



SIG 21 Learning and Teaching in Culturally Diverse Settings

February 2009

Newsletter

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Welcome

As our older members know this SIG seeks to bring together researchers and educationalists who study culturally diverse schools, classrooms and other educational settings from the perspectives of learning, teaching, social interaction and home-school relationships. I can't help be but aware that there is some unpopularity towards the endorsement of research containing words like 'culture', 'ethnicity', and dare I say it, 'multiculturalism'. The subtle but present recoiling of some educational institutions, funding bodies and political governments from addressing 'the cultural' is not abating.

Intrigued by my growing awareness of the negativity towards 'the cultural', particularly in educational research I decided to run some search terms into Google Scholar which combined with 'education' the terms 'culture', 'ethnicity' or 'multicultural'. Clearly I have not engaged in any rigorous process here, but I was struck by the fact that those publications which popped up under these search terms were rarely dated after 1999. Of course there are still pockets of us ploughing forward, but we remain in the minority.

On a positive note, our next major meeting point will be the EARLI conference in August (see details below). This will provide us with the

opportunity to discuss some of the issues facing us as a SIG group. In particular, the conference will facilitate discussions around culture as it is implicated in learning and teaching practice. Presentations and symposia also offer the possibility to discuss how 'culture' and 'diversity' can be conceptually interrogated.

This will be the first EARLI conference for this newly founded SIG and we are proud to be able to say that five symposia were accepted. There were also thirty-two individual presentations that have been included in the programme. Congratulations to all of those whose work was accepted.

We also have the keynote speech of our invited speaker, Carola Suarez-Orozco to look forward to. The details of her talk are available in the following section.

I hope you enjoy the Newsletter and I look forward to seeing many of you in Amsterdam.

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News and Events

13th Biennial EARLI Conference in Amsterdam, Netherlands (25th – 29th August 2009)

The next major meeting point for our SIG21 is the EARLI Conference in Amsterdam.

1. SIG ***Business meeting*** will be held on Thursday, August 27, during lunch time. This may be subject to change if the timetable needs altering
2. We were also delighted to announce in the last newsletter that **Carola Suárez-Orozco** has accepted an invitation from SIG 21 to attend EARLI as an Invited Speaker. Her talk is title:

Learning a New Land: The educational challenges newcomer immigrant youth Carola Suarez-Orozco, New York University

Immigration presents both challenges and opportunities that affect adolescent students' academic achievement. Using data from a 5-year longitudinal study, varying academic trajectories were identified for 287 newcomer immigrant students to the United States arriving from Central America, China, the Dominican Republic, Haiti, and Mexico. Mixed methods analytic strategies synergistically shed light on the cumulative developmental challenges immigrant students face as they adjust to their new educational settings. Consistent with ecological-developmental and stage-environment fit analytic frameworks, School Characteristics (a-school segregation rate, b-school poverty rate, and c-student perceptions of school violence), Family Characteristics (a-maternal education; b-parental employment; and c-household structure), and Individual Characteristics (a-academic English proficiency; b-academic engagement; c-psychological symptoms; d-gender; and two age-related risk factors—e-number of school transitions and f-being over-aged for grade placement) were associated with different trajectories of academic performance. Implications for educational intervention and practice are discussed.

To view **Carola's** her home page click on the link below
<http://steinhardt.nyu.edu/immigration/carola.html>

3. SIG ***invited symposium***, organized by Guida de Abreu and Ed Elbers is scheduled for Friday morning, August 28, from 8.30 to 10 a.m.

This symposium examines “Students from immigrant families and their participation in school practices: identities and representations”

Organisers: Guida de Abreu & Ed Elbers

Discussant: Carola Suarez-Orozco

Contributors:

Nuria Gorgorio, Autonomia University of Barcelona, Spain

Sangeeta Bagga-Gupta, Örebro University, Sweden

Ed Elbers, Mariette de Haan, Kirsten Oerlemans & Inge Wissink University of Utrecht, Netherlands

G. de Abreu (Oxford Brookes University), S. Crafter (University of Northampton), T. Cline,

(University College London) L. O'Dell, (Open University), UK

Abstract for the symposium

In this symposium the ways students from immigrant families participate or are expected to participate in school practices are explored from socio-cultural perspectives. The symposium brings together empirical research focused on students, parents, teachers and schools. The contributors will also

examine theoretical ideas, and their potential to advance knowledge, research and educational practice. Participation in school practices is explored from different angles, which will include analysis of the range of meanings that are subscribed to “diversity” and “culture” by national agencies, schools, teachers and teacher-educators (Bagga-Gupta); analysis of teachers’ accounts of students’ participation in classrooms (Gorgorio); analysis of parent-teacher communication (Elbers et al.); analysis of students’ accounts of their transitions between home and school practices (Abreu et al). Despite the differences in foci, the analyses presented will all attempt to uncover the meanings, images, categorizations, identities and conceptions of the learner underlying the accounts or practices. We refer to these underlying processes as representations. The research presented will be examining issues such as: how can these representations be conceptualized? How can their sociogenesis and their relationship with processes of identification be understood? How do these representations mediate practices (e.g. teacher-parent communication, the teaching of mathematics, the way a student experience transitions between home and school practices, the way a student communicates or engages with an activity in the classroom, the way schools organize teaching for diversity)? In their presentations, the contributors will explore the reciprocal relationship between representations and practices: they are interested in the way representations inform social practices as well in how changing contexts of practice (e.g. presence of immigrant students) impact on existing representations.

4. SIG *Future and Vision Session*. Saturday, August 29, 2009, 12-13.30h.

Learning and teaching in culturally diverse settings Trends, gaps and priorities

The aim of the session is to look back on the conference and discuss trends and gaps in the research presented and draw some lines for future research. The session will be initiated by two discussants (Anne-Nelly Perret-Clermont and Peter Renshaw) who will give their impressions of the conference. The discussants will, in particular, address the question to what extent the conference has contributed to the study of learning and teaching in culturally diverse educational settings, with respect to new research and ideas, but also to gaps and topics that badly need to be dealt with. Another relevant topic will be to view research in the context of social developments and policies. The discussants will make introductory remarks (15 minutes each), as an introduction to a general discussion to which all people attending the session can contribute. This session will result in the formulation of priorities for research in the years to come, as well as the elaboration of questions and concepts that are characteristic of current research of cultural diversity in education.

5. List of symposia proposed and accepted within the field of the SIG on Learning and Teaching in Culturally Diverse Settings

(Please note, that the conference organizers gave us only the names of the first organizers of the symposia)

Learning at the boundary? Looking beyond stable identities, communities and objects (organized by Sanne Akkerman)

The Relationship between Bilingualism and Early Mathematical Competencies (organized by Ilonca Hardy)

Young minority children in Europe: studies of talk and language learning at home and in school (organized by Veslemoy Rydland)

Mathematical Problem Solving Around the World (organized by Hugh Burkhardt)

The Challenges of International Collaborative Research (organized by Minoru Ohtani)

6. List of paper presentations proposed and accepted within the field of the SIG on Learning and Teaching in Culturally Diverse Settings

(Please note, that the conference organizers gave us only the names of the first authors of the presentations)

Comparing teaching and learning the mole in Australia and Taiwan (SuChi Fang)

Teachers' prevailing practices of support and care in vulnerable school communities (Estelle Swart)

Ethnic identity among pre-adolescent Turkish and Urdu bilinguals in Norway (Helene Fulland)

Cultures of learning (Zarina Charlesworth)

Are there any good migrants at school? German emigrants' children's school success in Austria, Belgium, Luxembourg and Switzerland (Oliver Walter)

Teachers' acculturation beliefs: Investigating dimensionality and predictors (Axinja Hachfeld)

Becoming Aware of Social and Cultural Bias: Reflections on how to lead Assessment Practices in Culturally Diverse School Environments (Kariane Westrheim)

Colliding Cultures: Home and School (Keri Facer)

Language Use among Multilingual Children in an Innovative Interactional Space (Maria del Prado Curiel Fernandez)

Appropriating technology for entering school knowledge worlds (Rosamund Sutherland)

Collective creation of characters in a videogame: the real in the virtual (Sara Cortes)

The Organization of Interactions between Expert-Novice Roles and Material-Ideal Tools (Roberto Gomez Fernandez)

A Model of Collaboration and Autonomy for Intercultural Education as Revealed through Teachers' Perceptions (Nikoletta Christodoulou)

How do learners in different countries relate to environmental issues? (Ricardo Trumper)

A theoretical perspective of learning approaches in the Pacific context (Sanjeena Chandra)

Theorizing non-dichotomous boundaries of communities of learners: Learning from the postcolonial turn in science education (Michiel van Eijck)

Italian secondary students' image of the "other" (Alessio Surian)

The Interplay of Proximal and Distal Cultural Contexts in U.S. Students' Educational Experiences (Revathy Kumar)

Cultural diversity in Swiss vocational education and training: teachers representations and pedagogical arrangements (Barbara Pfister Giauque)

Learning environment, integration, sense of belonging and study success in ethnically diverse student groups (Marieke Meeuwisse)

The Perceived Function of Schooling as a Strategy to Maintain Continuity with the Imagined Future in a New Immigration Contact Zone (Ria O'Sullivan-Lago)

Understanding agency in classroom activity (Malcolm Reed)

Vocational Orientation and Decision Making Processes of Monolingual and Multilingual Adolescents (Romano Muller)

A frame analysis of classroom discourse in a multiethnic classroom: accessing the cultural dimensions of teaching and learning (Lutine de Wal Pastoor)

The mathematics education research agenda: Opinions from mathematics teachers and policy makers from around the world (Carmel Mesiti)

Understanding exchanges based on non-linguistic information (Nathalie Spanghero-Gaillard)

Worldwide with the Family: Expatriate Children's Adjustment (Anu Warinowski)

Utilizing a multi-method qualitative design to reveal the dialogical processes of ethnic minority students' cultural identities construction in community schools in the United Kingdom (Evangelia Prokopiou)

The acquisition of the grammatical gender in French as a second language: How Luxembourgish pupils from second to fifth grade deal with it? (Harmony Marchal)

New languages, new professional identity; exploring teacher response to the arrival of non-English speaking children in previously monolingual UK classrooms (Naomi Flynn)

Learning styles and cultural diversity (Eugenia Themistocleous)

Teaching and Learning Together: Planning Mathematics Instruction for Diverse Student Groups (Vessela Ilieva)

There will be many other symposia and presentations which revolve around the topic of culture and diversity in education which will have been submitted to other Special Interest Groups, especially the SIG in Social Interaction in Learning and Teaching. As such, this list is not a comprehensive guide to presentations on culture and learning but only those submitted to SIG21.

To find out more about the 13th EARLI Conference in Amsterdam click on the link below.
http://www.earli2009.org/nqcontent.cfm?a_id=1

Project Reports

Project : From teaching to learning : the challenge of the international higher education classroom

Zarina M. Charlesworth and Lyn Glanz, Les Roches Gruyère (University of Applied Sciences, Switzerland)

The main aims of this research are to critically appraise the nature of teaching within the international higher education classroom. The study is planned to be multi-stage with the initial stages of the research

taking place in a Swiss University of Applied Sciences, and the follow up stage at a university in Brazil. The intent being to compare what one sees in a very multi-cultural classroom with a considerably more homogeneous classroom and to establish whether there are real differences in the educative strategies employed.

Despite a considerable body of research on culturally appropriate, culturally responsive or culturally relevant teaching, as well as on intercultural education, there is little work that touches on the practical aspect what specific strategies might work well in an international multi-cultural higher education classroom. Yet, the globalization of education means that international education could be described as a new career field (Bourdieu, 1990; Mayrhofer, 2004). And within this field, the emergence of 'international educators', instructors who are competent in the delivery of material to an international student body, are becoming a required specialist resource.

This research project takes a step towards critically appraising the nature of teaching in the international classroom. Using a small sample ($n=8$ per site) of experienced lecturers, repeated classroom observation combined with qualitative data in the form of lecturers' anecdotes and narratives, recorded post-observation, will provide an appropriate tool for mapping not only what lecturers say they do but how they do it, and why. The final stage will allow for a comparative analysis between the two sites at which the research will be conducted. Finally, the results will be used to compile insights on educational practice and strategies specifically for use in the international higher education classroom.

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Constructing Childhood in Culturally Diverse Settings

Lindsay O'Dell (Open University, UK); Guida de Abreu (Oxford Brookes University, UK); Tony Cline (University College London, UK) and Sarah Crafter (University of Northampton, UK)

The overall aim of this ESRC funded research project was to explore how young people construct the notion of a 'normal childhood' in culturally diverse settings. We sought young people whose representations and activities could be considered, within dominant constructions, to sit *within* or *outside* of the 'normal'. Drawing on both cultural and critical-developmental theorizing we aimed to investigate the construction of childhood by examining young people's representations of child development and engagement in work.

In our society childhood is assumed to be a time for play, education and socialisation (Hobbs & Cornwell, 1986; Jans, 2004). Rapid changes in society, including increased economic migration and the dispersal of the extended family, have created situations in which more children and young people are involved in activities that are outside of activities typically expected in mainstream British society. As well as fairly mainstream work roles (such as babysitting and newspaper delivery in the UK) we included more 'atypical' roles such as young caring and language brokering (translating for a family member who does not speak the dominant language) which may be in operation in culturally diverse settings.

We used a combined methodological approach by using survey data to explore broad experiences of work roles and to target participants ($N=46$) for a qualitative vignette interview. The analysis suggests that the participants overwhelmingly drew on a notion of 'normal' childhood which was seen as a time

for dependency, education and play and not as a time for work. However two alternative representations of childhood were also drawn on by the young people. One was a representation of 'otherness' in which engagement in the atypical activities was seen to lead to the loss of 'normal' childhood. A second, more positive representation of 'atypical' childhoods was also drawn on in which engagement in atypical activities such as language brokering was seen as a source of pride and as providing additional skills and qualities to the child's development. When atypical activities were seen as causing conflicts between a young person's obligations to their home, their school and their friends, etc... for many participants the family was the most important priority. This study suggested that there is a need to develop ways of conceptualising some childhoods that attend to their being both within and outside dominant representations of normal childhood. Some of the young people in our research, particularly the language brokers, articulated a sense of their roles as being both typical and atypical; typical in their own communities and atypical when interacting with the mainstream majority culture, usually at school. Further work is needed using other examples of children whose development takes place in atypical contexts within the family or community.

We currently have two publications which can be accessed at the links below:

Crafter, S., O'Dell, L., Abreu, de.G., & Cline, T. (in press) Young peoples' representations of 'atypical' work in English society. *Children and Society*. DOI: 10.1111/j1099.0860.2008.00165.x

<http://www3.interscience.wiley.com/journal/120123546/abstract?CRETRY=1&SRETRY=0>

Cline, T., Crafter, S., Abreu, de.G., & O'Dell, L. (2009). Changing families, changing childhoods - changing schools? *Pastoral Care in Education*, Vol. 27(1), 29-39.

<http://www.informaworld.com/smpp/content~content=a909558911~db=all~jumptype=rss>

If you would like to read about this project in more detail you can find information on the ESRC website. If you search for O'Dell in 'Awards and Output' you will find the page:

<http://www.esrcsocietytoday.ac.uk>

Conference Events

20th International Conference on College Teaching and Learning

Jacksonville, Florida, United States
13-17 April 2009

<http://www.teachlearn.org/final.html>

The 3rd International Conference on Multicultural Discourses

Hangzhou, China
27-29 August 2010

<http://shixu.com/institute-conference/>

16th International Conference on Learning

Barcelona, Spain
1-4 July 2009

<http://109.cg-conference.com/>

ICTL (International Conference on Teaching and Learning)

Kuching, Malaysia

16-18 November 2009 (Call for papers now open)

<http://ictl.intimal.edu.my/>

British Psychological Society Psychology of Women's Section Conference

Windsor, United Kingdom

15-17 July 2009

[http://www.bps.org.uk/conferences-and-events/event-listing/events\\$/2009/july/pows2009/pows2009-home.cfm](http://www.bps.org.uk/conferences-and-events/event-listing/events$/2009/july/pows2009/pows2009-home.cfm)

International Association for Intercultural

4th European Conference on Practice-based and Practitioner Research on Learning and Instruction (EAPRIL)

Trier, Germany
18-20 November, 2009
<http://www.eapril.org/EAPRIL2009>

Education IAIE

Athens, Greece
22-26 June 2009
<http://www.iaie.org/athens/>

Publications, Research Activities and Commentaries

Readers may interested in the following activities/publications

SOCIAL INTERACTIONS IN MULTICULTURAL SETTINGS

Edited by **Margarida César & Kristiina Kumpulainen**
Publisher: Sense (Rotterdam, 2009).



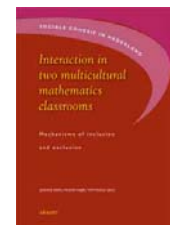
Multicultural issues are part of the agenda for researchers, academics, and politicians. The new technologies have brought multiculturalism into our professional and personal lives, opening new possibilities for social interactions among people from different countries, cultures, ages, and gender. Being able to deal with diversity, including other cultures, is a must in the 21st century.

This book is an opportunity to read narratives about social interactions in multicultural settings, and to discuss the role they play in the construction of school and social achievement. It is not only a book on multiculturalism. It is also a multicultural book, including an introduction and 13 chapters from authors representing 11 countries, and many more cultures. It is a journey that brings you through different settings, situations and scenarios, describing them vividly, so that the reader can have an authentic taste of them.

This is a book that researchers, academics, teachers, policy makers, and politicians should read. It illuminates many of the problems related to multiculturalism. But it also reports on educational experiences and forms of interacting

INTERACTION IN TWO MULTICULTURAL MATHEMATICS CLASSROOMS. MECHANISMS OF INCLUSION AND EXCLUSION.

Edited by **Jeanine Deen, Maaïke Hajer & Tom Koole**.
Publisher: Aksant (Amsterdam, 2008)



This book is the product of research by an interdisciplinary research team of educationalists, psychologists, linguists and anthropologists, who video-recorded and studied mathematics lessons in two Dutch secondary education schools with pupils of different ethnic and language backgrounds. The study minutely analyses verbal and non-verbal communication in these classes to answer the overall question: "How do teachers' and pupils' ways of interaction in the multicultural classroom influence student participation on a cognitive and social level?" The authors use a variety of approaches to answer this question, including Socio-cultural Psychology, Conversation Analysis, Micro-ethnography, Second Language Acquisition and Realistic Mathematics Education. Student participation appears as a multifaceted process involving mastery of the language, social and ethnic backgrounds, cognitive abilities, peer relations, and also didactic approach, knowledge and dedication of the teacher.

List of chapters:
Maaïke Hajer & Tom Koole, Introduction

that help solving these problems. It also illustrates the barriers that still exist and that keep many persons apart from equity.

Moreover, due to its narrative mood - the descriptions of what happens in different educational systems, and episodes that could happen to us all, including our kids - this is a book for parents, youngsters, and all the ones interested in knowing other cultures. After all, education is an issue that is related to each human being. We are all cultural individuals, who need to interact with each other. Thus, this is a book to learn how social interactions, in such a demanding multicultural world, can help us live in peace and understand each other.

The book can be bought directly from Sense online bookstore:

<https://www.sensepublishers.com/>

But you can also find it in: AMAZON.COM, Barnes & Noble, Blackwell's, Ingram Book, Baker & Taylor, Nascorp, Bertrams, Gardners & Stl, Cypher, Dawson, And Coutts.

ISBN: 978-90-8790-715-0

Price: US\$ 49.00 / EURO 45,00

Dolly van Eerde, Maaïke Hajer & Joanneke Prenger, Promoting mathematics and language learning in interaction

Joanneke Prenger, Jan Berenst, Kees de Glopper & Hilde Hacquebord, Problems when working on graph-based mathematics assignments

Tom Koole & Jan Berenst, Pupil participation in plenary interaction

Ed Elbers, Maaïke Hajer, Marina Jonker, Tom Koole & Joanneke Prenger, Instructional dialogues: Participation in dyadic interactions in multicultural classrooms

Jeanine Deen & Nienke Zuidema, Participation, learning and exclusion in group work

Trees Pels, Pupil disengagement and pedagogical climate

Jan Berenst & Harrie Mazeland, Typifying and sorting: The construction of pupil-identity types in staff meetings

Paul Cobb, Classroom interaction and discourse as context for mathematical and language learning

Jeanine Deen, Maaïke Hajer & Tom Koole, Conclusions

ISBN 978-90-5260-267-7.

Price: € 27,50.

http://www.aksant.nl/boeken/boek_733.asp

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