



# **SIG 10**

Social Interaction  
in Learning and Instruction

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**December 2020 – Newsletter #17**

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# WELCOME

## Newsletter #17

Dear SIG 10 member,

Welcome to the 17th newsletter of EARLI's Special Interest Group 10: Social interaction in learning and instruction. This scientific community devoted to the study of teaching and learning processes, understood as a socially shared and culturally situated phenomenon. It groups researchers who examine a very wide range of situations, from kindergarten to university, from the workplace to informal learning, from traditional classes to experimental learning and multicultural settings.

During the preparation of this newsletter, we received some input from you, SIG 10 members, which is greatly appreciated! This input makes the newsletter a space for sharing information and knowledge. In case you have other issues to share with our group, please contact the SIG's newsletter editor Jasmiina Leskinen ([jasmiina.leskinen@helsinki.fi](mailto:jasmiina.leskinen@helsinki.fi)).

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

We wish you all peaceful Holidays and a magnificent New Year!

Best wishes,

Jasmiina Leskinen (Newsletter editor & junior coordinator)

Nathalie Muller Mirza (SIG coordinator)

Valerie Tartas (SIG coordinator)

[Click here](#) to access the SIG 10 website.

# THE SIG 10-21-25 ONLINE CONFERENCE



The COVID-19 pandemic caused major changes around the globe and, unfortunately, made it impossible to organize a live conference in Groningen this June. The conference was rapidly transformed into an online format and successfully carried out virtually June 1st-3rd, 2020. The meeting gathered 211 participants from around the world, bringing together junior and senior researchers. The program comprised different presentation formats, including paper and poster presentations, data sessions, and symposia. The online format received good feedback from the participants. An easily accessible conference and fun social events were especially appreciated. We warmly thank the organizing team for all their efforts in running a smooth online gathering, while the scientific committee guaranteed a high quality of the presented papers. We look forward to seeing you all – hopefully face to face – in the next SIG meeting.

## SIG 10 IN THE SIG CONFERENCE

### **Dr Sarah Hennessy's keynote**

SIG 10 was delighted to invite Dr. Sarah Hennessy from the University of Cambridge as a keynote speaker. Her presentation entitled 'Exploring the role of educational technology use in supporting learning through dialogue', was of great interest to our SIG, echoing the research interests of us all.

Win the midst of finding an invited speaker for this conference, we were looking for a scholar who crossed interests of SIG 10, but also SIG 21 and SIG 25. A scholar who has developed research in

education, with a specific expertise in social interactions and dialogue in learning, focused on technology in education, with an interest for multicultural settings. In fact, we had no other choice to invite Sara Hennessy who has worked in the area of edtech for over 30 years and latterly explored how technology mediated dialogue can support student learning in different countries.

Sara Hennessy is currently Reader in Teacher Development and Pedagogical innovation of the Faculty of education at the university of Cambridge.

She is co-founder of the interdisciplinary Cambridge Educational Dialogue Research (CEDiR) group (<http://bit.ly/cedirgroup>). She co-led a large-scale ESRC-funded project exploring the relationship between dialogic teaching in schools and student outcomes. And she also now leads the University of Cambridge team within the multi-million pound DFID-funded EdTech Research and Innovation Hub (<https://edtechhub.org>) which analyses how Educational Technology can lead to better learning outcomes for children in low-income countries.

Here below, please find the abstract of her talk:

Dialogic approaches based on active student participation, open-ended discussion, and respectful critique of different perspectives are increasingly found to support student learning. Micro-level analyses of interactional sequences in particular yield important insights into the processes involved. Yet dialogic interaction is not very commonly observed in educational settings around the world. Recent advances in research indicate that – increasingly prevalent – digital technology has important pedagogical affordances for educational dialogue. Again, educators have typically not exploited its full interactive potential, with some exceptions. My work in this area draws on theories of sociocultural learning asserting that all human activity is mediated by artefacts and learning involves appropriating the shared norms, values and practices of a community. In particular, it has explored the mediating role of ‘digital knowledge artifacts’ jointly created and manipulated during activities designed to foster collaborative knowledge building using objects of joint reference. These artefacts bring in new modes of interaction with others’ ideas. They are provisional records embodying the ongoing, collective – social and cognitive – activity. Interacting with digital artefacts can facilitate development of a sustained line of co-inquiry that extends the space and timescale of dialogue. This talk includes some of the methodological challenges arising in analysing sequences of multimodal dialogue taking place as it unfolds over time. It is illustrated with examples from classroom practice and draws out implications for researchers and educators.

More information about Dr. Hennessy’s research can be found behind [this link](#).

### **The SIG 10 invited Symposium**

Our SIG held an invited symposium called “How art or artistic practices can promote spaces for learning and development?” organised by Nathalie Muller Mirza and Valérie Tartas. This invited symposium examined the links between art and development from a sociocultural and narrative perspective in psychology and education. It attempted to answer the following question: How do artistic practices (theatre, writing, literature) in education and training create spaces for learning and development, and under which conditions? This question was explored through three dimensions, considered as interdependent: 1) the relationship between artistic activities and the

construction of knowledge (e.g. in what ways do literary or theatrical writing activities support the construction of new knowledge?, 2) that of pedagogical innovation (in what way do these activities lead teachers or trainers to rethink teaching-learning practices?), 3) that of the practices of researchers themselves (in what way do these objects of study invite researchers to develop new ways of thinking about their approach to data collection, participation, analysis and restitution?). Based on research conducted in the field of theatre, narratives, writing and literature in different educational contexts (school, university, adult education or more informal situations), the papers shed light on the interactional processes at play and the conditions under which artistic activities make it possible to create a new relationship between learners (students, adult participants and researchers) and knowledge, and themselves, and the world.

The following four papers were presented:

- *Artistic practices and “self” development in educational settings*, by Valérie Tartas (University of Toulouse 2, France) and Nathalie Muller Mirza (University of Geneva, Switzerland)
- *The Everyday Aesthetic of Narrative Learning*, by Colette Daiute (The Graduate Center, CUNY, United States)
- *Reviving Higher Education through Performing Arts* by Laure Kloetzer (University of Neuchâtel, Switzerland), Ramiro Tau (University of Geneva, Switzerland), and Simon Henein (Ecole Polytechnique Fédérale de Lausanne (EPFL), Switzerland).
- *“Ways with Worlds”: Bringing Improvisational Theater into Play with Reading* by Kevin Leander (Vanderbilt University, United States) and

A discussion was led by Michèle Grossen from University of Lausanne, Switzerland.

The abstracts of the papers above can be found [here in the conference book of abstracts](#).

### **A paper presentation by Jasmiina Leskinen - a paper nominated for the Best JURE paper award competition**

As a part of a symposium entitled *‘Makerspaces at school: at the boundary between social and material processes’* Jasmiina Leskinen presented her paper called *‘Teachers’ Narratives of Distributed Leadership in a Digital Makerspace’*, co-authored by Kristiina Kumpulainen and Anu Kajamaa from the University of Helsinki. This paper was nominated for the Best JURE paper Award competition held in the conference, and thus reached the top three of all jure papers presented in this conference. This paper addressed distributed leadership in makerspace learning environments and applied a narrative approach to investigate the phenomenon. The paper highlights teacher-led, student-led, and distributed accounts of leadership. The paper discusses how the makerspace context does not automatically foster distributed leadership but its emergence demands collective efforts from teachers and students to be willing to change their more established roles into collaborators, facilitators and makers of learning.

The Abstract of Jasmiina’s paper, as well as the abstract of the symposium can be found [here in the conference book of abstracts](#).

In addition to these presentations, there were approximately **30 papers affiliated with our SIG**. Thank you all for these inspiring presentations!

## THE UPCOMING EARLI CONFERENCE

The 19th biennial EARLI Conference will be hosted by the EARLI Executive Committee on August 23–17 and will be fully online.

We encourage our SIG 10 members to submit and present their results and ideas on state-of-the-art research in learning and instruction, specifically around the topic “Education and Citizenship: Learning and INstruction and the Shaping of Futures”.

The deadline for submitting proposals is **January 12th 2021**. Please visit [the conference website](#) for more information.

Hoping to ‘see’ many of you online in August!

## PUBLICATIONS

Within this newsletter, we wish to highlight interesting research in the field of social interaction in learning and instruction. A sincere thanks to all of you who sent us information about their most recent relevant papers, and thus helped us gather this list for us all!

### **Journal volumes and special issues**

*Learning and Instruction* volume 70 (dec 2020) on understanding and measuring emotion in learning situations with technology. [Click here to access the volume.](#)

A special issue on dialogical approaches to learning: from theory to practice and back edited by Giuseppe Ritella and Beatrice Ligorio. In *Learning, Culture, and Social Interaction*, Vol. 20, pp. 1–94. [Click here to access the special issue.](#)

A special issue entitled ‘Learning and Developing over the Life-Course: A Sociocultural Approach.’ In *Learning, Culture and Social Interactions* (2021). Special issue edited by

Michèle Grossen, Tania Zittoun, and Aleksandar Baucal. An introduction to the special issue [can be found here](#).

### **Articles and Book chapters**

Hofmann, R. (2020). Dialogues with Data: Generating theoretical insights from research on practice in M. Tight & J. Huisman (Eds) *Theory and Method in Higher Education Research 6th Ed.* Emerald.

Howe, C. (2021). Strategies for supporting the transition from small-group activity to student learning: A possible role for beyond-group sharing, *Learning culture and social interaction*, Vol. 28 (March 2021). [Access the article here](#).

Leskinen, J., Kumpulainen, K., Kajamaa, A., & Rajala, A. (2020). The emergence of leadership in students' group interaction in a school-based makerspace. *European Journal of Psychology of Education*. [Access the article here](#).

Telli, S., Maulana, R., & Helms-Lorenz, M. (2020). Students' perceptions of teaching behaviour in Turkish secondary education: a Mokken Scaling of My Teacher Questionnaire. *Learning Environments Research*, 1-23. [Access the article here](#).

### **Conferences**

The international online Conference "At the frontiers of the mind. Contributions of a dialogical and sociocultural approach to the study of interactions in institutional contexts", organised in honor of prof. Michèle Grossen (organized by the University of Lausanne, co-organisers: Nathalie Muller Mirza & Marcelo dos Santos Mamed). The aim of the meeting was to explore and strengthen a dialogical approach of communication and cognition in psychology, education, and linguistics. Talks and "dialogical round tables" were set up. Many members of the SIG 10 and well known scholars in the field of social interaction and learning were invited as speakers. Including for instance: Francesco Arcidiacono, Aleksander Baucal, Laurent Filliettaz, Michèle Grossen, Antonio Iannaccone, Kristiina Kumpulainen, Per Linell, Åsa Mäkitalo, Ivana Marková, Nathalie Muller Mirza, Anne-Nelly Perret-Clermont, Anne Salazar-Orvig, Sylvia Rojas-Drummond, Roger Säljö, Valérie Tartas, Tania Zittoun, etc.

Two books, one in French and another in English, including the main contributions, will be published next year.

Information about the conference can be found [here](#).