



1st International Scientific Seminar in Learning Sciences

Grounding best schools in cutting-edge research

February-May 2013

From February through May 2013, the UIC Faculty of Education will hold the first edition of the International Scientific Seminar in Learning Sciences, under the theme "Grounding best schools in cutting edge research". The seminar is designed as a series of eight thematic sessions focused on the role of interaction and language on learning and development, including the perspective of the neurosciences.

The Seminar will set the State of the Art on how people learn in the 21st century, sharing the latest findings of international cutting edge research in learning sciences that can ground the design of effective learning environments. The leaders of each of the seminars are international researchers who have made crucial advancements in the scientific understanding of learning.

Structure

Each learning scientist will lead a one-day seminar which will be structured into two parts. The first part will be an in-depth presentation and discussion by the researcher of the state of the art on a research question that is central in the field. The second part of the seminar will be a dialogue between the researcher and all the participants grounded in previous readings that the scholar will have selected in advance to ensure updated and relevant scientific discussion.

International Audience

This scientific seminar is addressed to international junior and senior researchers, master and doctoral students, post-doctoral researchers, and university professors, from different disciplines of the educational and social sciences, and the neurosciences.

Calendar

DATE	LEADING RESEARCHER	SESSION THEME
Friday, 1st of February	Anne Edwards , University of Oxford (UK)	Learning, Culture and Social Interaction. Cultural historical and activity theory approaches to learning.
Saturday, 2nd of February	Courtney Cazden , Harvard University (USA)	Language in the Classroom. The discourse of teaching and learning and its effects on achievement and inclusion.
Friday, 15th of March	Ramón Flecha & Marta Soler , University of Barcelona (Spain)	Dialogic Learning and Reading. The dialogic principles of Successful Educational Actions.
Saturday, 16th of March	Linda Hargreaves , University of Cambridge (UK)	Dialogue in the Classroom: Effective Group Work.
Friday, 5th of April	Sandra Racionero , International University of Catalonia (Spain)	Interactions that foster learning and socio-cultural transformation in the classroom: The case of Interactive Groups.
Saturday, 6th of April	Carol Lee , Northwestern University (USA)	A theory of Cultural Modelling for the design and enactment of curriculum that draws on all students' cultural intelligence.
Friday, 10th of May	José María Delgado* , University Pablo Olavide (Spain)	The dialogic brain. How the neurosciences can inform better learning and educational success.
Saturday, 11th of May	Erica Halverson , University of Wisconsin-Madison (USA)	The centrality of identity in contemporary learning: The role of language and narrative in identity development.

Direction of the Seminar

Sandra Racionero-Plaza, Ph.D. by the University of Wisconsin-Madison.

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LEADING RESEARCHER	
<p>Dr. Anne Edwards, University of Oxford (UK)</p>	<p>Director of the Department of Education at The University of Oxford, where she is Professor of Educational Studies. She is a former President of the British Educational Research Association, and co-ordinates the Oxford Centre for Sociocultural and Activity Theory Research (OSAT). Dr. Edwards is one of the leading scholars in the area of application of Cultural Historical Activity Theory to understand and develop teaching and learning, and teacher education. Her research focuses on learning across boundaries and agencies, the move from the systemic to the relational regarding agency and activity theory, and cultural historical and activity theory approaches to learning and organisational change. Edwards is co-editor of the scientific journal <i>Learning, Culture and Social Interaction</i>, together with Harry Daniels (Bath), Neil Mercer (Cambridge) and Roger Saljo (Gothenberg).</p>
<p>Dr. Courtney Cazden, Harvard University (USA)</p>	<p>Dr. Cazden is the Charles William Eliot Professor of Education at the Harvard Graduate School of Education. Her famous book <i>Classroom Discourse: The Language of Teaching and Learning</i> (1988, 2001) was the first and most profound analysis of the classroom discourse, and has become a cornerstone in the field of dialogic teaching and learning. Dr. Cazden has worked closely with Dr. Jerome Bruner at Harvard. She has been involved in research studies on the development of oral and written abilities and the functions of language in schools and communities, focusing mainly in the USA and Australia, and the connections of those functions with social justice in education. She has published extensively on all those topics. Dr. Cazden is also former president of the <i>Council on Anthropology and Education</i>, as well as of the <i>American Association for Applied Linguistics</i>.</p>
<p>Dr. Ramón Flecha & Dr. Marta Soler, University of Barcelona (Spain)</p>	<p>Flecha is Dr. Honoris Causa by the West University of Timișoara, and Full Professor of Sociology at the University of Barcelona. He has developed the theory of Dialogic Learning (2001) and the Learning Communities project, already implemented by more than 140 schools and which has been acknowledged by the European Commission (2012) as a model to overcome school failure in Europe. Flecha has been the main researcher of the INCLUD-ED project (FP6, 2006-2011), the research project of highest scientific status and most resources dedicated to the study of school education ever funded by the European Commission. INCLUD-ED has identified a series of Successful Educational Actions that lead to students' educational success in all contexts. Flecha has published internationally in top ranked journals and in more than twelve languages, including publications with Paulo Freire, Henry Giroux, and Michael Wiewiorka among others. Soler is Doctor in Human Development & Psychology by Harvard University, and current director of the Centre of Research in Theories and Practices that Overcome Inequalities at the University of Barcelona, a leading research centre in social sciences in Europe. Soler has studied in depth the process of reading in the dialogic literary gatherings, developing a model of dialogic reading. The dialogic literary gatherings are one Successful Educational Actions which is raising the literacy achievement of all children and adolescents. Soler's research also focuses on the analysis of communicative acts in social interaction, and she has published widely on this topic, including a book co-authored with John Searle. She was the Knowledge Management Committee coordinator of the INCLUD-ED project and is the editor of the <i>International and Multidisciplinary Journal of Social Sciences</i> (RIMCIS).</p>
<p>Dr. Linda Hargreaves, University of Cambridge (UK)</p>	<p>Dr. Hargreaves is professor of Classroom Learning and Pedagogy in the Faculty of Education at the University of Cambridge. Her principal research interest is the study of classroom interaction, in a variety of contexts, including the effects of recent initiatives. Deepening on this research topic, Dr. Hargreaves explores effective groupwork in classrooms and children's personal epistemologies (ChALK Project), as well as educational provision in small and/or rural schools. She has been co-director and principal investigator of research projects on these topics and has published extensively on them. She was co-founder of Network 14 of the European Educational Research Association (EERA), a network focused on "Communities, families and schooling in educational research" and she is one of its senior convenors. Dr. Hargreaves is member of the Psychology and Education academic group in the Faculty of Education, and associate editor of the prestigious <i>Cambridge Journal of Education</i>.</p>
<p>Dr. Sandra Racionero-Plaza, Universitat Internacional de Catalunya (Spain)</p>	<p>Racionero holds a double PhD in Educational Psychology (Learning Sciences) and Curriculum and Instruction by the University of Wisconsin-Madison. She was the only European to receive the 2011 Academic Achievement Award from the University of Wisconsin-Madison, among all master and doctoral students from all disciplines, in recognition to her outstanding accomplishments. Racionero's research focuses on the analysis of communicative interaction in dialogic learning environments to identify the elements that lead all students to deeper understanding of the curriculum, higher achievement and improved social relations. She has particularly analyzed "Interactive Groups", which research has proved to be one of the most successful forms of classroom organization. She has published on these topics in top indexed journals. Racionero is editor of the <i>International Journal of Educational Psychology</i> (Hipatia Press), a scientific journal where have published Jerome Bruner and Robert Sternberg among other renowned authors.</p>

LEADING RESEARCHER	
<p>Dr. Carol Lee, Northwestern University (USA)</p>	<p>Dr. Lee is the Edwina S. Tarry Professor of Education and Social Policy in the School of Education and Social Policy at Northwestern University, which has one of the most influential doctoral programs in Learning Sciences. Her research interests include cultural contexts affecting learning broadly and literacy specifically, and classroom discourse. Particularly, Dr. Lee has developed a theory of cultural modelling that provides a framework for the design and enactment of curriculum that draws on forms of prior knowledge that traditionally underserved students bring to classrooms from their home and community experiences. She has published on these topics in numerous top ranked journals and has transferred the results of her research to school reform practices; Dr. Lee has been founder of an African centered charter school. Lee is past president of the <i>National Conference on Research in Language and Literacy</i> and of the <i>American Educational Research Association</i>.</p>
<p>Dr. José María Delgado, University Pablo Olavide (Spain)</p>	<p>Dr. Delgado is founder of the Neurosciences Lab at the University Pablo de Olavide in Sevilla and director of the Division of Neuroscience at the same university. Dr. Delgado's main scientific contributions are related to the mechanisms underlying the maintenance of visual perception and postural balance, and the neural mechanisms that enable learning and in vivo memory. He has published more than 300 journal articles on those research topics, and the journal <i>Science</i> selected him as one of the ten scientists worldwide who had made one of the most important scientific discoveries in 2006. He has been president of the Spanish Physiology and Neuroscience Societies, as well as Chairman of the <i>European Network on Neural Regeneration and Plasticity</i>.</p>
<p>Dr. Erica Halverson, University of Wisconsin-Madison (USA)</p>	<p>Dr. Halverson's main contribution to the learning sciences is the analysis of the intersection of identity and learning, in particular the dramaturgical process – the telling, adapting, and performing of personal narrative – as a sophisticated set of literacy practices that lie at this intersection. She examines this process both from a literacy studies perspective and from a developmental psychological perspective, asking questions about what these practices afford participating youth in terms of their struggles with positive identity development. As a learning scientist, Halverson also investigates the design of environments where youth produce films as a means to grapple with issues of identity and self-presentation. Dr. Halverson has published extensively on these topics in highly ranked journals. She won the prestigious <i>Jan Hawkins Award</i> from the American Education Research Association (AERA), which is given for early-career contributions to humanistic research and scholarship in learning technologies.</p>