



# **SIG 10**

Social Interaction  
in Learning and Instruction

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**April 2012 – Newsletter #2**

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# WELCOME

## Newsletter #2

Dear SIG 10 member,

Welcome to the 2<sup>nd</sup> 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.

One way of stimulating this dialogue is providing a newsletter for and made by SIG 10 members. This newsletter will be produced three times a year and will always mainly be based 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 ([jev30@cam.ac.uk](mailto:jev30@cam.ac.uk)). The deadline for submitting information for the next newsletter is the **1<sup>st</sup> of September 2012**

The next SIG 10 activity will be the joint SIG10 and SIG21 meeting that will be held from the 30<sup>st</sup> of August to the 1<sup>st</sup> of September 2012 in Belgrade, Serbia. At the 1<sup>st</sup> of April, the deadline for proposals surpassed and the reviewing procedure will start. We will keep you updated!

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)

# Education

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## **Master in social sciences "Psychology and Education" at the University of Neuchâtel (Switzerland) <http://www2.unine.ch/ipe>**

Our Master offers to study communication, socialisation, life-long learning, development, meaning-making, or invention in a social and cultural psychological perspective. Students are invited to develop a Master thesis broadly addressing issues related to the circulation of knowledge, for instance in formal and informal settings, in vocational training, in situations of migration and cultural diversity, in life transitions, in situations of argumentation, in the family, in sciences or through the arts, etc. See presentation here:

[http://www2.unine.ch/files/content/sites/psy/files/shared/documents/FilieresEtudes/Flyer07022012\\_Version\\_web.pdf](http://www2.unine.ch/files/content/sites/psy/files/shared/documents/FilieresEtudes/Flyer07022012_Version_web.pdf)

The program includes theoretical and methodological courses in psychology as well as in other social sciences. The master is primarily seminar-based and mainly taught in French. Yet most readings are in English, and international students can express themselves orally or through essays in English; the Master dissertation can be written in English. Candidates therefore are required to have minimally a good passive understanding of French (see [http://www2.unine.ch/prospectivestudent/page-6010\\_en.html](http://www2.unine.ch/prospectivestudent/page-6010_en.html) for French courses).

# The language of learning



At the 28<sup>th</sup> of March 2012 in Utrecht, **Professor Ed Elbers** gave his valedictory lecture and was accorded emeritus status.

His lecture was preceded by a symposium in which several leading academics discussed their views on the language of learning.

Professor Neil Mercer (Cambridge University, UK) gave his lecture called: 'Language in Education' in which he discussed evidence about how spoken dialogue can contribute to children's learning and cognitive development.

Professor Paul Leseman's (Utrecht University, NL) lecture was entitled: 'Language in Early Education: Don't simplify, do scaffold!' In this lecture, he discussed the joint effects of the family and preschool classroom on young children's language development, in particular regarding complex language, also referred to as academic language.

Dr. Eline Raaphorst (Center for Continuing Education, Amsterdam) gave her lecture called: 'Language in Vocational Education' in which she discussed the variety in teaching Dutch, based on the question whether teachers should offer the Dutch language stand alone or integrated with the development of professional competences.

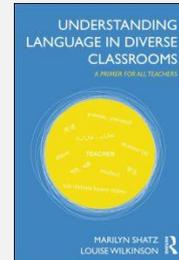
In his valedictory lecture, Professor Ed Elbers discussed the language of learning: Language is essential in instructive interactions between teacher and student, parent and child etc. In his valedictory lecture, Professor Ed Elbers discussed three functions of language in instructive interactions: language as a means for communication, language as a means for instruction, and language as a means to develop a perspective on the world around us. Professor Ed Elbers discussed recent research as well as the debate about the role of language in instructive interactions. The analysis of language is indispensable for those who want to understand how children learn and how adults can support this learning process.

# Publications

## Understanding Language in Diverse Classrooms; A Primer for All Teachers

By Marilyn Shatz and Louise Wilkinson

<http://www.routledge.com/books/details/9780415894449/>

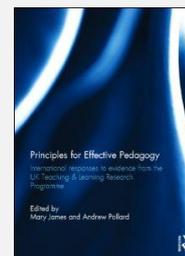


*Understanding Language in Diverse Classrooms* offers a model of how learning takes place and describes the critical role of teachers in that model. It includes comparison charts showing how some of the most common heritage languages represented among present-day students compare with English, and it provides examples of hands-on materials including checklists, rating scales, and sample lessons to help teachers prepare to teach all their students in diverse classrooms. Each chapter ends with questions to stimulate discussion and reflection on major chapter points, to enable readers to review and evaluate the information and then integrate it into their own practice.

## Principles for Effective Pedagogy

Edited by Mary James and Andrew Pollard

<http://www.routledge.com/books/details/9780415676625/>



The UK Teaching and Learning Research Programme (TLRP) worked for ten years to improve outcomes for learners in schools and other sectors through high quality research. One outcome of individual projects and across Programme thematic work was the development of ten "evidence-informed" principles for effective pedagogy. Synopses of these principles have been widely disseminated, particularly to practitioners. However, the evidence and reasoning underpinning them has not yet been fully explained. This book provides a scholarly account of the research evidence that informed the development of these principles, as well as offering some evidence of early take-up and impact. It also includes responses from highly-respected researchers throughout the world in order to locate the work in the broader international literature, to extend it by drawing on similar work elsewhere, to provide critique and to stimulate further development and debate. *Principles of Effective Pedagogy* contributes to international dialogue on effective teaching and learning, providing a focus for scholarly comment, sharing of expertise and knowledge accumulation.

## 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. The deadline for submissions for volume 5.3. is the 31<sup>st</sup> of May, 2012

<http://revistes.uab.cat/jtl3>

# Conferences

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Joint EARLI SIG 10 & SIG 21 meeting

**Patchwork: Learning diversities**

30 August – 1 September 2012 – Belgrade, Serbia

<http://www2.unine.ch/patchworks2012>

Closed for submissions



Agency conference 2012

11-12 June 2012 – Cambridge, United Kingdom

Submissions deadline: **April 16<sup>th</sup>, 2012**

<http://www.educ.cam.ac.uk/events/conferences/agency2012/>

Language, Culture and Mind

27-29 June 2012 - Lisbon, Portugal

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

EDULEARN 2012

2-4 July 2012 – Barcelona, Spain

[www.edulearn12.org](http://www.edulearn12.org)

Closed for submissions

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/>

3<sup>rd</sup> International Congress on Early childhood Education (ICECE)

Patchwork: Cultural diversities

12 – 15 September, 2012 – Cukurova University, Adana, Turkey

Submissions deadline: **April 16<sup>th</sup>, 2012**

Webpage: <http://egitim.cu.edu.tr/ooeken/>

Education Beyond Borders

19-21 October 2012 – Sofia, Bulgaria

<http://edu-fair.info/index.php?m=1065&lang=2>

ECEL 2012

26-27 October 2012 – Groningen, The Netherlands

<http://academic-conferences.org/ecel/ecel2012/ecel12-call-papers.htm>

7th International Conference on the Dialogical Self

25-28 October 2012 - Georgia, USA

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

15<sup>th</sup> European Conference for Research on Learning and Instruction  
(EARLI)

27-31 August 2013 – München, Germany

Submission deadline: 31<sup>st</sup> of October, 2012

<http://www.earli2013.org>

# Research projects

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## Dialogue

University of Cambridge, Technical University München, Germany

Project leader: Tina Seidel

Project team: Alexander Gröschner

Webpage: <http://www.uhsf.edu.tum.de/index.php?id=45&L=1>



The research project targets classroom dialogue as an object of intervention. It aims to study learning processes of experienced teachers of mathematics and physics with regard to re-defining classroom dialogue.

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## ERRATUM Newsletter #1

Correction webpage CamTalk project:

<http://www.educ.cam.ac.uk/research/projects/camtalk/>