



# **SIG 10**

Social Interaction  
in Learning and Instruction

**March 2016 – Newsletter #12**

## **Contents**

- 1. Welcome**
- 2. SIG 10 news**
- 3. General EARLI announcements**
- 4. Conferences**
- 5. Publications**

# WELCOME

## Newsletter #12

Dear SIG 10 member,

Welcome to the 12<sup>th</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.

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 **15<sup>th</sup> of September 2016**. If you have any news please contact the SIG's newsletter editor Jelena Radišić ([jelenaradistic4@gmail.com](mailto:jelenaradistic4@gmail.com)).

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

Best wishes,

Jelena Radišić (Newsletter editor & junior coordinator)

Aleksandar Bauca (SIG coordinator)

Åsa Mäkitalo (SIG coordinator)

# SIG 10 NEWS

*Reflective minds  
and communities*



## MEETING OF SIG10, SIG21 AND SIG 25

*Reflective minds and communities*

<http://sisu.ut.ee/earlisigtartu>

It is our pleasure to invite you to participate in the meeting of SIG10, SIG21 and SIG 25 *Reflective minds and communities* that will take place in Tartu, Estonia, August 28-29, 2016.

### ■ THEME

The aim of the meeting is to provide a forum for the exchange of research findings and new ideas on the broad theme of reflection.

### ■ IMPORTANT DATES

May 1, 2016 Notification of acceptance of proposals

August 1, 2016 Deadline for paper submission

### ■ KEY NOTE SPEAKERS

Roger Säljö (University of Gothenburg), Peeter Torop (University of Tartu) and Gill Crozier (University of Roehampton, London).

### ■ SUBMISSION OF PROPOSALS

Submission of proposals for symposia (summary of symposium 300 words, summary of each paper 500 words), papers (summary of 500 words), posters (summary of 300 words), data sessions (summary of 300 words) and work-in-progress (summary of 300 words) will be possible on the website of the meeting. The conference organizers encourage symposia proposals. Individual authors who wish to know possible partners for symposium proposal are offered to contact the scientific

committee before February the 1st.

#### ■ **REGISTRATION**

Registration will be possible from February, 1 on the website of the meeting.

The fee is € 70 for students, € 100 for EARLI members and € 120 for non-members of EARLI.

#### ■ **SCIENTIFIC ORGANIZING COMMITTEE**

Asa Makitalo (Gothenburg University)

Aleksandar Baucal (University of Belgrade)

Sarah Crafter (University of London)

Charles Max (University of Luxembourg)

Gert Biesta (Brunel University London)

Rupert Wegerif (University of Exeter)

Äli Leijen (University of Tartu)

#### ■ **LOCAL ORGANIZING COMMITTEE**

Äli Leijen (Tartu University)

Margus Pedaste (Tartu University), Krista Uibu (Tartu University), Liina Malva (Tartu University),

Pihel Hunt (Tartu University), Gerli Silm (Tartu University), Liina Adov (Tartu University),

Katrin Poom-Valickis (Tallinn University)

■ **FURTHER INFORMATION** Further information on the key note speakers and on registration and accommodation can be found on the website of the meeting.

#### ■ **SPONSORS**

The SIGs 10, 21 & 25 meeting is supported by EARLI and by Institute of Education, University of Tartu

# General EARLI announcements



The EARLI office wishes to bring your attention to two calls from the renowned **Klaus J. Jacobs Foundation**: the annual Klaus J. Jacobs Research Prize and the Fellowship Program.

"The Klaus J. Jacobs Foundation is an internationally active organisation, which aims to improve the development of current and future young people to enable them to become socially responsible members of society. The goals of the foundation are to promote innovation in research and practice, and to combine scientific findings with practical applications."

Find out all about the calls by clicking the links below.

[Call for Nominations - 2016 Klaus J. Jacobs Research Prize](#)

[Call for Applications - Jacobs Foundation Research Fellowship Program](#)

# Conferences

## ***EAPRIL Conference 2016***



The first official call for submissions for 11<sup>th</sup> ***EAPRIL Conference***, which will be hosted by the *Instituto Politécnico do Porto* (ISEP) in Porto, Portugal from the 22<sup>nd</sup> to the 25<sup>th</sup> of November 2016 is out. Authors are encouraged to submit their work and to take this chance to become part of the European Association for Practitioner Research on Improving Learning (EAPRIL).

Explore [various interactive presentation formats](#) and select the one that fits your needs best. Each year the ***EAPRIL Conference*** introduces a new presentation format. This year it is the Case Study format, by which organizers invite practitioners to present a case from practice, which will then be reflected on and discussed in a dialogue with the audience. Other successful formats, such as the Flipping the Session format, will also be organized this year.

The submission deadline is **May 25, 2016**. For more information on the submission procedure, please visit the [submissions page](#). If you wish to submit your proposal, please [click here to access the EAPRIL 2016 submission system](#). You will be informed about the reviewers' decision by mid-July.

Furthermore, organizers are happy to present their 5<sup>th</sup> EAPRIL Best Research & Practice Project Award where they reward research projects which exceptionally contribute to educational practice. If you wish to submit your project for this award, please fill in the application form on the [award page](#) and send it back to the EAPRIL Office by **June 1, 2016**.

In need of more info on the EAPRIL 2016 Conference? Check out our conference website [www.eaprilconference.org](http://www.eaprilconference.org).



## ***Communication, Technologies and Deaf Studies – Shifting paradigms and new challenges***

The international conference **CTDS, Communication, Technologies and Deaf Studies – Shifting paradigms and new challenges** ([www.ju.se/ctds](http://www.ju.se/ctds)) will be held at Jönköping University, Sweden, September 7-9, 2016.

This conference is being organized by the research network CCD, Communication, Culture & Diversity situated currently at both School Education and Communication, Jönköping University and at School Humanities, Education and Social Sciences at Örebro University, Sweden (<http://ju.se/en/about-us/school-of-education-and-communication/international-collaborations/ccd---communication-culture-and-diversity.html> & [www.oru.se/humes/ccd](http://www.oru.se/humes/ccd)). The CTDS international conference aims at bringing together international and Nordic scholars whose work is relevant in and for intersections between the domains of (i) Communication Studies, (ii) Technological change and innovations and (iii) Deaf Studies. These intersections are particularly relevant against the backdrop of technological advancements, including a renewed focus upon equity and ethical dimensions related to identity-positions and access to different forms of communication in the 21<sup>st</sup> century. By bringing together scholars from different research domains, and whose work has significance for issues related to communication, technologies and identity, the international conference CTDS aims to go beyond the great divide in research that focuses separate areas of language, modality and human identity in an attempt to contribute to an intersectionally framed new position in the 21<sup>st</sup> century where diversity, inclusion and broad research participation in Communication Studies and Deaf Studies is enabled.



**ISCAR** International Society for Cultural-historical Activity Research



University of Crete  
Department of Psychology  
Department of Preschool Education



University of Ioannina  
Department of Preschool Education

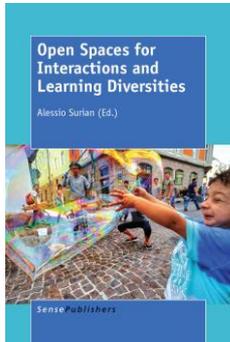
Conference on "Cultural-Historical, Activity and Sociocultural Research at Times of the Contemporary Crisis: Implications for Education and Human Development"  
18-19 June, University of Crete, University Campus, Rethymno, Crete  
(Preconference Interdisciplinary-artistic Symposium, 16 & 17 June 2016)

## ***Cultural-Historical, Activity and Sociocultural Research at Times of the Contemporary Crisis: Implications for Education and Human Development***

The conference "**Cultural-Historical, Activity and Sociocultural Research at Times of the Contemporary Crisis: Implications for Education and Human Development**" is being held on 18<sup>th</sup> to 19<sup>th</sup> June 2016 at Rethymno Crete.

More information on registration and venue may be found at: <http://iscarconf.soc.uoc.gr/1.html>

# Publications



## Open Spaces for Interactions and Learning Diversities

Alessio Surian (Ed.)

While changes related to cultural diversity are visible and at work in social, cultural and political contexts, cultural diversity as such is being ignored or rejected across many countries. It is the denial or hidden nature of diversity in educational settings and learning processes, reflected in the marginalisation of this topic, that this book wants to address.

The book chapters are blind peer reviewed and draw from a variety of learning settings across the world. They are intended to open up spaces to talk, promote and struggle for the relevance of addressing learning diversities. This includes current and new directions for theoretical and methodological discussions.

They concern spaces of interaction and diversity research across single and multiple moments, different contexts and various time scales. They also explore the diversity of theories used to address these issues and how we theorize the relationship between centres and margins in understanding the idea of opening spaces for dialogue.



## New Special Issue of European Journal of Psychology of Education

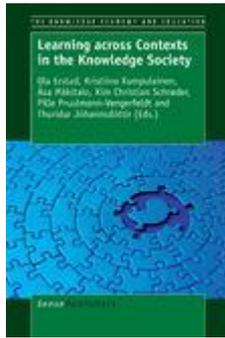
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## "Educational settings as interwoven socio- material orderings"

Co-edited by **Michalis Kontopodis & Anne-Nelly Perret-Clermont** — with contributions by Hiroaki Ishiguro (Japan), Nandita Chaudhary & Punya Pillai (India), Karen-Lis Kristensen & Line Lerche Mørck (Denmark), Ruth Paradise & Adriana Robles (Mexico), & Nathalie Muller Mirza & Anne-Nelly Perret-Clermont (Switzerland).

We hope that you can access the special issue through your university libraries here:

<http://link.springer.com/journal/10212/31/1/page/1>



## **Learning across Contexts in the Knowledge Society (2nd Edition)**

Ola Erstad, Kristiina Kumpulainen, Åsa Mäkitalo, Kim Christian Schrøder, Pille Pruulmann-Vengerfeldt & Thuridur Jóhannsdóttir  
(Eds.)

Developments within the “knowledge society,” especially those resulting from technological innovation, have intensified an interest in the relationship between different contexts and multiple sites of learning across what is often termed as formal, non-formal and informal learning environments. The aim of this book is to trace learning and experience across multiple sites and contexts as a means to generate new knowledge about the borders and edges of different practices and the boundary crossings these entail in the learning lives of young people in times of dynamic societal, environmental, economic, and technological change. The empirical research discussed in this book has grown out of a Nordic network of researchers. The research initiatives in the Nordic countries tend to avoid the more spectacular debates over the future of the educational institutions that tend to dominate and obscure discussions on education in the knowledge society, and which look to models of informal learning, whether in the “learning communities” of workplaces and families or in the new socio-technical spaces of the Internet, as a source of alternative educational strategies. Rather, Nordic researchers more modestly ask whether it is possible to envisage new models of teaching and learning which take seriously both the responsibility to social justice and social wellbeing, which, at least rhetorically, underpinned a commitment to mass education of the 20th century, as well as to the radical challenges to traditional educational models offered by the new socio-technical spaces and practices of the 21st century.

More information may be found at <http://tinyurl.com/juyg2e3>