



ISCAR | International Society
for Cultural-historical
Activity Research

Featuring the PhD Day!

ISCAR NEWS

Volume 14, Issue 2, June 2017

Special Issue - Congress 2017

 Registered Attendees



Almost 400 registered delegates (June 30th, 2017)

*Taking a 360° view of the landscape of
cultural-historical activity research:
The state of our scholarship in practice*

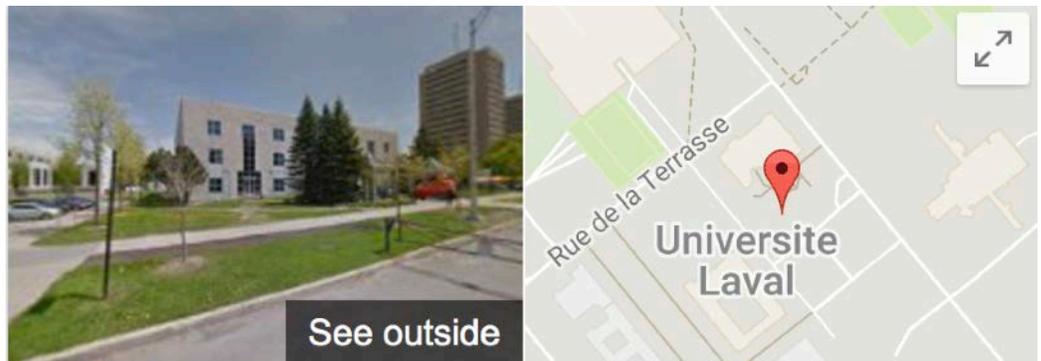
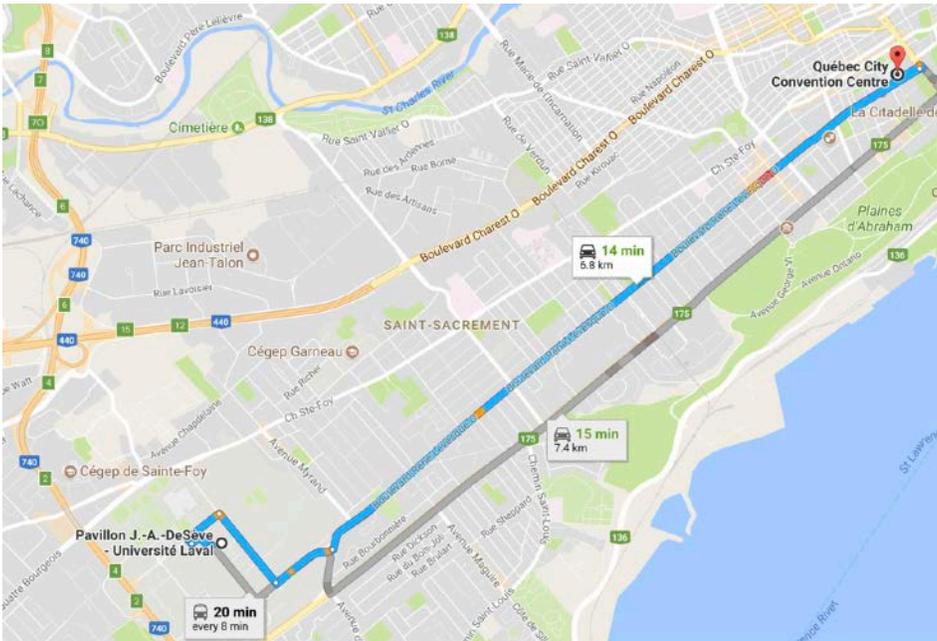
5th International Congress, August 28th September 1st 2017

Quebec, Canada

<http://www.iscar17.ulaval.ca>

Pavillon J. A. De Sève, rooms 0129-0127 et 0134

Over 30 PhD students will meet at Laval University to present their work and get feedback from cultural-historical activity research (CHAT/CHAR) scholars.



Pavillon J.-A.-DeSève - Université Laval ★

Public university in Quebec City, Québec

Website

Directions

Address: Pavillon J.-A.-De Sève, 1025 Avenue des Sciences Humaines,
Ville de Québec, QC G1V 0A6

Information about PhD day (from Dr. Nikolai Veresov)

- 1) 31 participants from 15 countries
- 2) International coordinator: Dr. Gloria Quinones (Australia)
Panel session chair: Fabiana Marques Barbosa Nasciutti (Brazil)
- 3) Co-Chairs: Ass. Prof. Nikolai Veresov (Australia) and Prof. André Rodrigues (Brazil)
- 4) Professors: Manolis Dafermakis (Greece), Laure Kloetzer (Switzerland), Mohamed Elhammoumi (USA), Gloria Quinones (Australia), Nikolai Veresov (Australia) and Rodrigues (Brazil)



Nikolai Veresov



Andre Rodrigues



Gloria Quinones



Manolis Dafermakis



Laure Kloetzer



Mohamed Elhammoumi

PhD Day Program

8:00 – 9:00 Registration and Arrival

9:00 – 9:30 PhD Day Opening, Welcome speech of Malcolm Reed, ISCAR President (Room 0129)

9:30 – 10:00 Welcome speech of Nikolai Veresov, PhD Day Chair (Room 0129)

10:00 – 12:30 Morning Sessions

Session 1: Foundations: Theoretical and research approaches

Professors: Nikolai Veresov and André Machado Rodrigues

Moderator: Stephanie Beck (McGill University, Montreal, QC, Canada)

Room 0129

Session 2: Practices in Contexts

Professors: Laure Kloetzer and Dafermakis Emmanouil

Moderator: Nilou Baradaran (McGill University, Montreal, QC, Canada)

Room 0127

Session 3: INsights: Qualitative research and new trends in cultural-historical activity research

Professors: Mohamed Elhammoumi and Gloria Quinones

Moderator: Gyeong Mi Heo (McGill University, Montreal, QC, Canada)

Room 0134

Junqian Ma: *Child personality reconstruction through role adjustment crises during transition to school within a bi-cultural context*

Spark van Beurden: *Learning in diversity: Redefining parenting in a context of polarization*

Jessica Casanova *Body by L.S. Vygotsky: Exploring possible understandings of the body in selected works of L. S. Vygotsky*

Victoria Minson: *Rethinking assessments: creating a new tool using the zone of proximal development within a cultural-historical framework*

Elahe Shakhsi Dastgahian: *Tensions in three Iranian English language teachers' practices during the implementation of task-based language teaching: An activity theory perspective*

Maria Christidis: *Vocational Literacy as means for vocational knowing related to ethics in a Swedish Upper Secondary Health and Social Care Program*

Fatema Taj Johora: *Rethinking inclusion of preschool children with disabilities: an analysis using the concept of social situation of development*

Daniel Goulart: *Subjective development from a cultural-historical standpoint: articulating education and mental health care*

Jeferson Montreozol: *The unconscious as dialectical pole of consciousness: Possibilities and Approaches in Vygotsky's psychology*

Elena Yangicher: *Development of positive emotional experiences of adolescents in different social groups by art-based approaches*

Letitia Del Fabbro: *Knowledge and practices of health and community professionals working in a low socio-economic community - in what ways do they shift through an intervention partnership?*

Helena Eriksson: *Learning activity in early mathematical education*

12:30 – 1:30 Lunch and Poster Sessions – Room TBA

Discussant: Fabiana Marques Barbosa Nasciutti

Jeferson Montreozol: *Unconscious and Sexuality: Notes from the historical – cultural psychology*

Dominique Salaün: *The relationship of a workplace with its computer tools as psychological phenomenon: a case study in the automotive industry.*

Ziyeun Yoo: *The acquisition of Hangul writing system among Korean language learners in a multilingual context*

Daniele Gazzotti: *Emotional bond interfere in development*

Ade Dwi Utami: *Indonesian children's play and learning in the context of a project approach*

Magali Roumy Akue: *Towards a more sustainable way to teach design students creative monitoring*

1:30 – 3:30 Afternoon Sessions

Session 1: Foundations: Theoretical and research approaches (Room: 0129)

Professors: Dafermakis Emmanouil and Mohamed Elhammoumi

Moderator: Stephanie Beck

Session 2: Practices in context (Room 0127)

Professors: Gloria Quinones and Laure Kloetzer

Moderator: Nilou Baradaran

Session 3: INsights: Qualitative research and new trends in cultural-historical activity research (Room 0134)

Professors: Nikolai Veresov and André Machado Rodrigues

Moderator: Gyeong Mi Heo

Mar Calero - Guerrero: *Developing theoretical thinking regarding culture in the Spanish classroom as a Second Language*

Monique Verhoeven: *Students' positioning. An exploration of adolescents' negotiation and development of their learner identities in formal educational contexts*

Laura Rojas Vidaurreta: *Subjectivity and Education in Physical Sport's Practice, New Approach to Health and Performance*

Albina Salikhova: *Autobiographical Memories as a Tool of Place Identity: Functions, Phenomenology, and Relevance to Environmental Values*

Juana María Méndez Guerrero: *Literacy practices of the children and their mothers in specific social and cultural context and online spaces*

Philippe Poupard: *What becomes intersubjectivity in the job of human resources management, in the context of digitalization? The transformation of the HR activity. A case study*

Nicole Turnipseed: *Exploring cultural-historical methodological approaches to research on discursal identity construction of student writers across social justice education programs*

Felicia Agbagbla: *Enhancing Ghanaian kindergarten teachers' implementations of indigenous play-based pedagogy through a professional development program*

Viviane Carrijo: *Intervention Research in a Pedagogy Course: a critical-collaborative Study Group on reading process*

3.00 - 3:30 Afternoon Tea – Room TBA

3.30 - 4.30 PhD Day Conclusion and reflections – Chair: Ass. Professor Nikolai Veresov

To see the online schedule, please click: <https://sites.grenadine.co/sites/cpires/en/phd-day/schedule>.

“Book Launch”



Perspectives in Cultural-Historical Research

Series Editors: M. Fleer, F. González Rey, E. Kravtsova, N. Veresov
 There is growing interest in the work of L.S. Vygotsky internationally, but also in finding new ways and perspectives for advancing cultural-historical theory for solving contemporary problems. Although Vygotsky has become one of the most influential scholars in education and psychology today, there is still a need for serious studies of his work because so much remains unexamined.

The books in this series draw on the collected works of Vygotsky as a primary source of authority. They go beyond secondary sources and discuss Vygotsky's original ideas in the context of a system of concepts or through the elaboration and theorisation of research findings so that contemporary problems can be addressed in new ways.

This series collectively brings together under one umbrella a more equal representation of works from scholars across both the Northern and Southern continents. In the context of a large volume of contributions to cultural-historical theorisation and the empirical work from North America, there is an urgent need for making visible the works of scholars from countries who reside in countries other than North America.

Springer books available as



Available from springer.com/shop

Upcoming Volumes:

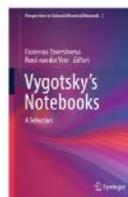
M. Fleer, F. González Rey, N. Veresov (Eds.)
Perezhivanie, Emotions and Subjectivity
 Advancing Vygotsky's Legacy, Vol. 1

E. Zaveršneva, R. van der Veer (Eds.)
Vygotsky's Notebooks
 A Selection, Vol. 2



Submission information at the series homepage and springer.com/authors

Order online at springer.com • or for the Americas call (toll free) 1-800-SPRINGER • or email us at: customerservice@springer.com • For outside the Americas call +49 (0) 621-345-4301 • or email us at: customerservice@springer.com



E. Zaveršneva, R. van der Veer (Eds.) Vygotsky's Notebooks

A Selection

Series: Perspectives in Cultural-Historical Research, Vol. 2

- Consists of previously unpublished manuscripts by Vygotsky
- Summarises the results of the first systematic study of Vygotsky's family archive
- Provides the historical context of many of Vygotsky's writings
- Includes brief biographies of key figures in Vygotsky's career
- Provides a uniquely complete bibliography of the scientific writings used by Vygotsky

This book consists of previously unpublished manuscripts by Vygotsky found in the first systematic study of Vygotsky's family archive. The notebooks and scientific diaries gathered in this volume represent all periods of Vygotsky's scientific life, beginning with the earliest manuscripts, entitled 'The tragic comedy of 1912', and ending with his last note, entitled 'Pro domina sua' (1934, written shortly before his death). The notes reveal various aspects of the eminent psychologist's personality, about his aspirations and interests, and allow us to gain insights into the development of his thinking and its internal dynamics. Several texts reflect the plans that Vygotsky was unable to realise during his lifetime, such as the creation of a theory of emotions and a theory of consciousness, others reveal Vygotsky's involvement in activities that were permanently unfinished, and still others provide readings of papers and lectures. The notes are presented in chronological order, preceded by brief introductions and accompanied by an extensive set of notes. The result is a book that allows us to obtain a much deeper understanding of Vygotsky's innovative ideas.

Printed book

Hardcover
 • 302,00 € (€232,00) \$149,00
 • 330,63 € (ID) | 339,90 € (A) | CHF 339,30

eBook

Available from your library or
 • springer.com/shop

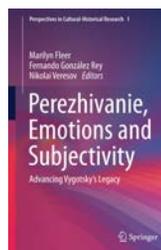
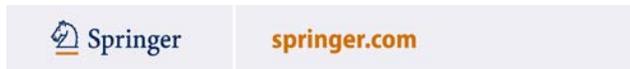
MyCopy

Printed eBook for just
 • € | \$ 24,99
 • springer.com/mycopy



Order online at springer.com • or for the Americas call (toll free) 1-800-SPRINGER • or email us at: customerservice@springer.com • For outside the Americas call +49 (0) 621-345-4301 • or email us at: customerservice@springer.com

The first price and the € and \$ prices are net prices, subject to local VAT. Prices indicated with ** include VAT for books: the €(ID) includes 7% for Germany, the €(A) includes 10% for Austria. Prices indicated with ** include VAT for electronic products: 19% for Germany, 20% for Austria. All prices exclusive of carriage charges. Prices and other details are subject to change without notice. All prices and currencies are in euros.



M. Fleer, F. González Rey, N. Veresov (Eds.) Perezhivanie, Emotions and Subjectivity

Advancing Vygotsky's Legacy

Series: Perspectives in Cultural-Historical Research, Vol. 1

- Draws together the central concepts in the early and latter parts of Vygotsky's work that examined emotions for the first time
- Reinterprets myths found within Soviet psychology and reconceptualises them in the light of Vygotsky's research
- Provides a foundational book for those wishing to draw upon the concepts of perezhivanie, emotions and imagination, and subjective sense and subjective configuration

This book draws upon Vygotsky's idea of perezhivanie, emotions and imagination, and introduces the concepts of subjective sense and subjective configuration. These concepts are crucial for explaining and understanding children's development from a cultural-historical perspective. A book which theorises the relations between the social and the individual through a study of a child's perezhivanie, which analyses emotions more holistically, and advances the concepts of subjective sense and subjective configuration, is much needed. This book examines the complexity of human development through a comprehensive elaboration of these concepts, allowing for new insights to be put forward. It doesn't always follow the chronological order of Vygotsky's publications, as many of his works remained in the family archives until the 1990s, when his Selected Works were first published in Russian. There has long been a need for a contemporary book on the scholarly treatment of perezhivanie, emotions, and subjectivity, and as such this book revisits dominant representations of these concepts and then puts forward new ways of conceptualising and using them in empirical research. The chapters cover a broad range of case studies where the concepts of perezhivanie, emotions and imagination and subjective sense and subjective configuration are used to give new empirical and theoretical insights into the study of human development.

Printed book

Hardcover
 • 124,99 € (€93,00) \$139,00
 • 133,74 € (ID) | 137,49 € (A) | CHF 137,50

eBook

Available from your library or
 • springer.com/shop

MyCopy

Printed eBook for just
 • € | \$ 24,99
 • springer.com/mycopy



Order online at springer.com • or for the Americas call (toll free) 1-800-SPRINGER • or email us at: customerservice@springer.com • For outside the Americas call +49 (0) 621-345-4301 • or email us at: customerservice@springer.com

The first price and the € and \$ prices are net prices, subject to local VAT. Prices indicated with ** include VAT for books: the €(ID) includes 7% for Germany, the €(A) includes 10% for Austria. Prices indicated with ** include VAT for electronic products: 19% for Germany, 20% for Austria. All prices exclusive of carriage charges. Prices and other details are subject to change without notice. All prices and currencies are in euros.

LOOK INSIDE

The Transformative Mind

Expanding Vygotsky's Approach to Development and Education

AUTHOR: Anna Stetsenko, City University of New York Graduate Center

DATE PUBLISHED: December 2016

AVAILABILITY: Available

FORMAT: Hardback

ISBN: 9780521865586

[Rate & review](#)

[Description](#)

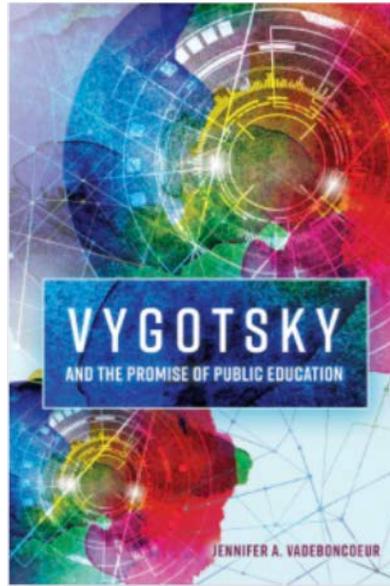
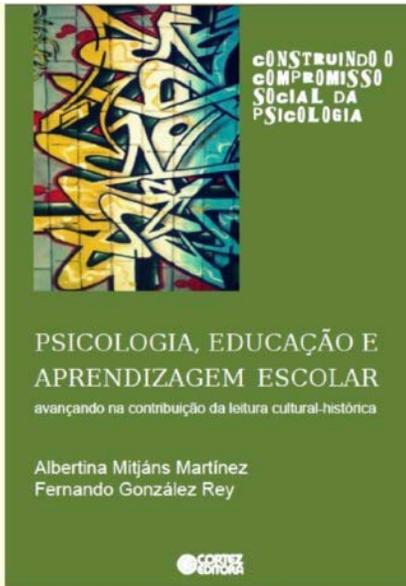
[Contents](#)

[Resources](#)

[Reviews](#)

[About the Authors](#)

The book suggests a transition from a relational worldview premised on the socio-political ethos of adaptation towards a transformative worldview premised on the ethos of solidarity and equality. Expansively developing Vygotsky's revolutionary project, the Transformative Activist Stance integrates insights from a vast array of critical and sociocultural theories and pedagogies and moves beyond their impasses to address the crisis of inequality. This captures the dynamics of social transformation and agency in moving beyond theoretical and political canons of the status quo. The focus is on the nexus of people co-creating history and society while being interactively created by their own transformative agency. Revealing development and mind as agentic contributions to the 'world-in-the-making' from an activist stance guided by a sought-after future, this approach culminates in implications for research with transformative agendas and a pedagogy of daring. Along the way, many key theories of mind, development and education are challenged and radically reworked.



Theme of the Congress

**Taking a 360° view of the landscape of cultural-historical activity research:
The state of our scholarship in practice**



Participation

Dialogue

Keynote addresses



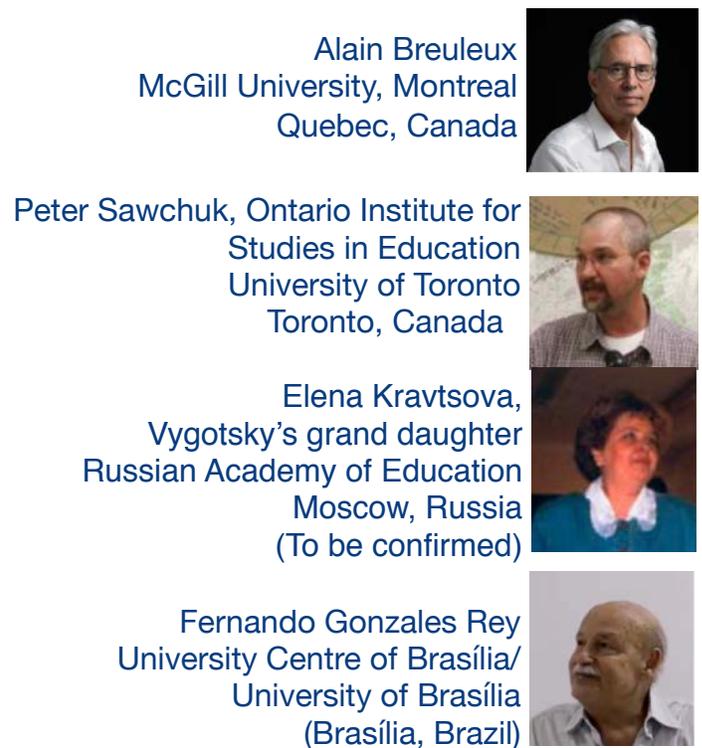
A graphic for keynote addresses featuring three rows. Each row includes a portrait of the speaker, their name, a title, and a circular icon. The top row shows Kris Gutiérrez with a 'Insights' icon. The middle row shows Yrjö Engeström with a 'Practices' icon. The bottom row shows David Bakhurst with a 'Foundations' icon. Lines connect the portraits to their respective titles and icons.

Kris Gutiérrez
*Social Design Experiments:
Toward Equity by Design*

Yrjö Engeström
*Expansive learning in social
movements*

David Bakhurst
*Punks versus Zombies:
Evald Ilyenkov and the
Battle for Soviet Philosophy*

Respondents



A graphic for respondents featuring four rows. Each row includes the respondent's name and affiliation, followed by a portrait. The first row is Alain Breuleux from McGill University. The second row is Peter Sawchuk from the Ontario Institute for Studies in Education. The third row is Elena Kravtsova, identified as Vygotsky's grand daughter. The fourth row is Fernando Gonzales Rey from the University Centre of Brasília.

Alain Breuleux
McGill University, Montreal
Quebec, Canada

Peter Sawchuk, Ontario Institute for
Studies in Education
University of Toronto
Toronto, Canada

Elena Kravtsova,
Vygotsky's grand daughter
Russian Academy of Education
Moscow, Russia
(To be confirmed)

Fernando Gonzales Rey
University Centre of Brasília/
University of Brasília
(Brasília, Brazil)

Have a glimpse at the evolution of ISCAR 2017 congress program

<https://sites.grenadine.co/sites/crides/en/iscar17/schedule>

Direct link for registration: <https://www.agora-inscription.ca/ISCAR2017>

ISCAR 2017 Congress website: iscar17.ulaval.ca