



LEARNING AND DEVELOPMENT IN SOCIAL INTERACTION: FRUITFUL HISTORY AND FUTURE DIRECTIONS

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An enduring theoretical tension in studying human development is related to the question is it mostly an individual process relatively independent from the socio-cultural context or is it a socio-cultural and relational process. The tension is also related to the relationship between learning in education and children development – the individual constructivist perspective assumes that learning in education is enabled and constrained by structural developmental achievements and has no profound feedback impact on development, while the socio-cultural perspective assumes a formative role of learning and relationships in education in the child development. Consequently, studies of peer social interaction or collaborative problem solving among students provides a promising platform for a deeper understanding of dynamics between individual development and social interaction as well as between learning in education and development of new competences. In this presentation, I am going to delve into three issues. Firstly, I am going to present an individual view on a long history of studying learning and development in social interaction and discuss some key changes in terms of research focus and research methodology. Secondly, a systematic review of current knowledge in this field of inquiry is going to be presented and discussed. Finally, key open issues that are supposed to be in the focus of prospective research in this field are going to be discussed.