



SIG 10

Social Interaction
in Learning and Instruction

March 2015 – Newsletter #6

Contents

1. Welcome
2. SIG 10 news including call for new SIG 10 senior and junior coordinator
3. Publications
4. Conferences

WELCOME

Newsletter #6

Dear SIG 10 member,

Welcome to the 6th 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 May 2015**. 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 REPORT

27-30 August 2014, Padova, Italy

<http://interculture.opencontent.it>

The joint SIG 10, 21 and 25 meeting was hosted by SIG 21 at the University of Padova (27-30 August 2014) and was prepared by the international program committee consisted of representatives of three SIGs: Aleksandar Baucal (University of Belgrade), Alessio Surian (University of Padova), Giuseppe Ritella (University of Helsinki), Rupert Wegerif (University of Exeter), Sanne Akkerman (Utrecht University), and Sarah Crafter (Institute of Education).

The Padova joint SIG conference provided a forum for the exchange of research findings and new ideas regarding the dynamics by which practices of learning and institutions evolve, as learners, knowledge and educators move through different social spaces, meet and interact, while drawing with them their languages, values and cultural references. The conference was attended by 77 participants and included 80 communications (73 paper presentations).

The conference brought together practitioners from all continents. Invited 'dialoguers' included David Clarke, Michele Grossen, Rupert Wegerif, Sangeeta Bagga-Gupta and Gert Biesta. Colette Daiute organized an excellent pre-conference workshop focusing on narrative inquiry. The conference included 7 symposia addressing the following topics:

- Instructive dialogues in different contexts: Contributions to knowledge construction and language proficiency
- A network perspective on learning and identity
- Social, cultural and psychological affordances of pedagogical scenarios for minority students
- Evolving theoretical frameworks for studying collaboration in diverse 21C learning contexts
- Developing oral and written communication through collaborative learning
- Addressing diversities through a teacher expectation intervention

The conference offered an opportunity to discuss issues of learning interaction, identity, transition, 'open spaces' in a variety of ways. Michele Grossen asked how we can understand closed, as well as open spaces, and the way in which actors treat these spaces. She asked whether diversity is hidden or not, or whether there should be times when it is hidden or not? Perhaps our conference title should have been 'opening spaces' to show the aspirational element encapsulated in our initial discussions. The combination of 'open' and 'space' brought together a number of different

discussions about boundaries from a number of our 'dialoguers'. David Clarke asked us to think about how we cross boundaries and Sangeeta Bagga-Gupta presented us with boundary turns. The concept of boundary continued to be a rich well of enquiry throughout the three days.

The inclusion of SIG25 Educational Theory also positively influenced the contribution and the discussion of the conference in interesting and enlivening ways. Whilst theory has always been a part of SIG 10 and 21, educational theory was brought to the forefront in many discussions.

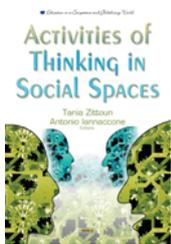
More information about the conference including Schedule and Book of Abstracts is available here: <http://interculture.opencontent.it>

CALL FOR NEW SIG 10 JUNIOR AND SENIOR COORDINATOR

Sanne Akkerman and Janneke van de Pol will step down as coordinators in August 2015, during the EARLI 2015 conference. All members are invited to nominate him/herself or other candidates for this position. There are two coordinators for SIG 10, the other one being Alexander Baucal (Belgrade, Serbia). The new senior coordinator has to represent another European country; his or her major responsibilities are to co-organize the SIG 10 meeting in 2016, and to convey an invited symposium at the EARLI conference.

The aim is to have the election prior to the business meeting at EARLI 2015. Please send Alexander Baucal (abaucal@f.bg.ac.rs) the names, affiliation and contact information of yourself or others who might be interested in and have consented to becoming the next SIG 10 coordinator. We will contact the nominees for further details. The deadline for nominating is **20st of March, 2015**.

Publications



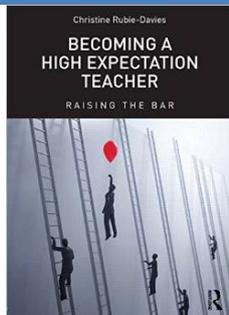
Activities of thinking in social spaces

Zittoun, T. & Iannaccone, A. (Eds).

New York: Nova Science Publishers

This book explores the vibrant progress of research in the social development of thinking and learning. The notion of “the thinking space” has been proposed by Anne-Nelly Perret-Clermont (2004) to designate the social and situated nature of thinking. This edited book gathers leading scholars in social and cultural approaches to learning and thinking who share such initial assumption, and have explored its implications in the fields of elementary and higher education, in science and literature, with a wide diversity of population, and also out of the classroom, in the psychologists’ office or in adult’s mutual teaching. This book offers a unique overview of a largely European tradition of scholarship – retracing its roots in the post-piagetian and vygotskian heritage, it explores the many facets of this tradition and opens new horizons for future research. Doing so, it highlights the heuristic power of an approach that considers learning and thinking as an active, shared and situated endeavor. (Imprint: Nova)

https://www.novapublishers.com/catalog/product_info.php?products_id=49467&osCsId=dd44fec15e08ab71d0e4e9aad3a12ed7



Becoming a high expectation teacher

Rubie-Davies, C. M.

London: Routledge

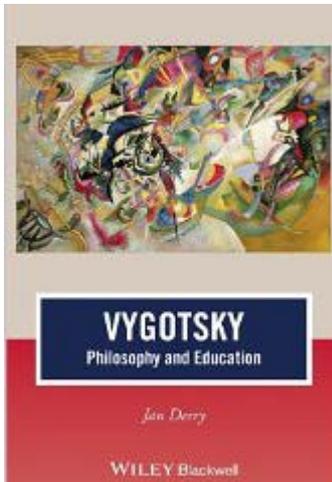
Becoming a High Expectation Teacher is a book that every education student, training or practising teacher, should read. It details the beliefs and practices of high expectation teachers – teachers who have high expectations for all their students – and provides practical examples for teachers of how to change classrooms into ones in which all students are expected to learn at much higher levels than teachers may previously have thought possible. It shows how student achievement can be raised by providing both research evidence and practical examples.

Becoming a High Expectation Teacher is an essential read for any researcher, student, trainee or practicing teacher who cares passionately about the teacher-student relationship and about raising expectations and student achievement.

<http://www.routledge.com/books/details/9780415713375/>

Vygotsky – Philosophy and Education

J. Derry



Vygotsky Philosophy and Education reassesses the works of Russian psychologist Lev Vygotsky work by arguing that his central ideas about the nature of rationality and knowledge were informed by the philosophic tradition of Spinoza and Hegel.

- Presents a reassessment of the works of Lev Vygotsky in light of the tradition of Spinoza and Hegel informing his work
- Reveals Vygotsky's connection with the work of contemporary philosophers such as Brandom and McDowell
- Draws on discussions in contemporary philosophy to revise prominent readings of Vygotskian psychology and revisits educational debates where Vygotsky's ideas were central
- Reveals the limitations of appropriations of Vygotsky which fail to recognize the Hegelian provenance of his work
- Shows the relevance of Brandom's inferentialism for contemporary educational theory and practice



Arthur Bakker, Utrecht University, The Netherlands about this book:

This book is worth reading for anyone interested in the philosophical background of Vygotsky's thinking. Several sociocultural theorists have criticized Vygotsky's view on abstraction and rationality but Derry argues this criticism is based on a misunderstanding of Vygotsky's philosophical position. By carefully tracing the influence of Hegel and Spinoza, Derry provides a rich and fresh perspective on Vygotsky's views. A helpful book review is Bakhurst, D. (2014). Understanding Vygotsky.

Learning, Culture and Social interaction. <http://www.sciencedirect.com/science/article/pii/S2210656114000531>

COMING SOON:

Social Relations in Human and Societal Development

Edited by Charis Psaltis, Alex Gillespie, Anne-Nelly Perret-Clermont

Social interaction is a part of human life and is the engine which drives an individual's psychological development, creating changes on all levels of society. Through a collection of essays by internally renowned academics from a range of disciplines including social psychology, international relations and child development *Social Relations in Human and Societal Development* examines the effect of this integral force on human life. Each chapter explores the role of social relations in a particular domain to provide a broad understanding of the role of social relations in human and societal development.

<http://www.palgrave.com/page/detail/Social-Relations-in-Human-and-Societal-Development/?K=9781137400987>

Article: Transforming personal experience and emotions through education to cultural diversity: An interplay between unicity and genericity.

MULLER MIRZA, N., GROSSEN, M., DE DIESBACH-DOLDER, S., & NICOLLIN, L. (2014).

Learning, Culture and Social Interactions, 3(4), 263-273

DOI :10.1016/j.lcsi.2014.02.004

When subjects studied at school are close to societal discourses and to the students' social identities, when they have high emotional resonance, is it possible to enable the students to distance themselves from their emotions and personal experience, and to conceptualise them? Examining the relation between emotion and learning through the lens of socio-cultural psychology, the aim of our study was to shed light on “secondarisation” processes, that is, processes that transform personal experience and emotions into conceptualised forms of thinking. We analysed 85 video-recorded lessons in education for cultural diversity involving 12 teachers (of primary and secondary schools). Having identified episodes in which emotions were put into words or personal experience was reported, we analysed the use of pronouns (taken as indicators of secondarisation processes) and found a recurrent pattern: “the unicity–genericity routine”. We illustrate the functioning of this routine with various excerpts taken from lessons in education for diversity taught in the classes of two teachers in primary school. The results show that the interplay between unicity and genericity works as a discursive resource for the development of secondarisation processes.

Conferences

22ND EUROPEAN SEMINAR ON EXTENSION AND EDUCATION

Wageningen, The Netherlands, April 28 – May 1, 2015

<http://www.esee2015.nl/>

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

Limassol, Cyprus, August 25th- 29th 2015

www.earli2015.org

ECER 2015: Education and Transition - Contributions from Educational Research

Budapest, Hungary, September 8-11 2015

<http://www.eera-ecer.de/ecer-2015-budapest/>