

ESF Exploratory Workshop on

**SOCIAL, COGNITIVE AND
AFFECTIVE DIMENSIONS OF
COLLABORATIVE LEARNING
INTERACTIONS: TOWARDS AN
INTEGRATED ANALYSIS**

Paris (France), 25-27 May 2009

Convened by:

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The European Science Foundation (ESF) is an association of 80 Member Organisations devoted to scientific research in 30 European countries. The Mission of ESF is to provide a common platform for its Member Organisations in order to advance European research and to explore new directions for research at the European level. Through its activities, the ESF serves the needs of the European research community in a global context.

The main objectives of ESF for the years 2006-2010 as defined by its current *Strategic Plan* are to promote Science Strategy and Science Synergy, paving the way for initiatives across disciplinary and geographic boundaries in the European Research Area (ERA).

The Exploratory Workshops scheme is one of the key instruments of the Science Strategy “pillar”. Each year, ESF supports approximately 50 Exploratory Workshops across all scientific domains. The focus of the scheme is on workshops aiming to explore an emerging and/or innovative field of research or research infrastructure, also of interdisciplinary character. Workshops are expected to open up new directions in research or new domains. It is expected that a workshop will conclude with plans for specific follow-up research activities and/or collaborative actions or other specific outputs either within the frame of ESF (e.g. prepare the ground to develop a [Forward Look](#), a [Research Networking Programme](#) or a [EUROCORES](#) proposal; publication of a Policy Briefing...) or for submission to the EU 7th Framework Programme or to other European or international funding organisations.

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Main Objectives of the Workshop:

The aim of this workshop is to bring together specialist researchers from across Europe to lay the theoretical and methodological foundations for an integrated approach to analysing communicative interactions produced in collaborative problem-solving and learning situations. The approach should provide precise criteria for the analysis of social, cognitive and affective dimensions of communicative interaction, show how the phenomena analysed relate to collaborative learning in and by interaction, and — above all — integrate these dimensions within elements of a unified theoretical-methodological framework.

Studying the interrelations of cognitive, social and affective dimensions of interactions requires an interdisciplinary approach in social sciences, with contributions from, and collaboration between, researchers in different social science disciplines that study structures and processes of communication and learning in interaction. This workshop will bring together specialists in educational sciences (studying the socio-institutional context of learning), linguistics (linguistic interactionists, conversation analysts, working on the roles of social relations and identities in interaction structures) and (social, cognitive) psychology (working on emotion and interactive knowledge elaboration).

Workshop Agenda

Participants will compare analyses, along different dimensions, of a single common corpus of interactions (already collected by a workshop participant). Elements of analyses will be requested before the workshop, aligned and then redistributed, as a preparatory exercise.

Already written papers relating closely to participants' research will be circulated within the group prior to the workshop, in particular to facilitate work of discussants of sessions. Discussants will be asked to write short critical summaries of sessions, revised versions of which will be included in the workshop proceedings, to be published subsequently in the form of a book.

Report publication and dissemination

The set of abstracts will be published as hard copy, and on a workshop website as a pdf file.

The book to be published as an outcome of the workshop will be discussed in a concluding session to it.

FINAL PROGRAMME

Monday 25th May 2009

Morning	<i>Arrival</i>
12.15-13.45	<i>Lunch and get-together (visitors' dining room, Telecom ParisTech)</i>
14.00-14.20	Welcome by Convenor Michael Baker (CNRS-Telecom ParisTech, Paris, France)
14.20-14.40	Presentation of the European Science Foundation (ESF) Thorlakur KARLSSON (School of Business, Reykjavik University, Iceland)
14.40-18.30	Afternoon Session: [1] Collaborative knowledge construction, regulation and motivation
14.40-15.10	Presentation 1 "Contextual nature of collaborative knowledge construction" Maarit Arvaja, Päivi Häkkinen (Finnish Institute for Educational Research, Jyväskylä, Finland)
15.10-15.40	Presentation 2 "Dimensions of the quality of collaborative learning interactions" Anne Meier, Hans Spada (Institut für Psychologie, Abteilung Allgemeine Psychologie, Freiburg, Germany)
15.40-16.00	<i>Coffee / tea break</i>
16.00-16.30	Presentation 3 "Critical Care Teams Analyzing their Collaborative Work Using Video" Klas Karlgren (Karolinska Institutet, Stockholm, Sweden)
16.30-17.00	Presentation 4 "Self-regulation and motivation in collaborative learning: a process analysis" Sanna Järvelä, Hanna Järvenoja, Tarja-Riitta Hurme (Department of Educational Sciences and Teacher Education, University of Oulu, Finland)
17.00-17.30	Presentation 5 "Group Self-regulation during Collaborative Problem Solving" Pierre Dillenbourg, Khaled Bachour (CRAFT-EPFL, Lausanne, Switzerland)
17.30-18.30	Discussion Discussants: Charles Crook (School of Education, University of Nottingham, United Kingdom), Åsa Mäkitalo (LinCS, Department of Education, Göteborg University, Sweden), Baruch Schwarz (Hebrew University, Jerusalem, Israel)
20.00	<i>Dinner</i>

Tuesday 26th May 2009

- 09.00-09.30 **Review of progress so far**
Michael Baker (CNRS-Telecom ParisTech, Paris, France), **Sanna Järvelä**
(University of Oulu, Oulu, Finland), **Jerry Andriessen** (Wise & Munro Learning
Research, The Hague, The Netherlands)
- 09.30-13.00 Morning Session: [2] Experience, emotion, collaboration and
learning**
- 09.30-10.00 **Presentation 1 "Re-thinking the collaborative experience of
learning in a Web2.0 ecology"**
Charles Crook (School of Education, University of Nottingham, United
Kingdom)
- 10.00-10.30 **Presentation 2 "Affects and subjective appraisal in collaborative
interactions"**
Béatrice Cahour (CNRS-Telecom ParisTech, Paris, France)
- 10.30-11.00 *Coffee / tea break*
- 11.00-11.30 **Presentation 3 "Changes in narrative and argumentative writing
by students discussing 'hot' historical issues"**
Baruch Schwarz, Tsafir Goldberg (Hebrew University, Jerusalem, Israel)
- 11.30-12.00 **Presentation 4 "Drawing upon cultural-historical approaches to
depict mechanisms of tension resolution in interdisciplinary
knowledge work"**
Patrick Sins (Research centre Learning in Interaction, Utrecht University, The
Netherlands)
- 12.00.-12.30 **Presentation 5 "Tension-relaxation patterns and uptake of
information in educational dialogues"**
Jerry Andriessen (Wise & Munro Learning Research, The Hague, The
Netherlands), **Michael Baker** (CNRS-Telecom ParisTech, Paris, France),
Mirjam Pardijs (Utrecht University, Utrecht, The Netherlands)
- 12.30-13.00 **Discussion**
Discussants: **Pierre Dillenbourg** (CRAFT-EPFL, Lausanne, Switzerland),
Christian Hudelot (CNRS-Université Paris Ouest La Défense, Paris, France),
Roger Saljö (LinCS, Department of Education, Göteborg University, Sweden)
- 13.00-14.00 *Lunch (visitors' dining room, Telecom ParisTech)*
- 14.00-18.30 Afternoon Session: [3] Language, learning and social context**
- 14.00-14.30 **Presentation 1 "Learning, inscriptions and knowing"**
Roger Saljö (LinCS, Department of Education, Göteborg University, Sweden)
- 14.30-15.00 **Presentation 2 "On some forms of support for verbal expression
during the development of complex language skills in children"**
Christian Hudelot (CNRS-Université Paris Ouest La Défense, Paris, France)
- 15.00-15.30 **Presentation 3 "Identity dimensions in argumentative learning
interactions: methodological and theoretical discussion from the
analysis of argumentative productions mediated by Digalo"**
Nathalie Müller-Mirza (Institut de Psychologie, Université de Lausanne,
Switzerland)

15.30-16.00	<i>Coffee / tea break</i>
16.00-16.30	Presentation 4 "Gender, social comparison and stereotype threat in collaborative problem solving" Richard Joiner (Department of Psychology, University of Bath, United Kingdom)
16.30-17.00	Presentation 5 "Conversation analysis, accountability and situated knowing" Åsa Mäkitalo (LinCS, Department of Education, Göteborg University, Sweden)
17.00-17.30	Presentation 6 "Appropriation of collaborative learning technologies as an institutional, social and cognitive process" François-Xavier Bernard (Department of Educational Sciences, Université Paris Descartes, Paris, France), Michael Baker (CNRS-Telecom ParisTech, Paris, France),
17.30-18.30	Discussion Discussants: Päivi Häkkinen (Finnish Institute for Educational Research, Jyväskylä, Finland), Klas Karlgren (Karolinska Institutet, Stockholm, Sweden), Hans Spada (Institut für Psychologie, Abteilung Allgemeine Psychologie, Freiburg, Germany)
20.00	<i>Dinner</i>

Wednesday 27th May 2009

- 09.00-09.15 **Introduction to the morning session's work**
Michael Baker (CNRS-Telecom ParisTech, Paris, France), **Sanna Järvelä**
(University of Oulu, Oulu, Finland), **Jerry Andriessen** (Wise & Munro Learning
Research, The Hague, The Netherlands)
- 09.15-13.00 Morning Session: [4] Cognition, emotion and social interaction -
integrating perspectives**
- 09.15-10.00 **Round-table discussion: Session [1] "Collaborative knowledge
construction, regulation and motivation"**
Presenters of session [1] and **Discussants of session [1]**
- 10.00-10.45 **Round-table discussion: Session [2] "Experience, emotion,
collaboration and learning"**
Presenters of session [2] and **Discussants of session [2]**
- 10.45-11.15 *Coffee / tea break*
- 11.15-12.00 **Round-table discussion: Session [3] "Language, learning and
social context"**
Presenters of session [3] and **Discussants of session [3]**
- 12.00-13.00 **Discussion on follow-up activities/networking/collaboration**
Discussants: **Michael Baker** (CNRS-Telecom ParisTech, Paris, France),
Sanna Järvelä (University of Oulu, Oulu, Finland), **Jerry Andriessen** (Wise
& Munro Learning Research, The Hague, The Netherlands)
- 13.00-14.00 *End of workshop, lunch (visitors' dining room, Telecom ParisTech), departure*

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Objectives of the ESF Standing Committee for Social Sciences (SCSS)

The mission of the **ESF Standing Committee for Social Sciences (SCSS)** is as follows:

- to promote high quality social science research at the European level;
- to bring 'added value' to nationally funded research through European collaboration between ESF Member Organisations;
- to help support innovative research ideas and approaches emanating from the scientific community, and
- to play an institutional role in strengthening European social science research infrastructure.

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