

## Friday, 15<sup>th</sup> June 2018

<b>12:00 – 14:00</b>	Registration & Coffee	
<b>14:00 – 14:10</b>	Opening the Conference	
<b>14:10 – 15:00</b>	<b>Keynote speaker: Ernesto Panadero</b> Measuring learning: what a tricky business! Reflections from the SRL and assessment fields.	
<b>15:00 – 15:50</b>	<b>Keynote speakers: Tomasz Gackowski and Karolina Brylska</b> FIFA 18 players – how do they feel and what do they see? Eye tracking, GSR/EDA, ECG and face tracking – research reconnaissance.	
<b>15:50 – 16:10</b>	Coffee break	
	<b>Section A Technology</b>	<b>Section B Learning</b>
<b>16:10 – 16:35</b>	<b>Jacek Matulewski:</b> Gaze control of movie playback.	<b>Nicholas Mudrick:</b> Can Eye Movements Provide Evidence for Metacognitive Monitoring During Multimedia Learning?
<b>16:35 – 17:00</b>	<b>Szymon Kupański:</b> Automatic mapping coordinates data from eye tracking glasses to reference image.	<b>Colin Lescarret:</b> "Should I watch it again?" An exploratory study on how middle school students interact with videos.
<b>17:00 – 17:25</b>	<b>Cengiz Acarturk:</b> Deictic Gaze in Virtual Reality Environments.	<b>Moritz Niemann:</b> Physiological Data as Unobtrusive Measures for Motivation and Self-Regulated Learning.
<b>17:25 – 17:50</b>	<b>Michał Chwesiuk:</b> Foveated Rendering for Virtual Reality Glasses.	<b>Ulrich Ludewig:</b> Integration or disorientation: Double-sided relation of process measures in graph comprehension tasks.
<b>17:50 – 18:15</b>		<b>Enrique Garcia Moreno-Esteva:</b> Children's visual-cognitive behaviours when completing a graph task: Machine learning analyses of eye-tracking data.
<b>18:15 – 20:15</b>	"Eye-catching" Welcoming Treat (Dobra Str. 55)	

## Saturday, 16<sup>th</sup> June 2018

<b>8:30 – 9:00</b>	Registration & Morning Coffee	
<b>9:00 – 9:50</b>	<b>Keynote speaker: Jacob L. Orquin</b> Threats to the validity of eye movement research.	
<b>9:50 – 10:30</b>	<b>Keynote speaker: Katharina Scheiter</b> A multi-purpose tool for research in (medical) education: Using eye tracking to develop, evaluate, and implement instruction.	
<b>10:30 – 10:50</b>	Coffee break	
	<b>Section A Psychology</b>	<b>Section B Reading</b>
<b>10:50 – 11:15</b>	<b>Piotr Francuz:</b> Eye movement correlates of accurate recognition of harmony in paintings.	<b>Eliane Segers:</b> Comprehension of multiple digital documents connected via inter-textual versus extra-textual hyperlinks.
<b>11:15 – 11:40</b>	<b>Justyna Żurawska, Olga Borkowska:</b> Interaction with Exhibition in a Science Centre - a multistage eye tracking research in natural settings.	<b>Leen Catrysse:</b> It is not only about the depth of processing: What if eye am not interested in the text?
<b>11:40 – 12:05</b>	<b>Marta Rusnak:</b> Eye tracking survey in the Warsaw Rising Museum.	<b>Lucia Mason:</b> Reading with the Eyes and Under the Skin: Processing Conflicting Online Documents.
<b>12:05 – 12:30</b>	<b>Tomasz Soluch:</b> Customers journey in the shopping environment – mobile eye tracking as a valuable measurement to verify best practice during purchasing process.	<b>Yvonne Kammerer:</b> Learning about controversial scientific issues on the Internet: Relations between attention to source information and sourcing and argumentation in essays.
<b>12:30 – 14:00</b>	Lunch break	
<b>14:00 – 15:00</b>	<b>POSTER SESSION</b>	
	<b>Section A Applied Linguistics</b>	<b>Section B EEG and log file analysis</b>
<b>15:00 – 15:25</b>	<b>Ewa Ramus:</b> Could the eye-tracking technology be valuable support for the therapy and diagnosis of children with the autism spectrum disorders?	<b>Christian Scharinger:</b> Using the EEG and Virtual Reality to study the effect of immersion on cognitive processing and learning –
<b>15:25 – 15:50</b>	<b>Monika Płużyczka:</b> Towards eye tracking methodology in linguistics: advantages and pitfalls.	<b>Sarune Baceviciute:</b> Using EEG to Assess the Cognitive Process of Reading in Virtual Reality.
<b>15:50 – 16:15</b>	<b>Dominik Kudła:</b> Eye-tracking analysis of sight translation performed by applied linguistics students.	<b>Andreas Rausch:</b> Current approaches to log file analysis of computer-based learning and problem solving.
<b>16:15 – 16:40</b>	<b>Olga Łabendowicz:</b> Modes of AVT and Audience Viewing Styles in Poland.	<b>Steffi Zander:</b> A gender issue? – Analyzing individual differences while solving spatial tasks on mobile devices.
<b>16:40 – 17:30</b>	A walk to the central campus of the University of Warsaw	
<b>17:30 – 18:15</b>	A visit to the Museum of the University of Warsaw (central campus of the University of Warsaw)	
<b>18:30 – 20:30</b>	Come Together and have a look - standing party in the Hall of Columns (building of the Faculty of History, central campus of the University of Warsaw)	

## Sunday, 17th June 2018

<b>8:30 – 9:00</b>	Morning Coffee	
<b>9:00 – 9:50</b>	<b>Keynote speaker: Agnieszka Andrychowicz-Trojanowska</b> School students and textbook of English in eye tracking study.	
	<b>Section A Applied Linguistics</b>	<b>Section B Eye movement visualisations</b>
<b>10:00 – 10:25</b>	<b>Małgorzata Szupica – Pyrzanowska:</b> The relation between intensive linguistic training in L2/L3 and the ability to detect lexical, inflectional and phonetically-conditioned orthographic errors in L1- the evidence from eye tracking.	<b>Thérèse Eder:</b> Do eye movement visualisations foster the interpretation of radiology images and gaze behaviour of dental medicine students?
<b>10:25 – 10:50</b>	<b>Sarah Malone:</b> Gaze behavior as an indicator for specific functions of multiple external representations while problem solving.	<b>Tim van Marlen:</b> Does the Perceived Expertise of a Model Influence the Effectiveness of Eye Movement Modeling Examples? –
<b>10:50 – 11:15</b>	<b>Technology</b> <b>Marcin Leśniak:</b> Oculomotor performance in patients with post-stroke neglect syndrome. A follow-up study.	<b>Margot van Wermeskerken:</b> ClassifEYE: Classifying patterns in visualizations of eye movements through a sorting task.
<b>11:15 – 11:35</b>	Coffee break	
	<b>Symposium 1:</b>	<b>Symposium 2:</b>
<b>11:35 – 13:15</b>	<p><b>Marjaana Puurtinen:</b> Eye-tracking in music studies: Examples, best practices and what to avoid. <u>Contributions:</u></p> <ol style="list-style-type: none"> <li><b>Marjaana Puurtinen:</b> Reading Rhythms: Eye Movements in Performing Rhythm Notation.</li> <li><b>Hans Gruber:</b> Revealing gaze? The role of eye-movement data in identifying triggers of group-level regulation in a collaborative music task.</li> <li><b>Natalia Chitalkina:</b> Eye-movement effects of added cognitive load in music reading.</li> <li><b>Anna-Kaisa Ylitalo:</b> Eye movement processes in repeated reading of Finnish folk music.</li> </ol>	<p>Exploring Teachers' Gaze Behavior in the Classroom Using Mobile Eye Tracking – <b>Sharisse van Driel</b> <u>Contributions:</u></p> <ol style="list-style-type: none"> <li><b>Nora McIntyre:</b> Reactivity effects in video-based classroom research: an investigation using teacher and student questionnaires as well as teacher eye-tracking.</li> <li><b>Enrique Garcia Moreno-Esteva:</b> Exploring Teachers' Gaze Behavior in the Classroom Using Mobile Eye Tracking: Teacher's Gaze Behavior During a Mathematical Collaborative Problem-Solving Session.</li> <li><b>Sharisse van Driel:</b> Preservice teachers' professional vision in relation to their classroom management.</li> <li><b>Irene Skuballa:</b> When Kindergarten Teachers Explain: Gaze Behavior During Instructional Sessions.</li> </ol>
<b>from 13:15</b>	Closing the Conference & Goodbye Lunch (Dobra Str. 55)	