



SIG 10

Social Interaction
in Learning and Instruction

May 2014 – Newsletter #5

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WELCOME

Newsletter #4

Dear SIG 10 member,

Welcome to the 5th newsletter of EARLI's special interest group 10: Social interaction in learning and instruction. This special interest group is devoted to the study of teaching-learning processes, understood as socially shared and culturally situated phenomena.

We received a lot of input from SIG 10 members, which is appreciated a lot! We need this input to be able to make this newsletter as interesting and comprehensive as possible. So thank you!

The deadline for the input of the next newsletter is the **1st of September 2014**. If you have any news please contact the SIG's newsletter editor Janneke van de Pol (j.e.vandepol@uu.nl).

Please feel free to circulate this newsletter to others who might be interested. We hope this newsletter will inspire you.

Best wishes,

Janneke van de Pol (Newsletter editor & junior coordinator)

Alexander Baucal (SIG coordinator)

Sanne Akkerman (SIG coordinator)

SIG 10 NEWS

Open Spaces for Interaction and Learning Diversities

27-30 August 2014, Padova, Italy

OPEN SPACES FOR INTERACTIONS AND LEARNING DIVERSITIES

SIG10,21&25 Conference

27-30 August 2014, Padova, Italy

<http://interculture.opencontent.it>

The focus of this meeting is to examine the dynamics by which practices of learning and their associated institutions evolve. Learners and educators move through different social spaces, meet and interact; whilst bringing with them their languages, knowledge, values and cultural references. This theme provides ample space for discussion both for the separate SIGs – social interaction in learning and instruction, as well as cultural diversity, and educational theory - and for the three SIGs 10, 21 and 25 thinking together. In addition, as we are in Italy, special attention will be given to the educational realities and challenges facing Italy today. The meeting is continuing the reflection started in Belgrade in 2012 at the Patchwork: Learning Diversities and in Utrecht 2010, at the Moving through cultures of learning meeting and in London in 2013 at the EARLI Advanced Studies Colloquium on Educational Theories.

LINKED IN SIG10 GROUP

On the SIG 10 meeting that was held in Munich, a need for enabling members to communicate with each other in an easier way has been identified. Following that discussion, we have made a review of different web based tools that can serve this need and we preferred a LinkedIn network group. We have created a group and all members have received an invitation message from LinkedIn.

We hope that you will find this LinkedIn groups a useful tool that will enable us to exchange relevant information (new publications, potential joint projects etc.) as well as to discuss some critical issues related to the SIG 10 topic.



If you have not received an invitation, please send an e-mail to Aleksander Baucal (abaucal@gmail.com).

JURE SIG 10 SYMPOSIUM AT JURE 2014: DIVERSE APPROACHES TO STUDYING LEARNING THROUGH SOCIAL INTERACTION

June 30 – July 4, 2014

Nicosia, Cyprus

For the first time in history, EARLI SIGs are given the opportunity to contribute to the JURE conference with a symposium. In this way, SIGs can present themselves to EARLI's junior researchers and junior researchers can contribute to the discussion of important themes within the SIG. SIG 10 will be represented with a symposium entitled: Diverse approaches to studying learning through social interaction.

The special interest group "Social interaction in learning and instruction" (SIG 10) is dedicated to exploration of the teaching-learning processes, understood as socially shared and culturally situated phenomena. The three papers within this symposium exemplify the variety of these topics. Focusing on intergroup contact **Nektarios Vrachimis** investigates the intergroup contact effect concerning the attitude change of Greek Cypriots towards Turkish Cypriots and other out-groups. Coming from a different end, **Mohamed Alansari** and **Christine Rubie-Davies** explore classroom climate in higher education, contrasting students' and teachers' perspectives. Finally, **Artemis Kyriakou** investigates domain of educational technology and its weight on effective teacher practices. All three papers indicate clear implications for everyday education practice, taking into account variety of the settings teaching and the learning process take place. **Jelena Radišić** will act as the discussant.



Learning and Instruction Inside Out
Contributions of Junior Researchers

June 30 - July 4 2014
Nicosia, Cyprus



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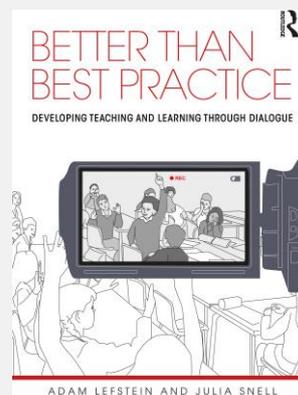
Publications

Better than best practice

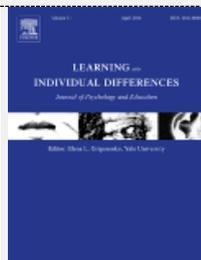
Developing teaching and learning through dialogue

Adam Lefstein and Julia Snell

Better than Best Practice: Developing Teaching and Learning through Dialogue offers teachers, teacher educators and researchers an opportunity to investigate video-recorded episodes of primary classroom practice, and to use these episodes to reflect on pedagogy, dialogue, and educational improvement. The book challenges the currently fashionable quest for 'best practices' in teaching, advancing instead an approach to pedagogy and professional development that is sensitive to and appreciative of the tensions and dilemmas inherent to teaching and learning in classrooms.



With contributions of Robin Alexander, Jeff Barrett, Melanie Cooke, Pie Corbett, James Cresswell, Roxy Harris, Lucy Henning, Laura Hughes, Dennis Kwek, Janet Maybin, Glenda Moss, Louai Rahal, David Reedy, Greg Thompson, Gemma Moss, Jennifer A. Vadeboncoeur, and Jayne White



Predicting students' cognitive learning activity and intrinsic learning motivation: How powerful are teacher statements, student profiles, and gender?

Jurik, Gröschner, & Seidel

Learning and Individual Differences, in press

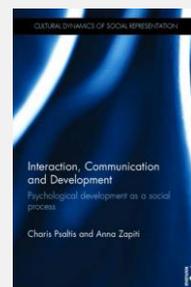
<http://www.sciencedirect.com/science/article/pii/S1041608014000193>

Interaction, Communication and Development: Psychological development as a social process

Psaltis & Zapati

Interaction, Communication and Development discusses the significance of social identities for social interaction and cognitive development. The empirical studies presented and discussed focus on patterns of communication between children as they work together to solve problems. Communications are examined in detail with a focus on:

- Socio-cognitive conflict, conversational moves and conversation types



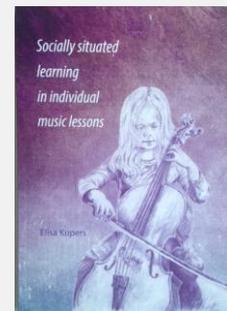
- The way the different forms of the interactions relate to different sources of asymmetry in the classroom
- The way social representations and social identities of gender are negotiated in the interaction

Socially situated learning in individual music lessons

Elisa Kupers (w.e.kupers@rug.nl)

Thesis defended at the 17th of March, 2014, University of Groningen, the Netherlands

This thesis focuses on different aspects of learning as a socially embedded process. Individual music lessons are a very appropriate context for studying both the ‘task-related’ features of learning (through the concept of scaffolding) as well as factors relevant for the motivation of students (with a specific focus on self-determination). The core of this thesis is the analysis of the interactions between the music teachers and their beginning students, as they occur from moment to moment within the music lessons. First, a theoretical model was constructed which links self-determination and scaffolding and connects the micro-level timescale of the here-and-now to long-term development. Eight violin and cello teachers and 38 of their beginning students were followed for 18 months by means of video observations, interviews and questionnaires. Next, in a series of connected studies, different parts of the model are analyzed empirically in order to discuss both intra-individual change over time, as well as inter-individual differences.



Conferences

ICLS Pre-Conference workshop on Social, Motivational and Affective Dimensions of Learning through Social Interaction

Call for Participants and Proposals

June 23 2014, Boulder Colorado, USA

<https://sites.google.com/site/smaworkshop2014/>

There is strong evidence of the cognitive benefits of collaborative-sense-making through talk and dialogue. However, it is often challenging to elicit and sustain student participation in such practices. This workshop emerges from growing enquiry across the learning sciences on the social, motivational and affective dimensions of learning through social interaction. Examining and integrating such dimensions in empirical research on learning through social interaction raises fundamental methodological, conceptual and theoretical issues for the field.

This will be a full day workshop consisting of 6-8 short presentations of position papers, followed by focused discussion groups on critical methodological, conceptual and evidentiary issues. Small-group discussions will be moderated by assigned moderators. The intended outcome of this workshop is a special issue submission to a peer-reviewed journal, based on a selection of the position papers.

JURE 2014: Learning and Instruction Inside Out

June 30 – July 4, 2014, Nicosia, Cyprus

<http://www.earli-jure2014.org/>

EDULEARN14, the 6th annual International Conference on Education and New Learning Technologies

Barcelona (Spain), on the 7th, 8th and 9th of July, 2014

<http://iated.org/edulearn/>

International Conference on the Dialogical Self

19-22 August 2014

The Hague, The Netherlands

<http://sites.thehagueuniversity.com/dialogical-self/home>

Multi-methodological Approaches to Teaching Quality and Effectiveness – a Dialogue/ Multi-methodische Zugänge zur videobasierten Unterrichtsanalyse – ein Dialog (conference in German)

Centro Stefano Franscini, Monte Verità – Ascona – Schweiz

5.-10. Oktober 2014

<http://www.mv.uzh.ch/index.html>

Second Call for Papers: European Conference on Information Literacy (ECIL)

Dubrovnik, Croatia 20-23 October 2014

<http://ecil2014.org/>

EARLI 2015: Towards a Reflective Society: Synergies Between Learning,
Teaching and Research

Limassol, Cyprus, August 25th- 29th 2015

www.earli2015.org

Vacancy

Assistant professor in sociocultural psychology
University of Neuchâtel, Switzerland

The candidate will contribute to research on the articulation of psychological and sociocultural processes, within the broad field of educational sciences. More specifically, the candidate should:

- Belong to the field of social and cultural psychology
- Show an interest for educational research in a broad sense, and/or for issues related to migration and mobility;
- Manifest an interest for, and an ability to work collaboratively and interdisciplinary, and more specifically within the MAPS (Center for the Understanding of Social Processes, www.unine.ch/maps)
- Develop a line of research both compatible with, and complementary to that of the Institute of psychology and education (www.unine.ch/ipe)
- Be able to contribute to the University's National Centre of Competence in Research NCCR (NCCR) "On the Move, The Migration-Mobility Nexus".
- Be based on a diversity of methodological approaches, and show an interest for social and cultural empirical realities

For more info, check: <http://www2.unine.ch/ipe>