

**DIALOGUE, DIVERSITY AND
INTERDISCIPLINARITY IN THE FIELD
OF LEARNING AND INSTRUCTION**

BOOK OF ABSTRACTS

SEPTEMBER 7– 9 2022, BELGRADE



 EARLI
SIG 10, 21 & 25
Belgrade 2022

 Earli

 Springer





EARLI
SIG 10, 21 & 25
Belgrade 2022



Springer

SIG 10, 21 & 25 Conference 2022
BOOK OF ABSTRACTS

Editors:

Jelena Radišić
Aleksandar Baucal
Smiljana Jošić
Valérie Tartas
Jasmiina Leskinen
Gudrun Ziegler
Sikunder Ali
Becky Bergman
Nina Bonderup Dohn
Giuseppe Ritella
Alexandra Nordström

Review:

Marina Videnović
Nataša Simić

Cover design:

Jovan Radovanović

Publisher:

Faculty of Philosophy, University of
Belgrade, Čika Ljubina 18-20, 11 000
Belgrade

ISBN-978-86-6427-234-6

BOOK OF ABSTRACTS
SIG 10, 21 & 25 Conference 2022

*DIALOGUE, DIVERSITY AND
INTERDISCIPLINARITY IN THE FIELD
OF LEARNING AND INSTRUCTION*

SEPTEMBER 7– 9 2022, BELGRADE



EARLI
SIG 10, 21 & 25
Belgrade 2022



Springer

Local Organising Committee

Aleksandar Baucal
University of Belgrade, Serbia

Smiljana Jošić
Institute for Educational Research, Serbia

Marina Videnović
University of Belgrade, Serbia

Nataša Simić
University of Belgrade, Serbia

Tijana Jokić
UNDP Integration Unit,
Government of the Republic of Serbia

Jovan Ivanović
University of Belgrade, Serbia

Tijana Nikitović
University of Belgrade, Serbia

Scientific Organizing Committee

From the local organising committee
Aleksandar Baucal
University of Belgrade, Serbia
Smiljana Jošić
Institute for Educational Research, Serbia

*SIG 10 - Social Interaction in Learning
and Instruction*

Valérie Tartas
University of Toulouse, France
Jelena Radišić
University of Oslo, Norway
Jasmiina Leskinen (JURE)
University of Helsinki, Finland)

*SIG 21 - Learning and Teaching in
Culturally Diverse Settings*

Gudrun Ziegler
Luxembourg multi-LEARN institute,
Luxembourg
Sikunder Ali
Norwegian University of Science and
Technology, Norway
Becky Bergman (JURE)
Chalmers University of Technology,
Sweden

SIG 25 - Educational Theory

Nina Bonderup Dohn
University of Southern Denmark,
Denmark
Giuseppe Ritella
University of Helsinki, Finland
Alexandra Nordström (JURE)
University of Helsinki, Finland



EARLI
SIG 10, 21 & 25
Belgrade 2022

TABLE OF CONTENT

	<i>Welcome note</i>	3
	Wednesday programme	
S1a	Symposium: Ageing, learning and development: A sociocultural perspective	6
S1b	Research Design Forum: Provoking Encounters With and Through Social Psychology	9
S1c	Paper session: Reflections on language in teaching and learning	9
	<i>Plenary lecture - Melissa Gresalfi</i>	11
S2a	SIG21 invited symposium: Engaging with Diversity and Inclusion: Unwrapping Layers of Practices	12
S2b	Symposium: Studying child and adolescent's challenges in their everyday life through social interaction	15
S2c	Paper session: Reflecting on theoretical foundations for teaching and learning	18
S3a	Symposium: Dialogic interactions and the social construction of meaning in diverse literacy contexts	20
S3b	Paper session: Learning in the context of social interaction	24
S3c	Paper session: Learning and Teaching in Culturally Diverse Settings	26
	Thursday programme	
S4a	Paper session: Reflections on diverse “resources” of learning	30
S4b	Paper session: Teacher learning in the context of professional collaboration	32
S4c	Papers session: Reflections on founding ideas of education	34
S5a	SIG10 Invited symposium: The past, present, and future of research on social interaction in learning and instruction	37
S5b	Paper session: Teacher practices outside the subject didactics	39
S5c	Symposium: Design Principles in Education	41
	<i>Plenary lecture - Tania Zittoun</i>	44
S6a	Roundtable: Supporting collaborative problem-solving in education: challenges and enabling conditions	44
S6b	Paper session: Reflections on learning and social interaction	46
S6c	Research Design Forum: Exploring students' self-presentation and challenges during intercultural collaborative learning	47

S7a	Workshop: Game and Play - How they differ and why the difference matters	48
S7b	Poster session	49
S7c	Workshop: Publishing (Open Access) with Springer	51
	Friday programme	
S8a	Paper session: Development of key competences	54
S8b	Paper session: Reflections on transformation in education	56
S8c	Paper session: Learning in the context of social interaction	58
S9a	Paper session: Learning in social interaction	60
S9b	Paper session: Reflections on teaching and learning in the time of COVID	62
S9c	Symposium The University of Students: A place for joint self-education	64
	<i>Plenary lecture - Geert Van Hove</i>	66
S10a	SIG25 Invited symposium: Tensions and movements: multiple perspectives on interdisciplinary research and education	67
S10b	Paper session: Joint construction of knowledge	70

point' highlighting conflicting viewpoints on voting. The discourse analysis of these rich points unpacks tensions, through which a community is performed, and voting is normatively established as a practice of quality-driven content curation. At the same time, it surfaces conflicting perspectives associated with voting as a practice of engaging in feedback dialogues. While these tensions engender an antagonism in knowledge practices on Stack Overflow, it can be understood as necessary in a context of an online platform that relies on both the quality of curated knowledge and a constant influx of users.

USAGE OF COLLABORATIVE AND REFLEXIVE TECHNIQUE IN ECEC TEACHERS - HORIZONTAL LEARNING IN SERBIA

Ivana Đerić¹, Nada Ševa¹ & Dušica Čolaković²

¹Institute for Educational Research (Serbia), ²Preschool Institution "11th April", Belgrade (Serbia)

The Model of the professional learning community (MoPLC) is focused on supporting ECEC teachers in critical and reflective rethinking, changing, and developing their practice in cooperation with their colleagues. The MoPLC employs the following tools: communication techniques (active listening and feedback sandwich technique), question formation technique, and flipped learning method. These techniques should contribute to the development of reflexive-social practice. The aim of the study is to determine how ECEC practitioners perceive techniques of collaborative learning and critical reflection from the MoPLC to develop professional competencies related to reflexive-social practice? 103 ECEC teachers from 6 PIs estimated on 7-point scale the quality and effectiveness of the reflexive discussion and cooperation between participants and the usefulness and usage frequency of proposed techniques and methods from the MoPLC. The practitioners recognise the techniques proposed in the MoPLC as very useful for developing reflexive-social practice in the ECEC system. One of the possible explanations would be that the choice of techniques was based on the insights related to the previous usage in the ECEC professional context in Serbia, especially the one related to communication skills. The practitioners recognised that these techniques are highly related to one of the MoPLC 's goals. Finally, the MoPLC structure is organised to allow practitioners to use and practice these techniques continuously. Based on that, practitioners recognised that professional learning is happening in an experiential and participative manner, allowing for further development of high-quality discussions and critical analysis of their practice.

UNFOLDING DEVELOPED CONCEPTS: GETTING CLOSER TO THE OBJECT OF TEACHING

Martín Vergara

University of Neuchatel (Switzerland)

It seems fairly obvious that to deliberately produce a specific result, we have to know how it is produced: desired outcomes, require particular processes. If the way of pro-



EARLI
SIG 10, 21 & 25
Belgrade 2022