

CONFERENCE “Research+ in Dialogue: International Perspectives on Science and Society”

June 10th 2026
Vechta, Germany

Contents

Greetings from the Vice President	p. 3
Instructions for Presenters.....	p. 4
Program	p. 5
Practical Information	p. 9
City Map.....	p. 9
Campus Map	p. 10
Abstracts	p. 11-39



Greetings from the Vice President for Research, Junior Researchers and International Affairs

Dear colleagues, dear guests,

It is my great pleasure to welcome you to the Research+ International Conference 2026 at the University of Vechta.

This conference brings together researchers from different countries, disciplines, and career stages to engage in dialogue on some of the most pressing challenges facing science and society today. Under the theme *Global Challenges, International Insights*, we aim to create a space for exchange, reflection, and collaboration across disciplinary and national boundaries.

For us, Research+ stands for a broad understanding of research: research that is connected, collaborative, and open to dialogue. It reflects our conviction that many of the questions shaping our future can only be addressed through international cooperation and the exchange of diverse perspectives.

As a university in a rural region, we are particularly proud of the international partnerships that connect Vechta to colleagues and institutions around the world. These partnerships are not only formal agreements or joint projects. They are also built through conversations, trust, and sometimes friendships that last far beyond a single conference or visit.

I would like to thank all presenters, participants, and guests for contributing to this event. I hope the conference will inspire new ideas, stimulate fruitful discussions, and perhaps even lay the foundation for future collaborations and friendships.

I wish you a successful and enjoyable conference.



Prof. Dr. Christopher Osterhaus
Vice President for Research, Junior Researchers and International Affairs
University of Vechta

Instructions for Presenters

Paper Presentations

- Time Slot: Each presentation slot is 15 minutes:
 - Presentation: 12 minutes
 - Q&A: 3 minutes for questions and discussion
- Technical Setup:
 - You can use your own laptop for the presentation. We will provide an HDMI cable and a USB-C adapter for Mac users.
 - Alternatively, you can use the laptop provided in the room. Please bring your presentation on a USB stick as a backup, regardless of the option you choose.
 - We recommend arriving early to test your setup and ensure smooth transitions between presentations.

Poster Presentations

- Poster Format: Posters can be in portrait or landscape orientation.
- Poster Setup: You can put up your poster on Wednesday morning between 9:00 and 14:00 am, before the first session begins. Posters will be displayed throughout the conference in a designated area (the “Galerie” in front of E131).
- Presentation: Prepare a 1–2-minute introduction to your poster to present as attendees walk around. This short summary should cover the key points of your research and encourage further discussion.

Questions?

- Please contact graduiertenzentrum@uni-vechta.de.

Conference: Research+ in Dialogue: International Perspectives on Science and Society

PROGRAM

Wednesday, June 10th

Time	Location	
14:00 – 14:15	Aula (F144)	Welcome and Opening Remarks <i>Christopher Osterhaus</i> <i>Vice President for Research, Junior Researchers and International Affairs</i>
14:15 – 15:00	Aula (F144)	Panel Discussion: Science and academic freedom in times of global polycrises Guests: Gabriele Dürbeck (Vechta, Germany), Lena Oetzel (Salzburg, Austria), Daniel Ramiro Sanchez Fernandez (Salta, Argentina), Veith Selk (Vechta, Germany) Chair: Christine Vogel (Vechta, Germany)
15:00 – 16:00		Parallel Sessions I
15:00 – 16:00	Kleine Aula (F144a)	Ethical Perspectives <i>Chair: Jean-Christophe Merle</i> Jean-Christophe Merle, Oliver Sensen, Daniel Busdygan, Paula Pico Estrada <i>How to respect others</i> Silvia Pellegrini & Markus Krienke <i>Anthropocene and Transhumanism</i>

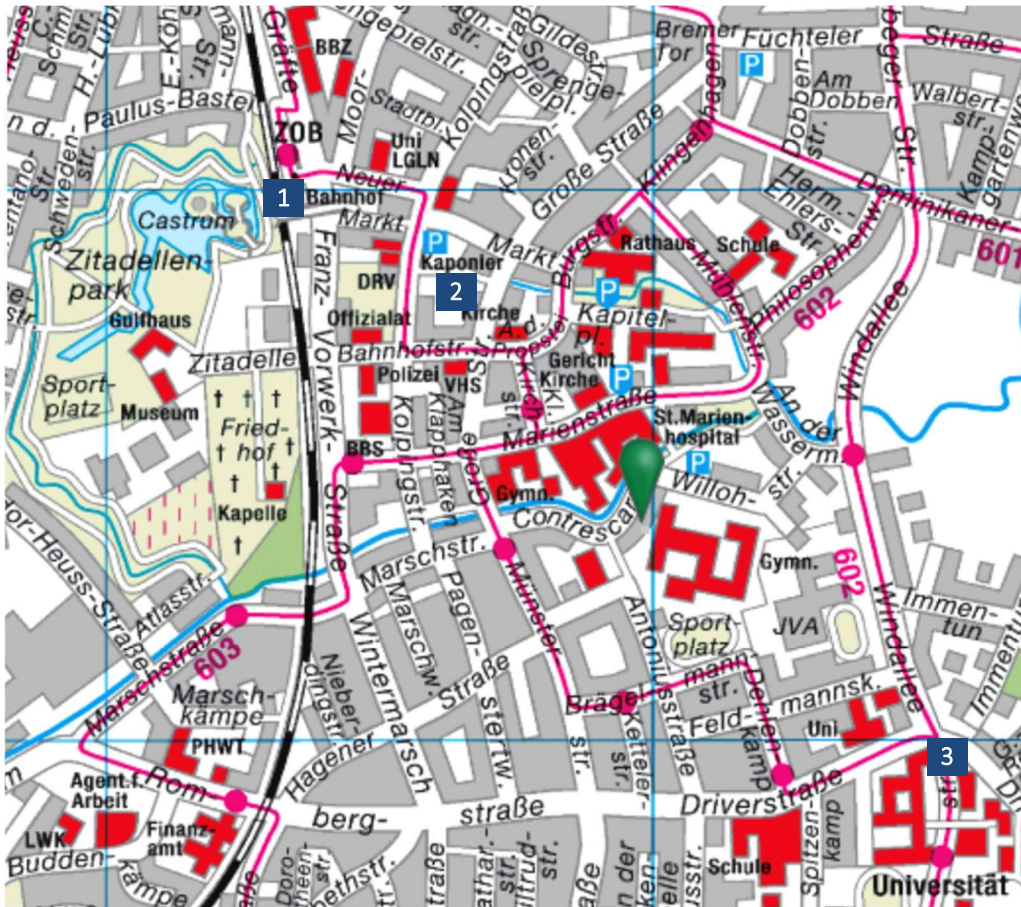
15:00 – 16:00	Aula (F144)	Environment, Technology, and Society in Transition <i>Chair: Amelie Bernzen</i> Mirka Erler, Menokhono <i>Land, Property, and Development: Negotiating Rights and Identity in India</i> Johanna Böttcher, Igor Blumberg, Nick Lin-Hi <i>Determinants of Consumer Acceptance of Cell-Based Fish: Insights from Qualitative and Quantitative Studies</i> John-Oliver Engler <i>One ppm at a time: Quantifying extreme risk associated with increasing atmospheric CO2 levels</i> Güliz Karaarslan-Semiz & Marco Rieckmann <i>A Framework for Professional Action Competence: Assessing Educators' Competencies in Sustainability and Climate Change Education</i>
15:00 – 16:00	E137b	Crises of Democracy <i>Chair: Stephan Sandkötter</i> Seul A. Lee, Yong-Min Kim <i>Polarisation and De-democratisation in South Korea: The December 2024 Self-Coup in Comparative Perspective</i> Jörg Baudner, Yavuz Cilliler <i>Polarization in Türkiye and its Effect on Turkish de-democratization</i> Stephan Sandkötter, Henrique Zeferino de Menezes, Guillermo Santos <i>Polarization, De-democratization and how to resist? An international comparison</i> (Session continues after the break)
16:00 – 17:00	Galerie / Gallery	Poster Exhibition & Coffee Break

17:00 – 18:30		Parallel Sessions II
17:00 – 18:30	Kleine Aula (F144a)	Education and Psychology Chair: Christopher Osterhaus Marco Rieckmann & María Angélica Mejía Cáceres <i>How Action-Research Shapes Next-Generation Educational Design</i> Silvia Guerrero Moreno <i>Rethinking Schooling Through Developmental Science: What Do Child-Centered Contexts Teach Us About the Future of Education?</i> Jana Warnke <i>Talking Minds: How Language and Conversation Shape Advanced Theory of Mind</i> Christopher Osterhaus & Daniel Sanchez, Mariela Capaldo <i>The Value of International Collaboration in Research: Insights from the ESCoLAR Project</i> Anke König & Linda Wellmeyer <i>Exploring Cultural Patterns Through Video-Cued Multi-Vocal Ethnography: A Cross-Cultural Methodological Approach</i>
17:00 – 18:30	Aula (F144)	Perspectives on Society, Health, and Education Chair: Lina Franken Andrea Teti & Sila Ayan <i>A Brief History of Gerontology in Türkiye and Future Directions in Gerontological Practice and Education</i> Lina Franken & Tim Schütz <i>Civic Archiving with the Platform for Experimental Collaborative Ethnography (PECE)</i> Burghart Schmidt & Ghazi Gherairi <i>The African cultural renaissance, twenty years on</i> Michael Braksiek <i>Different Professions? Comparing Physical Education Teachers in Germany and the United States</i> Till Schmäing <i>Inquiry-based learning in teacher education: How do teachers' preferences vary across different education systems in Europe?</i>

17:00 – 18:30	E137b	Crises of Democracy <i>Chair: Stephan Sandkötter</i> (Continuation)
18:30 – 19:30	Aula (F144)	Closing Session Oliver Schöndube & Pedro Carneiro <i>The Participatory Orchestra</i> Poster Prize Award and Closing Remarks <i>Christopher Osterhaus</i>

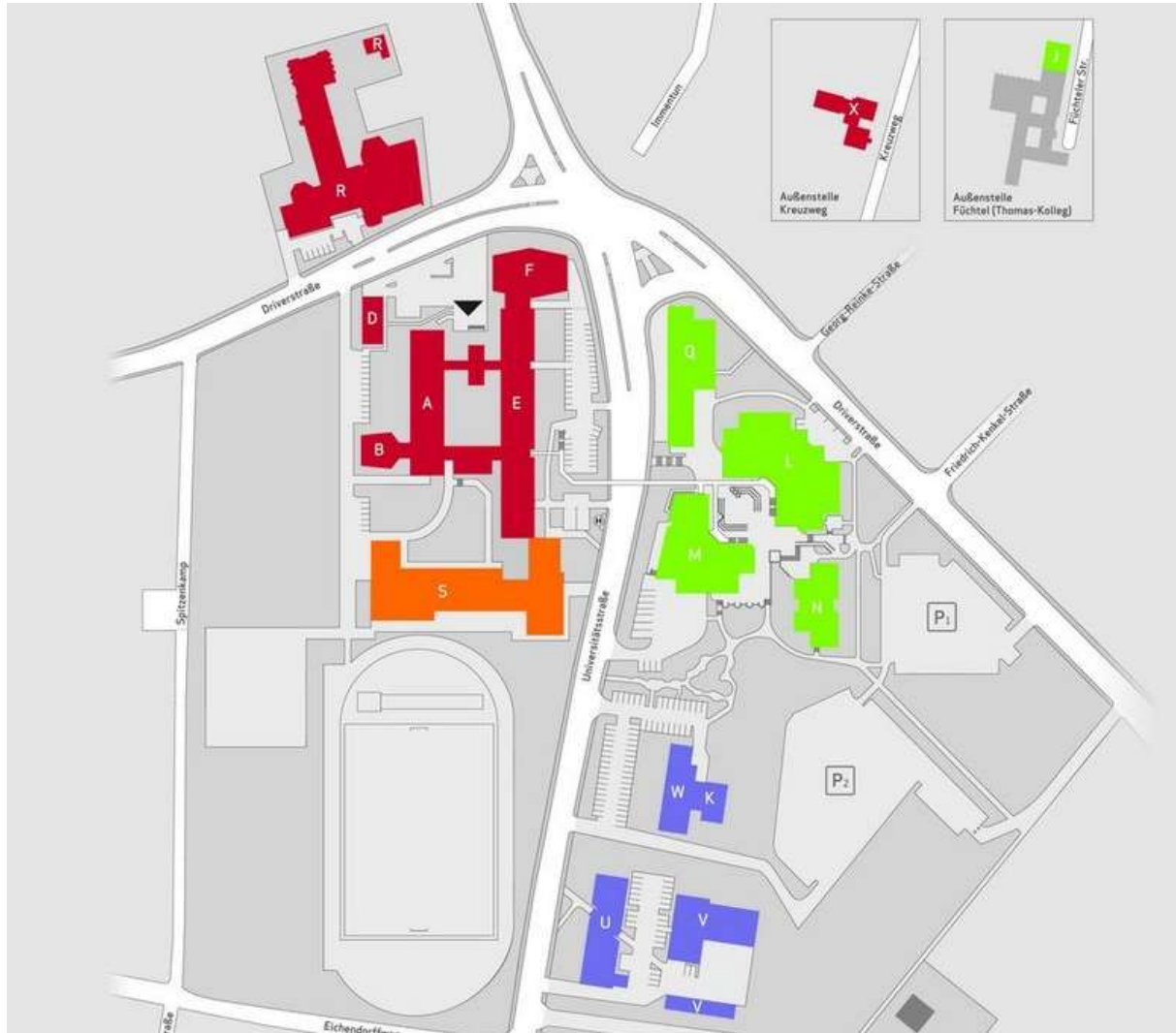
Practical Information

City Map



- 1 Train Station
- 2 Hotel am Kaponier
- 3 Campus (University)

Campus Map



Parallel Sessions I (15:00 – 16:00)

Ethical Perspectives, 15:00 – 16:00, Kleine Aula (F144a)

How to respect others

Jean Christophe Merle¹, Oliver Sensen², Daniel Busdygan³, Paula Pico Estrada⁴

¹ University of Vechta, Germany

² Tulane University of Louisiana, USA

³ Universidad Nacional de Quilmes, Argentina

⁴ Universidad del Salvador, Argentina

Anthropocene and Transhumanism

Silvia Pellegrini¹, Markus Krienke²

¹ University of Vechta, Germany

² Università della Svizzera italiana, Switzerland

The Anthropocene designates an epoch in which technological power has become a constitutive dimension of human self-understanding. The human being increasingly perceives himself as capable of reshaping its natural-social condition. In this new anthropological imagination technological power appears as the primary medium of human self-realization. The transhumanist promise of overcoming vulnerability, finitude, and bodily limitations echoes patterns that can be described as a form of technological neo-Gnosticism: personal identity is progressively detached from embodiment and relocated into processes of information, enhancement, and self-construction. Against this perspective, an anthropology of alterity thinks human identity as constituted through relations that precede and shape self-consciousness. The body is the concrete locus in which singularity and openness become visible, while alterity provides the conditions for freedom, responsibility, and meaning.

So the question is: what is the anthropological issue of the disappearance of alterity from contemporary transhumanist narratives? When personal identity is understood primarily in terms of autonomy, optimization, and self-design, the constitutive role of the other recedes into the background. A new anthropological view should foster the concept that alterity is not a limitation of the self but as the condition of its realization, in order to discover the meaning of embodiment and the positive significance of finitude. It therefore reaffirms the unity of personal identity and corporeality, the relational constitution of the person, and the centrality of human dignity: in this context, human responsibility can be reaffirmed as starting point for an ethics in the age of Anthropocene.

Environment, Technology, and Society in Transition, 15:00 – 16:00, Aula (F144)

Land, Property, and Development: Negotiating Rights and Identity in India

Mirka Erler¹, Menokhono²

¹ University of Vechta, Germany

² Tata Institute of Social Sciences, India

Determinants of Consumer Acceptance of Cell-Based Fish: Insights from Qualitative and Quantitative Studies

Johanna Böttcher, Igor Blumberg, Nick Lin-Hi

University of Vechta

Fish is a key source of high-quality protein and essential nutrients, yet current production systems face growing ecological challenges that threaten future global supply. In this context, cell-based fish – real fish produced from cells cultivated in vitro – has emerged as a potentially sustainable alternative, promising environmentally and animal-friendly production without fishing, farming, or slaughter. However, this promise depends on consumer acceptance, the predictors of which have received little attention thus far.

This study aims to fill this gap by using an exploratory sequential mixed-methods design. A systematic literature review informed ten focus groups with 59 German consumers, which revealed eight acceptance factors that were used to develop a framework for predicting consumer acceptance of cell-based fish. The framework was then tested in a quantitative survey of 804 German consumers, in which willingness to try cell-based fish was modeled as a function of the eight predictors, mediated by general attitudes.

Results show that sensory appeal, price, and curiosity are key drivers of consumer acceptance of cell-based fish. In addition, perceived environmental, animal welfare, and food security benefits positively influence attitudes, while perceived health risks act as a barrier. Notably, factors such as trust in producers and convenience, although frequently mentioned qualitatively, did not significantly affect acceptance in the quantitative model.

This study provides the first systematic examination of the determinants of consumer acceptance of cell-based fish, offering a comprehensive contribution to this emerging research field.

One ppm at a time: Quantifying extreme risk associated with increasing atmospheric CO₂ levels

John-Oliver Engler

University of Vechta, Germany

While economists widely agree that the tail risks of climate change are important for policy (e.g., Weitzman, 2009), their representation in integrated assessment models (IAMs) remains contested (see Stern et al., 2022). This paper presents a straightforward and adjustable survival/hazard approach, whereby a climate tipping event occurs with a probability determined by either current atmospheric concentration or cumulative exposure. The key idea is to address a key conceptual criticism of existing modelling approaches by moving the central non-linearity from the damage function to the arrival of the catastrophic regime. This yields a clear, estimable object for policy analysis.

This work is based on a recent self-developed modeling approach for the quantification of unprecedented catastrophic risks (Engler & Fischer, 2024). Specifically, I develop a tractable survival-based framework, in which the probability of a climate tipping event depends on atmospheric CO₂ concentration (level hazard) or cumulative exposure in ppm-years (path hazard). In the latter approach, atmospheric "stress" in the form of ppm-years above the pre-industrial baseline of 280 ppm matters, while the former approach models tipping risk as a memory-less process. The model delivers time-varying hazards, survival probabilities, and policy-relevant statistics that can be embedded in a planner's problem. Calibrated to transparent priors over threshold midpoints and steepness, the framework quantifies how tipping risk elevates the social cost of carbon (SCC) and shifts optimal mitigation paths relative to models that embed nonlinearity solely in damages.

References

- Engler, J.-O., & Fischer, J. N. (2024). Drawing blanks and winning: Quantifying global catastrophic risk associated with human ingenuity. *Sustainable Futures*, 7, 100165. <https://doi.org/10.1016/j.sftr.2024.100165>
- Stern, N., Stiglitz, J., & Taylor, C. (2022). The economics of immense risk, urgent action and radical change: towards new approaches to the economics of climate change. *Journal of Economic Methodology*, 29(3), 181–216. <https://doi.org/10.1080/1350178X.2022.2040740>
- Weitzman, M. L. (2009). On modeling and interpreting the economics of catastrophic climate change. *The Review of Economics and Statistics*, 91(1), 1–19.

A framework for Professional Action Competence: Assessing Educators' Competencies in Sustainability and Climate Change Education

Güliz Karaarslan-Semiz, Marco Rieckmann

University of Vechta, Germany

To implement sustainability and climate change education (SCCE) effectively, educators should possess specific professional competencies. Despite growing scholarly attention, existing competence frameworks remain largely theoretical, with limited operationalization for assessment (Rieckmann & Barth, 2022). Therefore, we present the Professional Action Competence for SCCE (PACscce), a conceptual model developed to assess educators' competencies in formal education settings as part of the Horizon Europe project IMP>ACT (2024-2027). The PACscce synthesizes three established frameworks the PACesd framework (Sass et al., 2022), teacher competences in ESD (Bertschy et al., 2013), and the general professional competence model (Baumert & Kunter, 2013).

The conceptual model structures educators' competencies across three interdependent dimensions: professional knowledge (content knowledge, pedagogical content knowledge, and institutional context knowledge), self-efficacy (teaching self-efficacy and self-efficacy for SCCE implementation), and willingness to implement SCCE (intrinsic and extrinsic motivation). Building on this framework, we present the development and validation process of a measurement instrument for assessing educators' self-perceived professional action competence to implement SCCE. The initial version of the survey consisted of 79 items, using a seven-point Likert scale and applicable to primary and secondary school teachers as well as educators in higher education. Following a pilot study conducted across five countries (Belgium, Germany, the Netherlands, Serbia, and Sweden) including 457 educators, the survey items were revised and updated based on qualitative and quantitative data analysis results. We discuss the theoretical underpinnings, operationalization of the constructs, and implications for educators' professional development in the context of SCCE.

References

- Baumert, J., & Kunter, M. (2013). The COACTIV model of teachers' Professional competence. In M. Kunter, J. Baumert, W. Blum, U. Klusmann, S. Krauss, & M. Neubrand (Eds.), *Cognitive activation in the mathematics classroom and Professional competence of teachers: Results from the COACTIV project* (pp. 25-48). Springer.
- Bertschy, F., Künzli, C. & Lehmann, M. (2013). Teachers' competencies for the implementation of educational offers in the field of education for sustainable development. *Sustainability*, 5 (12), 5067–5080. <https://doi.org/10.3390/su5125067>
- Rieckmann, M., & Barth, M. (2022). Educators' competence frameworks in education for sustainable development. In P. Vare, N. Lausset, & M. Rieckmann (Eds.), *Competences in education for sustainable development: Critical perspectives* (pp. 19–26). Springer International Publishing
- Sass, W., Claes, E., Boeve-de Pauw, J., de Maeyer, S., Schelfhout, W., van Petegem, P., Isac, M. M. (2022). Measuring professional action competence in education for sustainable development (PACesd). *Environmental Education Research*, 28 (2), 260–275. doi:10.1080/13504622.2021.1976731

Crises of Democracy, 15:00 – 16:00, E 137b

Polarisation and De-democratisation in South Korea: The December 2024 Self-Coup in Comparative Perspective

Yongmin Kim¹, Seul A Lee²

¹ Konkuk University, S. Korea

² University of Vechta, Germany

The advent of martial law in South Korea on 3 December 2024 — revoked by the National Assembly within six hours and culminating in the unanimous ousting of President Yoon Suk-yeol — provides a paradigmatic case for examining the nexus between democratic polarisation and de-democratisation.

Korea's polarisation cannot be reduced to a single communitarian–cosmopolitan axis. It operates across overlapping cleavages — ideological, generational, regional and gendered — compounded by the unresolved division of the peninsula, which provides an enduring reservoir of existential threat framing. The result is a political culture in which opponents are systematically redefined as enemies rather than legitimate rivals, foreclosing the conditions for democratic deliberation.

De-democratisation in Korea unfolded through mutual escalation rather than unilateral executive capture. The executive branch repeatedly utilised the prosecutorial apparatus as a political weapon and declined to acknowledge the results of the 2024 legislative election. The opposition, in turn, filed approximately thirty impeachment motions against government officials and significantly reduced the government's budget — conduct that, while constitutionally permissible, normalised confrontation as the primary mode of inter-branch relations.

The case demonstrates both the fragility and the resilience of consolidated democracy. While institutions were upheld, their endurance was contingent upon a narrow coalition of conservatives who broke with the president, an independent judiciary, and a military that chose constitutional authority over executive command.

Polarization in Türkiye and its effect on Turkish de-democratization

Yavuz Cilliler¹, Jörg Baudner²

¹ Istanbul Gelisim University, Türkiye

² University of Vechta, Germany

While polarization has long existed in Turkish politics through ideological, religious, ethnic, and center–periphery cleavages, recent scholarship emphasizes the emergence of affective polarization under the rule of the Justice and Development Party (JDP/AKP). Rather than reflecting ordinary ideological or identity-based disagreement, affective polarization increasingly foster mutually antagonistic political opponents perceived as existential threats to the nation, state, or way of life. This transformation has deepened societal fragmentation and engendered tolerance for undemocratic governmental practices.

Particularly after the transition to the presidential system in 2017, and the local elections in 2024 political discourse increasingly framed opposition actors, civil society organizations, journalists, and dissidents as threats linked to terrorism or foreign interference. Such securitized narratives enabled the expansion of executive authority, the weakening of judicial independence, restrictions on media pluralism, and pressure on opposition parties and municipalities. Nonetheless, polarization in Türkiye operates both as a societal condition and a political strategy. Government elites have frequently benefited from maintaining high levels of polarization to consolidate electoral support and preserve bloc loyalty amid economic or political crises.

Polarization, De-democratization and how to resist? An international comparison

Stephan Sandkötter¹, Henrique Zeferino de Menezes², Guillermo Santos³

¹ University of Vechta, Germany

² Universidade Federal da Paraíba, Brazil

³ Universidad Nacional de Quilmes, Argentina

Populist Polarization and De-Democratization: The Argentinian Case, Guillermo Santos

The central question of this presentation is how populist polarization can become a risk to democracy. The recent Argentine case allows us to observe this process clearly: polarization does not operate simply as political disagreement, but as a way of producing opposed political identities.

The main argument of this presentation is the following: in contemporary Argentina, under Javier Milei's leadership, various political, economic, and cultural cleavages have been reorganized in populist terms. In other words, they have been transformed into a moral frontier between a legitimate "us" and an illegitimate "them."

This frontier has made it possible to present certain actors (professional politicians, congress, trade unions, the media, universities, and the judiciary) as part of a network of privileges opposed to the popular will.

The central issue is not the existence of conflict. Every democracy presupposes conflict. The problem emerges when conflict is no longer processed as a legitimate dispute and is instead represented as a struggle between “the people” and their “enemies”.

It will be argue, therefore, that de-democratization proceeds through the gradual erosion of the pluralist conditions of democracy. Polarization provides the symbolic basis for this process: it turns social and political cleavages into antagonistic identities; it then transforms those identities into moral frontiers; and finally, it enables the delegitimation of institutional checks and balances.

Asymmetric Polarization and Democratic Threats in Brazil “after” Bolsonarism, Henrique Menezes

The presentation analyzes recent transformations in the Brazilian political landscape following the rise of Bolsonarism as an expression of the contemporary far right in the country. The traditional democratic and programmatic polarization between the Workers’ Party (PT) and the Brazilian Social Democracy Party (PSDB), predominant between 1994 and 2015, was characterized by institutionalized political competition, mutual recognition of democratic rules, and programmatic disagreements regarding the economy, the role of the state, and social policies. However, the political crisis of 2014 to 2016, combined with the growth of anti-PT sentiment, disinformation, and far right populism, produced a qualitative transformation in the pattern of political conflict in Brazil.

In this context, an asymmetric polarization emerged, marked by the radicalization of one political pole toward illiberalism and the contestation of democratic and electoral institutions. The presentation aims to demonstrate how the rise of the far right reorganized the Brazilian political system, deepening affective polarization and intensifying threats to democracy. Furthermore, it examines how, even after Jair Bolsonaro’s electoral defeat in 2022, Bolsonarism remained a significant political and social force, sustaining the current dynamics of asymmetric polarization in Brazil.

Parallel Sessions II (17:00 – 18:30)

Education and Psychology, 17:00 – 18:30, Kleine Aula (F144a)

How Action-Research Shapes Next-Generation Educational Design

Marco Rieckmann¹, Maria Angélica Mejía Cáceres²

¹ University of Vechta, Germany

² Université Paris Cité, France

The growing need to recognize that learning systems operate in environments characterized by complexity, uncertainty, rapid knowledge evolution, and the demand for collective intelligence requires reframing education as fundamentally systemic rather than purely curricular. This shift implies moving from linear curricular design toward understanding learning as an educational ecosystem.

Within this context, the study is structured around two objectives: (1) to develop a new epistemological and methodological model, and (2) to co-design a training program to build capacities for systemic thinking. The project is conceived as a reflexive ecosystem that adopts a qualitative action-research approach informed by systems inquiry and relational analysis. The iterative process integrates co-design, participatory validation, interpretive analysis, and continuous conceptual refinement.

It is supported by cycles of: (1) collective intelligence through international focus groups, working groups, and internal workshops; (2) literature review (including learning organizations, critical realism, and systems thinking); and (3) semi-structured interviews with experts, practitioners, and academics, enabling triangulation and iterative redesign. This iterative process is leading to a multidimensional framework where educational innovation emerges across microsocial, macrosocial, institutional, pedagogical, and epistemological dimensions. Concurrently, it resulted in a modular educational program where systemic diagnosis serves as the primary pedagogical mechanism, driving learners from complex ecosystem mapping toward a formalized project intervention and a strategic defense for organizational transformation. Finally, the article contributes to debates on educational transformation by introducing a framework that integrates action research, adaptive learning systems, and relational design, alongside its methodological implications.

Rethinking Schooling Through Developmental Science: What Do Child-Centered Contexts Teach Us About the Future of Education?

Silvia Guerrero Moreno

Universidad Complutense de Madrid, Spain

Over the past century, developmental psychology has transformed our understanding of how children think, learn, regulate emotions, and build social relationships. Evidence shows that autonomy, meaningful social interaction, guided exploration, and adaptive challenge are key conditions for healthy cognitive and socio-emotional development. However, many educational settings still operate within teacher-centered structures that prioritize external control, standardized pacing, and uniform performance.

Child-centered approaches offer a different alignment between schooling and developmental principles, positioning children as active agents and promoting autonomy, self-correction, and self-regulation within structured but flexible environments. This talk will present empirical findings from a study examining self-regulation and executive function in 75 children aged 4 to 6 years enrolled in either a child-centered (CC) or a teacher-centered (TC) school model (with similar SES profiles). Children completed a Gift Delay task, a classic measure of early self-regulation, as well as standard executive function (EF) tasks. Analyses controlled for age, gender, and fluid intelligence. Results showed that school context significantly predicted delay-of-gratification performance: children in CC schools were substantially more likely to wait than peers in TC schools.

Notably, Gift Delay performance was not significantly associated with performance on standard EF tasks, suggesting that autonomy-supportive environments may foster forms of self-regulation not fully captured by standard measures. Beyond comparing educational models, these findings raise a broader question for the future of education: if early self-regulation is context-sensitive and developmentally consequential, how should educational systems be designed to align with what developmental science already knows about how children thrive?

Talking Minds: How Language and Conversation Shape Advanced Theory of Mind

Jana Warnke

University of Vechta, Germany

Understanding others' thoughts, intentions, and social norms is fundamental for successful participation in increasingly complex social worlds. Advanced Theory of Mind (AToM) captures these socio-cognitive abilities, yet little is known about how its different components are structured and to what extent they can be shaped through everyday communicative experiences.

The present study addresses this gap by examining the structure of AToM, its associations with language skills, and its sensitivity to conversational interaction. A total of 150 thirdgrade children ($M = 8.64$ years, $SD = 0.65$, 51% female) completed 16 tasks from the AToM Battery (Osterhaus et al., 2016), assessing social reasoning, understanding of ambiguity, and recognition of social norm violations. We investigated factorial structure, test–retest stability over three months, and responsiveness to a conversation-based mentalizing training (Lecce et al., 2014).

Confirmatory factor analysis supported a three-factor structure. The AToM Battery demonstrated good test–retest reliability ($r = .53$, $p < .001$) and good convergent validity. Associations with language varied across components: social reasoning was moderately related to vocabulary and reading comprehension ($F(2, 101) = 9.48$, $p < .001$, $R^2 = .16$), whereas the other two dimensions appeared independent of language. Furthermore, longitudinal analyses indicated moderate stability, alongside initial evidence that AToM can be shaped through targeted conversational interaction.

These findings highlight that advanced social cognition develops through both cognitivelinguistic resources and dialogic experiences. This has important implications for educational contexts aiming to foster social understanding, participation, and dialogue in diverse societies.

The Value of International Collaboration Research: Insights from the ESCoLAR Project

Christopher Osterhaus¹, Daniel Sanchez², Mariela Capaldo³

¹ University of Vechta, Germany

^{2,3} Universidad Católica de Salta, Argentina

International collaboration has become an increasingly important component of developmental science, offering opportunities to examine the universality and cultural specificity of developmental processes. In this presentation, we introduce the ESCoLAR Project, a collaborative research initiative between the University of Vechta (Germany) and the Universidad Católica de Salta (Argentina). We will provide an overview of the project’s goals, design, and selected findings, focusing on social-cognitive development in different cultural contexts.

Using ESCoLAR as a case study, we situate our work within broader developments in cross-cultural developmental psychology and discuss the scientific value of international comparative research. We also reflect on practical experiences from conducting research across countries, including the opportunities such collaborations create for theory development, methodological innovation, and capacity building, as well as the challenges related to coordination, measurement, language, and cultural interpretation.

The presentation highlights how international partnerships can enrich developmental research and contribute to a more globally informed understanding of child development.

Exploring Cultural Patterns Through Video-Cued Multi-Vocal Ethnography: A Cross-Cultural Methodological Approach

Anke König, Linda Wellmeyer

University of Vechta

This methodological paper outlines a cross-cultural research design for investigating cultural patterns in early childhood education, with a particular focus on how conflict situations are interpreted and negotiated in everyday practice (Omichi et al, in press). Rather than relying on predefined comparative categories, the study adopts a cross-cultural, dialogue-based approach in which differences in thinking and practice are treated as situated and relational. Knowledge is generated through the interaction of multiple perspectives, emphasizing dialogical exchange as a central epistemological principle.

The study builds on video-cued multi-vocal ethnography (Tobin et al. 1989; Tobin et al. 2009, Tobin 2019). In this approach, video recordings of everyday conflict situations serve as stimuli in focus group interviews with educators or other stakeholders. These “video cues” elicit narratives that make implicit cultural knowledge, taken-for-granted assumptions, and pedagogical meanings visible. The inclusion of both cultural insiders and outsiders, as well as the deliberate use of not-knowing, functions as a productive resource for uncovering culturally embedded interpretations.

The analysis focuses on how social phenomena articulated in focus group discussions vary or converge across cultural contexts. A qualitative coding strategy, inspired by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña (2014), combines in vivo, emotion, and causation coding. This integrative approach enables a systematic examination of meaning-making processes, interpretations, and action patterns, thereby revealing culturally specific pedagogical logics.

Literature

- Miles, Matthew B./Huberman, Michael/Saldaña, Johnny (2014): *Qualitative Data Analysis. A Methods Sourcebook*. Third Edition. Los Angeles, London, New Delhi, Singapore, Washington DC: SAGE.
- Omichi, Kaori/König, Anke/Wellmeyer, Linda/Nakatsubo, Fuminori (im Druck). *JIRITSU und Selbstständigkeit: Eine cross-cultural Study zu Konflikten unter Kindern*. In Eling, Vera/ Meier, Michelle/Molina Ramirez, Magdalena/Baron, Franka (Hrsg.). *Konflikte in der Praxis der Pädagogik der frühen Kindheit – Verschiedene Sichtweisen auf ein ‚alltägliches‘ Phänomen*. Weinheim: Beltz/Juventa.
- Tobin, Joseph Joseph/Wu, David Y. H./Davidson, Dana H. (1989): *Preschool in Three Cultures: Japan, China, and the United States*. New Haven and London: Yale University Press.
- Tobin, Joseph/Hsueh, Yeh/Karasawa, Mayumi (2009): *Preschool in three cultures revisited. China, Japan, and the United States*. Chicago, London: University of Chicago Press.
- Tobin, Joseph (2019): *The Origins of the Video-Cued Multivocal Ethnographic Method*. In: *Anthropology & Education Quarterly*, 50, 3, S. 255–269.

Perspectives on Society, Health, and Education, 17:00 – 18:30, Aula (F144)

A Brief History of Gerontology in Türkiye and Future Directions in Gerontological Practice and Education

Andrea Teti¹, Sıla Ayan²

¹ University of Vechta, Germany

² İnönü University, Türkiye

Gerontology in Türkiye has progressed from early fragmented efforts to a distinct interdisciplinary field shaped by demographic change and sustained academic leadership. Türkiye's trajectory includes unique applied models developed under the guidance of İsmail Tufan, the creation of the GeroAtlas research framework, and the expansion of the Tazelenme University initiative promoting active ageing through lifelong learning.

The establishment of university-based programs and practice-oriented curricula has strengthened professional identity and broadened gerontological competencies nationwide. Contemporary developments emphasize evidence-based education, interprofessional collaboration, and community-driven approaches to ageing.

Future directions highlight the need for innovative care models, digital ageing strategies, and policy structures that reduce inequalities and support active, autonomous ageing across Türkiye's diverse regions. These developments collectively position Türkiye as a growing reference point in global gerontology.

Civic Archiving with the Platform for Experimental Collaborative Ethnography (PECE)

Lina Franken¹, Tim Schütz²

¹ University of Vechta, Germany

² University of California, Irvine, USA

The Platform for Experimental, Collaborative Ethnography (PECE) is an open source software that supports multi-sited, cross-scale ethnographic and historical research. The platform links researchers in new ways, enables new kinds of analyses and data visualization, and activates researchers' engagement with public problems and diverse audiences.

Since 2015, PECE has been built and is governed by an interdisciplinary design group centered at the University of California, Irvine, USA. A German as well as an international community of users is growing and further developing perspectives and functionalities.

PECE is at the center of a research project that explores how digital infrastructure can be designed to support collaborative hermeneutics. While designed to support the particular needs of experimental ethnography projects, PECE provides a general model for the digital humanities, and particularly the empirical digital humanities (including work in history, anthropology, and other fields that collect and analyze primary data, using hermeneutic techniques). PECE's "design logics" translate critical theoretical commitments (to perspectival multiplicity, for example) into digital terms.

We present the software and its design logics to discuss the possibilities of civic archiving within this research infrastructure.

The African cultural renaissance, twenty years on

Burghart Schmidt¹, Ghazi Gherairi²

¹ University of Vechta, Germany

² Université de Carthage, Tunisia

Different Professions? Comparing Physical Education Teachers in Germany and the United States

Michael Braksiek

University of Vechta, Germany

Physical education (PE) teaching in Germany and the United States faces similar challenges, including low prestige, marginalization, teacher shortages, and elevated burnout risk (Alsalhe et al., 2021). These pressures raise an important question: what shapes whether prospective and practicing PE teachers commit to the profession, remain in it, and experience it as worth investing in? One relevant factor may be their attitude toward the profession itself – that is, how they affectively and cognitively evaluate being a PE teacher.

From a salutogenic perspective, such attitudes are particularly important because they may contribute to meaningfulness. They may therefore help explain professional engagement, well-being, and retention. Also, the PE profession is constituted differently across national contexts, suggesting that such attitudes should not be treated as context-free.

Drawing on profession-theoretical perspectives (Evans, 2008), this talk compares the constitution of the PE profession in Germany and the United States. In the U.S., PE teachers often work in a field shaped by tensions between teaching and coaching, with coaching frequently carrying greater prestige and influencing professional identity. In Germany, PE teachers are trained in at least two subjects and enter a more strongly academized pathway. The talk argues that these differences shape how the profession is experienced and evaluated. It concludes by situating

this work within an ongoing German–U.S. collaborative research project that is currently developing and validating a theoretically grounded, cross-nationally sensitive scale for assessing attitudes toward the PE profession.

Inquiry-based learning in teacher education: How do teachers' preferences vary across different education systems in Europe?

Till Schmäing

University of Vechta, Germany

Inquiry-based learning (IBL) is recognized as an effective approach in science education and plays an important role in fostering scientific literacy. To ensure high-quality teaching, teachers require targeted education aligned with their specific needs and educational contexts. This study explores the preferences of pre-service and in-service science teachers regarding IBL-related content across three different education systems (Austria/Germany, Cyprus and Estonia).

Data were collected using a mixed-methods design via an online questionnaire, combining closed and open-ended questions. Participants (N=200) rated the relevance of four IBL-related content areas for teacher education — IBL in general, experimentation, assessment, and differentiation — regarding advantages, challenges, and examples. Descriptive statistics, t-tests, and ANOVAs were used to analyze differences in preferences between pre-service and in-service science teachers as well as national education systems.

Findings indicate high overall agreement on the importance of including examples and addressing both benefits and challenges in all content areas. While pre-service and in-service teachers agreed on most aspects, significant differences emerged in the need for examples related to IBL in general and experimentation, with in-service teachers expressing stronger preferences. Furthermore, substantial cross-national differences were found, particularly between German/Austrian and Estonian respondents. The results indicate the need for coherent teacher education across different career phases.

The talk will present and discuss the findings of the study. Furthermore, it will provide an insight into a digital learning platform for teacher education, which was developed based on these results.

Poster Presentations (16:00 – 17:00), Galerie

Domain-Specific Postural Control in (Pre-)Type 2 Diabetes: A Cross-Sectional Analysis of Inter-Domain Associations

Johannes große Siemer, Jaqueline Weiss, Gerd Thienes, Iris Pahmeier

Introduction

In adults with type 2 diabetes (T2DM), balance is a key risk factor for falls and can be subdivided into static/dynamic steady-state, proactive, and reactive domains. Sensorimotor alterations associated with T2DM may impair the mechanisms underlying postural control across these domains. In healthy individuals, associations between balance domains are typically small, indicating a high degree of task specificity; however, comparable evidence for adults with T2DM is currently lacking. The aim of this study was to examine whether T2DM and its related complications influence inter-domain associations of balance performance.

Methods

Adults ($n = 53$; $M_{age} = 58.50 \pm 8.89$) with prediabetes or T2DM were assessed for associations between balance domains using Pearson correlations. Balance was evaluated using four established test procedures: 30-second bipedal stance with eyes closed (static steady-state), 10-meter walk test (dynamic steady-state), Y-Balance Test (proactive), and Posturomed (reactive).

Results

Overall, only small associations were observed ($r = -.123$ to $.243$), none of which reached statistical significance ($p = .083$ to $.825$).

Discussion

If balance domains were more strongly determined by a common limiting factor due to diabetes-related impairments, higher inter-domain associations would be expected. The present findings instead support the notion of task-specific postural control also in individuals with T2DM. From a practical perspective, this implies that balance in (pre-)T2DM should be assessed multidimensionally and that interventions should be designed in a domain-specific manner.

Participation and Digital Technology in Museums: Initial Findings from an Ethnographic Research Project

Nicolas Dittgen

Museums are changing. In the new ICOM definition from 2022, the working methods of museums are described in a new way: “[Museums] operate and communicate ethically, professionally, and with the participation of communities, offering varied experiences for education, enjoyment, reflection, and knowledge sharing.” The resulting pressure to change raises questions for many museums about how they can successfully reach a broad public and communicate their content in a participatory way with communities. Museums often turn to digital applications as a state-of-the-art solution to achieve these goals.

I conduct ethnographic research in museums with a focus on digital practices. This means that I accompany actors and stakeholders in both analog and digital contexts, guided by my research questions. This has led me to my methodological question: How can ethnographic research be effectively conducted in museum settings? Moreover, how can museums benefit from ethnographic perspectives?

My dissertation addresses the overarching question of how museums combine the topics of participation, digitalisation, and digitality across various formats in order to enable and promote interaction in the digital world and create value for all those involved. Furthermore, I have examined the planning, execution, and implementation of various digital participatory projects. This has led me to ask: How are participatory digital projects implemented in museums? How do museum staff work on these projects, and what are their objectives in these processes?

Soft Commitments and Academic Performance: Evidence from a Field Experiment

Cheyenne Wübbelmann

Many students struggle to follow through on their academic goals, with procrastination representing a central barrier to successful exam participation and performance. While financial incentives have been widely studied as tools to improve behavior, they are often costly and may introduce unintended side effects. This study examines whether soft commitment devices, defined as voluntary, non-binding pledges, can improve academic outcomes without external incentives.

We conducted a field experiment ($N = 386$) in an undergraduate module at a German university. Students were randomly assigned to one of three groups: a control group, a goal-setting group, and a soft commitment group. In the treatment conditions, students could set a personal goal grade, and in the commitment group additionally pledge, on a voluntary and non-binding basis, to achieve this goal.

First results show that nearly all students set a goal, and take-up of the commitment option is very high. First evidence from the initial exam date indicates that soft commitments increase the likelihood of achieving the self-set goal by 13 percentage points, even when controlling for goal difficulty in regression analyses. Results from the

second exam date are still pending and will allow a more comprehensive assessment of participation and performance.

This study contributes to the literature by extending the analysis of commitment devices beyond participation outcomes to academic performance. Ongoing work will incorporate results from the second exam date to assess robustness and examine how treatment effects vary with goal difficulty.

Understanding “justice” in sustainability-oriented transformations in rural areas

Judith-Marie Maruschke, John-Oliver Engler, Jana Zscheischler

Rural areas are central places for the negotiation and implementation of sustainability transformations, such as energy and mobility transitions, the bioeconomy, and ecologically 'just' agriculture and nature conservation. Transformations are dynamic processes of change that are accompanied by social impacts, which are not universally perceived as positive ('transformation pain' or 'dark side of transformation'), and can lead to conflict and social polarization.

In structurally weak rural regions, there is an increasing perception of being “left behind” and marginalized, as well as a general loss of trust in the state, which is also reflected in voting behavior and tendencies towards right-wing populist parties. Such reactions show that social justice has been insufficiently considered in the governance of sustainability transformations.

Although various justice concepts—such as environmental, climate, spatial, and cosmopolitan justice or working-class environmentalism—have emerged in recent decades, they often address isolated groups or ethical aspects. A comprehensive integration of these perspectives into dynamic change processes remains lacking, and efforts to unify them under 'just transformation' have so far been limited.

This talk presents a systematic, mixed-method, cross-sectoral literature review aimed at bridging this gap and deepening our understanding of justice dimensions in transformative change. First results on insights into (conceptual) aspects of justice, and thematic areas that are particularly relevant and strongly represented in rural areas, as well as methodological focal points in studies, will be presented.

This study is part of the doctoral college “Justice Dimensions of Sustainability Transformations in Rural Areas”, funded by the Hans Boeckler Foundation.

Sprinting and High-Speed Paddling in Elite Canoe Polo: Threshold Definitions and Sex Differences

Tim Below, Johannes große Siemer, Gerd Thienes

A velocity-based sprint definition for canoe polo has not yet been established. This study derived teamspecific sprint thresholds in elite canoe polo and compared sprinting and high-speed paddling (HSP) profiles between the German men's and women's national teams during international competition. GPS data (10 Hz, Polar Team Pro) were collected from the German men's and women's national teams during the 2024 ICF Canoe Polo Super Cup and World Championships ($n = 199$ player-match observations).

Two national-team coaches independently rated sprint actions from video recordings. Four relative threshold concepts (TC70–TC85, representing ≥ 70 –85% of team $v_{\max}$) were compared with the aggregated expert criterion using Lin's concordance correlation coefficient (CCC). Sex differences in sprint and HSP variables were analyzed using generalized and linear mixed-effects models. TC80 yielded the highest concordance with expert ratings (CCC = 0.50), producing sprint thresholds of ≥ 11.1 km h⁻¹ (men) and ≥ 9.9 km h⁻¹ (women), with HSP zones beginning at 8.3 and 7.5 km h⁻¹, respectively.

Men reached higher $v_{\max}$ than women (13.8 $\pm$ 0.7 vs. 12.4 $\pm$ 0.9 km h⁻¹; $p < .001$), yet women performed significantly more sprint (6.0 $\pm$ 2.3 vs. 3.8 $\pm$ 2.9; $p < .001$) and HSP actions per player-match observation (20.8 $\pm$ 12.3 vs. 9.3 $\pm$ 2.0; $p < .001$). The proposed sex-specific thresholds provide the first objective sprint definition for canoe polo match analysis. The higher frequency of high-speed actions in women suggests that training prescription should prioritize repeated high-speed efforts over isolated maximal sprints.

Perspektiven einer differentiell-psychologisch orientierten Forschung

AB Pädagogische Psychologie

Die Forschung an den drei Arbeitsstellen *Zentrum für Vertrauensforschung* – sportpsychologische Beratungsstelle *Challenges – Lehren Digital* ist unter der wiss. Leitung von Univ.-Prof. Dr. Martin K.W. Schweer auf zentrale psychologische Erkenntnisse in unterschiedlichen thematischen Bereichen und Anwendungsfeldern ausgerichtet.

Eine konzeptuelle Klammer über die verschiedenen Forschungsschwerpunkte bildet der *differentiell-psychologisch* orientierte Ansatz: So variieren etwa Erfahrungen, Einstellungen, Wertorientierungen und Kompetenzen von Mensch zu Mensch – solche personalen Faktoren fließen ein in Situationswahrnehmung, Erleben und Handeln. Die Berücksichtigung dieser Heterogenität wird als zentral für gelingende Interventionen und die zugrunde liegenden empirischen Analysen betrachtet. Ausgehend von der *differentiellen Vertrauens- und Misstrauenstheorie* (Schweer, 2026) hat sich dieser konzeptuelle Grundzug für Forschungsarbeiten in den unterschiedlichen Bereichen bewährt.

Das Poster stellt daher aktuelle Forschungsprojekte zusammen, jeweils wird der *differentiell-psychologisch* orientierte Ansatz herausgestellt:

- *Diskriminierung und Menschenfeindlichkeit im (Hoch-)Leistungssport*, eigenfinanziert
- *Digitale Lehre Hub Niedersachsen (DHLN)*, Verbundprojekt, gefördert durch das niedersächsische Ministerium für Wissenschaft und Kultur aus Mitteln des Programms "zukunft.niedersachsen")
- *Mentale Fitness und Persönlichkeitsentwicklung im (Hoch-)Leistungssport*, eigenfinanziert
- *Nachhaltigkeitskomplexität verantwortungsvoll gestalten – eine Herausforderung journalistischen Handelns (NaHe)*, gefördert durch die Deutsche Bundesstiftung Umwelt
- *Kompetenzen erfolgreichen Studierens (FitKom)*, gefördert durch die Stiftung Innovation in der Hochschullehre
- *Social Cognition: Understanding Outcomes in Learning Achievement (SCUOLA)*, Projektleitung: Univ.-Prof. Dr. Christopher Osterhaus, gefördert durch das niedersächsische Ministerium für Wissenschaft und Kultur
- *Vertrauen und Misstrauen in einer krisengeschüttelten Gesellschaft – eine repräsentative Bevölkerungsbefragung*, eigenfinanziert

Schweer, M. (2026). Trust and Distrust in the Context of Current Societal Challenges – Two Central Psychological Regulators. In M. Schwer (Ed.), *Facets of Trust and Mistrust. Challenges for Social Interaction* (pp. 1–14). Springer. https://doi.org/10.1007/978-3-658-49426-1_1

A mathematics discovery box at home: Fostering scientific reasoning through perspective talking and shadow exploration in families

Nina Engel, Martina Döhrmann, Michael Ewig, Christopher Osterhaus

Children's scientific reasoning develops in everyday family interactions, yet many parents lack accessible resources to support inquiry-based learning at home. This project examines whether structured family exploration activities can foster elementary-school children's scientific reasoning, with a specific focus on a mathematics-themed discovery box. The box engages families in hands-on activities around spatial reasoning, including games and experiments on perspective taking and the formation of shadows, supported by illustrated instructions, reflection prompts, and short videos designed to stimulate parent-child discussions.

We present the development of this mathematics-focused discovery box, the design of the main study, and initial findings from an ongoing pilot phase (spring 2026). The pilot examines usability, clarity, and the extent to which the materials and prompts elicit inquiry-oriented dialogue, based on laboratory observations of parent-child interactions and brief family feedback. The study further investigates whether activities centered on perspective and shadows provide opportunities for reasoning about spatial and causal relations, particularly when supported by targeted prompts.

These insights inform ongoing refinements of the materials and study design. The planned main study will further investigate how families integrate the box into everyday routines and whether participation supports gains in children's scientific reasoning over time, using standardized assessments. Overall, the project contributes to the development and evaluation of scalable, family-based interventions that promote inquiry-based learning in informal home settings, with particular attention to the role of mathematics-related exploration.

Everyday Culture in Niedersachsen: Digital Insights into Rural Banquet Halls

Susanne Hochmann

The project “Everyday Culture in Niedersachsen: Digital Insights into Rural Banquet Halls” focuses on restaurants with banquet facilities as historically significant yet evolving venues for social interaction. As part of Niedersachsen’s everyday culture, these function rooms oscillate between being a pub, a hotel and an event venue, and hold particular social significance in rural areas, as they host identity-forming events ranging from club gatherings and weddings to funeral receptions.

This represents a cultural heritage that has received little attention to date, yet has a broad impact on society and is undergoing profound transformation. The aim of the project is to create a digital collection that brings together the intangible contexts of meaning and material contexts of use of the halls through thematic inquiries. Using process-generated sources such as narrative interviews, ethnographic records and photographic documentation, the stories told are linked to the respective locations and their material legacies, making them comprehensible.

Initial findings highlight the significance of these places for social life in rural areas, as well as successful examples of their conversion into community cultural centres. Key questions arise during the process of digitally cataloguing the data generated. This poses particular challenges in terms of data modelling, standardisation and contextualisation, as everyday culture is multifaceted and cannot be represented by individual objects alone. A promising approach to addressing these issues is the research-based cataloguing of the fragmented datasets. These are continuously consolidated, contextualised and interpreted to create a multi-layered picture of the hall operations. The project is thus exploring new avenues for the digital representation of everyday culture and laying the foundations for further research.

Shared Future Visions as a Bridge for Transformation in Co-Creative Processes in the Peatland Landscapes of Lower Saxony

Gesa Henriette Weidemann

The socio-ecological transformation of peatland landscapes in Lower Saxony is shaped by systemic risks arising from the interplay of ecological, economic, and social dynamics. Against this backdrop, my poster presentation will give insights into the methods I plan to utilise in my recently started doctoral research project. The methods aim to weave together the pasts, presents and futures of peatlands to focus on the role of shared future visions as a central element in co-creative transformation processes of peatland landscapes in Lower Saxony, Germany. The underlying assumption is that sustainable transformation cannot be achieved through technical or political measures alone, but critically depends on whether stakeholders can develop a shared understanding of what a desirable and just future entail and can thereby generate the agency needed to actively shape it.

Within the Agri:change project, transdisciplinary workshops are utilized as spaces where future visions are co-developed through participatory and co-creative methods. These labs aim to foster dialogue, make implicit knowledge visible, and support collective action. Peatland landscapes are particularly emphasized, as they play a key role in climate protection yet are simultaneously characterized by conflicting land-use interests and competing

objectives. Therefore, my research focuses on how co-creative processes bring together actors and break open their capacity to engage with the future of peatlands to go beyond technocratic solutions and possibly reconnect to nature.

Negotiating FAIRness for Sensitive Transcript Data – a Qualitative Research Software Engineering Project

Sabina Mollenhauer

This dissertation project operates in the space between the open research paradigm and existing research practices of those qualitative researchers who create interview transcripts within their research. From a computer- and information-science perspective, such transcripts constitute unstructured textual data containing sensitive personal information and represent the predominant data type in the social sciences and humanities.

The open research paradigm is strongly associated with a push to process research materials into FAIR research data. Currently, there is a gap between the expectations of FAIR research data and existing research data practices. To address this gap, this project adopts a collaborative ethnographic methodology that couples qualitative research with software-engineering processes as a basis for user-centered software development.

User needs, ideas, and current practices are elicited and articulated both in ethnographic terms and in the formal language of software engineering. An iterative, requirement-driven engineering cycle refines these specifications through continuous qualitative evaluation of the emerging tools.

The accompanying poster outlines the overall workflow, presents preliminary requirements-engineering findings, and delineates forthcoming development milestones. The dissertation represents a novel methodological contribution in the field of Research Software Engineering in Digital Humanities.

Stories That Change Minds: A School-Based Intervention to Foster Diversity Acceptance

Cedric Staas

Fostering acceptance of diversity and inclusive social attitudes in early childhood is a key challenge for education systems and societies facing increasing cultural and social heterogeneity. Schools represent central spaces where children encounter difference and learn to negotiate belonging, making them critical sites for promoting inclusive values and social cohesion.

The present project introduces *Lumi – the Colourful Chameleon*, a structured, school-based intervention designed to promote diversity acceptance, empathy, and social cohesion among primary school children. The program comprises five 45-minute classroom sessions integrating storytelling, interactive activities, and guided reflection. A narrative about Lumi, a chameleon who experiences exclusion due to her differences, provides a developmentally appropriate framework to explore identity, belonging, and diversity. Activities include selfreflection tasks, peer interviews, discussions of cultural diversity and stereotypes, and roleplays addressing exclusion and empathy, culminating in a collaborative class project emphasizing diversity as a shared strength.

The effectiveness of the intervention was evaluated using a controlled pre–post design with primary school classes. First results indicate that participation in the program led to a statistically significant increase in children’s acceptance of diversity compared to a control group. In addition, descriptive trends suggest improvements in empathy and classroom cohesion.

By combining narraQve, interacQon, and reflecQon, the intervenQon illustrates how dialogic and experience-based learning can foster socially relevant competencies. The findings contribute to interdisciplinary discussions on educaQon, social inequality, and science–society dialogue by demonstraQng how research-based intervenQons can support inclusive aUtudes and social parQcipaQon from an early age.

Beyond the Classroom: How Diverse Learning Contexts Foster Advanced Theory of Mind

Lara Kuhnt

The development of Advanced Theory of Mind (AToM) represents a central component of children’s social cognition and plays a crucial role in navigating increasingly complex social worlds. As societies face growing demands for social understanding, empathy, and participation, identifying effective learning environments that foster these abilities becomes highly relevant.

Whereas previous research has emphasized the importance of language and social interaction as drivers for the development of AToM, less is known about how different educational and training contexts contribute to its development. Addressing this gap, the present study examines how distinct learning environments shape children’s advanced social-cognitive abilities in middle childhood.

A sample of primary school children ($N = 244$; age range: 6–10 years; $M = 8.28$; 51% girls, 45% boys, and 4% diverse) participated in either a dance training, a social-cognitive reading training, or a sports training. Data were collected at three measurement points (pretest, posttest, follow-up). AToM was assessed using the AToM battery (social reasoning, understanding of ambiguity, and recognition of social norm violations; see Osterhaus et al., 2016). To examine developmental trajectories and group differences, linear mixed-effects models were conducted while controlling for cognitive and language abilities.

The results revealed significant positive associations between AToM and cognitive as well as language abilities ($r = .24-.32$, all $p < .001$). In addition, changes in AToM over time and differences in developmental trajectories between training conditions were observed. These effects varied across AToM components: Although no overall interaction between time and training condition was found, exploratory analyses suggested marginal differences in developmental trajectories for some subcomponents, particularly for ambiguity and the recognition of norm violations ($F = 2.00-2.14$, $p = .075-.094$), while other effects were smaller or non-significant. For ambiguity, a short-term effect at posttest was observed particularly in the sports and social training conditions, whereas the

dance training showed a more sustained effect across all measurement points. With regard to the recognition of norm violations, similar developmental patterns were observed across all training conditions.

Overall, the findings suggest that different learning and training contexts contribute to the development of advanced social-cognitive abilities to varying degrees. The results provide a more differentiated understanding of how different learning environments support the development of AToM in middle childhood.

Engaging Youth in Sustainable Transformation: Insights from Research and Participatory Practice

Hannah Hoff

Sustainable transformation processes increasingly depend on the meaningful participation of young people. However, despite growing political and academic attention, the question of how to effectively involve youth in shaping such processes remains insufficiently addressed. This contribution examines how young people can be engaged in sustainability-related transformation at regional and societal levels.

The contribution draws on a multi-method research design combining a scoping review of existing literature, focus group interviews with young people in Northwest Lower Saxony, and insights from participatory formats involving youth in real-world contexts. This approach allows for a systematic analysis of both theoretical perspectives and empirical experiences of youth engagement.

Findings indicate that while young people show a strong willingness to contribute to sustainability processes, existing participation formats often fail to ensure genuine inclusion and impact. Key challenges include limited accessibility, a lack of continuity in engagement structures, and insufficient recognition of youth perspectives in decision-making processes. At the same time, the study identifies enabling factors such as co-creative formats, low-threshold access, and the integration of youth voices into institutional frameworks.

By linking empirical findings with broader debates on participation, governance, and sustainability, the contribution highlights pathways for strengthening youth engagement in transformation processes. It thus contributes to discussions on how science and society can collaboratively shape more inclusive and sustainable futures.

Exploring Discourse through Digital Metadata. Potentials and Limits for Qualitative Research

Max Haberstroh

This presentation explores the methodological potential of digital metadata analysis for qualitative discourse research. In discourse-analytic projects, texts are usually collected, classified, and structured through databases, archives, or digital corpora. Rather than treating these structures as neutral infrastructures, the talk argues that

metadata can serve as an important exploratory resource for sampling, hypothesis generation, and the identification of discursive patterns.

The argument is illustrated through two projects in the field of social work. The first examines the discourse of digitalization in social work using bibliographic metadata from the DZI SoLit database. Descriptive analysis and keyword-based network analysis are used to identify publication trends, prominent actors, and thematic relations. The second project investigates the public image of social work in online newspaper coverage, combining web-based data collection with metadata-informed corpus exploration.

By comparing these two cases, the talk discusses both the possibilities and the limitations of digital methods in discourse analysis. Particular attention is given to the differences between metadata produced through library indexing, database classification, and web-based data collection. Overall, the contribution presents metadata analysis as a productive digital method for qualitative research at the intersection of knowledge production, digitalization, and society.

Digital Media in early parenting contexts: A mixed-methods study

Jaqueline Knopp

Parents increasingly rely on media-based resources to seek advice and exchange information on childrearing (e.g. Hemmerich 2024; Knauf 2020; Neumann & Smolka 2016). However, there is no up-to-date mixed-methods evidence on which media parents in Germany use - both online and offline - to inform themselves about parenting issues and practices. Addressing this gap, this study asks: Where do parents seek advice on childrearing?

The qualitative component is based on semi-structured interviews with 23 parents of children under the age of eight. It examines which media are used for parenting-related information. Findings show that parents primarily rely on digital platforms (e.g. Google, Instagram, podcasts, WhatsApp, forums), while print media play a minor role. Information is used situationally and discussed mainly within informal networks; professional sources are less frequently consulted (Knopp & Stein 2026).

These insights are complemented by preliminary results from an online survey (N = 963), which confirms the central role of digital media and shows differences particularly by education and age, as well as distinct usage patterns.

Overall, the study contributes to research on mediatisation by demonstrating the hybrid, socially embedded, and heterogeneous nature of contemporary parenting information practices.

Bibliography

Hemmerich, F. (2024): Inhaltsanalytische Zugänge zur Untersuchung des Ratsuchens, Ratgebens und Ratnehmens in Online-Foren. In U. Sauerbrey, S. Großkopf & C. Ott (Hrsg.), Empirische Ratgeberforschung. Forschungszugänge und Befunde zur Produktion, Angebot und Inanspruchnahme ratgeberhafter Medien (S. 38-49). Bad Heilbrunn: Klinkhardt.

Knauf, H. (2020): Familienblogs – Suche nach Gemeinschaft und Selbstinszenierung. Berlin: Konrad Adenauer Stiftung e.V. Online: <https://www.kas.de/de/einzeltitel/-/content/familienblogs-suche-nach-gemeinschaft-und-selbstinszenierung>

Knopp, J., & Stein, M. (2026). Wo suchen Eltern Rat bei Erziehungsfragen? Eine empirische Untersuchung zur Informations- und Austauschpraxis von Eltern zu Erziehungsthemen. In U. Sauerbrey, T.-M. Menzel & F. Hemmerich (Hrsg.), Digitale Ratgebermedien. Ergon/Nomos.

Neumann, R. & Smolka, A. (2016): FAMILIENBILDUNG aus Sicht Bayrischer Mütter und Väter. Bamberg: Staatsinstitut für Familienforschung an der Universität Bamberg (ifb). Online: <https://www.ssoar.info/ssoar/handle/document/100444>

The Just and Smart Region? Negotiating Social Justice in the Digitalization of Rural Areas

Paul Henning Wolf

In recent years, the smart region as a guiding vision of rural development has gained prominence, raising hopes for the potential of socio-technical innovations to enable the socio-ecological transformation and just development of rural areas. The smart regions development unfolds within a field of tension shaped by questions of social justice that arise from the opportunities and risks of smart technologies and agendas. Addressing these questions is crucial for the acceptance and success of a sustainable digital transformation. Such issues are hardly touched upon in academic discourse and their negotiation in municipal practice has so far been examined primarily with a focus on urban smart cities.

In my PhD Thesis, using methods of “more-than-digital” Anthropology and the ethnography of Infrastructures, rural smart cities and smart regions are examined comparatively to analyse how issues of social justice manifest in the practice of local transformation and how the actors involved negotiate the often-conflicting objectives of a just digital transformation. Being at an early stage of my research, the contribution provides an overview of the scientific discourse on questions of (in)justice regarding the development of smart regions and the resulting development of an innovative ethnographic research agenda. The contribution thus provides insights into an area of the sustainable transformation of rural areas that is becoming increasingly important.

Formalizing the economic insurance value of the upcycling of biogenic side-streams: a microeconomic framework

Nour Bou Salman

Biogenic side streams are currently treated primarily as by-products, yet they may function as “natural insurance” by stabilizing production outcomes under uncertainty. While Baumgärtner (2007) and Baumgärtner & Strunz (2014) established the “insurance value” concept for biodiversity, its application to agricultural upcycling remains unexplored. This research develops a framework to quantify this value—defined here as the specific economic gain a producer realizes through risk reduction, distinct from direct profit.

The research employs a microeconomic risk model to simulate how a producer’s economic welfare changes when side-stream processing is introduced. We model a producer navigating stochastic shocks in regions like Lower Saxony, accounting for both the simultaneous risks of primary production and the price volatility of secondary markets. To ensure the framework reflects real-world conditions, it is calibrated using historical yield and price time-series from regional and international databases. This approach allows for a precise calculation of “variance

reduction"—measuring the extent to which side-stream revenue can mathematically offset the income shocks of primary agriculture.

The results identify the conditions under which side-stream utilization provides measurable welfare gains through risk stabilization. Moreover, the research clarifies whether upcycling acts as a substitute for, or a complement to, traditional financial insurance, by examining their correlation. This allows for a systematic categorization of residuals based on their stabilizing potential, shifting the narrative of the circular bioeconomy from a profit-only activity to a fundamental component of economic resilience in an increasingly uncertain landscape.

Plant awareness disparity: A comparison between Germany and Colombia

Lisa Grützmacher, John-Oliver Engler

Plant awareness disparity (PAD) is defined as tendency to overlook, underappreciate and regard plants as inferior, leading to less attention in conservation, education or policy (Stagg and Dillon, 2022). This study examines correlations between PAD and its influencing factors in Germany and Colombia using representative surveys (1,000 responses each).

While Germany protects nature under the Federal Nature Conservation Act without granting legal personhood, Colombian courts have recognised legal personhood for rivers and ecosystems (Fuchs und Theisen, 2021). We collected data on plant awareness (PAD Scale; adapted from Daniel et al., 2023) or environmental worldview (NEP Scale; Dunlap et al., 2000). We are analysing the results using the hypotheses:

1. Colombians show fewer signs of PAD than Germans.
2. Legal personhood of nature is associated with a more environmentally friendly worldview.
3. There is a negative association between endorsement of NEP and PAD.
4. The more connected to nature a person feels, the fewer signs of PAD they show.

These hypotheses are based on recognizing nature as a legal entity and the presence of Indigenous peoples, both of which positively influence perceptions of nature. They are supported by evidence linking appreciation and contact with nature to higher awareness and a lower prevalence of PAD (Rosa und Collado, 2019; Stagg und Dillon, 2022), which is typically lacking in PAD (Wandersee und Schussler, 1999).

This study provides empirical data on the relationship between PAD and NEP, contributing to a better understanding of PAD and informing strategies to address the perceptual bias toward plants.

References:

Daniel, J., Russo, A. und Burford, B. (2023) „How might we utilise the concept of botanic

gardens' in urban contexts to challenge plant blindness?", *Biodiversity and Conservation*, 32(7), S. 2345–2364. Verfügbar unter: <https://doi.org/10.1007/s10531-023-02607-w>.

Dunlap, R.E. u. a. (2000) „New Trends in Measuring Environmental Attitudes: Measuring Endorsement of the New Ecological Paradigm: A Revised NEP Scale“, *Journal of Social Issues*, 56(3), S. 425–442. Verfügbar unter: <https://doi.org/10.1111/0022-4537.00176>.

Fuchs, M.-C. und Theisen, L. (2021) „Kolumbiens Weg als Vorbild für Deutschland?“, *Frontiers in Psychology*, 10. Verfügbar unter: <https://doi.org/10.3389/fpsyg.2019.00763>.

Stagg, B.C. und Dillon, J. (2022) „Plant awareness is linked to plant relevance: A review of educational and ethnobiological literature (1998–2020)“, *PLANTS, PEOPLE, PLANET*, 4(6), S. 579–592. Verfügbar unter: <https://doi.org/10.1002/ppp3.10323>.

Wandersee, J.H. und Schussler, E.E. (1999) „Preventing Plant Blindness“, *The American Biology Teacher*, 61(2), S. 82–86. Verfügbar unter: <https://doi.org/10.2307/4450624>.

The RESTART study: A randomized controlled trial to develop and evaluate a structured, behavior-oriented exercise intervention for people with prediabetes and type 2 diabetes in routine care

Jaqueline Weiss, Iris Pahmeier

Physical activity is a key component in the treatment of prediabetes and type 2 diabetes mellitus (T2DM). However, despite well-documented benefits, most individuals fail to maintain it over time. In routine care, there is a lack of long-term, needs-based programs combining behavioral approaches with digital elements. The RESTART study aims to develop and evaluate a theory-based modular exercise intervention with integrated digital components under real-world conditions.

Methods:

This randomized controlled trial includes two parallel groups. Based on an a priori power analysis 160 adults with prediabetes or T2DM will be recruited (eight months intervention plus four months follow-up). The intervention group participates in a group-based exercise program in community settings, incorporating educational, behavioral, and digital tools (e.g., activity trackers, CGMs). The control group receives four standardized information sessions in routine care and the same digital tools. Data are collected at four time points and include medical, psychosocial, and physical performance outcomes. Analyses will be conducted using linear mixed models (intention-to-treat).

Results:

The intervention group is expected to show greater improvements across outcomes, higher adherence, and lower dropout rates than the control group. Acceptance and perceived usefulness of digital components will also be explored.

Discussion:

RESTART addresses a key gap in exercise promotion for individuals with prediabetes and T2DM and contributes to practice-oriented evidence.

Religion-related conflicts and challenges in schools: Extent and prevention approaches

Alexandra Schramm, Margit Stein

Dealing with religion-related conflicts and challenges is becoming increasingly important in Germany's religiously diverse society. In particular, Islamist extremism and Islamist radicalization have risen significantly over the past ten years.

In a nationwide quantitative survey conducted across all federal states ($n = 694$) (Kart et al., 2025), as well as a more in-depth survey of school staff in Cologne ($n = 168$) (Bösing, von Lautz & Stein, 2023), approximately one third of respondents reported experiences with religious conflicts and challenges. Around one quarter reported encountering statements and actions interpreted as Islamist.

In addition, 60 in-depth qualitative interviews were conducted with full-time pedagogical professionals, including 30 individuals from schools and 30 from the extracurricular field of child and youth services (Stein et al., 2024; 2025a).

Many of the respondents described themselves as feeling overwhelmed and reported substantial needs for support. Only a small number had acquired relevant competencies through initial training, further education, or professional development. Overall, all participants considered it meaningful to address issues of interreligious conflict and radicalization within higher education programs. More than half of the respondents identified a significant need for further training (Stein & Zimmer, 2025). A nationwide survey of students regarding the content covered in their studies similarly indicates considerable gaps, as around one quarter of teacher education students had not yet engaged at all with topics such as migration, interculturality, and interreligiosity (Stein et al., 2025b).

Based on these findings, the authors developed a seminar concept that addresses the needs articulated in the surveys and is suitable both for integration into university-based teacher education as well as for in-service training and professional development (Schramm et al., 2025).

Einstellungen und Erfahrungen von Lehrkräften zu bewegungsfördernden Maßnahmen an zwei sportfreundlichen Grundschulen

Sophie Kischke, Dominik Brodowy, Karin Zimmer

Körperliche Bewegung ist für eine gesunde und umfassende Entwicklung von Kindern essenziell (Kettner et al. 2012), mit positiven Auswirkungen auch auf ihr kognitives Lernen (Müller 2022). Die Empfehlung der WHO für ein Mindestmaß an Bewegung wird vom Großteil der in Deutschland lebenden Heranwachsenden aber nicht erreicht (KIGGS Welle 2; Finger et al. 2018).

Die Schule wird als Lernort verstanden, für den der Bewegungsmangel ein wichtiges Thema ist. Welche Einstellungen und Erfahrungen haben Lehrkräfte gegenüber bewegungsfördernden Maßnahmen an ihrer Schule und wie kann Gesundheitsförderung im schulischen Kontext gelingen?

Es wurden elf Lehrkräfte zweier sportfreundlichen Grundschulen mit Leitfadeninterviews nach Helfferich (2011) befragt. Die Auswertung erfolgte mit der inhaltlich strukturierenden Inhaltsanalyse nach Kuckartz und Rädiker (2022).

Die Bewegungsförderung wird von allen befragten Lehrkräften befürwortet und die Integration von Bewegung in eigenen Unterricht akzeptiert. Alle Interviewten bauen Bewegungselemente regelmäßig in ihren Unterricht ein, wobei sie sich bei der Häufigkeit der Anwendung unterscheiden. So werden etwa Sitzunterbrechungen als nützlich für die Wiederherstellung der Konzentration, die Abwechslung und Auflockerung im Unterricht sowie die Förderung der Lernmotivation angesehen. Als Störfaktoren bei der Umsetzung gelten Lärm und Unruhe sowie die damit einhergehende Schwierigkeit, die Kinder anschließend wieder zur Ruhe zu bringen, wie auch generell eine zu große Klassengröße.

Die Untersuchung gibt Hinweise darauf, wie Hindernisse durch Übung reduziert werden können. Im Rahmen der Lehrkräfteprofessionalisierung könnten zudem Anregungen zur Umsetzung gegeben werden, um Unsicherheiten der Lehrkräfte sowie potenzielle Barrieren abzubauen. Die Ergebnisse weisen auf die Relevanz eines systemischen Ansatzes hin, welcher die gesamte Schulgemeinschaft wie auch außerschulische Partner einbezieht.

Literatur

- Finger, J. D., Varnaccia, G., Borrmann, A., Lange, C., & Mensink, G. B. M. (2018). Körperliche Aktivität von Kindern und Jugendlichen in Deutschland Querschnittergebnisse aus KiGGS Welle 2 und Trends. *Journal of Health Monitoring*, 3(1), 24–31. Online verfügbar unter: https://e-doc.rki.de/bitstream/handle/176904/3032/JoHM_01_2018_koerperliche_Aktivitaet_KiGGS-Welle2.pdf?sequence=4&isAllowed=y
- Helfferich, C. (2011): Die Qualität qualitativer Daten. Manual für die Durchführung qualitativer Interviews. 4. Auflage. Wiesbaden: VS Verlag für Sozialwissenschaften / Springer Fachmedien Wiesbaden GmbH Wiesbaden.
- Kettner, S.; Wirt, T.; Fischbach, N.; Kobel, S.; Kesztyüs, D.; Schreiber, A. et al. (2012): Handlungsbedarf zur Förderung körperlicher Aktivität im Kindesalter in Deutschland. In: *Dtsch Z Sportmed* 2012 (04), S. 94–101. Online verfügbar unter: https://www.germanjournalsportsmedicine.com/fileadmin/content/archiv2012/Heft_4/online/Übersicht_Kettner.pdf
- Kuckartz, U.; Rädiker, S. (2022): Qualitative Inhaltsanalyse. Methoden, Praxis, Computerunterstützung. Grundlagentexte Methoden. 5. Auflage. Weinheim, Basel: Beltz Juventa (Grundlagentexte Methoden).
- Müller, C. (2022): *Bewegte Grundschule. Anregungen für mehr Bewegung in der Grundschule*. 4., aktualisierte und erweiterte Auflage. Baden-Baden: Academia.