SIG 10

Social Interaction
in Learning and Instruction

October 2018 – Newsletter #15

Contents

WELCOME

Newsletter #15

Dear SIG 10 member,

Welcome to the 15th 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 a socially shared and culturally situated phenomenon.

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 SIG's newsletter editor Jelena Radišić (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

This year's joint SIG 10 & 21 meeting was successfully held at the University of Luxembourg. The meeting has gathered 71 participants from 24 countries. The programme included different presentation formats aiming both junior and senior researchers in our vivid community.

We warmly thank the local committee for making sure the SIG meeting was held smoothly and efficiently, while the scientific committee has made sure the quality of the presented papers were high.

We look forward to seeing you in the next SIG meeting. In the meantime do not forget the submission deadline for the EARLI 2019 Biennale conference is just around the corner. More information at: https://www.earli.org/EARLI2019.

SIG 10 announcements

The SIG 10 coordinators wish to bring your attention to the upcoming **JURE coordinator** elections. Every four years SIG 10 elects a new JURE coordinator. The upcoming elections will be held in spring 2019 and the new JURE coordinator will be elected for the period August 2019 – August 2023.

The role of the JURE coordinator within SIG 10 is to:

- maintain communication with the SIG members throughout the year,
- provide assistance in the preparation of the SIG meeting,
- assist JURE members in their application for preparing a joint symposium for either SIG or JURE meetings,
- prepare the newsletter and communicate important information to the members outside the newsletter, and
- maintain contact with the EARLI office to ensure the flow of information between the SIG coordinators and the main EARLI office.

This is also an excellent way to get to know the SIG community. If you are interested in the position please contact SIG coordinators for further information.

Contact person: jelena.radisic@ils.uio.no

More information about the upcoming elections for a new senior coordinator will be soon announced.

Courses

Summer School *Analyzing Classroom Interaction*

University of Groningen

Learning, inside and outside schools, happens in the interaction between children and their learning environment. Rather than looking at the environment as a 'distal' factor influencing learning, more and more researchers have become intrigued by the interaction processes in the 'here-and-now' through which learning occurs in real time. This research requires new, innovative methods for capturing and analyzing interactional data.

The **Faculty of Behavioral and Social Sciences** and the **Faculty of Arts** of the **University of Groningen** (the Netherlands) join their vast research expertise in educational interactions to offer the ***Summer School Analyzing Classroom Interactions (ACI)***.

Are you a **master student, PhD student or early career** researcher interested in examining educational interactions?

Join ACI and learn about different approaches and state-of-the-art techniques for coding and analyzing data on educational interactions. The program offers lectures and hands-on workshops taught by experts in the field, and plenty of opportunity for summer school participants to present and get feedback on their own work.

When: 8-12 July 2019.

Where: In a vibrant, lovely Groningen, The Netherlands.

More information? Write an email to aci.summerschool@rug.nl OR

Visit the website of the University of Groningen for practical information.

Publications

A Special issue in **The Journal of Mathematical Behavior**

An International Perspective on Knowledge in Teaching Mathematics

Guest Editors: Peter Sullivan & Louise C. Wilkinson

The topics covered in this publication address the following aspects of mathematical teaching and learning: Cognitive perspectives; pedagogical perspectives; attending to students' reasoning; language, communication and dialogue perspectives; and finally, we conclude with research-based implications for teaching practice and teacher professional learning.

The work originated with presentations delivered at the **International Congress on Mathematics Education (ICME) 13** in Hamburg, Germany, in 2016. The papers were solicited from the participants in **Topic Study Group (TSG) 45: Knowledge In/For Teaching Mathematics at Primary Level**.

A primary goal for TSG 45 was to advance theories about the teacher content knowledge and pedagogical content knowledge needed for focusing instruction on building mathematical understanding and promoting student reasoning. In particular, the focus of this special issue is on the role that teachers play in supporting that development. A significant corpus of research has identified major factors influencing how students build mathematical ideas and construct pathways of reasoning. However, our current understanding is that what is lacking is a conceptual framework that identifies and integrates factors regarding teachers' roles in supporting students' mathematical learning and also the set of conditions and resources that optimally support learning.