

Würzburg International Autumn School on Lasting Learning (WIASLL) 2023

October 09 – October 13, 2023

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Welcome

A warm welcome to all participants, lecturers, and keynote speakers to the Würzburg International Autumn School on Lasting Learning (WIASLL)! The Autumn School is organized by the DFG Research Unit "Lasting Learning: Cognitive Mechanisms and Effective Instructional Implementation" (FOR 5254).

On behalf of the WIASLL organization team, we are pleased to welcome around 60 Master's students, doctoral and postdoctoral researchers from all over the world and various disciplines, including psychology, education, and linguistics.

The coming week will offer a diverse program of learning and networking opportunities. You can look forward to keynote lectures, sessions on current topics, and methodological workshops, all led by experienced experts in the field. It is thanks to our esteemed lecturers that we are able to offer such a comprehensive program. We also put together various activities as a social program: Our hope is that as many of you as possible will take part, but these social activities are of course *optional*.

This booklet contains practical information about your stay in Würzburg and the Autumn School venues. We have included a detailed schedule to guide you through the week. For further information on specific events or insights about Würzburg, please visit the Autumn School [website](#), which you can also access through the provided QR code.



Finally, we would like to express our gratitude to the German Research Foundation and the Human Dynamics Centre of the University of Würzburg, whose contributions have made the organization and funding of the Autumn School possible.

We hope the Würzburg International Autumn School on Lasting Learning will be a fruitful experience for all, and we are looking forward to the week ahead!

Warm regards,
Tobias (Richter), Veit (Kubik), and the WIASLL Organization Team

General Information

Reception

On Sunday, you will find the reception desk in the foyer of the K lpe H rsaal (from 5:00 pm to 7:00 pm). Starting from Monday, the reception will be located in room 122. The reception desk will be open on weekdays from 08:30 am to 09:00 am and from 10:30 am to 11:00 am. During this time, you will receive your name badges, which we kindly request you to wear throughout the entire conference. Please do not hesitate to contact us for further assistance (e.g., for returning the completed and signed reimbursement forms, along with the receipts).

Luggage storage

If you have luggage to store during your time at the Autumn School for a few hours, please contact us at the reception or at any time. We have a separate and safe luggage storage.

WiFi

To ensure connectivity, the University of W rzburg offers complimentary WiFi to all Autumn School attendees. For those whose home institutions are part of the eduroam project, we recommend using your eduroam login. Alternatively, the Bayern WLAN is available for your use.

Technical Support

During lectures, method workshops, and hot-topic sessions, dedicated student assistants will be easily accessible. In the event that you require support and none are immediately available, please do not hesitate to reach out via email to lasting.learning@uni-wuerzburg.de or by phone to Dr. Anand Krishna at 0049 178 677 349 1. Assistance will promptly be arranged.

Certificate of Attendance

The certificates of attendance will be distributed on Friday, 13th of October 2023 during the coffee break following the last keynote lecture. Should you require the certificate before this date, please contact one of our student assistants (or write to lasting.learning@uni-wuerzburg.de).

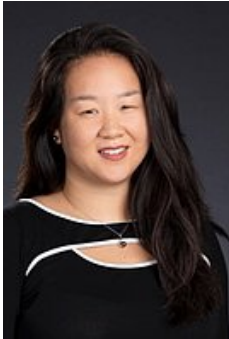
Final Photo

As the Autumn School concludes on Friday, we will take a final group photo during the coffee break following the last keynote lecture. Your presence would be greatly appreciated.

Keynote Lectures

Veronica Yan on Monday, October 9

Keynote Lecture: Going beyond the interleaving effect: Mechanisms underlying generalizability and heterogeneity



For many instructors and learners, the prevailing intuition is to focus instructor or study to just one concept at a time (blocking). Yet, empirical cognitive psychology literature has shown a very counterintuitive finding: that mixing up the practice of different, but related concepts, can in fact be better for learning (interleaving). But should we now let the pendulum swing fully in the other direction and interleave everything? How do different sequences of learning differentially guide learners' attention and impact long-term retention? I will present evidence for current theories, discuss their practical implications, and raise the next set of open empirical questions.

Shana Carpenter on Tuesday, October 10

Keynote Lecture: The benefits of “pretrieval practice”: Why it is useful to ask students questions before they learn



Practicing to retrieve information enhances learning. In nearly all of the studies on *retrieval practice*, students retrieve information after they have been introduced to it via a lecture or reading assignment. Less is known about the effects of asking students questions *before* they learn something. This talk presents a series of laboratory- and classroom-based studies on the benefits of “prequestions.” Although prequestions routinely enhance memory for the information relevant to the prequestions, they are less consistent at benefiting memory for other information from a lesson that is not relevant to the prequestions. New data are presented that demonstrate both specific and general benefits of prequestions, and suggest specific ways to administer prequestions that maximize the amount of information learned.

Alexander Renkl on Wednesday, October 11

Keynote Lecture: Exploiting "laboratory effects" in the field: Why theory is key



One major claim of this talk is that (educational) psychology has a serious theory deficit. Admittedly, there are often local theoretical accounts ("mini theories") that try to explain effects found in the laboratory by focusing on very specific aspects. However, meta-analyses regularly show that such effects are moderated by a substantial number of variables related to contextual characteristics and the way a procedure or intervention is implemented. Typically, there is no theory that can account for the set of moderator variables found in meta-analyses. This deficit is not only a problem for the basic science aspects of (educational) psychology but it also hinders application in two ways. First, there is no theoretical rationale for deciding which set of context and implementation variables should be considered in field studies in order to obtain similar effects as in the laboratory. Second, there is no theoretical rationale that can be handed over to teachers or instructional designers to help them adapt the "lab-effective" procedures or treatments to their contexts or after initial sub-optimal applications. Overall, researchers should place more emphasis on theory, beyond focusing on in vogue trends in methodology (e.g., open science, alternative forms of hypothesis testing). The preceding arguments are illustrated mainly by the case of desirable-difficulty effects.

Steven Pan on Thursday, October 12

Keynote Lecture: The pedagogical benefits of guessing: Evidence from pretesting, prequestions, and errorful generation research



From an educational standpoint, is it helpful to make a guess about something that one does not know very well? A growing body of research suggests that making incorrect guesses can be helpful provided that there is an opportunity to study the correct answers afterwards. I will discuss recent findings on how incorrect guessing in the form of "pretests," "prequestions," or "errorful generation" can affect memory, comprehension, transfer, and metacognition. These results shed new light on a new class of evidence-based learning strategies that have the potential to promote lasting learning and other desirable educational outcomes.

Garvin Brod on Friday, October 13

Keynote Lecture: Gauging the effects of generative learning Activities: In the lab and in the wild



I will present recent research in which we have examined the effectiveness of generative learning activities for improving children's learning of facts and plans. We have conducted both computerized laboratory studies as well as ambulatory studies in which both studying and testing took place on children's smartphones using a self-developed app. Initial results indicate that no single generative activity is most effective for every child. Instead, we found massive individual differences related to children's age and analogical reasoning abilities, among other factors. Finally, I will discuss implications for the design of personalized educational technology.

Program Overview

Time	Sunday October 08	Monday October 09	Tuesday October 10	Wednesday October 11	Thursday October 12	Friday October 13	
09:00 am – 10:30 am		Veronica Yan Going beyond the interleaving effect: Mechanisms underlying generalizability and heterogeneity <i>Külpe-Hörsaal</i> Location: Röntgenring 12	Shana Carpenter The benefits of "pretrieval practice": Why it is useful to ask students questions before they learn <i>Külpe-Hörsaal</i> Location: Röntgenring 12	Alexander Renkl Exploiting „laboratory effects“ in the field: Why theory is key to learn <i>Külpe-Hörsaal</i> Location: Röntgenring 12	Steven Pan The pedagogical benefits of guessing: Evidence from pretesting, prequestions, and errorful generation research <i>Külpe-Hörsaal</i> Location: Röntgenring 12	Garvin Brod Gauging the effects of generative learning activities: In the lab and in the wild <i>Külpe-Hörsaal</i> Location: Röntgenring 12	
10:30 am – 11:00 am	Coffee break	Coffee break	Coffee break		Coffee break	Coffee break	
	Stefanie Golke Enabling meaningful learning through enhancing metacomprehension? Room 102	Stefanie Golke Enabling meaningful learning through enhancing metacomprehension? Room 102	Anique de Bruin Starting and sticking to desirable difficulties Room 120		Catharina Tibken Metacognition: Development and relevance for lasting learning Room 102	Catharina Tibken Metacognition: Development and relevance for lasting learning Room 102	
	Anique de Bruin Starting and sticking to desirable difficulties Room 120	Anique de Bruin Starting and sticking to desirable difficulties Room 120	Anique de Bruin Starting and sticking to desirable difficulties Room 120		Anja Prinz Metacomprehension accuracy: Promises and challenges Room 120	Anja Prinz Metacomprehension accuracy: Promises and challenges Room 120	
11:00 am – 01:00 pm	Andreas Lachner Generative activities as incubator of lasting learning? Theory, assessment, and educational practice Room 213	Andreas Lachner Generative activities as incubator of lasting learning? Theory, assessment, and educational practice Room 213	Andreas Lachner Generative activities as incubator of lasting learning? Theory, assessment, and educational practice Room 213	Social event			Matthias Nückles Fostering generative learning and assessing learning processes with learning journals Room 213
	Ralf Rummer & Judith Schweppe The testing effect with complex materials Room 219	Ralf Rummer & Judith Schweppe The testing effect with complex materials Room 219	Ralf Rummer & Judith Schweppe The testing effect with complex materials Room 219		Oliver Kliegl Test-enhanced learning Room 219	Oliver Kliegl Test-enhanced learning Room 219	
	Rita Borromeo Ferri, Lea Nemeth & Roman Abel How interleaving can boost mathematics learning Room 324	Rita Borromeo Ferri, Lea Nemeth & Roman Abel How interleaving can boost mathematics learning Room 324	Rita Borromeo Ferri, Lea Nemeth & Roman Abel How interleaving can boost mathematics learning Room 324		Mirjam Ebersbach The effect of spacing (and worked examples) for lasting learning: Potentials and challenges Room 324	Mirjam Ebersbach The effect of spacing (and worked examples) for lasting learning: Potentials and challenges room 324	
	Location: Röntgenring 10	Location: Röntgenring 10	Location: Röntgenring 10		Location: Röntgenring 10	Location: Röntgenring 10	

Program Overview

Time	Sunday October 08	Monday October 09	Tuesday October 10	Wednesday October 11	Thursday October 12	Friday October 13
01:00 pm – 02:00 pm		Lunch	Lunch		Lunch	Lunch
	Claudia von Aufschnaiter & Verena Petermann Validity in education research Room 102	Claudia von Aufschnaiter & Verena Petermann Validity in education research Room 102	Timo Gnamb Meta-analyses of experimental designs with dependent effects Room 120		Miriam Ebersbach & Tobias Richter How to publish in international journals Room 102	Miriam Ebersbach & Tobias Richter How to publish in international journals Room 102
	Timo Gnamb Meta-analyses of experimental designs with dependent effects Room 120	Timo Gnamb Meta-analyses of experimental designs with dependent effects Room 120	Simon Tiffin-Richards What the eyes tell us about the process of reading: An introduction to eye movement research Room 213		Wolfgang Lenhard Test construction and test analysis in R Room 120	Wolfgang Lenhard Test construction and test analysis in R Room 120
02:00 pm – 04:00 pm	Arrival	Simon Tiffin-Richards What the eyes tell us about the process of reading: An introduction to eye movement research Room 213	Simon Tiffin-Richards What the eyes tell us about the process of reading: An introduction to eye movement research Room 213		Marina Klimovich Data handling and data analysis in R: An introduction Room 213	Marina Klimovich Data handling and data analysis in R: An introduction Room 213
		Johannes Naumann Moderation and mediation analysis with R Room 219	Johannes Naumann Moderation and mediation analysis with R Room 219	Social event	Andreas Wertgen Mixed effect models for experimental researchers Room 219	Andreas Wertgen Mixed effect models for experimental researchers Room 219
		Christian Maximilian Thurm Discover hidden connections: Network analysis for education researchers with R Room 324	Christian Maximilian Thurm Discover hidden connections: Network analysis for education researchers with R Room 324		Veit Kubik Open science methods for educational psychology and educational science Room 324	Veit Kubik Open science methods for educational psychology and educational science Room 324
		Location: Röntgenring 10	Location: Röntgenring 10		Location: Röntgenring 10	Location: Röntgenring 10
04:00 pm – 05:00 pm		Social get-together	Social get-together		Social get-together	Social get-together
05:00 pm – 08:00 pm	Welcome reception					

Social Program

Sunday, October 08, 2023

- 05:00 pm Official welcome by the Organization Team, welcome reception, and first information**
Institute of Psychology, Röntgenring 12, Külpe Hörsaal, 97070 Würzburg.
Please make sure to arrive **at least 30 min** early to pick up your name tags and “Welcome packet” at the reception desk in the foyer of the Külpe Hörsaal.
- 06:00 pm Guided walking tour through the old town (duration: 1 hour).**
It covers a selection of the sights that illustrate the city's history: the Falkenhaus with its rococo facade, the Gothic Marienkapelle (Chapel of St. Mary), the market square, the Alte Mainbrücke (Old Main River bridge) with a marvelous view of Fortress Marienberg, the Käppele pilgrimage church and surrounding vineyards. The guided walking tour is *free of charge*.
- Meeting point: We will head from the Welcome Reception (Röntgenring 12, Külpe Hörsaal) to the Tourist information - Falkenhaus on market square.
- 07:15 pm Dinner at the restaurant Alte Mainmühle, Mainkai 1, 97070 Würzburg**
Dinner à la carte and self-pay

Tuesday, October 10, 2023

- 05:30 pm Guided tour through the Center for History of Psychology University of Würzburg (duration: approx. 1–1.5 hours) – Group 1**
Surrounded by original furniture of the past, a large variety of literature, and historic apparatus from the 1890s to the 1920s, the guests can discover many treasures of the center's collection. Since the exhibition is held in a rather small area, our guests will be amazed by how much there is to discover. The centerpiece of the exhibition will be the original desk of the famous German Psychologist Hermann Ebbinghaus (1850-1909), the discoverer of the forgetting curve, which was kindly donated to the center's collection by his family a few weeks ago. However, the exhibition is not exclusively about Ebbinghaus' work. Instead, it displays a hand-picked selection of objects from different scientist of the time kept in "The Scholar's Room". As with all the center's exhibitions, there is also the opportunity to take part in psychological experiments yourself - be surprised. This guided tour is *free of charge*.
- During the guided tour the visitors will all get the chance to be photographed with the Ebbinghaus desk to have a souvenir for remembering a hopefully adventurous and interesting time travel.
- Meeting point: Main entrance Röntgenring 10, near the Welcome Reception. We will head to the Center for the History of Psychology, Pleicherwall 1, 97070 Würzburg

07:00 pm Bar night at the Bar Standard, Oberthürstraße 11A (until 1:00 am)
Join us for a fun evening at the Standard, one of Würzburg's legendary student bars – the more, the merrier! Dinner is available for those who wish to eat, and it will be self-pay.

Wednesday, October 11, 2023

11:00 am Boat tour from Würzburg to Veitshöchheim (duration: approx. 45 min)
Starting at the "Alter Kranen" boat dock in Würzburg, cruise down the Main river past vineyards and the Oberzell Monastery to the town of Veitshöchheim. Located in the center of the picturesque old town is the former summer residence of the prince-bishops of Würzburg. This boat tour is *free of charge*.

Meeting point: Main entrance Röntgenring 10, near the Welcome Reception. We will head to Schiffstouristik Würzburg Kurth & Schiebe, yellow-red kiosk at "Alter Kranen".

12:00 pm Guided tour „Hofgarten“ Veitshöchheim (duration: 1 hour)
This extensive park – often referred to as Europe's most beautiful Rococo garden – attracts visitors with its serene and charming "court society in stone." These statues, made by renowned sculptors from Würzburg, create the impression of a never-ending garden party. Besides the numerous sculptures, the castle garden also offers many other interesting pieces of art, including two Chinese stone pavilions and the "Schneckenhaus" (snail house with shell covering), dating back to the late 18th century. This guided tour is *free of charge*.

Meeting point: Hofgarten, Löwentreppe, approx. 80 m in front of the castle

01:30 pm Lunch at restaurant Fischerbärbel, Mainlande 5, Veitshöchheim
Selection of dishes in advance and self-pay

04:00 pm Boat trip from Veitshöchheim to Würzburg (duration: approx. 45 min)

Meeting point: Schiffstouristik Würzburg Kurth & Schiebe, yellow-red kiosk at "Mainlande"

05:30 pm Guided tour through the Center for the History of Psychology University of Würzburg (duration: approx. 1–1.5 hours) – Group 2

Meeting point: Main entrance Röntgenring 10, near the Welcome Reception. We will head to the Center for the History of Psychology, Pleicherwall 1.

Thursday, October 12, 2023

04:30 pm Guided tour through the Center for the History of Psychology University of Würzburg (duration: approx. 1–1.5 hours) – Group 3

Meeting point: Main entrance Röntgenring 10, near the Welcome Reception. We will head to the Center for the History of Psychology, Pleicherwall 1.

07:15 pm Wine tasting and tour of the oak barrel cellars of the Bürgerspital Würzburg (7:30 pm–10 pm)

Meeting point: Bürgerspital Weinhaus, Ecke Theater-/Semmelstraße, D-97070 Würzburg

Lunch or Dinner Nearby

For an affordable and nice lunch, we recommend the Röntgenring Würzburg campus cafeteria located directly below the Kühle-Hörsaal.

Take away or limited seating availability

Bratwurststand Knüpfung (fast food – Franconian Bratwurst), Marktplatz

BreznBubn (pretzels, mashed potatoes), Herzogenstraße 11

Istanbul – Kebap bei Ali Baba (Turkish food), Kaiserstraße 21

Kadöfl (oven potatoes), Eichhornstraße 2A

Sir Quickly (weekly changing menu, vegetarian and vegan cuisine), Herzogenstraße 5

The Yeah Box (bagels, smoothies), Wilhelmstraße 5

Veggie Bros (vegetarian streetfood), Juliuspromenade 38

Vöner Döner (vegan Döner), Barbarossaplatz 1

Restaurants

Best Friends (Vietnamese Cuisine and Sushi & Bar), Barbarossaplatz 4

Enchilada (Mexican food & Bar), Karmelitenstraße 20

Fuego (Spanish cuisine & Bar), Juliuspromenade 7

Hans im Glück (burger vegan, vegetarian, or with meat; salads), Marienplatz 3

Himalaya (Thai cuisine), Bronnbachergasse 43

Locanda (Italian food, pizza with fortress view), Kranenkai 1

Maiz Taqueria (Mexican and Spanish food), Katharinengasse 7

Standard (Restaurant & Bar), Oberthürstraße 11A

Bars

Besitos Würzburg, Karmelitenstraße 20

Haltestelle Barviertel, Sanderstraße 29

Kult, Landwehrstraße 10

Loma, Sanderstraße 7

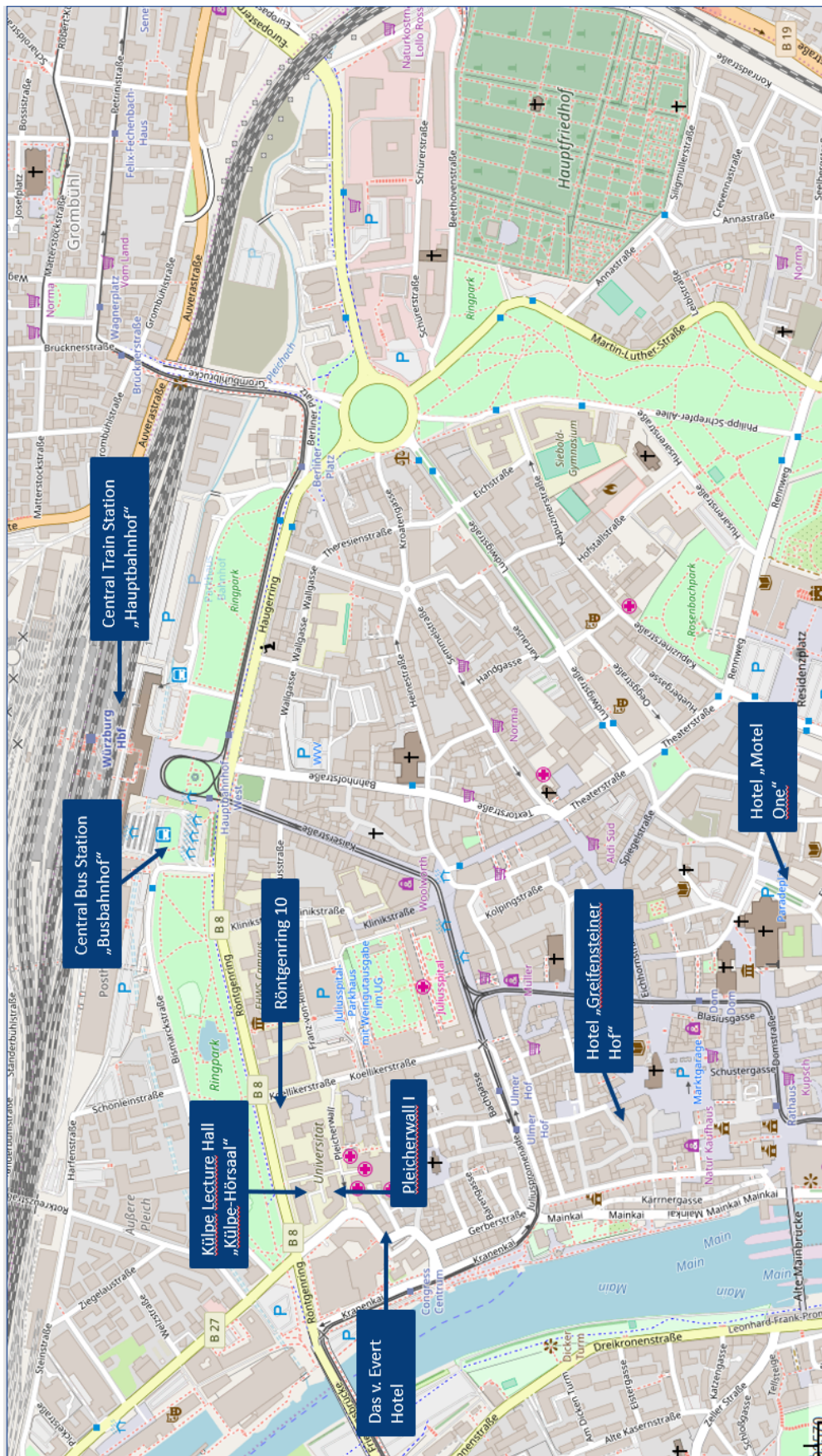
Nachtwächter, Korngasse 16

Reuererbäck, Sanderstraße 21

Locations of the Würzburg International Autumn School



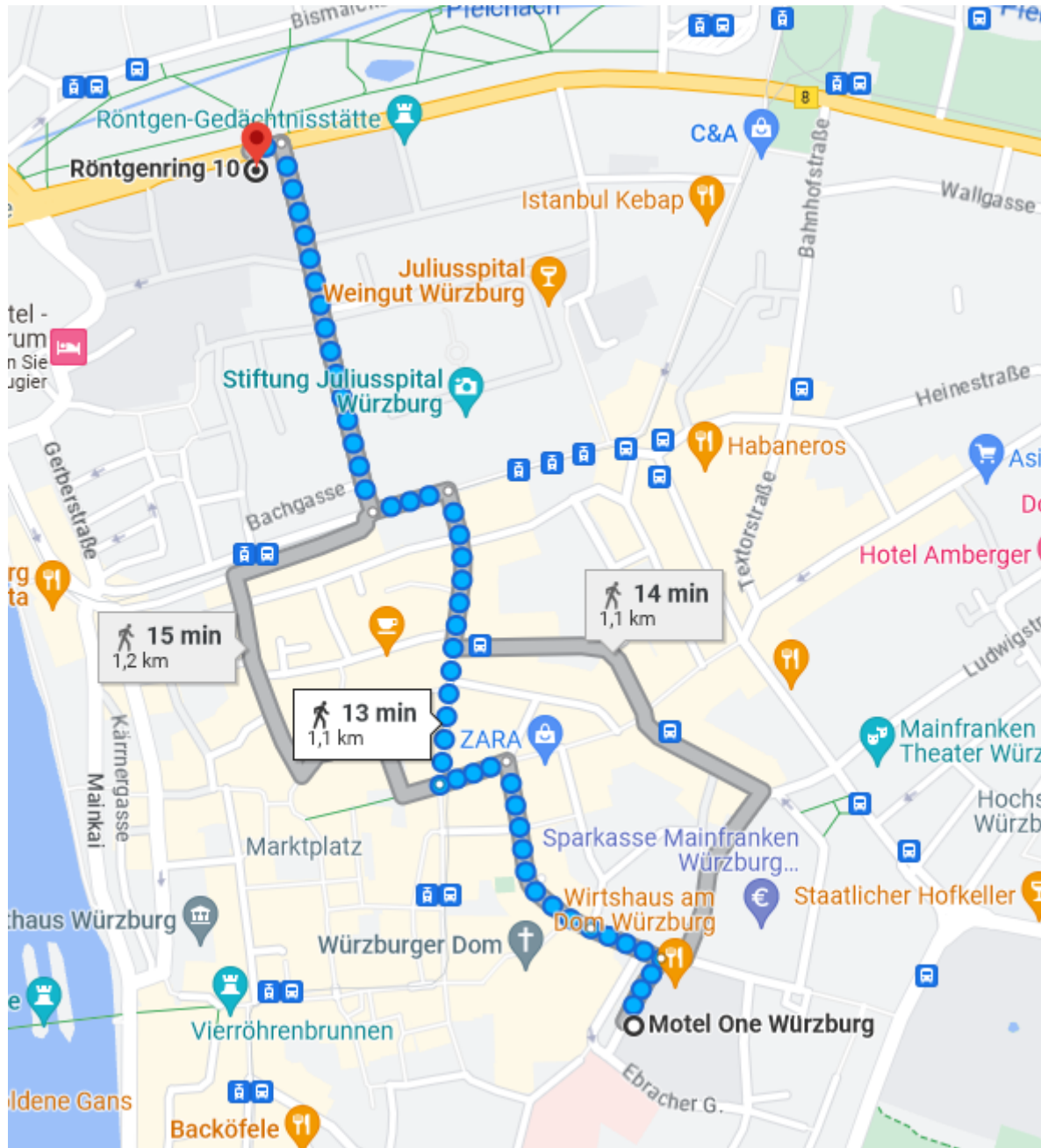
Overview of the Locations



How to Get to the Venue of the Würzburg International Autumn School

From Motel One (WIASLL Participants)

You can walk from Motel One to the Autumn School venue (approx. 15 minutes):



How to Get to the Venue of the Würzburg International Autumn School

From Hotel “Greifensteiner Hof” (Instructors)

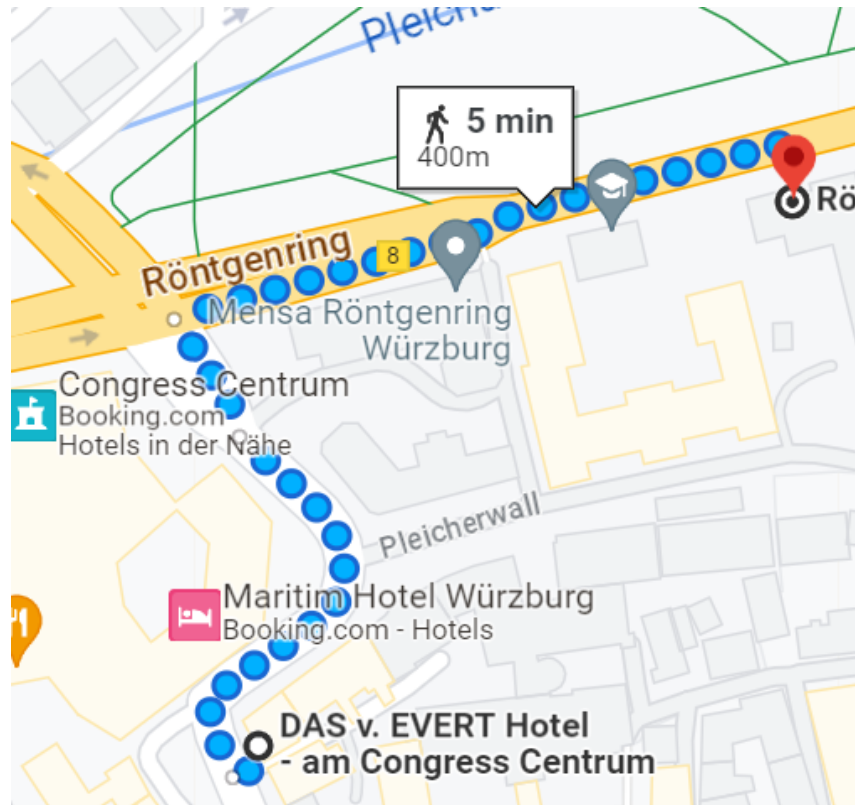
You can walk from “Greifensteiner Hof” to the Autumn School venue (approx. 10 minutes):



How to Get to the Venue of the Würzburg International Autumn School

From “Das v. Evert Hotel” (Instructors)

You can walk from “Das v. Evert Hotel” to the Autumn School venue (approx. 3 minutes):



Get to Know Helpful Faces of the WIASLL



Prof. Dr. Tobias Richter
Head of Department,
Spokesperson

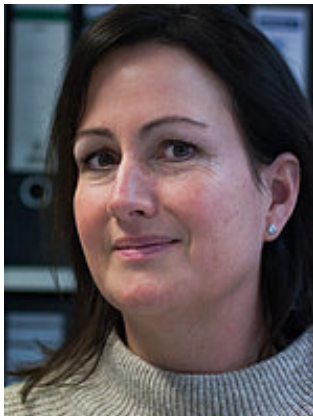


Dr. Veit Kubik
Coordinator

Assistants



Elke Ackermann



Heike Marschhäuser



Christine Pharo



Michaela Pirkner

Student Assistants



Amelie Stegmaier



Alina Timmermann



Antonia van Duijn



Leonore Weidenbach