



SIG 10

Social Interaction
in Learning and Instruction

September 2016 – Newsletter #13

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WELCOME

Newsletter #13

Dear SIG 10 member,

Welcome to the 13th 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 **1st of February 2017**. If you have any news please contact the SIG's newsletter editor Jelena Radišić (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>

The meeting of SIG10, SIG21 and SIG 25 *Reflective minds and communities* took place in Tartu, Estonia, on August 28-29, 2016. The venue of the conference was the University of Tartu, which is considered to be the oldest university in the Baltic region. The aim of the meeting was to provide a forum for the exchange of research findings and new ideas on the broad theme of reflection.

Keynote speakers included Roger Säljö (University of Gothenburg), Peeter Torop (University of Tartu) and Gill Crozier (University of Roehampton, London). During the SIG10, SIG21 and SIG 25 110 participants from 19 countries presented and discussed their work.

Here you can find some photos made at the conference:

<http://lingid.ee/RrJxh> (Photos by Meelis Brikker)

<http://lingid.ee/W4yYf> (Photos by Andres Tennus)

SIG 10 announcements



The SIG 10 coordinators wish to bring your attention to the upcoming elections of a new SIG 10 coordinator. Åsa Mäkitalo continues to serve as a SIG coordinator (along with Jelena Radišić, the junior coordinator), while Aleksandar Baucal is stepping down from his duty in August 2017. Therefore a new SIG member is to be elected.

Important dates:

- Nominations are accepted until 24th December 2016 – please use the following email for prospective nominations: jelenaradistic4@gmail.com
- Elections will be held online in February/March 2017
- Information on the election results will be given in March 2017
- The newly elected coordinator starts his appointed duty during EARLI 2017 business meeting

Conferences



EAPRIL Conference 2016

The 11th **EAPRIL Conference**, which will be hosted by the *Instituto Politécnico do Porto* (ISEP) in Porto, takes place from the 22nd to the 25th of November 2016. More information on the programme can be found here <https://eaprilconference.org/general-programme/>.

In need of more info on the EAPRIL 2016 Conference? Check out the conference website www.eaprilconference.org.



JURE PRE-CONFERENCE

AUGUST 27TH - AUGUST 28TH 2017

The JURE (Junior Researchers of EARLI) pre-conference precedes the EARLI 2017 conference and will take place at the University of Tampere. Junior researchers are encouraged to share own research with the JURE community to:

- Receive feedback from peers on own presentation(s)
- Discuss own research with renowned international experts in the field of learning and instruction
- Be part of a dynamic and growing network of young researchers.

The JURE pre-conference also offers a wide range of interesting workshops lead by renown researchers on a variety of topics.

More information on the JURE 2017 pre-conference can be found [here](#).



EARLI 2017

AUGUST 29TH - SEPTEMBER 2ND 2017

Education in the crossroads of economy and politics – Role of research in the advancement of public good.

The 17th Biennial conference of the European Association for Research on Learning and Instruction (EARLI) is taking place in Tampere, Finland and will be hosted by the University of Tampere.

Important dates

Thursday October 27th 2016
Abstract submission deadline



Conference website: <http://www.earli2017.org/>

Conference topic:

“Education is struggling between the tensions and forces from economy, politics, media and scientific reaserch. Against the backdrop of the economic situation in Europe, public funding for education is decreasing in many countries. This creates a situation in which politicians tend to initiate programmes that attract media attention in order to guarantee the continuation of their political careers. The role of research in advancing education is being challenged as are the funding opportunities for educational and psychological research.

What is research about, how to combine theory and practice, and how to convince the general public and policy makers of the myriad strengths educational and psychological research have to offer to the advancement of well-being and public good?

We warmly encourage participants to present results and ideas to increase the impact of research in the political and societal decision-makers.”

ECER 2017, Copenhagen

Reforming Education and the Imperative of Constant Change: Ambivalent roles of policy and educational research



ECER 2017 will take place from 22 - 25 August 2017 at the University College Copenhagen, Denmark. It will be preceded by the annual Emerging Researchers' Conference on 21 & 22 August.

Conference Theme: Reforming Education and the Imperative of Constant Change: Ambivalent roles of policy and educational research [read more](#)

Conference Dates & Venue

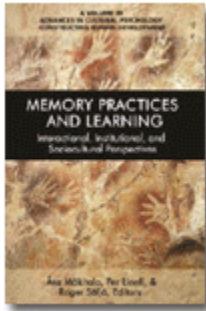
Emerging Researchers' Conference	21 - 22 Aug	Mon 9:00 - Tue 17:30
ECER Conference	22 - 25 Aug	Tue 12:30 - Fri 17:30
University College Copenhagen	Campus Carlsberg	Humletorvet 3, 1799 Copenhagen V, Denmark

Important dates:

15.11.2016	Submission starts	15.1.2017	Submission ends
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Conference website: <http://www.eera-ecer.de/ecer-2017-copenhagen/>

Publications



Memory Practices and Learning Interactional, Institutional and Sociocultural Perspectives (in press)

Edited by:

Åsa Mäkitalo, Per Linell & Roger Säljö

A volume in the series: Advances in Cultural Psychology: Constructing Human Development. Editor: Jaan Valsiner

Memory and learning are seen as mental phenomena and generally studied as brain processes, for example, within various branches of psychology and neuroscience. This book represents a rather different tack, based on sociocultural theory, cultural psychology and dialogism. Authors from many different disciplines and countries study memory and learning as practices adopted by people in different interactional and institutional contexts. Studies range from detailed analyses of situated activities to broad sociohistorical studies of cultural phenomena and collective memories such as national narratives and physical symbols for commemorating events and traditions. By focusing on how people engage in remembering and learning, this book provides a necessary complement to currently popular neuroscientific approaches.

CONTENTS

Series Editors' Preface. Editor's Preface. Introduction, *Roger Säljö*.

PART I: REMEMBERING IN CONVERSATIONS. Emergence in Conversational Remembering, *Brady Wagoner and Alex Gillespie*. Naming the Other: Category Memberships and Practices Of Ethnic Othering in Children's Multiethnic Peer-Group Participations, *Ann-Carita Evaldsson and Fritjof Sahlström*. Remembering as Instructional Work in the Science Classroom, *Maria Andrée, Per-Olof Wickman, and Lotta Lager-Nyqvist*. "If Green was A and Blue was B": Isomorphism as an Instructable Matter, *Timothy Koschmann and Sharon Derry*.

PART II: REMEMBERING, LEARNING AND COORDINATING WITH TECHNOLOGIES. Starting Out as a Driver: Progression in Instructed Pedal Work, *Mathias Broth, Jakob Cromdal, and Lena Levin*. Mobilizing Distributed Memory Resources in English Project Work, *Nigel Musk and Asta Čekaitė*. Practices of Remembering: Organizing Math Activities in a First Grade Classroom, *Helen Melander and Pål Aarsand*. Struggling With Powerful Conceptual Reifications: Cognitive Socialization When Learning to Reason as an Economist, *Åsa Mäkitalo and Roger Säljö*.

PART III: REMEMBERING, NARRATION, AND THE REPRODUCTION OF INSTITUTIONS AND IDENTITIES. Narrative Tools, Truth, and Fast Thinking in National Memory: A Mnemonic Standoff Between Russia and the West Over Ukraine, *James V. Wertsch*. Collective Memory in Dynamics of Ethnopolitical Mobilization: The Karabakh Conflict, *Rauf R. Garagozov*. Memory and National Identity in a Modern State: The Nigerian Case, *Golda Kosisochi Onyeneho*. Connecting Dots: Family Reminiscence, *Kyoko Murakami and Rachel L. Jacobs*.

PART IV: THE PAST AND THE PRESENT AS OPTIONS FOR THE FUTURE. Individual Remembering as Interactive Achievement: Reminiscing In Collective Interviewing, *Wolff-Michael Roth*. Making History: Apprehending Future While Reconstructing The Past, *Giuseppina Marsico and Jaan Valsiner*. Clocking Nature and Society, *Geoffrey C. Bowker*. Epilogue: Memory Practices Writ Large and Small, *Per Linell and Åsa Mäkitalo*. About the Authors

Coming Soon from Oxford University Press

HANDBOOK OF CULTURE & IMAGINATION

Edited by Tania Zittoun and Vlad Glăveanu

From the *Frontiers in Culture and Psychology* series

Imagination occupies a central position within the life of mind and society. Expanding the boundaries of disciplinary approaches, the *Handbook of Culture and Imagination* shows the core role played by imagination in the development of children, adolescents, adults and older persons. It demonstrates its role not only in play, creativity and the arts (music, theatre), but also in teaching and learning across the life-course, the experiences of migration and trauma, and also, the possibility of democracy and morality.

The first Handbook devoted to imagination understood as a psychological and social and cultural process, this collection of papers brings together psychologists, philosophers, social scientists and artists. In their own terms, the chapters guide us towards a deep understanding of the conditions of imagining, its resources, its constraints, and the consequences it has, in different domains, for people, groups and societies. As a whole, the *Handbook* aims to locate imagination at the center, and to open new ways to examine old questions, central for the possibility of change, development and innovation.

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Spring 2017 • 432 pages
Hardcover • 9780190468712 • \$125.00/\$87.50
Paperback • 9780190468729 • \$89.95/\$62.97



Social Relations in Human and Societal Development

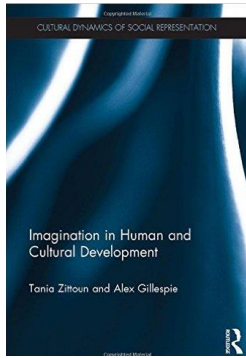
Edited by:

Psaltis, C., Gillespie, A., Perret-Clermont, A.

Publisher: Palgrave Macmillan UK

About the book

Social interaction is the engine which drives an individual's psychological development and it can create changes on all levels of society. *Social Relations in Human and Societal Development* includes essays by internationally renowned academics from a range of disciplines including social psychology, international relations and child development.



Imagination in Human and Cultural Development

Tania Zittoun & Alex Gillespie
Publisher: Routledge

This book positions imagination as a central concept which increases the understanding of daily life, personal life choices, and the way in which culture and society changes. Case studies from micro instances of reverie and daydreaming, to utopian projects, are included and analysed. The theoretical focus is on imagination as a force free from immediate constraints, forming the basis of our individual and collective agency.

In each chapter, the authors review and integrate a wide range of classic and contemporary literature culminating in the proposal of a sociocultural model of imagination. The book takes into account the triggers of imagination, the content of imagination, and the outcomes of imagination. At the heart of the model is the interplay between the individual and culture; an exploration of how the imagination, as something very personal and subjective, grows out of our shared culture, and how our shared culture can be transformed by acts of imagination.



The Journal of Mathematical Behavior Volume 40, Part A, Pages 1-130 (December 2015)

THE LANGUAGE OF LEARNING MATHEMATICS
Edited by LOUISE C. WILKINSON

Learning and teaching mathematics is a complex process, requiring both students and teachers to know and use a variety of types of knowledge, including knowledge of the language/communication challenges inherent to mathematics learning. This Special Issue of the Journal of Mathematical Behavior: The Language of Learning Mathematics, addresses what mathematics educators, students and teachers need to know about the particular forms and content of academic language used in mathematics, the mathematics register.