

Between February and May 2013, the UIC Faculty of Education will hold the first edition of the International Scientific Seminar in Learning Sciences, under the theme "Grounding the best schools in cutting-edge research". The seminar will be divided into a series of eight thematic sessions focused on the role of interaction and language in learning and development, including the perspective of neuroscience.

The Seminar will set out 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 provide the grounding for the design of effective learning environments. The leaders of each of the seminars are international researchers who have made crucial progress in the scientific understanding of learning.

STRUCTURE

Each learning scientist will lead a one-day seminar which will be structured into two parts. Each seminar will be divided into two parts. The first part (10am-2pm) will be an in-depth presentation and discussion by the learning scientists on the state of the art about a central topic in the field. The

second part of the seminar (3.30pm-7pm) will consist of 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 aimed at international junior and senior researchers, Master's and doctoral students, post-doctoral researchers, and university lecturers/professors, from

different disciplines within educational and social sciences, as well as from neuroscience. Professionals highly interested in the science of learning are also welcome.

Facultat d'Educació



Faculty of Education

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1st International Scientific Seminar in Learning Sciences

Grounding the best schools in cutting-edge research

February-May 2013



You can register on-line at www.uic.es/learning

PROGRAMME

Friday, 1st February

Anne Edwards, University of Oxford (UK). Learning, Culture and Social Interaction. Cultural historical and activity theory approaches to learning.

Saturday, 2nd 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 March

Ramón Flecha & Marta Soler, University of Barcelona (Spain). Dialogic Learning and Reading. The dialogic principles of Successful Educational Actions.

Saturday, 16th March

Linda Hargreaves, University of Cambridge (UK). Dialogue in the Classroom: Effective Group Work.

Friday, 5th 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 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 May

José María Delgado, University Pablo Olavide (Spain). The dialogic brain. How the neurosciences can inform better learning and educational success.

Saturday, 11th May

Erica Halverson, University of Wisconsin-Madison (USA). The centrality of identity in contemporary learning: The role of language and narrative in identity development.

LEADING RESEARCHERS



Dr. Anne Edwards, University of Oxford (UK).

Director of the Department of Education at The University of Oxford, co-ordinator of the Oxford Centre for Sociocultural and Activity Theory Research, and co-editor of the journal *Learning, Culture and Social Interaction*. Her research focuses on cultural historical and activity theory approaches to learning and organisational change.



Dr. Courtney Cazden, Harvard University (USA).

Charles William Eliot Professor of Education at the Harvard Graduate School of Education. Author of *Classroom Discourse: The Language of Teaching and Learning*, a cornerstone study for dialogic teaching and learning. She worked closely with Dr. Jerome Bruner and is former president of the *American Association for Applied Linguistics*.



Dr. Ramón Flecha, University of Barcelona (Spain).

Dr. Honoris Causa by the West University of Timișoara and main researcher of the

INCLUD-ED project (FP6), which has provided a list of Successful Educational Actions that lead to school success in all contexts. He designed the Learning Communities project, recommended by the European Commission as a model to overcome school failure.



Dr. Marta Soler, University of Barcelona (Spain).

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. Soler studies communicative acts in social interaction, on which she has published widely, including a book co-authored with John Searle (2004).



Dr. Linda Hargreaves, University of Cambridge (UK).

She studies classroom interaction in a variety of contexts, effective groupwork in classrooms and children's personal epistemologies (ChALK Project). She was co-founder of Network 14 of the European Educational

Research Association (EERA) and is the associate editor of the *Cambridge Journal of Education*.



Dr. Sandra Racionero-Plaza, Universitat Internacional de Catalunya (Spain).

PhD in Ed. Psychology and Curriculum by UW-Madison. She was the only European to receive the 2011 *Academic Achievement Award* among all master and doctoral students at UW-Madison. She investigates successful dialogic learning environments, mainly Interactive Groups. Editor of the *International Journal of Educational Psychology*.



Dr. Carol Lee, Northwestern University (USA).
Edwina S. Tarry Professor of

Education and Social Policy. Dr. Lee has developed a theory of cultural modelling that provides a framework for the design and enactment of curriculum that draws on knowledge that traditionally underserved students bring to classrooms. Past president of the *American Educational Research Association*.



Dr. José María Delgado, University Pablo Olavide (Spain).

Founder of the Neurosciences Lab at UPO and director of the Division of Neuroscience at the same

university. The journal *Science* selected him as one of the ten scientists worldwide who had made one of the most important scientific discoveries in 2006. He was Chairman of the *European Network on Neural Regeneration and Plasticity*.



Dr. Erica Halverson, University of Wisconsin-Madison (USA).

She investigates the design of environments where youth produce films as a means to grapple with issues of self-presentation. She won the prestigious *Jan Hawkins Award* from the American Education Research Association for her early-career contributions to humanistic research and scholarship in learning technologies.

DIRECTION OF THE SEMINAR

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

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