

## **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.

## **WALKING THE BORDERS! THE CULTURAL PSYCHOLOGY OF BORDERING PROCESS**

**Pina Marsico, University of Salerno**

In a psychological and social senses, a border is a dynamic relationship between the parts in a system in terms of personal sign-construction (psychological) or social norm regulation (societal). Our thinking, like all living entities, is born to dress up borders, frontiers and limits. This is a kind of architectural vice of our psyche and our human lives. As there is no infinity without a horizon line, there are no biological organisms, starting from the level of the cell, that can survive without making border with its surrounding. Physical and mental life is then about borders. However, borders are not only about closing and delimiting. In analogy with the organic membranes, borders are living and permeable entities. They are made to delimit and negotiate at the same time. While the dividing nature of borders is a frequent fact of life in everyday situation, borders study from a cultural psychology perspective may also unveil interactions and connection as well as the psychological functions of the border-making and border-regulating phenomena. The main goals of my lecture is to discuss the foundation of the Cultural Psychology of Bordering process and their practical implications in the formal and informal learning contexts.