



LEARNING, CULTURE AND SOCIAL INTERACTION

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AUTHOR INFORMATION PACK

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ISSN: 2210-6561

DESCRIPTION

Much of the most important learning happens through social interaction. *Learning, Culture and Social Interaction* is an international journal devoted to the publication of high-quality research on **learning** within, and through, social practices. Its particular focus is on understanding how learning and **development** are embedded in **social** and **cultural** activities, and how individuals and collective practices are transformed through learning.

Such understanding requires a careful analysis of learning in social context, and of the communicative processes involved. In-depth studies of interaction in schools (in various subjects and settings), universities, work-places, voluntary organizations, public agencies, hospitals, laboratories and other institutional settings will be welcome, as well as studies of informal settings such as everyday conversations, play settings, youth clubs, games and other cultural practices. Longitudinal studies of learning trajectories are relevant as are analyses of contexts and interactional patterns that hinder learning. The important point is that the relationships between cultures, **social interaction** and learners (and teachers) are in focus.

The term 'interaction' includes forms of communication which take place through technologies of various kinds (telephone, the Internet, presentation technologies and so on). Interaction between people and artefacts, insofar as they address learning, are also relevant. Thus, the focus is not exclusively on face-to-face interaction. Also, issues of collective forms of learning characterizing systematic change, institutional development and communities of practice are central for the journal.

The journal is multidisciplinary and invites scholars from relevant disciplines including psychology, anthropology, linguistics, sociology, communication studies and all areas of educational research. Data may come from ethnographies, experimental approaches, intervention studies, case studies, interviews, questionnaires, self-reports, cross-cultural comparisons, archives etc. Articles of different kinds will be welcome: reports of empirical research, theoretically orientated analyses, contributions to method, literature reviews, meta-analyses of research etc. There will be no restrictions when it comes to age levels or social settings. A strong expectation will be that authors write clearly and accessibly for an international and multidisciplinary audience.

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GUIDE FOR AUTHORS

INTRODUCTION

Much of the most important learning happens through social interaction. *Learning, Culture and Social Interaction* is an international journal devoted to the publication of high-quality research on learning within, and through, social practices. Its particular focus is on understanding how learning and development are embedded in social and cultural activities, and how individuals and collective practices are transformed through learning. Such understanding requires a careful analysis of learning in social context, and of the communicative processes involved. In-depth studies of interaction in schools (in various subjects and settings), universities, work-places, voluntary organizations, public agencies, hospitals, laboratories and other institutional settings will be welcome, as well as studies of informal settings such as everyday conversations, play settings, youth clubs, games and other cultural practices. Longitudinal studies of learning trajectories are relevant as are analyses of contexts and interactional patterns that hinder learning. The important point is that the relationships between cultures, social interaction and learners (and teachers) are in focus.

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