



SIG 10

Social Interaction
in Learning and Instruction

November 2012 – Newsletter #3

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WELCOME

Newsletter #3

Dear SIG 10 member,

Welcome to the 3rd 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 is produced three times a year and is 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@uu.nl). The deadline for submitting information for the next newsletter is the **1st of March 2013**.

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)
Sanne Akkerman (SIG coordinator)
Tania Zittoun (SIG coordinator)

SIG 10&21 meeting 2012



This year's SIG 10 meeting was held together with SIG 21 in Belgrade, Serbia from Belgrade August 30-September 1st 2012. The meeting, aimed at providing 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, as while drawing with them their languages, values and cultural references.

We had 93 registered participants at the conference and the programme consisted of: 1 round table, 6 symposia, 55 papers, representing 139 authors. Altogether our meeting was widely European in a broad sense: participants were from 25 countries. From Europe, they came from Cyprus, Denmark, Estonia, Finland, France, Germany, Italy, Luxembourg, Montenegro, Netherlands, Norway, Portugal, Romania, Russian Federation, Serbia, Spain, Sweden, Switzerland, and the UK. We also had guests from outside Europe, from Israel, Japan, Mexico, South Africa and the USA –which might suggest the rarity and importance of such meetings on a world scale.



Three keynotes punctuated the event: Prof. **Tünde Kovač Cerović** (University of Belgrade), a specialist of Education in Serbia and of the situation of Roma children, former State Secretary of the Ministry of Education and Science, presented the state of education research in Serbia. Her keynote was an excellent state of the art reflection on the relationship between educational research and policy makers. It was also a very important introduction to the state of research and education in Serbia, especially regarding the inclusion of minorities. Invited by SIG 21, **Prof. Ed Elbers** (University of Utrecht), founder of SIG 21, gave a general summary and overview of the place of cultural diversities in policy and research, and presented his work on diversity in parents and teachers' meetings. Finally, invited by SIG 10, Prof. **Jaan Valsiner** (Clark University) gave a remarkable theoretical reflection on the status and the function of learning as future oriented process, which enabled to frame many of the issues raised during the meeting, and opened new questions.

Our general impression is that the workshop offered a warm and supportive frame for exchanges and possible new collaborations. This impression is supported by the participants' responses to an evaluation questionnaire – which were mostly satisfied with the scientific contents and formal, and very satisfied with the conference staff, and bags.

Tania Zittoun & Aleksander Baucal

Call for new SIG 10 coordinator

Election of a new SIG10-coordinator

Tania Zittoun will step down in August 2013, during the EARLI 2013 conference in Munich. A first announcement was made at the business meeting in Belgrade and all members are invited to nominate candidates for this position. There are two coordinators for SIG 10, the other one being Sanne Akkerman (University of Utrecht, the Netherlands). The new coordinator has to represent another European country; his or her major responsibilities are to co-organize the SIG 10 meeting in 2014, and to convey an invited symposium at the EARLI conference.

The aim is to have the election prior to the business meeting at EARLI 2013. Please send Sanne Akkerman (s.f.akkerman@uu.nl) 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 **February the 1st, 2013**.

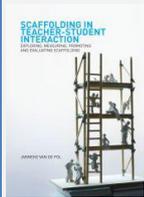
Junior coordinator

Jörg Holle, our junior coordinator has stepped down – we would like to thank him for the work he has done for SIG 10!

At the business meeting of SIG 10 that was held in Belgrade, August 2012, it was decided that Janneke van de Pol will be the next SIG 10 junior coordinator.



Janneke will keep doing the newsletter and will participate in further SIG 10 activities, especially focusing on the junior researchers of SIG 10.



In September 2012, Janneke defended her dissertation entitled 'Scaffolding in teacher-student interaction: Exploring, measuring, promoting and evaluating scaffolding, cum laude at the University of Amsterdam. The dissertation is available at: <http://dare.uva.nl/record/426432>. She now works as a postdoctoral researcher at the University of Utrecht and the University of Cambridge.

EARLI 2013 - Munich



EARLI 2013 will be held in Munich, Germany. All relevant information can be found here: <http://www.earli2013.org/>

We hope to meet of you there, and to see many SIG 10 related symposia and papers!

As usually, **SIG 10** is proposing an **invited symposium**. This year, the participants will reflect on one of the recurrent issues in research on social interactions in learning and development: how to combine and articulate different perspectives and different scales of events? Especially, how can we actually combine an analysis of micro-genetic changes with longer term learning and development? How to articulate an analysis of the here and now of interpersonal interactions, with the effects of larger contextual or institutional settings? How to combine smaller and larger scales?

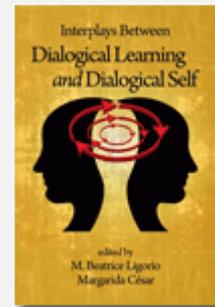
The goal of the symposium is not only to present, how the participants have been analysing a phenomena at least at two scales (short time/long time; local/social), but more, to highlight the theoretical underpinnings of such articulation. The goal of the symposium is to propose a theoretical contribution to the meeting.

Publications

Interplays between dialogical learning and dialogical self

Edited by M. Beatrice Ligorio and Margarida César

<http://www.infoagepub.com/products/Interplays-Between-Dialogical-Learning-and-Dialogical-Self>

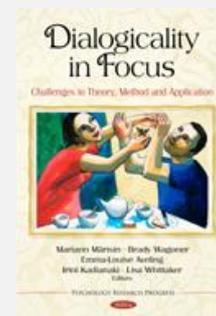


Education is a main issue in all countries. Policy makers, educators, families, students and, in a more general way, societies expect schools to provide a high quality education. They also expect students to be able to achieve and to become active and critical citizens. As senior researchers in education, we address some of the most complex and demanding research questions: How does learning affect identity? How does participation to educational settings, scenarios and situations impact the way we are or became? Can changes in how we perceive our Selves be considered as part of the learning process?

Dialogicality in focus

Edited by Mariann Märtsin, Brady Wagoner, Emma-Louise Aveling, Irini Kadianaki, Lisa Whittaker

https://www.novapublishers.com/catalog/product_info.php?products_id=23899&osCsid=



The phenomenon which dialogism addresses is human interaction. It enables us to conceptualise human interaction as intersubjective, symbolic, cultural, transformative and conflictual, in short, as complex. The complexity of human interaction is evident in all domains of human life, for example, in therapy, education, health intervention, communication, and coordination at all levels. A dialogical approach starts by acknowledging that the social world is perspectival, that people and groups inhabit different social realities. This book stands apart from the proliferation of recent books on dialogism, because rather than applying dialogism to this or that domain, the present volume focuses on dialogicality itself to interrogate the concepts and methods which are taken for granted in the burgeoning literature

Conferences

Alpine Rendez-vous

January, 28 – February, 1st

Villard-de-Lans, Vercors, French Alps

<https://metah.imag.fr/alpine-rendez-vous/home/?lang=fr>

The main goal of the Alpine Rendez-Vous is to bring together researchers from the different scientific communities doing research on Technology-Enhanced Learning, in a largely informal setting, away from their workplace routines. ARV is structured as a set of independent parallel workshops located at the same time in the same place. Workshops last 2 to 3 days each, half of the workshops taking place in the first part of the week and the other half in the second part, with a “common day” in the middle.

First International Scientific Seminar in Learning Sciences

February - May 2013

Faculty of Education, Universitat Internacional de Catalunya, Barcelona (Spain)

The Seminar, entitled “Grounding Best Schools in Cutting Edge Research” will address the main research questions on interaction and learning that are being explored in the field of the learning sciences. These questions will be examined by the most influential researchers in this area worldwide, including:

- **Anne Edwards** (Oxford) -> 1st of February: Learning, Culture and Social Interaction. Cultural historical and activity theory approaches to learning
- **Courtney Cazden** (Harvard) -> 2nd of February: Language in the Classroom. The discourse of teaching and learning and its effects on achievement and inclusion
- **Ramón Flecha & Marta Soler** (University of Barcelona): 15th of March: Dialogic Learning and Reading. The dialogic principles of Successful Educational Actions.
- **Linda Hargreaves** (Cambridge) -> 16th of March: Dialogue in the Classroom: Effective Group Work
- **Carol Lee** (Northwestern University) -> 6th of April: A theory of Cultural Modelling for the design and enactment of curriculum that draws on all students' cultural intelligence
- **Sandra Racionero** (Universitat Internacional de Catalunya) -> 5th of May: Interactions that foster learning and socio-cultural transformation in the classroom: The case of Interactive Groups.
- **Erica Halverson** (University of Wisconsin-Madison) -> 11th of May: The centrality of identity in contemporary learning: The role of language and narrative in identity development.

The seminar will also include a session led by José María Delgado (University Pablo Olavide) on how latest research on neuroscience can inform the future of education. You can enroll in the seminar as a whole or in individual sessions by filling out the participation form which will be available soon at <http://www.uic.es/ca/educacio>. For more information, contact: Sandra Racionero-Plaza (sracionero@uic.es)

4th International ISCAR Summer University

Moving with and beyond Vygotsky: Developing Cultural-Historical Methodology
1-7 July 2013 – Moscow, Russia

<http://iscarschool.ru/>

The 4th ISCAR Summer University aims at an in-depth and intensive investigation of the connection between theory and various methodologies as well as to reflect on methodological problems that concern education, psychotherapy, social policy, social work, urban planning, information and communication technologies or any other relevant field.

Social psychology of the classroom

15-18 July 2013 – University of Auckland, New Zealand

<http://www.eenz.com/spcic13/>

This year's theme is: *Building positive environments for learners*. The conference will bring together researchers, educators and students interested in the social psychology of the classroom. Topics include: motivation, non-verbal behaviour, teacher expectations, classroom management, class climate, student-teacher relationships, stereotype threat, teacher beliefs, student beliefs, emotions in the classroom, academic integrity – there are many possibilities. Keynote speakers are: Tom Good, Helen Patrick, Robert Pianta, Robert Rosenthal, Kathryn Wentzel, Allan Wigfield

15th European Conference for Research on Learning and Instruction (EARLI)

27-31 August 2013 – München, Germany

<http://www.earli2013.org>

The conference theme responsible teaching and sustainable learning focuses on elementary issues that educational researchers investigate. Besides, it picks up EARLI's twofold mission in researching learning and instruction and also connects to recent developments in educational research and practice.

European Conference on Educational Research (ECER)

September 2013

Istanbul, Turkey

- No further information available yet –

New Journals

Dialogic pedagogy journal

Editor in chief: Eugene Matusov

<http://dpj.pitt.edu/ojs/index.php/dpj1/index>

The purpose of this international peer-reviewed interactive online Open Access journal is to advance international scholarship and pedagogical practice in the area of dialogic pedagogy and education. The journal is multidisciplinary, international, multi-paradigmatic, and multicultural in scope, accepting manuscripts from any scholars and practitioners interested in the dialogic nature of teaching and learning in formal institutional and informal settings. We think that the relationship between pedagogy and dialogue should not be limited to or defined by particular institutions, specific settings, age of the participants, or fields as new visions and insight on particular tensions can arise from unique confluences of paradigms, practices, and events. Hence, we encourage any research scholars and practitioners with an interest in dialogue and pedagogy to submit articles for editorial consideration

Frontline learning research

Editor in chief: Erno Lehtinen

<http://www.earli.org/publications/FLR>

A third EARLI journal will be launched in Spring 2013: New approaches in learning research. This will be an open-access, electronic-only journal.

The journal aims to promote learning and educational sciences as a multidisciplinary domain drawing from cognitive, philosophical, sociological, psychological and pedagogical theoretical paradigms. In particular, brief, albeit rigorous, articles reporting on emerging theoretical, methodological and empirical approaches are well-received. In this respect, also manuscripts on innovative or risk-taking research in the learning and educational sciences are encouraged.

Research fields:

- Research on learning and instruction in formal and informal contexts
- Multidisciplinary research on learning and learning environments
- New theoretical and methodological approaches in learning sciences
- Insights into learning research from disciplines other than educational sciences or psychology (e.g., cognitive neuroscience, computer science, philosophy, sociology)