



SIG 10

Social Interaction
in Learning and Instruction

November 2011 – Newsletter #1

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WELCOME

Dear SIG 10 member,

We are proud to present to you the very first 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. The priorities of the SIG 10 as a collaborative group are: (1) develop theoretical models and understanding to account for the diversity of observed processes; (2) share and develop methodological expertise for accounting for social interactions in learning and instruction.

One way of stimulating collaboration and dialogue in SIG 10 is providing a newsletter for and made by SIG 10 members. This newsletter will be produced three times a year and will be mainly based on issues and activities that members have sent in. So if you have any news on conferences, calls for papers, professional development, research projects, publications etc. in the field of social interaction in learning and instruction, please contact the SIG's newsletter editor Janneke van de Pol (j.e.vandepol@uva.nl). The deadline for submitting information for the next newsletter is the **30st of January 2012**.

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)
Sanne Akkerman (SIG coordinator)
Jörg Holle (JURE assistant coordinator)
Tania Zittoun (SIG coordinator)

SIG 10 News



SIG 10 meeting 2012

The next SIG 10 meeting, which will be a joint meeting with SIG 21 (Cultural diversity), is planned for the 30st of August until the 1st of September 2012 in Belgrade, Serbia. Please read more about this meeting under 'conferences'.

New SIG 10 coordinator

At the last EARLI's SIG 10 meeting in Exeter, Sanne Akkerman was unanimously chosen as (one of the) SIG 10 coordinator. Welcome a board!



Invited SIG 10 symposium at EARLI 2011 – Exeter

At the last EARLI conference, held in Exeter UK, the invited SIG 10 symposium was called: Learning in movement: conceptualizing in-between and across site learning.

Sanne Akkerman and *Michiel van Eijck* presented their paper on Learner's identities across different contexts.

Tania Zittoun presented her paper on sense-making through and across spheres of experiences.

Emma Petersson, *Annika Lantz-Andersson*, *Geraldine Fauville*, and *Roger Säljö* presented their paper called: Knowing nature through experimentation: Science literacy and the situatedness of knowing.

SIG 10 News

SIG 10 LinkedIn group

We just opened an online LinkedIn group for SIG 10. This LinkedIn group is intended to share information, meet each other and open up discussions in relation to the EARLI SIG 10 Social Interaction in Learning and Instruction. It is intended as addition to (and not replacement of) the regular Newsletter send by the email list, particularly to make it possible for members to meet each other as well as to start discussions on current themes relevant to our field of research.

Those of you who have already a LinkedIn account can find this group in the group directory and join by themselves. Sanne Akkerman will manage the Linked In group and will soon start to invite SIG members, with and without a LinkedIn account. When you receive this invitation and are willing to accept it, just follow the instructions that are given to you by email. When signing in or joining you can decide for yourself how often you want to receive notifications when something is happening in the group.

Education

LinCS-DSES Doctoral School in Educational sciences

LinCS-DSES is a doctoral school funded by the Swedish Research Council under the new scheme of providing high quality courses open to all students enrolled in PhD. training. Important ambitions behind the concept of national doctoral schools are to contribute to the internationalization of doctoral training and to the facilitation for networking between doctoral students at different universities in Sweden and in other countries. The courses will include lectures and seminars by leading international, Nordic and national scholar. Please note that these VR funded doctoral schools do not pay salaries to students; only costs for participation (travel etc.) will be covered.

<http://www.lincs.gu.se/dses>

MA in social sciences: A psychological sociocultural approach to learning and development

The Institute of psychology and education of the University of Neuchâtel (Switzerland) is very proud to advertise the Master in social sciences, which offers a specialization in the study of life-long learning and development from a social and cultural perspective. The MA offers a core orientation in psychology, with an interdisciplinary opening. The studies are organized around a personal Dissertation project, and take place as part of a larger program in social sciences devoted to the study of the circulation of people, goods and knowledge. Courses are mainly in French, readings in English, and the language of the dissertation can be negotiated; international contacts are strongly encouraged.

<http://www2.unine.ch/ipe/page-8495.html>

Vacancy

Vacancy

Assistant professor position of Community Psychology of Ageing, at the University of Lausanne, Faculty of Political and Social Sciences, Application deadline : 15 November 2011. For further information: <http://www.unil.ch/ssp/page15565.html>

Publications

The parties' voices in a therapeutic interview

Grossen, M., & Alazar Orvig, A (2011). *Text and Talk*, 31, 1, 53-76

Drawing on a dialogical approach inspired by Bakhtin, we start from the assumption that a concrete discussion is an intermingling between dialogue *in praesentia* and dialogue *in absentia*, and we refer to the notion of enunciative positioning” to account for the various relations that a speaker may express toward the voices that he or she invokes. Our data are based on a first therapeutic interview between a therapist, a mother, and a child in a counseling center for children and adolescents. We identify the various voices invoked in this interview and show that three levels of discursive process were involved: (a) the speakers invoked absent speakers; (b) at the same time they developed their own discourse on the basis of their interlocutors' discourse which (c) itself drew on absent speakers or voices. We highlight the various discursive processes through which the speakers integrate their own voice into absent voices, or integrate a distant voice so that it loses its property of being a distant (and borrowed) voice. As a theoretical and methodological contribution to dialogism, our results show that absent voices and their specific intermingling with *hic et nunc* exchanges were a major resource for therapeutic processes.

Pedagogy: New Developments in the Learning Sciences

Editor: Robyn M. Gillies (The University of Queensland, Brisbane, Australia)

This book brings together a diverse range of researchers to profile new pedagogical developments in teaching and learning. This includes pedagogies in the fields of mathematics and science education, literacy, computer supported learning, and specialist fields such as special education, indigenous education, music education and the learning processes and relationships that are evident in many of these fields.

Section 1: Virtual and blended learning

Section 2: Classroom-based talk

Section 3: Literacy

Section 4: Learning processes

Section 5: Mathematics learning

https://www.novapublishers.com/catalog/product_info.php?products_id=22362

Call for papers

The Bellaterra Journal (Universitat Autònoma de Barcelona) is a journal devoted to junior researchers and encourages mainly junior researchers to submit papers.

<http://ojs.uab.cat/index.php/jt13/>

Publications

Apprentice in a Changing Trade

By Jean-François Perret and Anne-Nelly Perret-Clermont

This book is a result of a major research project in Switzerland that brings together the fields of Education and Socio-Cultural Psychology. It is focused on how culture is involved in very concrete educational practices. The reader is invited to follow the research group in a Swiss technical college that trains young people in precision mechanics during a period of major technological change: the arrival of automated manufacturing systems. This transition in the trade is an opportunity to explore the educational and psychological challenges of vocational training from a perspective inspired by activity theory and the consideration of social interactions and semiotic or other technical mediations as crucial to the formation of professional identities and competencies.

<http://www.infoagepub.com/products/Apprentice-in-a-Changing-Trade>

Dissertation: Socratic dialogue and teacher-pupil interaction

Dubravka Knezic successfully defended her thesis on the 14th of October, 2011. Her dissertation investigates the pedagogical potential of the Socratic Dialogue. The Socratic Dialogue is a group dialogue where participants try to reach consensus on a fundamental issue. It relies on a set of ground rules and proceeds under strict guidance of a trained facilitator. Rules like 'check for understanding' or 'follow on from what has been said' afford thinking together and promote mutual understanding. This research shows that after a course in the Socratic Dialogue, student teachers improve their interactive skills in individual dialogue with pupils. They ask more open-ended questions, allow pupils more time to express themselves, ask follow up questions and check for understanding. They also pay more attention to language even though they are not language teachers.

<http://www.boomlemma.nl/onderwijskunde-didactiek/catalogus/socratic-dialogue-and-teacher-pupil-interaction-1>

For more information, please contact Dubravka Knezic (dubravka.knezic@hu.nl)

Conferences

Joint EARLI SIG 10 & SIG 21 meeting

Patchwork: Cultural diversities

30 August – 1 September 2012 – Belgrade, Serbia

The call opens end of October-November with a deadline in March

Language, Culture and Mind

27-29 June 2012 - Lisbon, Portugal

<https://sites.google.com/site/languagecultureandmindv/home>

International conference on mathematics education

8-15 July 2012 - Seoul, Korea

<http://www.icme12.org/>

The International Conference on Learning

This year's special theme: New Media, Multi-modality, and Learning

14-16 August 2012 - London, United Kingdom

<http://thelearner.com/conference-2012/>

7th International Conference on the Dialogical Self

25-28 October 2012 - Georgia, USA

<http://www.coe.uga.edu/dialogicalself2012/>

Research projects

FAMA – Family Math for Adult Learners

Universitat Autònoma de Barcelona, Spain

Team coordinator: Javier Díez

FAMA is a research project that aims to build a European network of good practices and resources to promote the family Mathematics Education in schools over Europe.

<http://mathforlive.net/documents/introduction.pdf>

Camtalk – Dialogic Teaching in the secondary school

University of Cambridge, Faculty of education, United Kingdom

Project leader: Sue Brindley

Research Associates: Rupert Higham & Janneke van de Pol

The project seeks to understand the possibilities for classroom talk (dialogic teaching) in different subject areas. Specifically, we are interested in how teachers involved with our 'dialogic teaching' CPD course, are able to develop classroom talk in their own secondary school classrooms to support deeper student learning.

<http://web-dev.educ.cam.ac.uk/reserach/projects/camtalk>