IACEP Guadalajara 2018: Program Overview

Sunday, January 28

15:00-17:00	**On-site registration**
17:00-18:30	**Reception**
18:30-20:00	**Executive Committee Meeting (Dinner)**
20:00-21:30	**Opening Session** (David Tzuriel, Chair) **Rebeca Mejia Arauz**, ITESO University An applied sociocultural model to promote children´s learning following an informal learning paradigm

Monday, July 29

8:30-9:00	**On-site registration**
9:00-10:30	**Keynote** (Carl Haywood, Chair) **Yuriy V. Karpov**, Touro College The Vygotskian Approach to Preschool and School Instruction
10:30-11:00	**Coffee Break**
11:00-13:00	**Paper Session 1** (Matthew Poehner, Chair) - Lipshatz-Eshwege, Schiff & Geva: Why is it hard being a friend while playing? Relations of inhibition control and emotion recognition to peer interaction in children with ADHD - Sobelman-Rozenthal & Levin-Schwartz: Effect of an intervention combining mediation and script on cognitive and communication skills of children with special needs - Khan, Luberg & Hautala: Sudden change in reading direction challenges a reader: An eye tracking experiment in Urdu script - Feuerstein, Tzuriel, Cagan, Yosef, Cohen, Devisheim & Falik: Use of dynamic assessment for selection of Israeli students of Ethiopian origin to universities - Wahl: Mediated learning communities: Enhancing the developmental ecology of higher education institutions through Feuerstein's Mediated Learning Experience – A qualitative research study - Mishra: Removing social barriers through changing attitudes towards differently abled persons **Paper Session 2** (Iveta Kovalčiková, Chair) - Aliva & Khan: Atención, la fonción ejecutiva modula el aprendizaje de las matemáticas y el lenguaje en niños con espectro autista 　Attention, the executive function unit, and mathematics and language learning in children with Autism Spectrum Disorders - Zehr & Taliaferro: Non-pharmaceutical approach to ADHD using synergy of mindset, neuplasticity, and Feuerstein's approach - Chinaza & Unachukwu: Adolescents' reading and metacognitive reading skills in a cooperative learning and teacher directed setting - Lifshitz: What should be changed in the DSM-5 definition of intellectual disability? - Hitzroni: Comparison and structural alignment processes of learning new relational concepts in children with ASD **Lunch Break** **Symposium 1** (Matthew E. Poehner, Chair) **Dynamic assessment of first and second language and literacy development**
13:00-14:00	
14:00-15:30	

	- Poehner & Infante: Mediational processes in support of learner L2 writing development: individual, peer, and group contexts - Navarro & Mourgues: Intervention-oriented assessment: initial results from a computerized adaptive-dynamic assessment battery of reading processes - Krejcova & Bortlikova: The theory of deficient cognitive functions in the context of specific learning difficulties - Mazzotta & Belcher: Affective outcomes of corrective feedback as mediation on second language Japanese writing **Symposium 2** (Elizabeth Weinbaum, Chair) **Actualizing learning outcomes in nursing education with Augmented Reality** - Weinbaum: Augmented reality: learning in mixed reality - Schleckser: Augmented Reality: foundation for opportunities and obstacles of AR integration - Bane: Augmented Reality: research-based ideas for how to use AR to actualize learning outcomes in apprenticeship environments - Magabo: Augmented Reality: opportunities for exchanging, building, and challenging ideas
15:40-16:00	**Coffee Break**
16:00-17:30	**Paper Session 3** (Nathalie Myara, Chair) - Myara: Why is dynamic assessment (DA) critical to the IEP process? - Isman & Tzuriel: Mediated Learning Experience Strategies and the Level of Jewish Women's Religiousness in a Three Generational Perspective - Laufer: World assumptions among Israeli youth exposed to terror: the role of traumatic events vs. social and cognitive aspects - Robinson, Potapova, Hurley & Pruitt-Lord: Language dominance, language growth, and executive function in preschool-age bilinguals - Shaul, Assor, Katzir & Lipka: The connection between home literacy, cognitive skills, early literacy skills, and reading achievement: A comparison between children from different cultural backgrounds at the beginning and end of first grade - Koulianou & Stavroula: Teachers' usage of metacognitive learning strategies **Paper Session 4** (Sigal Eden, Chair) - Anaki, Devisheim, Goldenberg, Rosenfelder, Cohen & Harif: Rehabilitative outcomes of cognitive modifiability interventions in TBI patients - Eshel-Kedmi, Tzuriel & Passig: Effects of dynamic assessment in 3D immersive virtual reality (3D-IVR) on cognitive modifiability and the impact on spatial IVR characteristics - Snoblova: The assessment of attention of preschool children - Rodriguez & McPherson Levistus: Cognitive assessment of migrant youth - Tzuriel, Trabelsi & Shomron: The effects of intervention with the Seria-Think instrument on executive functions, metacognitive awareness, and math among college students with ADHD

Tuesday, January 30

9:00-10:30	**Keynote** (Orit Hetzroni, Chair) **Iveta Kovalčiková,** University of Presov Per aspera ad astra--Through (cognitive and cultural) obstacles to (educational) stars: Stimulation of executive functioning of underperforming pupils from the Roma ethnic group
10:30-11:00	**Coffee Break**
11:00-13:00	**Symposium 3** (Adina Shamir, Chair) **Technology and children with language and literacy difficulties: Cognitive ad academic perspectives**

	- Dushnitzki & Shamir: Metacognitive intervention with an electronic book for promoting vocabulary and story comprehension among young children at risk for learning disability - Eden & Rubabshi: Improving cognitive flexibility among children with autism using a computer mediated intervention - Hetzroni & Banin: Influence of computer software and video modeling multi-media on language, pragmatics, and social skill acquisition among students with intellectual disabilities - Bar-Zvi Shaked, Shamir & Vakil: Eye-tracking during e-books reading among children with and without reading difficulties **Symposium 4** (Louis H. Falik, Chair) **Theoretical and practical orientation to cognitive interventions for the elderly: A Prospectus from Research and Practice** - Falik: Theoretical and practical orientation to cognitive interventions with the elderly: Research and practice - Delphia: Practical issues in cognitive interventions for activities of daily living - Lambert: Cognitive Interventions with the Elderly: From Research to Practice
13:00-14:00	**Lunch Break**
14:00-15:30	**Mini-workshop 1** Robinson-Zañartu, Newcombe, Damien, Ruiz, Gamboa, Medina & Vuelveas: Use of mediated thinking skills to enhance academic interventions in US-Mexican collaboration **Mini-workshop 2** Tzuriel & Hanuka Levy: The Seria-Think Instrument-Revised (ST-R): A novel dynamic assessment measure of self-regulation and planning
15:30-15:45	**Coffee break**
15:45-16:45	**Mini-workshop 3** Haywood: Dynamic assessment instruments: 4 verbal abstracting tasks **Mini-workshop 4** Falik: Activating the Relationship Between Cognitive Modifiability and Neural Plasticity
16:45-17:45	**Mini-workshop 5** Robinson-Zañartu & Aganza: Culturally responsive mediated learning in 21st century schools **Mini-workshop 6** Fascovich: From assessment to treatment: How to translate dynamic assessment to modify learning

Wednesday, January 31

9:00-10:30	**Keynote** (Carol Zañartu -Zanartu, Chair) **Angel Villarini Jusino**, University of Puerto Rico Fostering human development through critical thinking: A historical-cultural perspective on competency based education
10:30-11:00	**Coffee Break**
11:00-12:30	**Symposium 5** (Danielle Villarini Baquero, Chair) **Teaching for critical thinking** - Villarini Jusino: Fostering human development through critical thinking: A historical-cultural perspective on competency based education - Villarini Jusino, Villarini Baquero: A cognitive and historical -cultural perspective on citizenship education

	Teaching for critical thinking: A competency, historical-cultural and Freirian approach - Villarini Baquero: Teaching for critical thinking: A competency, historical cultural and Freirian approach
12:30	**Lunch Break and Adjourn**