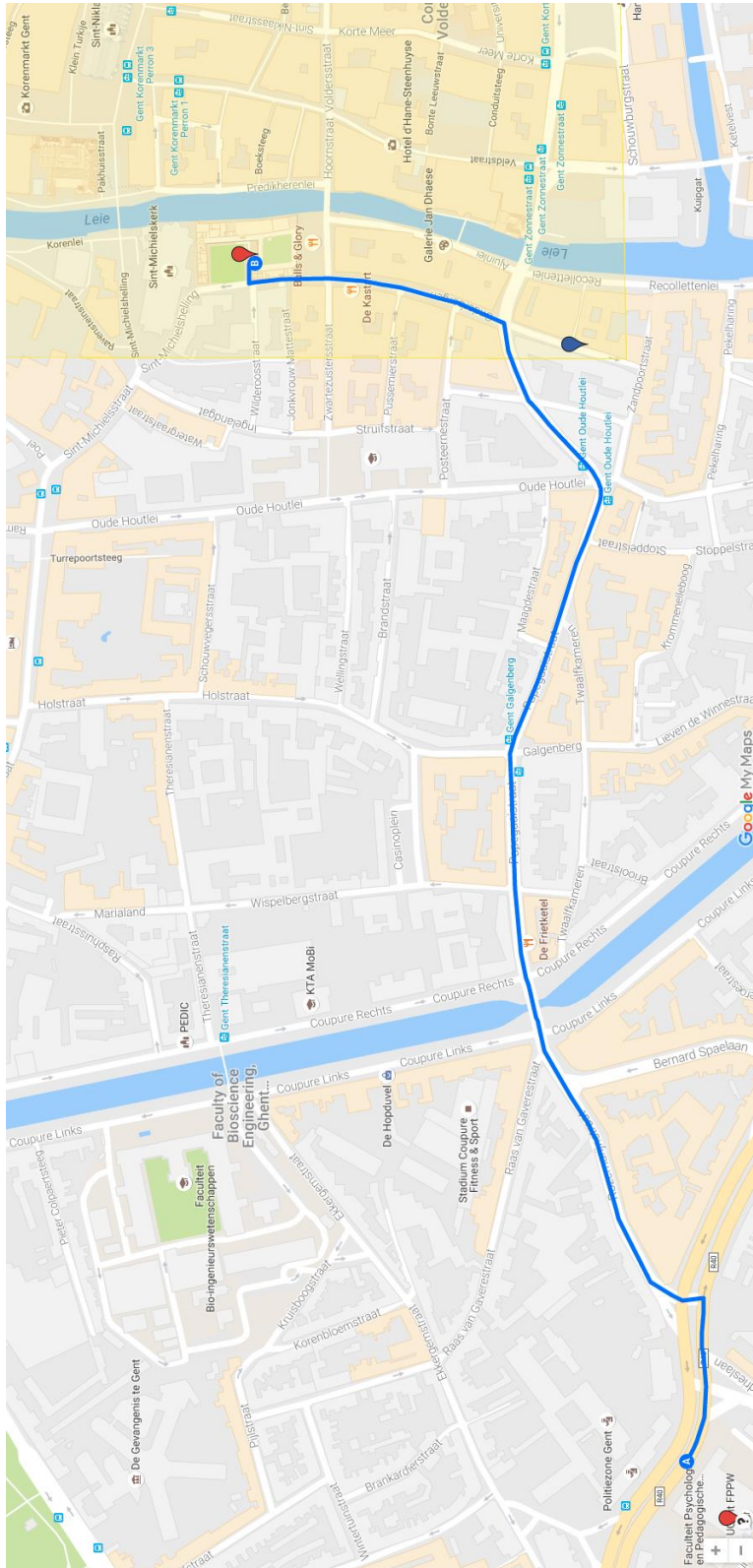
We also have our program available in the guidebook app (both for viewing on a website and downloading on your devices), see the guidelines below to download:

Get our guide here: <https://guidebook.com/g/earli2016> or scan the QR code:



Android and iOS users:

1. Tap the "Download" button to download the free Guidebook app
2. Open Guidebook and you can find our "EARLI 2016 Joint SIG 20 and SIG 26 Meeting" guide
3. Tap "Enter passphrase" and enter **earli2016** to download our guide



[Online map](#)

A = FPPW = Conference Venue

Main entrance of faculty (registration on Monday):

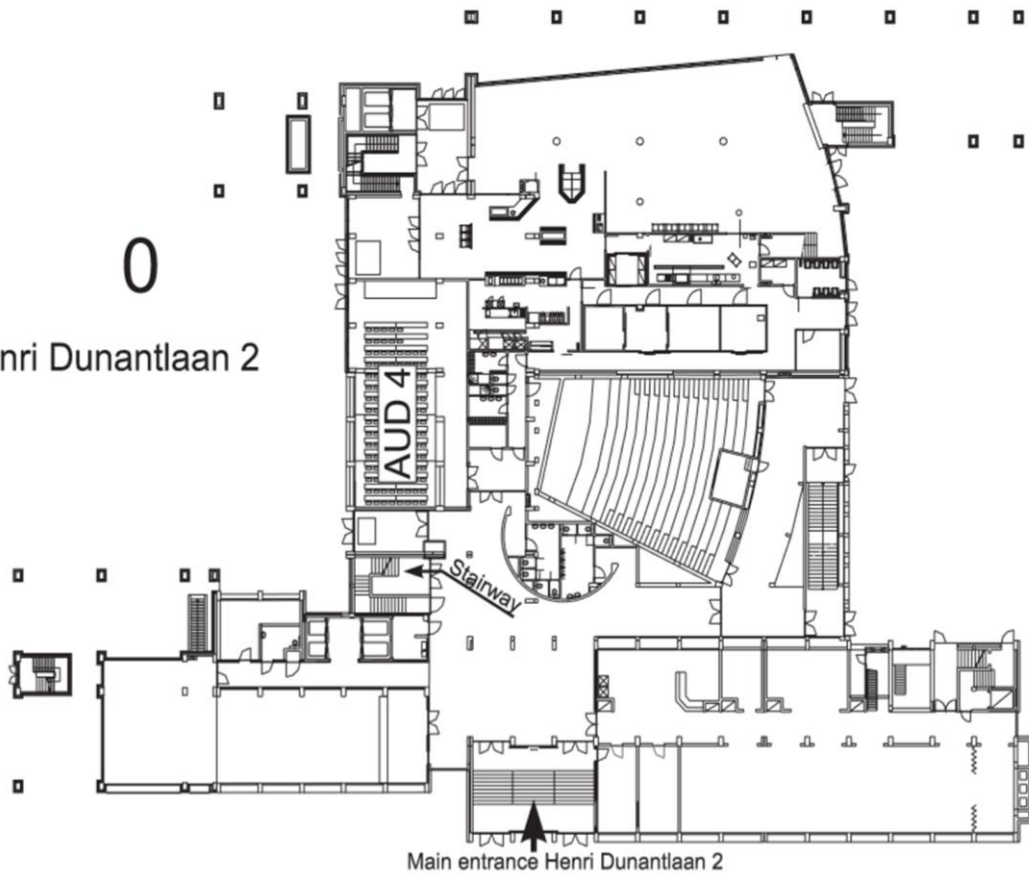
Henri Dunantlaan 2

B = Pand = SIG Dinner

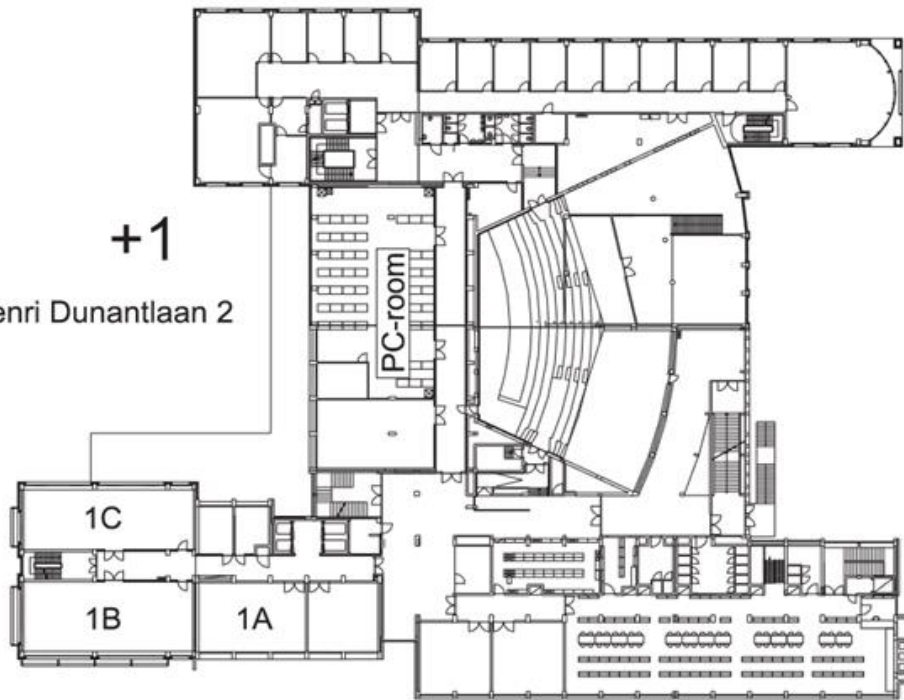
Yellow Area surrounding

B = City Center

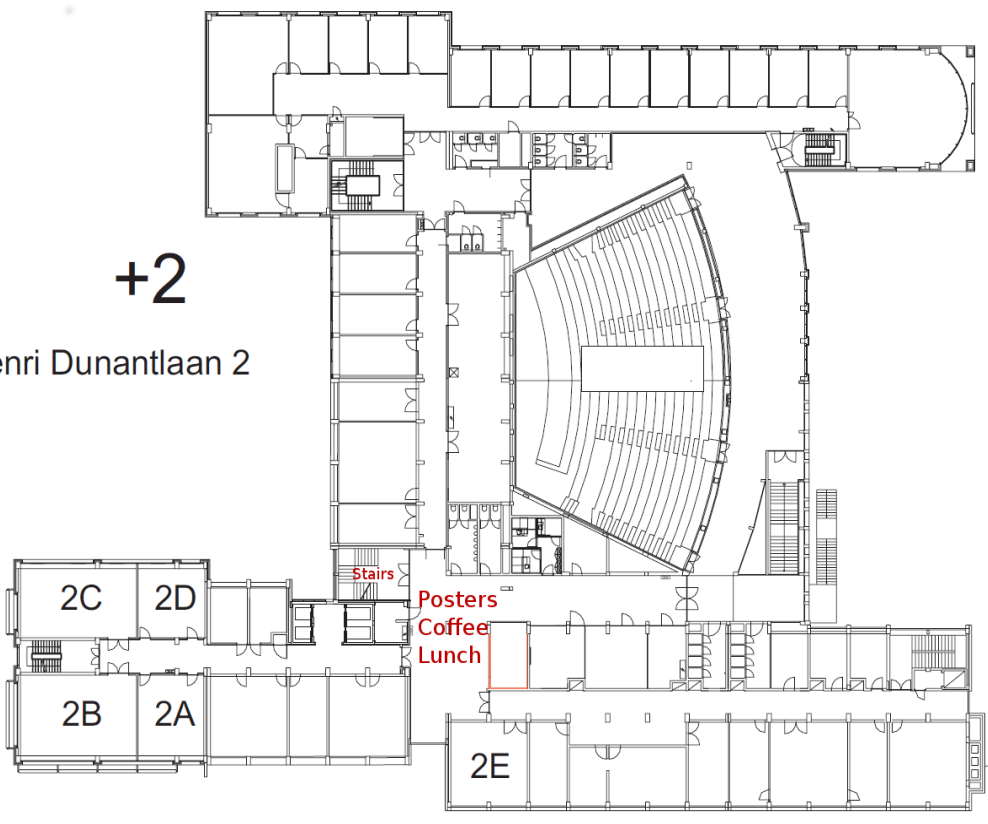
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SIG 20 and SIG 26 Program (Version 1.0, August 19)

Monday August 22, 2016				
8:00 – 9:00	Registration on the ground floor, Dunantlaan 2			
Location	2A		2B	2C
9:00 - 10:30	<p>SIG 20: Learning processes</p> <p>Tomi Jaakkola and Koen Veermans. <i>When does switching become beneficial? Exploring the effects of concrete representations and switching from concrete to abstract representations on learning outcomes, process, and transfer in secondary school science</i></p> <p>Nikoletta Xenofontos, Tasos Hovardas, Zacharias Zacharia and Jakob Sikken. <i>Evaluation of a hypothesis formulation tool and an experiment design tool in a Computer-Supported Inquiry Learning Environment</i></p> <p>Susan Yoon, Emma Anderson and Miyoung Park. <i>Engaging in Argumentation Using Evidence from Inquiry-Based Simulations to Construct Scientific Explanations</i></p>		<p>SIG 26: Symposium: The multiple dimensions of argumentation and reasoning: collaboration, discourse goals, heuristics, and evidence use</p> <p><u>Symposium Chair:</u> Constanza Villarroel <u>Discussant:</u> Michael Nussbaum</p> <p>Yuchen Shi, and Deanna Kuhn <i>Tracing development in young adolescents' use of evidence in dialogic argumentation</i></p> <p>Sandra Wenglein, Johannes Bauer, and Manfred Prenzel <i>Pre-Service Teachers' Evidence-Based Argumentation Competence: Can a Training of Heuristics Improve Argumentative Quality?</i></p> <p>Andras Csanadi, Ingo Kollar and Frank Fischer <i>Collaborative Scientific Reasoning of Teacher Students: Does Group Heterogeneity Matter?</i></p> <p>Constanza Villarroel, Mark Felton and Merce Garcia-Mila <i>The effect of argumentative discourse goals on the use of disconfirming evidence</i></p>	<p>SIG 26: Symposium: Intersubjectivity around the issue in children's discussions</p> <p><u>Symposium Chairs:</u> Sara Greco and Anne-Nelly Perret-Clermont. <u>Discussant:</u> Michael Baker</p> <p>Martin Luginbühl and Vera Mundwiler <i>How to create a setting where children engage in an argumentative discussion? Methodological reflections on test settings</i></p> <p>Rebecca G. Schär and Sara Greco <i>The emergence of issues in everyday discussions between adults and small children</i></p> <p>Antonio Iannaccone, Josephine Convertini, Anne-Nelly Perret-Clermont and Andrea Rocci <i>Loss of meaning in trying to make the issue meaningful</i></p>
10:30-11:00	Coffee break – Hall 2 nd floor			

Monday August 22, 2016

Location	2A		2B	2C
11:00-12:30	<p>SIG 20: Collaborative Inquiry</p> <p>Piia Näykki, Jaana Isohätälä, Johanna Pöysä-Tarhonen, Sanna Järvelä and Päivi Häkkinen <i>Metacognitive and motivational regulation in prompted- and non-prompted collaborative learning</i></p> <p>Bram De Wever, Raija Hämäläinen, Michiel Voet, Ruth Boelens and Maaïke Grammens. <i>Scripting a collaborative writing inquiry task within a wiki environment in higher education</i></p> <p>Julie Coiro, Carita Kiili and Eija Räikkönen <i>Students' evaluation of sources during online inquiry: Working individually or in pairs</i></p>		<p>SIG 26: Symposium: Creating Dialogical Spaces: Learning and Arguing in Religious Contexts</p> <p><u>Discussant:</u> Eli Gottlieb</p> <p>Baruch Schwarz, Reuven Ben-Haim, and Zvi Bekerman <i>Collaboration in argumentation and argumentation in collaboration: Towards detecting Chavruta processes among ultra-orthodox learners</i></p> <p>Alandeom W. Oliveira <i>Making Room for Dialogue when Arguing about Evolution: US Students' Communicative Strategies</i></p> <p>Rupert Wegerif and Jonathan Doney <i>Measuring growth in 'dialogic open-mindedness' as a result of video-conferencing and blogging across cultural and religious differences.</i></p>	<p>SIG 26: Support for productive adversarial argumentation</p> <p>Thomas Puhl, Dimitra Tsovaltzi and Armin Weinberger <i>Fostering Argumentation in Seminar Discussions on Facebook: The Effects of Group Awareness Tools and Argumentation Scripts</i></p> <p>Flora Albuquerque-Matos and Deanna Kuhn <i>Does access to diverse forms of evidence during dialogic argument support students' development of skill in written argument?</i></p>
12:30-13:30	Lunch break– Hall 2nd floor			

Monday August 22, 2016

Location	2A		2B	2C
13:30-15:00	<p>Inquiry in primary education</p> <p>Carita Kiili, Kaisa Lohvansuu, Donald Leu, Miika Marttunen and Paavo Leppänen <i>Explaining sixth graders' performance on an online inquiry task</i></p> <p>Irene Efstathiou, Eleni Kyza and Yiannis Georgiou. <i>Investigating 3rd graders' historical inquiry in augmented reality, non-formal settings</i></p> <p>Frances M. Wijnen, Jan van der Meij, Dennis Reidsma, Vicky Charisi, Daniel P. Davison and Vanessa Evers <i>Collaborative Inquiry Learning with a Social Robot</i></p>		<p>SIG 26: Symposium: Dealing with emotions and controversial issues in study materials and hot classroom discussions</p> <p><u>Symposium Chair:</u> Baruch Schwarz <u>Discussant:</u> Michael Baker</p> <p>Antti Rajala, Maiju Paananen, Johanna Laaja, Riikka Hohti, Tuure Tammi and Kristiina Kumpulainen <i>Controversial topics as a challenge for schools: An analysis of Finnish textbooks in citizenship Education</i></p> <p>Nathalie Muller Mirza, Stéphanie de Diesbach-Dolder and Michèle Grossen <i>Coping with emotions in Education for cultural diversity: the processes of secundarisation in argumentative discussions</i></p> <p>Baruch B. Schwarz and Maya Resnick <i>Learning to belong to a deliberative democracy through the iterative participation to hot discussions</i></p>	<p>SIG 26: Instructions and technological tools for argumentative knowledge construction</p> <p>Lara Schmitt and Armin Weinberger <i>Dyadic argumentation of elementary school children with a reflective tool</i></p> <p>Miika Marttunen and Carita Kiili <i>Online argument graph and analysis matrix as tools to support university students' source-based argumentative writing</i></p> <p>Christa Asterhan and Maya Resnick <i>Refutation texts and argumentation for conceptual change: A winning or a redundant combination?</i></p>
15:00-15:30	Coffee break - Hall 2nd floor			

Monday August 22, 2016

Location	2A	2D	2B	2C
15:30-17:00	<p>SIG 20: JURE session A</p> <p>Melanie Peffer and Maggie Renken. <i>SCI Simulations: Computer-Based Simulations for Assessing Students' Epistemology during Authentic Science Inquiry</i></p> <p>Engin Bumbacher, Zahid Hossain, Ingmar Riedel-Kruse and Paulo Blikstein. <i>Combining Remote Biology Laboratories with Computer Simulations: A Tool for Science Inquiry Learning and Research</i></p> <p>Reem Mohammed, Louise Sutherland, and Charlotte Taylor. <i>Supporting the Development of Preservice Teachers' Understanding of Ecology Using an Inquiry Framework in a Technology Rich Environment</i></p>	<p>SIG 20: JURE session B</p> <p>Tessa van Schijndel, Nadira Saab, Amanda Berry and Jan van Driel. <i>Teacher learning on inquiry at international schools</i></p> <p>Carmen Carrion and Maggie Renken. <i>Metacognitive Prompts in Problem-Based Learning: Preliminary Evidence for Impact on Elementary Students' Science Process Skills</i></p>	<p>SIG 26: Symposium: Can you feel the heat? Affect in argumentation and conflict</p> <p><u>Symposium Chair:</u> Christa Asterhan <u>Discussant:</u> Blair Lehman</p> <p>Christa Asterhan and Wala Hussein <i>Affect in learning from disputative or deliberative argumentation</i></p> <p>Karsten Stegmann, Elisabeth Vogl, Reinhard Pekrun, and Matthias Siebeck <i>The Role of Epistemic Emotions in Argumentative Knowledge</i></p> <p>Jingjing Sun and Richard Anderson <i>Children's Engagement and Affect in Collaborative Learning and Direct</i></p> <p>Dana Vedder-Weiss, Aliza Segal and Adam Lefstein <i>Face work and argumentation in teacher collaborative discussion</i></p>	<p>SIG 26: Reasoning and argumentation in mathematics and science</p> <p>Tobias Ludwig, Burkhard Priemer and Doris Lewalter <i>Argumentation in the school science lab: How does the use of different types of justifications influence students' learning?</i></p> <p>Julia Schiefer, Jessika Golle, Ulrich Trautwein and Kerstin Oschatz <i>Assessment of the Inquiry Cycle as a Core Element of Elementary School Children's Scientific Reasoning and Argumentation</i></p> <p>Freydis Vogel, Matthias Schwaighofer, Ingo Kollar, Stefan Ufer, Sarah Ottinger, Anselm Strohmaier, Ilka Terwedow, Kristina Reiss and Frank Fischer <i>Effects of Temporally Sequenced Scaffolding with Heuristic Worked Examples and Collaboration Scripts on Mathematical Argumentation</i></p>
17:00-17:15	<p>Welcome to Ghent for the SIG 20 - 26 meeting - Bram De Wever Inquiry and Argumentation: Education for Thinking - Baruch Schwarz Location: 1B (first floor)</p>			
17:15-18:00	<p>JOINT PANEL DISCUSSION – 1B (first floor)</p>			
	<p>SIG20 and SIG26 representatives: Cindy Hmelo-Silver, Jim Slotta & Michael Ford and Jonathan Osborne.</p> <p>Moderators: Wouter van Joolingen and Armin Weinberger</p>			

Monday August 22, 2016

18:00-19:30

POSTER SESSION – Coffee Hall - Hall 2nd floor

SIG 20 Posters

Julia Schiefer, Jessika Golle, Ulrich Trautwein and Kerstin Oschatz.

Promoting Inquiry Learning in Elementary School Children

Hannelore Montrieux and Tammy Schellens.

Tablet devices and inquiry-based learning in secondary education: A magical match?

Mutlu Cukurova, Katerina Avramides, Rose Luckin and Manolis Mavrikis.

Behaviours to Encourage in Collaborative Problem Solving Processes of Inquiry-based Practical Work

Chanmin Kim, Jiangmei Yuan, Jeonghun Oh, Minyoung Shin and Roger Hill.

Productive struggle during inquiry learning

Leo Siiman, Mario Mäeots, Margus Pedaste, Zacharias Zacharia and Ton de Jong.

Assessing Quality of Hypothesis Generation and Reflection in Using Go-Lab Learning Environment

Eileen Lübcke and Anna Heudorfer.

Objectives of inquiry learning for first year students – Case studies from Germany

Ruth Boelens and Bram De Wever.

Scripting inquiry-based learning in a teacher education programme for adult learners: how learners use and experience structuring interventions

SIG 26 Posters

Diana Ouellette, Jan Zottmann, Markus Bolzer, Frank Fischer and Martin Fischer

Development of a Meta-Analysis Coding Scheme on the Interplay of Epistemological Beliefs and Scientific Reasoning and Argumentation

Raluca Judele and Armin Weinberger

Individualized argumentation scripts for learning in Social Media: The role of thinking styles

Magdalena Brunner, Katrin Neubauer, Burkhard Priemer and Doris Lewalter

ArguKos – Fostering students' situational interest and scientific argumentation abilities by prompt-based instructions

Leila Ferguson

Epistemic thinking and argumentation in pre-service teachers

Antonia Larrain, Paulina Freire, Patricia López and Valeska Grau

The delayed effect of classroom argumentation on learning: still looking for the missing link.

Alaric Kohler and Marcelo Giglio

Children and teachers' collective reasoning in a creative task

Jaana Isohätälä, Piia Naykki, Sanna Järvelä and Michael Baker

Striking a balance: positive socio-emotional processes and argumentative interaction in collaborative learning

E. Michael Nussbaum, Nathan Slife, Refika Turgut, Carolanne M. Kardash and Ian J. Dove

Using Argumentation Vee Diagrams Based on Walton's Critical Questions for Consequences in an Undergraduate Seminar

Anda Fournel

How do children form philosophical questions and how do such questions evolve when learners reason collectively?

18:30-19:30

BEER TASTING AND FINGERFOOD @ POSTER SESSION
(Hall 2nd floor)

Tuesday August 23, 2016

9:00-10:30	Keynote A SIG 20 Jim Slotta – Auditorium 4 (ground floor)			
10:30-11:00	Coffee break - Hall 2 nd floor			
Location	2A		2B	2C
11:00-12:30	<p>SIG 20: Teaching Inquiry</p> <p>Louise Sutherland and Charlotte Taylor <i>"We are learning to teach by inquiry, by doing inquiry": the impact of a mixed mode of instruction on preservice teachers' understanding and perceptions of teaching by inquiry</i></p> <p>Marion Crauwels, Daan Moechars, Ilya Lebeau, Geert Van de Water, Griet Ceulemans and Carla Schramme. <i>The effectiveness of student-centred guided-inquiry, hands-on lab-based STEM learning environments within the domain of modern biotechnology.</i></p>		<p>SIG 26: Symposium The Psychology of Argumentation</p> <p>Symposium chair: Fabio Paglieri</p> <p>Blair Lehman and Art Graesser <i>Arguing your way out of confusion</i></p> <p>Baruch Schwarz and Naomi Prusak <i>The importance of multi-modality in mathematical argumentation</i></p> <p>E. Michael Nussbaum and Christa Asterhan <i>The psychology of far transfer from classroom argumentation</i></p> <p>Fabio Paglieri <i>Fallacy theory in education: Why it doesn't work, and how it could</i></p>	<p>SIG 26: Antecedents of argumentative knowledge construction:</p> <p>Konstantinos Michos and Dimitra Tsovaltzi <i>The role of trust for quality argumentation in online communities of practice: evaluation of help-seeking and help-giving episodes</i></p> <p>Demetra Samara, Kalypso Iordanou and Costas Constantinou <i>Investigating gender differences in the argumentation skills of high school students arguing on two socio-scientific topics, Climate Change and Cosmetics</i></p> <p>Sarah Ottinger, Ingo Kollar and Stefan Ufer <i>Content and form – Two qualities of mathematical arguments, or only one?</i></p>
12:30-13:30	Lunch break – Hall 2 nd floor			

Tuesday August 23, 2016

Location	2A	2B	2C
13:30-15:00	<p>SIG 20: Teacher-student interaction</p> <p>Michiel Voet and Bram De Wever <i>History teachers' adoption of inquiry-based learning activities: Toward a predictive model</i></p> <p>Antti Lehtinen and Jouni Viiri. <i>Different forms of guidance by pre-service teachers in inquiry science lessons with simulations</i></p> <p>Raija Hämäläinen, Bram De Wever, Teija Waaramaa, Sami Lehesvuori, Irma Ilomäki, Kaisa Jokiranta, Anne-Maria Laukkanen, Jouni Viiri and Joni Lämsä <i>Combining prosodic and content analysis in studying teacher-student interaction in the inquiry science classroom</i></p>	<p>SIG 26: Symposium Beyond idealized models of small group dialogic thinking</p> <p>Christine Howe, Neil Mercer and Sara Hennessy <i>Productive dialogue in classrooms: Going beyond the small-group setting</i></p> <p>Richard C. Anderson and Shufeng Ma <i>Social facilitation of cognitive development</i></p> <p>Baruch Schwarz and Irit Cohen <i>The effects of guidance for facilitating small-group discussions: From small group to whole-class discussions</i></p> <p>Noreen M. Webb <i>Student participation, teacher practices, and student learning in mathematics classrooms: Linking whole-class and small-group discussions</i></p>	<p>SIG 26: Processes of argumentative knowledge construction</p> <p>Dimitra Tsovaltzi, Nikita Dutta, Thomas Puhl and Armin Weinberger <i>Effects of Argumentative Knowledge Construction on Attitude Change Processes in SNS-blended seminars</i></p> <p>Alieke M. van Dijk, Tessa H.S. Eysink and Ton de Jong <i>Supporting cooperative dialogue in heterogeneous groups</i></p> <p>Katharina Engelmann, Birgit J. Neuhaus and Frank Fischer <i>The Role of Learning Activities and Scaffolding in Fostering Scientific Reasoning and Argumentation: A Meta-Analysis of Intervention Studies in Higher Education</i></p>
15:00-15:30	Coffee break - Hall 2 nd floor		
Location	1B (first floor)		Auditorium 4 (ground floor)
15:30-17:00	keynote B SIG 20 Ard Lazonder		Keynote B SIG 26 Jerry Andriessen & Michael Baker
17:00-17:30	Coffee break - Hall 2 nd floor		

Tuesday August 23, 2016

Location	2A	2D	2B	2C
17:30-19:00	<p>SIG 20: ICT DEMO A</p> <p>Margus Pedaste, Mario Mäeots, Leo Siiman, Nikoletta Xenofontos, Zacharias Zacharia and Ton de Jong. <i>Go-Lab learning environment for creating Inquiry Learning Spaces</i></p>	<p>SIG 20: ICT DEMO B</p> <p>Daniel Spikol, Mutlu Cukurova and Katerina Avramides. <i>Exploring Analysis Frameworks for Learning Analytics in Open-ended, Inquiry-based Design Activities</i></p>	<p>SIG 26: Symposium Teachers and dialogue: From the classroom to the staffroom (and back)</p> <p><u>Symposium Chair:</u> Christa Asterhan <u>Discussant:</u> Lauren Resnick</p> <p>Jonathan Osborne <i>Developing and Using an Instrument to Assess the Dialectical Potential of Wholeclass Discussions in the Teaching of Science.</i></p> <p>Sherice Clarke, David Gerritsen, Rebecca Grainger and Amy Ogan <i>Connecting Teachers' Pedagogical Reasoning of Science Argumentation to Pedagogical Actions</i></p> <p>Miriam Babichenko, Christa Asterhan, Mirit Israeli, Adam Lefstein and Yariv Fenniger <i>Teacher dialogue about practice: toward a systematic coding system</i></p> <p>Susan R. Goldman, MariAnne George and Angela Fortune <i>Supporting Teacher Learning in a Cross-Disciplinary Teacher Network: freedom to be "in process" and "messy," and lots of space to take risks with no fear</i></p>	<p>SIG 26: Emerging learning in dialogue and argumentation</p> <p>Kaisa Jokiranta, Sami Lehesvuori, Raija Hämäläinen and Jouni Viiri <i>Methodology for analysing dialogic argumentation in the lower secondary classroom</i></p> <p>Alaric Kohler and Anne-Nelly Perret-Clermont <i>Triangulation of perspectives in physics classes</i></p> <p>Sonia Abrantes Garcez Palha, Carla van Boxtel, Jaap Schuitema and Thea Peetsma <i>Understanding collaborative knowledge construction in mixed ability groups: a case study</i></p>
19:10	Walk to SIG DINNER - meeting point Coffee Hall 2nd floor			
19:30-22:00	SIG DINNER @ Het Pand (Onderbergen 1, 9000 Gent - view map)			

Wednesday August 24, 2016

9:00-10:30	Keynote A SIG 26 Keith Weber – Auditorium 4 (ground floor)			
10:30-11:00	Coffee break - Hall 2 nd floor			
Location	2A		2D	2C
11:00-13:00	<p>SIG 20: Learning environments</p> <p>Koen Veermans and Tomi Jaakkola <i>Self-reports on Interest and difficulty from students working in pairs in inquiry learning: Who is reporting and how does that impact outcomes?</i></p> <p>Nico Rutten and Wouter Van Joolingen <i>A Narrative Approach to Studying the Diversification of Inquiry Learning Across Instructional Settings</i></p> <p>Mike Tissenbaum and Matthew Berland. <i>Divergent inquiry for exploratory learning: A multimodal perspective</i></p>		<p>SIG 26: Symposium Digital support tools for teacher facilitation of student argumentation</p> <p>Discussant: Christa Asterhan</p> <p>Antonia Larrain, Patricia López, Jorge Pinochet, Katherine Strasser, Christine Howe and Selma Leitao <i>Towards the tablet-supported transformation of classroom discourse</i></p> <p>Anouschka van Leeuwen, Jeroen Janssen, Gijsbert Erkens and Mieke Brekelmans <i>Content of discussions and task progress: Learning analytics to support teacher monitoring of CSCL</i></p> <p>Baruch Schwarz, Kobi Gal, Osama Swidani, Naomi Prusack and Avi Segal <i>Adaptive support of collaborative learning in small groups using technological tools</i></p>	<p>SIG 26: Argumentative competencies and tools of teachers</p> <p>Merve Kocagül Sağlam, Ayşe Büber, Gül Ünal Çoban and Ömer Ergin <i>Examining Turkish Pre-service Science Teachers' Scientific Reasoning Skills</i></p> <p>Kalliopi Benetos <i>Argumentative writing with C-SAW: effects of computer-supported self-regulation</i></p> <p>Michiel van Diggelen and Maaïke Koopman <i>Asking questions to your students: a literature review</i></p>
12:30-13:30	Lunch - Hall 2 nd floor			

Wednesday August 24, 2016

Location			2D	2C
13:30-15:00			<p>SIG 26: Symposium Argumentation in science classrooms: Theoretical and practical perspectives</p> <p>Chair: Michael Ford Discussant: Miika Marttunen</p> <p>Brian Belland <i>Choosing problems to stimulate argumentation in middle and high School: The importance of motivation and perceived authenticity</i></p> <p>Michael Ford <i>Multilevel critique as dynamic foundation for science argument practice</i></p> <p>Leema Berland and Rosemary Russ <i>Learning through argumentation: a discourse and epistemic practice</i></p> <p>William Sandoval, Shu Chen and Noel Enyedy <i>Inscribing arguments in small group collaboration</i></p>	<p>SIG 26: The role of dialogues for engaging in disciplines</p> <p>Carla van Boxtel, Jaap Schuitema, Sonia Palha and Thea Peetsma <i>High-ability students' reasoning in an enrichment program in history: a case-study</i></p> <p>Yifat Kolikant <i>Collective Inquiry in the Humanities: The necessity of a Dialogical Framework to Articulate Learning</i></p> <p>Selma Leitão, Dowglas Lira, Gabriel Macêdo, Nancy Ramirez and Dayse Souza <i>Developing argumentation in a Psychology course</i></p>

	Monday	Tuesday	Wednesday
08:00	Registration		
09:00	Parallel Session	Jim Slotta	Keith Weber
10:30	Coffee break	Coffee break	Coffee break
11:00	Parallel Session	Parallel Session	Parallel Session
12:30	Lunch break	Lunch break	Lunch part 1
13:00			Lunch part 2
13:30	Parallel Session	Parallel Session	Parallel Session
15:00	Coffee break	Coffee break	
15:30	Parallel Session	Ard Lazonder Jerry Andriessen & Michael baker	
17:00	Speech	Coffee break	
17:15	Joint Panel discussion		
17:30		Parallel Session	
18:00	Poster Session		
19:00		Dinner	



WIFI: **UgentGuest**

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