



# **SIG 10**

Social Interaction  
in Learning and Instruction

**January 2018 – Newsletter #14**

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# WELCOME

## Newsletter #14

Dear SIG 10 member,

Welcome to the 14<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!

If you have any news please contact the SIG's newsletter editor Jelena Radišić ([jelena.radisic@ils.uio.no](mailto:jelena.radisic@ils.uio.no)).

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)

Åsa Mäkitalo (SIG coordinator)

Nathalie Muller Mirza (SIG coordinator)

SIG 10 website: <https://www.earli.org/node/33>

# SIG 10 NEWS

## SIG 10 & 21 Biennial Conference

### Theme

Connecting Connected Minds: Capturing the relevance of social interaction and cultural diversities in a digitalized media ecology

### Dates

30 – 31 AUGUST 2018

### Place

University of Luxembourg

Conference website: <https://earli.org/SIG10-21>

### CHECK SUBMISSION DEADLINES!

Digital technologies are intrinsic to research - not the least to research with a focus on interaction, learning and instruction. The many potentials of digital environments, devices and media transform our research practices and generate challenges when it comes to collecting, analysing and displaying scientific data. The joint 2018 conference of SIG 10 and SIG 21 intends to address these complexities. With this conference theme, we encourage reflection and discussion around our own meaning making practices as researchers in a digital 'media ecology'.

(1) Digital tools allow researchers to explore interactional processes in new ways, e.g. by tracing interactions on social media platforms in real time, digging into massive amounts of quantifiable data, or capturing processes in classrooms and other life contexts.

(2) Digitally-enhanced collection tools generate large amounts of data in various modalities which pose a substantial challenge about how to explore, combine and examine such data.

(3) Exploring, analysing and visualising large amounts of data encourages the development of new technologies, tools and methods to make sense of research data.

The aim of this conference is to critically reflect on the impact that these changes have on the fundamentals of research - our theoretical assumptions, research methodologies and analyses of interaction, learning and instruction in culturally diverse settings.

# SIG 10 announcements

## Attention JURE members



The SIG 10 coordinators wish to bring your attention to the upcoming JURE 2018 event.

The Junior Researchers of EARLI host an annual conferences offering the possibility to meet fellow junior researchers from all over Europe and exchange ideas and experiences. JURE provides an environment where juniors can socialise and participate in a scientific community.

**The JURE 2018 Conference will take place at the University of Antwerp, Belgium (July 2nd - 6th).**

Conference website: <https://www.uantwerpen.be/en/conferences/jure-2018/>

**SIG INVITED SYMPOSIUM AT JURE 2018 – If you would like to take part in the SIG 10 invited symposium at JURE 2018 please contact us by February 3rd 2018!**

We will help you to:

- seek colleagues of similar interest in other countries &
- to prepare the proposal.

**Submission deadline March 10th for the whole symposium!**

**If you are interested to participate or have an idea, contact us by February 3rd 2018!**

Contact person: [jelena.radisic@ils.uio.no](mailto:jelena.radisic@ils.uio.no)



## 7<sup>TH</sup> INTERNATIONAL SEMINAR VYGOTSKY

VYGOTSKI IN DEBATE

University of Geneva | from 20th to 22nd June 2018

Further information may be found at: <http://www.unige.ch/SIV2018/>

Submission deadline: February 21<sup>st</sup> 2018

WORKING LANGUAGE OF THE CONFERENCE IS FRENCH

In line with previous seminars, the seventh Vygotski International Seminar is a place of formation and collective reflection in the form of readings on new translations of Vygotsky texts, in French and English, and recent books concerning him. These readings will be enriched by contributions proposed following the call for papers, and discussed in thematic sessions. On the occasion of this seminar, tribute will be paid to Jerome Bruner, first editor of Vygotski in English.

The seminar is structured around three themes:

- *Tribute to Jerome Bruner: Bruner - Vygotski reader,*
- *Development of the concept of development at Vygotski,*
- *Vygotski and Marx.*

# Courses

## **Literacies, learning and cultural dynamics** (5 ECTS)

Course leaders:

Roger Säljö & Åsa Mäkitalo (University of Gothenburg)

Hans Christian Arnseth & Ola Erstad (University of Oslo)

The course is an introduction to the multidisciplinary area of literacy studies. The issues addressed concern:

- the historical emergence and development of literacy and literacy practices. The focus is on the sociomateriality of literacy and the intellectual innovations (such as scripts, alphabets etc.) and concomitant technological inventions (writing materials, book-printing, digital artefacts).
- the role of literacy in schooling and other institutional activities. Schools emerged in a context of teaching literate skills, and schooling has played a vital role in the spread of literacy. In addition, literacy has also been central for many other institutions such as science and research, law, business life and public administration.
- the consequences of literacy for learning, cognitive development and the reproduction of knowledge and skills in society. In many societies, learning and development are intimately tied to literacy practices, which presuppose – and contribute to – specific modes of meaning-making, remembering, reasoning and other cognitive activities.

### **Form of teaching**

The course has two physical meetings (over two days), one in Gothenburg and one in Oslo. Between the meetings, there will be webinars and online discussions.

The course starts online with a webinar on the 6th of March in the afternoon. The first physical meeting is in Gothenburg 5-6 of April and in Oslo 14-15 of May.

Interested PhD students are invited to send an email to [desiree.engvall@gu.se](mailto:desiree.engvall@gu.se). They need to show they are enrolled in a PhD programme and should provide a one page summary of their thesis topic.

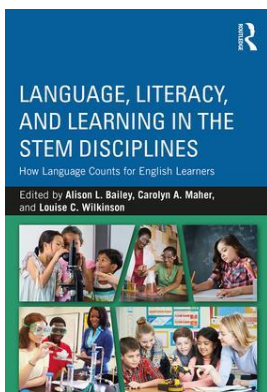
# Publications



A Special issue in QWERTY

**Reshaping professional learning in the social media landscape:  
theories, practices and challenges**

*Guest Editors: Stefania Manca & Maria Ranieri*



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## **Language, Literacy, and Learning in the STEM Disciplines**

**How Language Counts for English Learners**

*Edited by Alison L. Bailey, Carolyn A. Maher, Louise C. Wilkinson*

With a focus on what mathematics and science educators need to know about academic language used in the STEM disciplines, this book critically synthesizes the current knowledge base on language challenges inherent to learning mathematics and science, with particular attention to the unique issues for English learners. These key questions are addressed: When and how do students develop mastery of the language registers unique to mathematics and to the sciences? How do teachers use assessment as evidence of student learning for both accountability and instructional purposes? Orienting each chapter with a research review and drawing out important Focus Points, chapter authors examine the obstacles to and latest ideas for improving STEM literacy, and discuss implications for future research and practice.

# New opportunities



Further information available at: [www.unil.ch/obsef](http://www.unil.ch/obsef) (or [Nathalie.MullerMirza@unil.ch](mailto:Nathalie.MullerMirza@unil.ch))

**The Education and Training Observatory (OBSEF)** contributes to the construction of scientific knowledge on education and training. It puts its expertise at the disposal of civil society and supports the reflection of the various actors involved in educational and training phenomena (associations, authorities, administrations, training and research institutions, foundations, etc.).

Bringing together researchers from the Faculty of Social and Political Sciences (sociology, psychology, social psychology and sports science, etc.) of the University of Lausanne, it is a place for interdisciplinary dialogue. It promotes research collaborations, knowledge transfer and field interventions.

OBSEF researchers are using quantitative and qualitative methods ranging from secondary statistical analyzes to ethnographic observations, trajectory analyzes, interviews, focus groups, interaction analyzes, visual and documentary analysis, and more. They offer their methodological expertise in quantitative, qualitative and mixed methods approaches.

## Mission

- Provide a meeting place, exchange and training for researchers, teachers, doctoral students and experts who have education and training as objects of study
- Foster collaboration and partnership in the field of research in education and training with other national and international institutions
- Participate in public debate by disseminating and promoting research conducted in the field of education and training.

## Goals

- Conduct research on mandates or financing of public and private communities
- Establish new interdisciplinary research projects
- Facilitate networks of researchers
- Offer methodological expertise in quantitative, qualitative and mixed methods approaches.