



SIG 10

Social Interaction
in Learning and Instruction

October 2019 – Newsletter #16

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WELCOME

Newsletter #16

Dear SIG 10 member,

Welcome to the 16th 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!

For future issues please contact SIG's new newsletter editor Jasmiina Leskinen (jasmiina.leskinen@helsinki.fi).

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

Best wishes,

Jelena Radišić and Jasmiina Leskinen (Newsletter editors & junior coordinators)

Nathalie Muller Mirza (SIG coordinator)

Valerie Tartas (SIG coordinator)

Åsa Mäkitalo (SIG coordinator)

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

SIG 10 NEWS

We welcome the SIG 10 coordinators!

After a four-year period, **Åsa Mäkitalo** (University of Gothenburg, Sweden) is stepping down as a SIG coordinator together with **Jelena Radišić** (University of Oslo, Norway) who was the JURE coordinator in the same period. In the upcoming 4 years **Valerie Tartas** (University of Toulouse Jean Jaurès, France) will join as one of the SIG coordinators and **Jasmiina Leskinen** (University of Helsinki, Finland) as the JURE coordinator.



Valerie Tartas (University of Toulouse Jean Jaurès, France)

Valérie Tartas, PhD., is a professor of Developmental Psychology at the University of Toulouse Jean Jaurès France. Her main research interest focuses on children's development of knowledge in a cultural-historical perspective that integrates both the role of social interactions and cultural tools in learning.

Two main questions underlie her research interest: How does children's thinking develop in their everyday life? How do they become a member of a community in which they live? To answer them, she studies mainly social interactions between pairs, between adult and children in a problem-solving situation in school settings where a plurality of cultural tools are provided. The challenge is to study cognitive development in context, i.e., as situated in a plurality of social interactions mediated by cultural tools (language, maps, plans...).



Jasmiina Leskinen (University of Helsinki, Finland)

Jasmiina Leskinen is a PhD candidate at the University of Helsinki, Finland. She received a four-year fellowship from the doctoral program in School, Education, Society and Culture (SEDUCE). As a visiting scholar she has spent two months at the Indiana University at their Creativity Lab. Her research focuses on elementary school students' socially constructed leadership in a school-based maker space. Currently she is involved in the project entitled "Learning by making the educational potential of school-based makerspaces for young learners' digital competencies" (iMake), funded by Academy of Finland. In addition she serves as an active member of the "Learning, Culture and Interventions - LECI" research group. Jasmiina is also a founder and a leader of a professional peer group for PhD candidates at the Faculty of Educational Sciences, University of Helsinki.

EARLI 2019



This year's JURE and EARLI were held in Aachen. We bring you a short report from the two events

The **JURE pre-conference**, August 10th-11th, was co-chaired by Dr Kerstin Helker and doctoral student Judith Fränken. 281 delegates from over 40 countries joined the event. They participated in a total of 172 presentations (posters, paper presentations and round tables) and 16 workshops. 181 JURE participants continued their conference experience and took part in the EARLI conference.

The **18th Biennial EARLI 2019 conference** was held August 12th – 16th on the topic of “Thinking Tomorrow’s Education. Learning from the past, in the present and for the future”. 2 149 participants from 60 countries participated in the event.

Over 1 300 contributions (symposia, paper presentations, poster presentations, ICT demonstrations, workshops, round tables and keynote speeches) were presented in 465 sessions. On each day, there was up to 23 parallel sessions. All presentations were held at the C.A.R.L. building of the University.

Three parallel keynote speeches were held by nine well-known academic keynote speakers. All presentations are available on the EARLI [YouTube channel](#).

- Dr **Larika Bronkhorst**, Utrecht University (NL),
- Prof. Dr **Gavin T.L. Brown**, University of Auckland (NZ),
- Prof. Dr **Manu Kapur**, ETH Zürich (CH), Prof.
- Dr **Stuart Karabenick**, University of Michigan (USA),
- Prof. Dr **Eckhard Klieme**, DIPF (DE),
- Prof. Dr **Lydia Krabbendam**, VU Amsterdam (NL),
- Prof. Dr **Synnøve Matre**, Norwegian University of Science and Technology (NO),
- Prof. Dr **Jonathan Osborne**, Stanford Graduate School of Education (USA) and
- Prof. Dr **Nikol Rummel**, Ruhr University Bochum (DE).

In addition...

- The Erik De Corte Award, which recognises young, promising scholars in the field of Learning and Instruction was presented to **Dr Jake McMullen**, University of Turku (FIN).
- Prof. Dr **Tina Seufert**, Ulm University (DE) was awarded the Outstanding Publication Award for her article *The interplay between self-regulation in learning and cognitive load*, (Educational Research Review, 24, 116-129).
- The Oeuvre Award, which recognises lifetime, outstanding contribution to scholarship and research was presented to Prof. **Neil Mercer**, University of Cambridge (UK).
Congratulations to all!

Various social events provided the delegates with the opportunity to interact in a more relaxed setting. These events included the “Lunch with the Professors”, the “Doctoral Consortium Lunch”, the SIG dinners and the Gala dinner at the Coronation Hall, in the town hall of Aachen.

The EARLI conference baton is now handed to the EARLI 2021 Conference President, Prof. Roger Säljö, who presented the site of the EARLI 2021, Gothenburg, Sweden.

SIG 10 at EARLI



During EARLI 2019 besides the numerous presentations SIG 10 members took part in, our SIG was also visible through a **SIG INVITED SYMPOSIUM: LEARNING AS MATERIAL FORMATION** organized by Asa Makitalo (University of Gothenburg) and chaired by Nathalie Muller Mirza (Université de Lausanne). Alfredo Jornet Gil (University of Oslo) acted as the discussant.

The presentations included:

- **Designing Learning Experiences: An exploration of learning as material formation in fashion design** (Todd Nicewonger, Virginia Tech, United States)
- **Students' dialogical reconstruction of experience: a sociomaterial perspective** (Elisa Cattaruzza, Institute of Psychology & Education, University of Neuchâtel, Switzerland & Antonio Iannaccone, University of Neuchâtel, Switzerland)
- **How moments add up to lives: Flat CHAT assemblage, embodiment, and lifespan becoming** (Paul Prior, University of Illinois at Urbana-Champaign, United States)
- **Textures of experience in professional practice: Learning from working with material formations** (Asa Makitalo, University of Gothenburg, Sweden)

SIG 10 announcements

Preliminary arrangements are made in connection to the next joint SIG 10&21&25 meeting.

- Date: **July 1st-3rd 2020**
- Place: **University of Groningen**
- Conference adjacent to a Summer school on analysing classroom interaction
- Together with SIG 21 - Learning and Teaching in culturally diverse settings and SIG 25 – Educational Theory
- Event news will be updated at the SIG 10 webpage - <https://www.earli.org/node/33>

During the EARLI 2019, SIG business meeting, the conference name was discussed. Due to fact, the next meeting is adjacent to a summer school on classroom interaction the following topic was suggested – “Process-oriented classroom research in contemporary society”. The topic was accepted by the members, with a suggestion to adapt the title (i.e. exchanging ‘classroom’ with ‘education’). The latter change was recognized as something that corresponds with both SIGs 10 and 21 scopes and the fact many of the members are also focusing on their work on informal learning settings and not just the classroom. The final title is “**Process-oriented education research in contemporary society**”.

JURE 2020 call



The 24th conference of the **JU**nior **RE**searchers of EARLI, will take place at the **University of Porto**, Portugal from **July 13th – July 17th 2020**.

The theme of the JURE 2020 conference is “**Generation change: the future of education within a diverse society**”.

There are 2 submission rounds:

- The deadline for submitting your first round is **10th December 2019**. Notification of decision will be given by **28th January 2020**. People who have been accepted following the first review round are requested to submit a proposal for the second review round.
- The purpose of the second round of reviews is to help junior researchers to improve their papers based on the feedback from the first review round, while at the same time giving them the opportunity to have review proposals of their peers. The deadline for the second submission and review round will be communicated after January 28th.

More information at the conference [website](#)

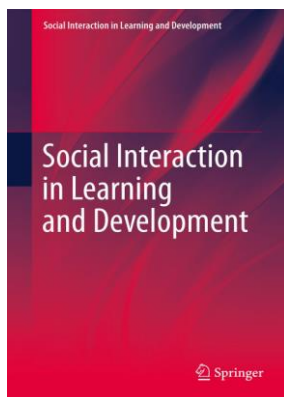
Publications

We bring your attention to a **new book series** – “Social Interaction in Learning and Development” by Springer.

- Series Editors: A. Baucal & F. Arcidiacono
- For more information on how to submit your proposal, please contact the publisher: natalie.rieborn@springer.com or abaucal@f.bg.ac.rs



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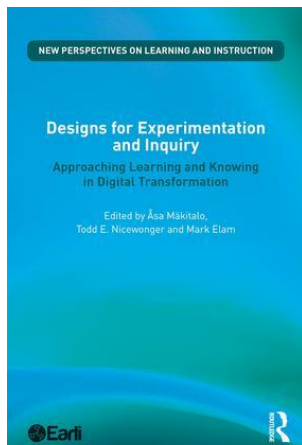
Social Interaction in Learning and Development

Series Editors: A. Baucal, F. Arcidiacono

Studying social interaction in human mind and activities is highly relevant for different epistemological and theoretical approaches (e.g., individual constructivism, social constructivism, dialogical approach). Consequently, there is a growing number of social interaction studies in various contexts (family, educational, professional, clinical, institutional, social, political, and cultural settings) which are based on different theoretical perspectives and methodological approaches. This produces a multiplicity of findings which are highly relevant, both theoretically and practically – although weakly interrelated and seldom discussed together. The main aim of this book series is to create a space for continuous and systematic critical reflection of social interaction studies and their integration with a special focus on: (1) a detailed account of actors and processes involved in different types of situated social interaction, (2) situatedness of social interaction within sociocultural and sociomaterial contexts and how social interaction and contexts constitute and transform each other; (3) how properly designed social interactions can provide opportunities for learning and development (in formal, informal, non-formal education), and (4) how the individual person navigates within these social interactions. The book series aims to support an argumentative and productive dialogue among different theoretical and methodological traditions, in order to enable a better understanding of their strengths and weaknesses.

For more information on how to submit your proposal, please contact the publisher: natalie.rieborn@springer.com

Direct link: <https://www.springer.com/series/16091>



Designs for Experimentation and Inquiry Approaching Learning and Knowing in Digital Transformation, 1st Edition

Edited by Åsa Mäkitalo, Todd E. Nicewonger, Mark Elam

Designs for Experimentation and Inquiry examines how digital media is reconfiguring the established worlds of research, education and professional practice. It reflects on the theoretical, methodological and ethical issues shaping contemporary engagements with digital learning and offers insights for both analysing and intervening in digital learning practices.

This insightful volume fills a gap in the current literature by bringing together experiences from Sociocultural Studies of Learning, Science and Technology Studies, and Design Studies. Each chapter is an innovative case study, examining a different aspect of digital media's role in research, education and professional practice by exploring topics such as:

- Learning practices and digitalized dialogue
- Digital design experiments
- Digitally mediated collaborations
- Ethical digital inquiry and design

Expertly researched and written, this book is a unique resource for scholars, researchers and professionals working in the fields of digital design, applied technology and the learning sciences.

More information may be found at the following [page](#)