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Welcome

I am delighted to introduce the first EARLI newsletter for the SIG 21 in Learning and Teaching in Culturally Diverse Settings. Along with the founding Chairs of this SIG, Guida de Abreu and Ed Elbers, we hope that this newsletter will provide an avenue for exchanging information about a topic which is of interest to us all. As a SIG we are interested in bringing together researchers who study culturally diverse schools, classrooms and other educational settings from the perspectives of learning, teaching, social interaction and home-school relationships.

With ever increasing migrational movements, many countries around the world are finding the ethno-cultural diversity in schools challenging. This SIG hopes to provide a useful forum for the exchange of ideas around cultural diversity in the educational arena.

This newsletter will provide an opportunity to report on news and events, small articles about members' research, conference reports (to which members can contribute), lists of members and any recent publications by members which others may find useful. The newsletter will be published biannually. We hope the newsletter will provide a forum to learn from each others' research and activities.

We very much welcome all of those who were able to attend the foundation meeting in Budapest, as well as those who were not able to make it. We look forward to hearing from you and hopefully meeting you in the future to understand more about culturally diverse educational settings.

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(Heroes Square, Budapest, Hungary)

News and Events

The Founding of the SIG 21: Budapest, Hungary 2007

EARLI's 12th Biennial conference played host to our new SIG foundation meeting, which despite the lateness of the hour and the many commitments of individuals, was extremely well attended. Thank you to all of those who were there. Strikingly, there were colleagues from as far as Australia, Europe, the United States and Iceland, to name only a few!

From the beginning, it was very clear to me that many of us at the meeting shared a common interest of understanding how the changing cultural landscape is having an impact on educational arenas like school and those who operate within them.

The other key topic of conversation revolved around the future date for a SIG conference. The original plan has been for the conference to be hosted in the UK at Oxford Brookes University. However, we had an offer at the conference to combine with two other SIG groups (10 & 15). This offers two key advantages: the first is that we can pool resources and have a slightly longer event and the second is that many of the members of these groups cross over and so more people will be able to attend.

The next meeting will take place in Gothenburg, Sweden on 19-20 May 2008 (see details below)..

[If members have any news they would like to share with the group please send any information to the editor. This might include interesting conferences, call for papers/special issues, general messages to the group, announcements about group members successes, etc.]

SIG 21 Founding Meeting, Budapest 2007



(Conference venue, Lagymanyos Campus of Eotvos Lorand University, Budapest)

Biennial Meeting for Special Interest Group 10, 15 and 21 in Göteborg, Sweden (May 19-20)

Colleagues are happy to invite you to:

The next biennial **Earli SIG** (Special Interest Group) **meeting in Göteborg 19-20th of May 2008**. The meeting will take place at the Wallenberg Conference Center, Göteborg University, Sweden.

Three SIG's are jointly organising this meeting, SIG 10: Social Interaction in Learning and Instruction; SIG 15: Special Educational Needs; and SIG 21: Learning and Teaching in Culturally Diverse Settings. The title of the meeting is *Social Interaction, Learning and Diversity*.

The aim of this meeting is to provide a forum for the presentation and exchange of research findings and expertise within the themes of the SIGs. This implies having a specific research interest within the

field of Social Interaction in Learning and Instruction, Special Educational Needs and/or an interest in Learning and Teaching in Culturally Diverse Settings. We expect the paper- and poster sessions to deal with ongoing research and each presenter is therefore invited to bring data along together with work in progress that can be used to enlighten and discuss thematically issues in relation to research questions, methodology and new findings.

We invite you to contribute with posters and papers. Date of submission is **January 1st**, and date of acceptance no later than **March 1st**. Please, send your registration and abstracts, maximum 500 words, to Eva.Hjorne@ped.gu.se. All proposals will be reviewed by a committee of SIG coordinators and a notice of acceptance will be sent to you. Don't forget to note your name, title, address/affiliation, poster/paper and SIG for which the presentation will be prepared.

Invited speakers to the meeting:

Sheila Riddell, Professor of Inclusion and Diversity, Moray House School of Education, University of Edinburgh, UK. <http://www.creid.ed.ac.uk/people/riddell.html>

Roger Säljö, Professor at the Department of Education and former president of Earli, University of Gothenburg, Sweden. <http://www.ipd.gu.se/english/staff/roger.saljo/>

Practical information:

Fee for the meeting: **Members: SKR 700** (about 70-75 Euro), including lunch, coffee and dinner. See the attached invoice. **Non-members: SKR 1000** (about 100-110 Euro). If you want to participate please, **register before the 1st of January 2008**.

Accommodation: Hotel about 100 Euro per night. We have reserved some rooms at the Hotel Flora (<http://www.hotelflora.se/>), where the university has a special prize. Send an e-mail to Eva.Hjorne@ped.gu.se, if you want to book this one.

You can also book yourself, for example, at the following web-site where you can find some really cheap hotel in Göteborg: <http://www.booking.com/city/se/goteborg.sv.html?aid=310018;label=goteborg-RHajlIeSFbkIaGdQHBmFQS676519146;ws=&gclid=CIPA047Zp48CFQkRgQodXCj4KQ>

Best regards
From the SIG coordinators:

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SIG 21: Guida de Abreu: gabreu@brookes.ac.uk & Ed Elbers: e.elbers@uu.nl

Conference Reports – attending the 12th Biennial Conference of EARLI, Budapest

I always enjoy attending EARLI, not just because of the disco entertainment, the wine reception or the night-time cruise along the Danube but because it provides me with the rare opportunity for meeting like-minded colleagues who share an interest in learning in culturally diverse settings.

It is difficult at such a large conference to pin down prominent features in such a short piece. The wealth of useful work and knowledge at EARLI always astounds me. But pick elements I must, and particular highlights for me included the address by Roger Säljö (University of Goteborg) and Hugh Mehan's keynote speech (University of California). Not forgetting symposia organised by Guida de Abreu & Ed Elbers, Peter Renshaw, Monoco & colleagues, and Eva Hjørne & van der Aalsvoort (to mention only a few!).

Roger Säljö spoke about learning technologies and social memory. He took us through a journey which began by addressing social memory as both individual and part of a shared life experience, towards understanding technologies as extensions of learning and knowing. This journey came full circle as he linked social memories to the externalisations of artifacts such as technological tools.

Hugh Mehan from the CREATE Research Centre in San Diego addressed the under-representations of minority ethnic young people in college. Hugh described another type of journey; namely the creation of two schools dedicated to helping young people from under-privileged backgrounds enter into the college education system. With stoic good humour Hugh related some of the trials endured in attempting such a project.

The symposia I have mentioned above offered a slice of understanding about the lived experience either at home or at school. Children learning in culturally diverse settings, teachers working and managing culturally diverse classrooms, social perspectives on inclusion and the social in everyday life.

I'm sorry I do not have the space to mention the work of so many others – next time!

Sarah Crafter

The 2007 EARLI conference in Budapest was like a well stocked up smorgasbord with a good mix of classic dishes and interesting new one's!

The historical founding meeting of *SIG 21: Learning and Teaching in culturally diverse educational settings* was an important opportunity to meet other senior and junior researchers and to have the opportunity to initiate and establish contacts, learn about what is in the pipeline or what one would like to have there. I think I am not the only one who became inspired and curious when new members in our new SIG presented themselves, their research interests and projects: we ourselves are very culturally diverse and this became evident in the fact that we come from diverse educational settings, from different latitudes and longitudes and because we ourselves are bearers of and co-constructors of different identities. This is a great starting point for our analysis of learning and teaching in culturally diverse settings at the crossroads of different academic areas!

In some of the Symposia at EARLI 2007 I would have liked to have learnt more about demarcations in methods and materials and also a critical discussion of keywords. I think it is fruitful for our ethnographic research projects to have more discussions about complex ways of understanding cultural diversity in educational arenas. In the digital age I also wonder how we can enrich research activities with new technological tools.

I was privileged to be able to participate at the EARLI Conference even though I have only just started my PhD studies. It was valuable for me and the members in the Research project LISA-21, *Language and Identities in School Arenas at the beginning of the 21st Century* situated at the *KKOM-DS* research group at Örebro University, Sweden, to participate at the EARLI Conference in Budapest.

I look forward to many more enriching conferences and also to participating in the activities of the new SIG.

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About the Coordinators

Guida De Abreu – Oxford Brookes University, UK

Guida was born in Madeira Island, Portugal and trained as a psychologist in Brazil. After completing her PhD at the University of Cambridge, she went to work at the University of Luton where she was Head of the Centre for Psychology and Culture. In 2004 she moved to Oxford Brookes University where she is a Reader in Cultural Psychology and continues to carry out research informed by socio-cultural theory.

Over the last 15 years, her work in Brazil, Portugal and England has focused on socio-cultural aspects of children and young people's psychological development, taking into account the perspectives of their parents and teachers. One strand explores children's mathematics learning and examines relationships between home and school cultures. This work has produced a new conceptualisation of the impact of cultural influences on cognition and learning trajectories and the development of identity.

Her international collaborations have resulted in publications such as "Transitions between contexts of mathematical practices" (Abreu, Bishop & Presmeg, 2002); a book, "Education of Portuguese Children in Britain: Insights from Research and Practice in England and Overseas" (Abreu, Cline & Lambert, 2004) and a special issue of the *European Journal of Psychology of Education* "The social mediation of learning in multiethnic schools" (with Ed Elbers, 2005). She has a particular interest in promoting European research in development and learning in culturally diverse settings and is a founding member of the ISCAR section on Cultural-Historical Approaches to Children's Development and Childhood (CHACDOC) and a co-coordinator of the CERME working group on "Mathematics Education in Multicultural Settings" (Conference of the European Society for Research in Mathematics Education).

Ed Elbers - Utrecht University, Netherlands

Ed trained as a psychologist in Nijmegen, Amsterdam and Berlin. In 1991 he began working at Utrecht University as a Professor of Communication, Cognition and Culture; first in the Department of Interdisciplinary Social Science and then recently in the Department of Pedagogical and Educational Sciences.

From January to September 2003 he was a Guest Professor at the Max Planck Institute for Human Development in Berlin. More recently he has been invited to spend time in CRASSH (Centre for Research in the Arts, Social Sciences & Humanities) at the University of Cambridge (April – July 2008). The main theme for Ed's research is on communication processes in the context of learning and instruction. For some years now he has focused on studying interaction processes in multi-ethnic classrooms. He has also published on paradigm change in developmental psychology and interdisciplinary social science.

He guest-edited a special issue of *Learning and Instruction* (1996) on "Cooperation and Social Context in Adult-Child Interaction", and a special issue of *European Journal of Psychology of Education* (with Guida de Abreu, 2005) on "The social mediation of learning in multiethnic schools". In 2006 Ed and his colleague Mariëtte de Haan won the George Bereday Award for their paper in *Comparative Educational Review* titled "Peer tutoring in multiethnic classroom in the Netherlands: A multiperspective analysis of diversity". He has recently edited a book on "The Transformation of Learning" (with Bert van Oers, Wim Wardekker and René van der Veer) which will be published by Cambridge University Press in 2008.

Conference Events

IAIE Conference (Co-operative Learning in Multicultural Societies: Critical Reflections)

MES5 Conference (5th International Conference on Mathematics Education and Society)

Turin, Italy
19-22 January 2008 (deadline for submission has passed)
<http://www.iaie.org/torino/>

8th International School on Educational Research

Jyväskylä, Finland
28 January – 1 February 2008
<http://www.utwente.nl/ico/en/education/courses/ws/Leaflet/>

9th Nordic Symposium on Research in Science Education

Reykjavik, Iceland
11-15 June 2008 (7th January call for papers deadline)
<http://symposium9.khi.is/>

ICME11 (11th International Congress in Mathematics Education)
Monterrey, Mexico
6-13 July 2008 (20th January call for papers deadline)
<http://icme11.org/>

ICDS-5 (5th International Conference on the Dialogical Self)
Cambridge, United Kingdom
26-29 August 2008 (18th January call for papers deadline)
<http://www.dialogicalscience.com/>

ISCAR (International Society for Cultural and Activity Research)
San Diego (California), United States
9-13 September 2008
<http://www.iscar.org/>

Albufeira, Portugal
16-21 February 2008 (deadline for submission has passed)
<http://www.mes5.learning.aau.dk/>

INTED Conference (International Technology, Education, and Development Conference)
Valencia, Spain
3-5 March 2008 (deadline for submission has passed)
<http://www.iated.org/inted2008/>

ICLS Conference (8th International Conference of the Learning Sciences)
Utrecht, Holland
24-28 June 2008 (19th November call for papers deadline)
<http://www.isls.org/icls2008/>

PME32 (32nd Psychology of Mathematics Education Conference)
Morelia, Mexico
17-21 July 2008
<http://igpme.org/default.asp>

ECER (European Conference of Educational Research)
Gothenburg, Sweden
10-12 September 2008 (1st February call for papers deadline)
<http://www.ipd.gu.se/english/ecer2008>

30th ISPA Conference (International School Psychology Association)
Utrecht, The Netherlands
8-13 July 2008
<http://www.cmscongress.com/ispa2008/startsite.htm>

Useful Publications & Research Activities

Readers may interested in the following activities

The school as socializing agent

(Mariëtte de Haan, Ed Elbers, Inge Wissink, Utrecht University, the Netherlands)

Project: Cooperative Learning and culture

(N. Phuong-Mai, C. Terlouw and A. Pilot Utrecht University, The Netherlands)

This project seeks to investigate how, i.e. through what kind of (discursive) processes, multi-ethnic schools function as a mediator in bringing about social change that results in increasing social cohesion in the domain of socialization. The project focuses on the communicative processes between migrant families and schools as it is assumed that these are able to make these processes of change visible. Its goal is to contribute to the question of how Dutch institutions and migrant parents are able to deal with and bridge different views on education in processes of strategic decision-making. Data will be collected on parent teacher conferences where the choice of secondary school is discussed. In this procedure, which is held at the very end of primary school, parents and the school discuss the possibilities of students to proceed to one of the levels in the Dutch tracked system for secondary education. Furthermore, family visits will be made to interview parents and siblings about their vision on school, their educational practices and the process of change these have gone through since they migrated. Finally, both data sets will be used to get insight into the reconstruction of educational practices of migrant parents since their migration and the role mediators such as school play in this process.

Wired up. Digital media as innovative socialization practices for migrant youth.

(Sandra Ponzanesi and Mariëtte de Haan Utrecht University, and Kevin Leander, Vanderbilt University)

This program will focus on how new digital media practices involving the Internet (e.g., information seeking, instant messaging, chat, web logs, the production and distribution of multi-media) impact on the lives, identities, learning and socialization of migrant youth. Migrancy, central to this program, embeds many of the local and global paradoxes that also pertain to digital media with their compression of space and time. However, the link between the two fields is still under-theorised and is in need of more situated and comparative research. Bridging approaches from the humanities and social science, the primary aim of the project is to develop new conceptual tools and an innovative methodological approach that will allow us to monitor, evaluate and assess the socio-cultural specificities of the interaction between youth and digital media in a comparative

The main components of our research project are:

1. Firstly, the project is concerned with the influence of western educational approaches in non-western societies and cultural groups. Given the perceived pressure to modernize and reform, educational policy makers in non-western countries tend to 'borrow' policies and practices which appeared to be effective in a very different cultural context to that of theirs. In effecting such transfer, detailed consideration of particular aspects of the culture and heritage of the originating country is often likely to be neglected. To illustrate some of the problems that result from this, the project draws on a case study of the application of Cooperative Learning, an educational method developed in a western context, within an Asian context. Using the two cultural typologies of Hofstede and Trompenaars as analytic frames, our evaluation of Cooperative Learning in an eastern context reveals two complex webs of cultural conflicts and mismatches. We argue that non-western cultures should seek to reconstruct imported pedagogic practices in accordance with their own world views and in line with their own norms and values.

2. Secondly, the project involves a series of experiments in Viet Nam. We hypothesized that Cooperative Learning (CL) as an educational method born in the West with fundamental psychological assumptions based on Western values, should be adjusted to be culturally appropriate in any non-Western cultures. The main aspects for considerations are leadership, trust, identity, reward structure, and face concern. The experiments were conducted in several Vietnamese upper-secondary schools with 181 students aged 15-18 randomly divided into two experimental groups. One group was provided with a series of lessons designed according to Western based CL. Another group was provided with similar lessons but these were modified so as to be more culturally appropriate. Findings show that the group receiving the culturally modified inputs had superior learning outcomes, exerted greater effort and demonstrated superior group relations.

3. Thirdly, we are running a project investigating some issues concerning cultural diversity in CL and curriculum. Participants are

perspective (migrants versus native Dutch, Moroccan migrants in the Netherlands versus Mexican migrants in the USA, female versus male). The comparative research focuses on a) identity construction and global representations, b) development of new learning strategies and socialization patterns, c) new forms of digital literacy and youth networks, and d) differences and similarities of these dynamics in a cross-national comparison. The methodology, based on large scale online surveys, the monitoring of internet use and electronic dairies, video recorded interaction analysis and ethnographic research, will enable to gain insight into the dynamics between these global digital spaces and traditional contexts of socialization. Moreover, it will locate the study of the effects of digital media in relation to socio-cultural configurations mediated by nationality, gender and ethnicity, which will be a significant contribution to the debate on digital media. See: www.fss.uu.nl/wiredup/

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270 students (38,2% non-Dutch) from Pharmacy department in Utrecht University, The Netherlands. Results from interviews and questionnaire show that there are discrepancies in how Dutch and several Non-Dutch groups perceive (1) the impact of language proficiency in learning; (2) the impact of grouping on the ground of ethnicity; (3) the willingness to get to know the cultures of student fellows; and (4) the role of alternative and traditional pharmacy in curriculum. Data from questionnaire distributed to teachers shows that teachers tend to have perception mirroring Dutch students on the issues of language impact and alternative pharmacy. Further, teachers tend to have higher perception of their own instruction in comparison with expectation from Non-Dutch students.

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