



ISCAR | International Society
for Cultural-historical
Activity Research

ISCAR NEWSLETTER 2021

WELCOME...

to the second newsletter of 2021. Many of us around the world are still dealing with the vast uncertainties ushered in by COVID-19. Some of us are forbidden to travel to the Congress this year due to fears of contagion. Amid all the uncertainty, though, the ISCAR executive would like to express our hopes that you and your families are navigating these challenging times well. We are particularly excited that our congress will be taking place in a blended manner in the first week of August.

ISCAR CONGRESS 2021

2-7 August 2021: Natal, Brazil.

The executive is delighted to announce that the 6th ISCAR congress will run from 2 to 7 August 2021 in a blended format. The programme is now available on the congress website at:

<http://iscar2020ufrn.com.br/node/66>

The congress theme is *Cultural-Historical Activity Research facing crisis contexts: challenges and perspectives*. This theme lends itself well to the current crises we face in the 4th Industrial Revolution in general and in the pandemic, specifically. Therefore, we ask that members engage with the topic to further our footprint in the world at large.

The 6th ISCAR congress is the first time that we will be running a congress in a blended format. Many members will be joining via online platforms. This can be a challenge for some members due to bandwidth issues of unstable power grids. It is our hope that members will, nevertheless, engage in topics and debates in the field.

UPCOMING EVENTS



Activity Theory Summer School- 2021

ONLINE - FREE OF CHARGE

Week 23-32

Summer School overview:

In the Activity Theory Summer School, PhD students will learn to apply activity theory to undertake research and conduct formative interventions in organisations and communities. Our instructors, each of whom have developed considerable expertise in the theory, will lead participants in exploring both core concepts and emergent views on activity theory. This will allow participants to access advanced specialist training, support establishing new research networks between institutions and strengthen existing networks.

During the Summer School, the participants will have the opportunity to present their work and attend lectures, seminars and panel discussions on the application and use of activity theory for research.

Activity theory is a theoretical and methodological approach for understanding how people live and work together. Developed in the Soviet Union based on the works of Vygotsky and Leont'ev, it was taken up in the

West in the 1980s, where it has become important in disciplines and fields as diverse as cultural psychology, education, human-computer interaction, information systems, management and organisation, and writing studies. In these fields and others, activity theory anchors interventionist studies in which researchers and participants come together to analyse and re-design their work activities.

An intensive Summer School on Activity Theory has been organised in the Center for Research on Activity, Development and Learning (CRADLE) in the University of Helsinki on an annual basis for several years. CRADLE is a hub of academics and practitioners pursuing groundbreaking interventionist research based on cultural-historical activity theory (CHAT). Activity Theory cuts across disciplinary boundaries and focuses on transformations in collective activity systems, including educational institutions, work organisations, public-sector agencies, communities and social movements – and their coalitions. In June 2019, the Summer School took place in University West, Trollhättan. It attracted students and ECRs from China, North and South America and Europe (France, the Netherlands, Finland, Sweden and the UK).

Welcome to apply here:

<https://www.hv.se/en/education/third-cycle/activity-theory-in-practice-full-time-distance-atpf010/>

Questions? Contact: Kristina.johansson@hv.se

The Instructors:

[Yrjö Engeström](#) is Professor Emeritus of Adult Education at the University of Helsinki and Professor Emeritus of Communication at the University of California, San Diego. He is Director of the Center for Research on Activity, Development and Learning (CRADLE). In addition, he serves as Visiting Professor at Rhodes University in South Africa and University West in Sweden. In his work, Engeström applies and develops cultural-historical activity theory as a framework for the study of transformations in organisations, communities and work activities. In addition, he is known for his theory of expansive learning and the methodology of formative interventions, including the Change Laboratory method. Engeström's most recent books are *From Teams to Knots: Activity-Theoretical Studies of Collaboration and Learning at Work* (2008), *Learning by Expanding: An Activity-Theoretical Approach to Developmental*

Research, 2nd Edition (2015), *Studies in Expansive Learning: Learning What Is Not Yet There* (2016), and *Expertise in Transition: Expansive Learning in Medical Work* (2018).

[Clay Spinuzzi](#) is a Professor of Rhetoric and Writing at the University of Texas at Austin. Spinuzzi's interests include research methods and methodology, workplace research, and computer-mediated activity. He has written four books: *Tracing Genres through Organisations* (MIT Press, 2003); *Network* (Cambridge University Press, 2008); *Topsight* (via Amazon CreateSpace, 2013; second edition Urso Press, 2018); and *All Edge* (University of Chicago Press, 2015). Clay teaches graduate courses at the University of Texas in the Department of English, the School of Information, and the Human Dimensions of Organizations MA program.

[Annalisa Sannino](#) is Professor of Education at Tampere University. She holds visiting professorships at Rhodes University, South Africa and University West, Sweden. In her work, she combines resources from cultural-historical activity theory, pragmatic analyses of discourse and the methodology of formative interventions to explore the critical role scholarship on learning and organising can play to support transformative agency for equity and sustainability. As well as authoring numerous journal articles, she has served as the leading editor of several special issues and edited volumes in management, education and psychology.

[Stan Karanasios](#) is an Associate Professor at the Business School at the University of Queensland. He has published in leading information systems and management journals, including *MIS Quarterly*, *Information Systems Journal*, *European Journal on Information Systems* and *Journal of the American Society for Information Science and Technology*. In addition, Stan is known for his work on Activity Theory in Information Systems research.

[Professor David Allen](#) is a Professor of Information Management in the Leeds University Business School and Director and Founder of the AIMTech Research Centre (www.aimtech.org). He has spent most of his academic life exploring information management practices and the influence of technology on organisational work. This has been facilitated by over 50 externally funded projects conducted with colleagues in the AIMTech Research Group. David acted as PI on over 43 of these projects. During this period, he has explored the use of Activity

Theory to design systems, theorise change and influence practice. He has worked with colleagues to produce frameworks to support the effective evaluation and implementation of information systems. His work has been published in leading information systems and management journals, including the Management Information Systems Quarterly, the European Journal of Information Systems, the Journal of the American Society for Information Science and Technology, the Information Systems Journal, and Information Research Journal, Information Research and elsewhere.

The main goals of the Chair embrace: dissemination of the ideas of the Cultural-Historical Psychology and Activity Approach in the international community, organization of research in the framework of the Cultural-Historical scientific tradition, and training of experts in the field of childhood and child development.

The Chair operates a unique Master’s Program “Cultural-Historical Psychology and Activity Approach in Education”, designed for future psychologists, researchers and educators, interested in applying the ideas of the Cultural-Historical Scientific School in various kinds of social and educational practices.

Web: <http://www.vygotsky.mgppu.ru>



Moscow State University of Psychology and Education (MSUPE) was founded in 1997 and is now Russia’s leading University in the sphere of psychology and education.

Rector of MSUPE: Arkady Margolis, PhD in psychology, Professor.
 President of MSUPE: Vitaly Rubtsov, Doctor of Psychology, Professor

MAIN DIRECTIONS OF COLLABORATION WITH ISCAR

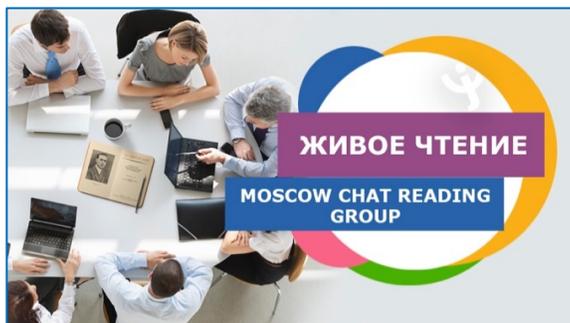


International ISCAR Summer University which is an annual event, organized jointly by Moscow State University of Psychology & Education (MSUPE) and International Society for Cultural-historical Activity Research (ISCAR) since 2010. The Summer University is designed for PhD students and scholars, interested in applying the ideas of the Cultural-Historical Theory in their research. Summer University aims at an in-depth investigation of the system of concepts and fundamentals of the CHT. It encourages the participants to discuss the connection between theory and its methodology, as well as to reflect on the emerging practical challenges that concern education, psychotherapy, social policy, urban planning, IT etc. Participation in the Summer University allows scholars from all over the world to familiarize themselves with the Cultural-Historical Scientific Tradition, exchange ideas, share experience and learn more from the international specialists in this field.

Web: <http://iscarschool.com/>

International UNESCO Chair “Cultural-Historical Psychology of Childhood” in MSUPE.

Moscow CHAT Reading Club



The project is operated by the Center for Interdisciplinary Research of Contemporary Childhood and The International UNESCO Chair “Cultural-Historical Psychology of Childhood” with the International Journal “Cultural-Historical Psychology” and the Project “Vygotsky’s Library”, MSUPE.

ReadingLive: Moscow CHAT Reading Club is a forum for psychologists, educators, researchers, students and all those interested in Cultural-Historical Psychology and Activity Approach. It is organized in a format where people from all over the world are invited to read and discuss both classic and contemporary works, written in the framework of the Cultural-Historical Psychology and Activity Approach.

Moderators: Olga Rubtsova, PhD in Psychology, Associate Professor, Head of the Center for Interdisciplinary Research on Contemporary Childhood, MSUPE; Anna Shvedovskaya, PhD in Psychology, Associate Professor, Head of Department of Information & Publishing Projects, MSUPE.

Web: <https://en.childresearch.ru/moscow-chat-reading-group-readinglive>

2021 Asia-Pacific Cultural-Historical & Activity Theory Research Summer School

We will be running our fourth Summer School from Friday 3rd to Tuesday 7th December 2021. The Summer School will be held physically at the Warrnambool campus of Deakin University, an idyllic rural setting on the banks of the Hopkins River, and a pleasant train journey from Melbourne, immediately after the AARE conference. The name ‘school’ is deliberate. This is not a conference. It is a sustained retreat to learn, develop our

ideas and build a community of scholarship. You will be able to participate either face to face or online.

We welcome your ideas, help and participation as we begin to plan this wonderful time of immersion in theory, methodology, practice and community. In case of a lockdown, the Summer School will still go ahead but will be entirely online. This innovative hybrid event will bring together researchers from across Australia and internationally, using Cultural-Historical, Cultural Historical Activity, and Activity Theories facilitated by senior researchers in the fields to spend five days together. There will be opportunities to collaborate on research proposals, publishing and scholarship. This year we will have a session dedicated to exciting research from Brazil to carry forward the momentum of the ISCAR Congress.

Special interest Group Symposium at Australian Association for Research in Education (AARE) 2021 conference

AARE 2021 conference will be held from 28th Nov to 2nd Dec 2021 in Melbourne. We will have a 1.5- hour AARE Conference Symposium: “Cultural-Historical & Activity Research as Innovation in Education Research”. The topic is: *Back to the future: how can our Cultural-Historical & Activity Theory approach to development and learning enable us to reimagine education.* You can contribute to this symposium even if you cannot attend the conference in Melbourne by preparing a three-minute video on how your research enables us to reimagine education. These videos will form the heart of the symposium together with two commentaries and discussions. You will be able to participate via Zoom.

NORDIC-BALTIC ISCAR 2022 conference.

Towards inclusive and just societies: a dialogue with, within and beyond CHAT

In the spirit of our theme, we cordially invite scholars to contribute with their topical research and to join us in discussing what future directions our scholarly work offers for fostering more inclusive, equal and sustainable communities and societies globally for all.

The CHAT community has a strong tradition of studying various forms of activity in all of their diversity, whether it be learning and play in early childhood, school, education and learning at multiple levels, youth activism

and everyday life, as well as working life and organisational learning processes. Furthermore, CHAT research, by definition and practice, is characterised by multidisciplinary and communication between scholars from a wide range of disciplines, such as psychology, education, philosophy, history, sociology, linguistics, anthropology, research on workplace practices, queer and gender studies, computer science, information systems, knowledge management, clinical neuropsychology as well as rehabilitation, occupational therapy, criminology, and social work.

We welcome contributions regarding our main conference theme from these and other disciplines. We also welcome other relevant contributions which focus on CHAT's historical roots, modern applications and future perspectives.

Submission formats and review:

We welcome single papers, symposiums, poster and roundtable presentations, as well as other more participatory and innovative formats like data sessions, debate sessions and workshops.

Each submission must include:
Title: 20 words or fewer

Abstract: 150 words or fewer

Extended abstract: 1000 words or fewer, including references.

Each contribution will be reviewed regarding the relevance for the theme or sub-themes of the conference, the coherence of the theoretical and/or conceptual framework, quality of research method and design (if applicable), clarity of contribution and argumentation, significance for theory, practice and policy as well as overall quality and scholarly originality. With demonstrations, debate sessions and workshops and other innovative formats, the main criteria will be novelty and fit with the conference theme. Two reviewers will review each contribution, and the process will be double-blind.

Abstract submission will be open from opens 9 August to 10 October 2021.

Please consult the conference website for more details. www2.helsinki.fi/en/conferences/Nordic-Baltic-ISCAR-2022

Contemporary Approaches to Research in Mathematics, Science, Health and Environmental Education Symposium: Monday 22 – Tuesday 23 November 2021

This symposium focuses on practical and theoretical aspects of a range of research methodologies – such as cross-cultural perspectives, activity theory, capturing complexity, classroom video analysis, quantitative methods, and interviewing – which are discussed in a lively, informal setting.

Asia-Pacific Cultural-Historical & Activity Theory Research Reading Group

This reading group has been meeting monthly for an hour and a half to discuss a wide variety of papers for the last twenty years. We meet electronically via Zoom. We vary the time and day to suite the authors of the papers who usually join us.

Recent papers include:

Bal, A., Bear, A. B., Ko, D., & Orie, L. (2021). Indigenous Learning Lab: Inclusive Knowledge-Production and Systemic Design Toward Indigenous Prolepsis.

Skyer, Michael E. (2020). The Bright Triad and Five Propositions: Toward a Vygotskian Framework for Deaf Pedagogy and Research

Karanasios, S., Nardi, B., Spinuzzi, C., & Malaurent, J. (2021). Moving forward with activity theory in a digital world

If you wish to be on the list, email me: john.crippsclark@deakin.edu.au and I will add you to the list.

If you wish to participate in any of these activities and be kept informed, please email john.crippsclark@deakin.edu.au

The eighth international Vygotskij seminar, following on from previous seminars, will take place on November 17, 18 and 19, 2021, at the HEP Vaud in Switzerland. It is entitled: Imagination in the work of Vygotskij.

<https://www.hepl.ch/accueil/actualites-et-agenda/actu-hep/imagination-vygotskij.html>



ΣΥΝΕΔΡΙΟ (Απρίλιος 2021): SOCIAL INNOVATIONS FOR SUSTAINABLE REGIONAL DEVELOPMENT

The 17th annual International Scientific Conference

ΠΡΟΦΟΡΙΚΕΣ ΑΝΑΚΟΙΝΩΣΕΙΣ ΣΤΟ ΣΥΝΕΔΡΙΟ

- ✓ “Open Schools for Climate Protection and Energy Conservation”: The School Perspective” Panagiotis Piliouras, Vasiliki Ioakimidou, Maria Dimopoulou, Pantelis Tsolakos, Katerina Plakitsi (Institute of Educational Policy, Greece)
- ✓ “STEAM Education and Creation of Innovation in the Sustainable School” Maria Topoliati, Aikaterini Plakitsi (University of Ioannina, Greece)
- ✓ “Museum Science Education in the Pandemic Era”, Kolokouri Eleni, Athina - Christina Kornelaki, Katerina Plakitsi (University of Ioannina, Greece)

POSTER

- ✓ “Educational Robotics and Sustainable Regional Development: A case study in Primary Education”, Koukoulis Georgios, Plakitsi Katerina (University of Ioannina, Greece)“
- ✓ “Using ScratchJr to promote Sustainable Regional Development in Pre-service Teachers’ Education”, Mastrogiannakis Stylianos, Plakitsi Katerina (University of Ioannina, Greece)
- ✓ “An Integrated Study on Environment – Culture – Tourism and Education. Following the Roads of Water in Epirus Region”, Prouska

Konstantina, Potsikas Michail, Plakitsi Katerina (University Of Ioannina, Greece)

ΕΠΙΜΟΡΦΩΣΕΙΣ

- ✓ ü Επιμόρφωση εκπαιδευτικών στο σχεδιασμό πρωτότυπου εκπαιδευτικού υλικού για μαθητές 4-9 ετών σε Μουσεία της πόλης. Το πλαίσιο σχεδιασμού SciEPIMGI: Εξ αποστάσεως Επιμορφωτικό Σεμινάριο 120 ωρών, Αθηνά Κορνελάκη & Κατερίνα Πλακίτση (σε εξέλιξη).
- ✓ ü Επιμορφωτικό Σεμινάριο στην Πρωτοβάθμια Εκπαίδευση Κέρκυρας: Αειφόρος Ανάπτυξη και Φυσικές επιστήμες στην πρωτοβάθμια εκπαίδευση
- ✓ Ελένη Κολοκούρη, Ευτυχία Νάννη, Κατερίνα Πλακίτση. (Φεβρουάριος 2021).
- ✓ ü Επιμορφωτικό σεμινάριο 'Η επεκτατική μάθηση στην εκπαίδευση STEAM', στο ΠΕ.ΚΕ.Σ. Ηπείρου και στο 2ο και 6ο ΠΕ.ΚΕ.Σ. Αττικής. Αθηνά Κορνελάκη, Χαρίκλεια Θεοδωράκη, Ελένη Κολοκούρη, Ευτυχία Ν

RECENT EVENTS

Moscow State University of Psychology and Education

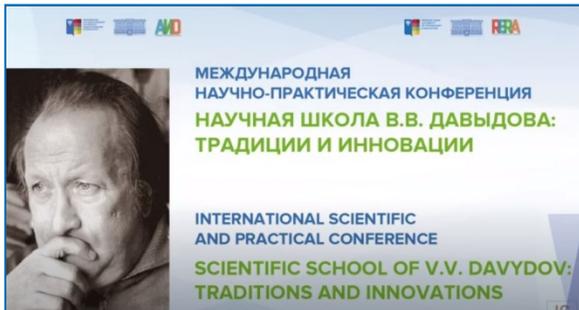


In July, 2020 a Special on-line ISCAR Summer Seminar for PhD students & young scholars: Cultural-Historical Psychology today: research challenges & practical perspectives was held.

The program of the seminar was aimed at providing a broad introduction into the theory and practice of research, conducted in the framework of L.S. Vygotsky’s tradition. The webinar covered the following subject areas:

- theoretical and methodological foundations of the Cultural-Historical Theory and Activity Approach;
- contemporary research of various aspects of education and development in today's social contexts;
- interdisciplinary and cross-disciplinary research of social and educational practices in the framework of the Cultural-Historical tradition.

Web: <http://iscarschool.com/call-for-applications/>



In October, 2019 **The International Scientific and Practical Conference “Scientific School of V.V. Davydov: Traditions and Innovations”** was organized in Moscow State University of Psychology and Education in collaboration with the Psychological Institute of the Russian Academy of Education and the Russian Association of Educational Researchers. The Conference was attended by 455 specialists from Russia, USA, China, Finland, Denmark, Lithuania, Serbia, Ukraine and other countries. The conference was timed to coincide with the 90th anniversary of the birth of the outstanding Soviet and Russian thinker, psychologist and teacher Vasily Vasilyevich Davydov (1930-1998).

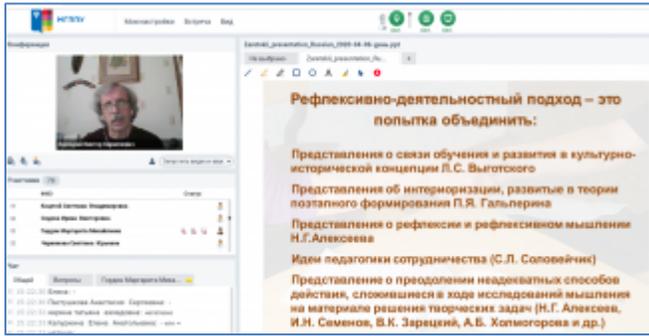
Web: <https://mgppu.ru/news/8137>

In November 2020 the **II International Conference “Counselling psychology: Challenges of Practice”** was organized in Moscow State University of Psychology and Education in collaboration with the Psychological Institute of the Russian Academy of Education. The conference was dedicated to F.E.Vasilyuk (1953-2017, a student of A.N. Leontiev, the founder of the first faculty of consultative psychology in Russia, , who developed the traditions of CIP in practical psychology.

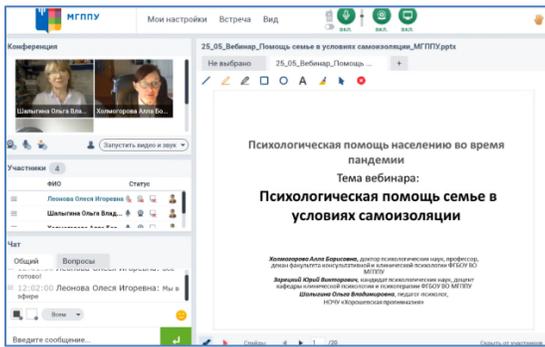


In November 2020 **International Scientific and Practical Conference “Zeigarnik’s Readings. Diagnostics and psychological assistance in modern clinical psychology: the problem of scientific and ethical foundations”** was organized in Moscow State University of Psychology and Education in collaboration with the Union for Mental Health. The conference was dedicated to the 120th anniversary of Bluma Wolfvovna Zeigarnik (1900-1988), a collaborator of Lev Semyonovich Vygotsky and Alexander Romanovich Luria, the founder of the cultural and historical direction in clinical psychology.

PSYCHOLOGICAL HELP FOR PEOPLE DURING THE PANDEMIC



In connection with the pandemic, Moscow State University of Psychology and Education in collaboration with the Federation of Educational Psychologists of Russia held ten sessions of the webinar “**Learning at home: how to provide a child with assistance that promotes development**” in April-June 2020. The webinars were conducted by the member of ISCAR Executive Committee V. K. Zaretsky and his colleagues on the basis of a reflexive-activity approach developed within the framework of cultural-historical psychology. Webinars were aimed at helping teachers, psychologists, parents in organizing training sessions with children in a distance form. More than 5,000 people took part in the webinars.



Also in connection with the pandemic, Moscow State University of Psychology and Education in collaboration with the Federation of Educational Psychologists of Russia held three sessions of the webinar "**Psychological assistance to the population during a pandemic**" in April-May 2020. Within the framework of the webinar sessions, issues of providing psychological assistance and support for children, their parents, loved ones who find themselves in a difficult life situation, in the context of the spread of coronavirus, a long stay at home in self-

isolation. More than 3,000 people took part in the webinars.



LABORATORY OF SCIENCE EDUCATION AND EDUCATION FOR SUSTAINABILITY DEPARTMENT OF EARLY CHILDHOOD EDUCATION UNIVERSITY OF IOANNINA



Katerina Plakitsi

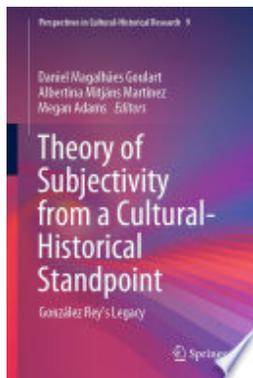
11th panhellenic conference with international participation ‘Science Education in Early Childhood Education’ was held virtually on 6-8 November 2020 in the University of Ioannina and included: 5 Keynotes, 7 Symposia, 13 Workshops, 29 Oral Presentation Sessions, Poster Session, 150 Oral Presentations.

- **Collaboration with Conceptual PlayLab, Faculty of Education of Monash University** through a keynote by professor Marylin Fleer and a workshop on Early Childhood was a great experience!
- A special issue of the keynotes of the conference has already been published in the journal ‘**Science Education: Research and Praxis**’ and is available in:

<http://pc204.lib.uoi.gr/serp/index.php/serp/issue/current/showToc>

RECENTLY PUBLISHED WORK

Magalhães, D., Goulart, A., Martínez and Adams, M. (2021). "Theory of Subjectivity from a Cultural-Historical Standpoint: González Rey's Legacy" and was published within "Perspectives in Cultural-Historical Research" series.



This book examines key ideas related to the Theory of Subjectivity within a cultural-historical approach. It brings together the intellectual contributions made by Professor Fernando González Rey (1949–2019) towards understanding human subjectivity and emphasising their unfolding in different fields and contexts.

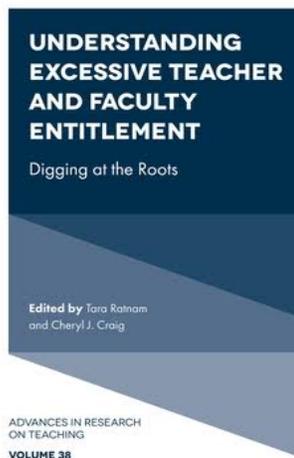
The book addresses the genesis and development of González Rey's work, articulating this discussion with the author's biography. González Rey's main scientific contribution is the Theory of Subjectivity in a cultural-historical perspective, which is inseparable from Qualitative Epistemology and its constructive-interpretive methodological expression. The book presents and discusses González Rey's contributions to different contexts and fields, such as psychological research, education, cultural-historical psychology, human development, motivation, human health and psychotherapy. This book brings together examples of how these ideas have been employed and developed in different fields and contexts.

The book "**Vygotskij and the Imagination**" will be published this fall. It contains the translation into French of all Vygotskij's texts on imagination as well as original chapters by Swiss, French and Brazilian researchers on

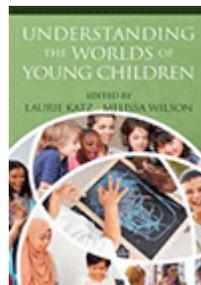
this subject. In addition, this book will soon be translated into Portuguese.

T. Ratnam & C. Craig (Eds). **Excessive Teacher Entitlement: Digging at the roots**. Advances in Research in Teaching Series. Bingley, UK: Emerald Publishing. <https://books.emeraldinsight.com/page/detail/Understanding-Excessive-Teacher-and-Faculty-Entitlement/?K=9781800439412>

Forthcoming in September 2021.



Katz, L. & Wilson M (2021). **Understanding the Worlds of Young Children**. Charlotte, USA: IAP



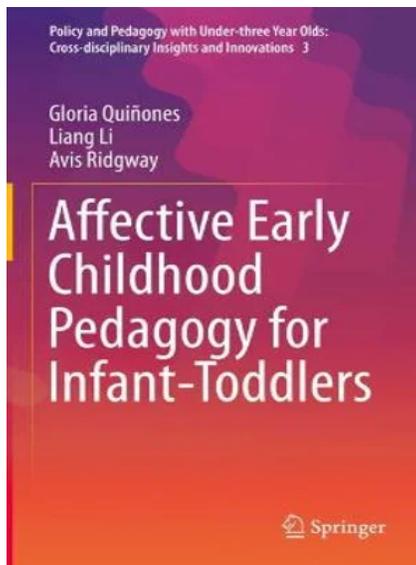
CONTENTS: Learning From Young Children's Lives: An Introduction to Perezhivanie and Literacy Practices, Laurie Katz, Melissa Wilson, and Jackie Ridley. Literacy in the Making: Integrating Infant's Emotions, Embodiment, and Cognition in a Brazilian Early Childhood Education Center, Vanessa Ferraz Almeida Neves, Maria de Fatima Cardoso Gomes, and Isabela Costa Dominici. How Preschoolers Learn to Write: Perezhivanie as Social and Cultural Infrastructure for the Beginnings of Writing, Deborah Wells Rowe. Beyond

Show and Tell: Animating Literacies With Toys, Kaitlin T. Larson, Karen E. Wohlwend, Kelsey C. DeKlerk, and Abbie McClure. Through the Prism of Perezhivanie: Intersubjectivity in Young Children’s Collaborative Story Performance, MinJeong Kim and Kelly A. King. A Glimpse of Young Children’s Social Worlds in Israel, Rachel Ravid and Laurie Katz. Living With Uncertainty in the United States: Supporting Immigrant Children and Their Families, Jackie Ridley, Ana Christina da Silva Iddings, Ruba Hamam, and Laurie Katz. Tell Me a Story About What It Was Like “Back in the Day”: The Family History Project, Julie Johnson and Melissa Wilson. About the Editors.

Dzamesi, F.,E (2021). **Play and indigenous knowledge.** In J.,V. Heerden & A. Veldsman (Eds.), *Rethinking learning through play*, pp 121-138, South Africa: Van Schaik Publishers.

<https://www.vanschaiknet.com/index.php/book/view/519>

Quinones, G., Li, L., & Ridgway, A. (2021). **Affective Early Childhood Pedagogy for Infant-Toddlers.** Switzerland: Springer.

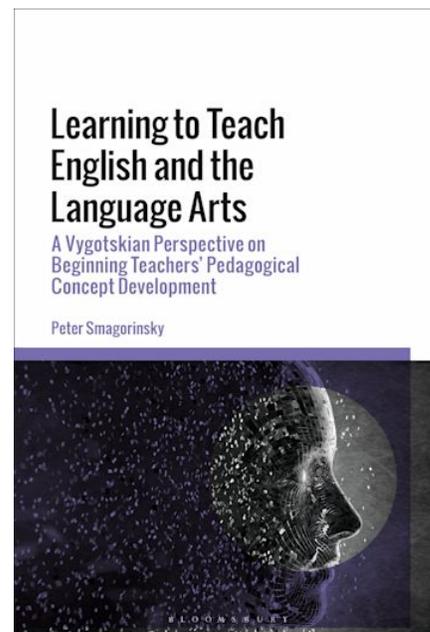


Pontecorvo, C. & Rossi, F. (2020). **Ascoltare le idee degli altri. Il lavoro di Marina Pascucci Formisano con bambini, studenti, insegnanti e amici.** Italy: Valore Italiano.



Skerrett, A., & Smagorinsky, P. (in press). **Keeping it 100: Making school real in times of crisis, and other times too.** Thousand Oaks, CA: Corwin.

Smagorinsky, P. (2020). **Learning to teach English and Language Arts: A Vygotskian perspective on beginning teachers’ pedagogical concept development.** London, UK: Bloomsbury.



Compton-Lilly, C., Lewis Ellison, T., Perry, K., & Smagorinsky, P. (Editors) (2021). **Whitewashed critical perspectives: Restoring the edge to edgy ideas in literacy education.** New York, NY: Routledge.



This volume examines revolutionary constructs in literacy education and demonstrates how they have been gentrified, whitewashed, and appropriated, losing their revolutionary edge so as to become palatable for the mainstream. Written by top scholars in literacy education, chapters cover key concepts that were originally conceived as radical theories to upset the *status quo*—including Third Space, Funds of Knowledge, Culturally Relevant Pedagogies, and more. Each chapter addresses how the core theory was culturally appropriated and defanged to support rather than take down racial and societal hierarchies.

Critiquing the harmful impact of watering down these theories, the contributors offer ways to restore the edge to these once groundbreaking ideas, reject racist and assimilationist trends, and support the original vision behind these liberatory theories. In so doing, this volume adopts a truly radical, critical stance that is essential for researchers, scholars, and students in literacy education.

Ratner, C (*forthcoming*) **Cultural Psychology: A Perspective on Psychological Functioning and Social Reform**" (Taylor & Francis) will be published in Chinese this summer.

T. Neto, F. Liberali, M. Dafermos (Eds.) (2020), **Revisiting Vygotsky for social change: bringing**

together theory and practice. New York: Peter Lang
DOI:<https://doi.org/10.3726/b16730>

There are wider epistemological and methodological difficulties associated with the understanding, implementation and further development of Vygotsky's theory. What does understanding cultural-historical theory mean? What was the social and scientific context of the emergence of cultural-historical theory? Why does cultural-historical theory 'relive' in the contemporary globalised world? How does Vygotsky's theory 'travel' across different countries and continents? How is it possible to deeply understand and develop further Vygotsky's theory in times of socio-economic crisis?

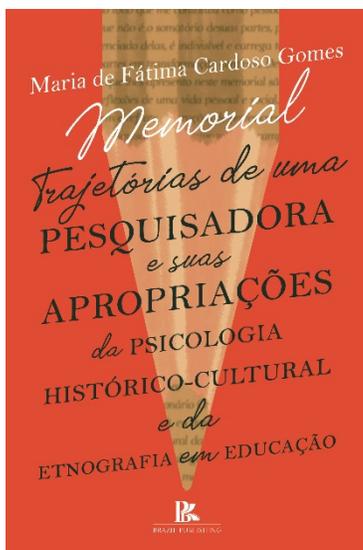
Kostogriz, A., & Veresov, N. (2021). **The zone of proximal development and diversity.** In Oxford Research Encyclopedia of Oxford Research Encyclopedia of Education. Oxford University Press. doi: <https://doi.org/10.1093/acrefore/9780190264093.013.1542>

Trevisan De Sousa, V.L., & Arinelli, g.s., (2021) **Qualitative Research and Social Intervention: Transformative Methodologies for Collective Contexts.** Charlotte NC; IAP.

This book presents procedures and research techniques that are based on critical perspectives of Psychology and Education. The content is characterised by innovations on the relationship between the researcher and the investigated context, and it problematises different perspectives and approaches to the psychological phenomenon proposing new understandings of the subject, the world, the social, and the field of investigation itself as a permanent dialectical movement. Thus, it reports to Marxist-based perspectives - especially to Vygotsky's ideas and concepts.

It is possible to pre-order the book on the website: <https://www.infoagepub.com/products/Qualitative-Research-and-Social-Intervention>

Cardosa Gomes., M. (2021). **Memorial - Trajectories of a researcher and her appropriations of Cultural-Historical Psychology and Ethnography in Education.**



In this book, I develop my memories in order to demonstrate how we came, as a research group - GEPSA (Cultural-Historical Psychology Classroom Research Group) -, to appropriate the theoretical-methodological assumptions of Cultural-Historical Psychology and Ethnography in Education in the development of our research. The process of appropriation of these theoretical and methodological bases happened in the dialectic of the collective-individual, reflecting and refracting the work of contemporary researchers to GEPSA in Brazil and in the world. Work that did not always express my own papers, clarity of the centrality of the cultural-historical perspective and ethnography in education, demonstrating that knowledge is partial, historical, full of comings and goings, of “discursive turns”. One of these turns meant the establishment of something new, created by us, a synthesis that shall guide GEPSA's researches from now on - the unit of analysis [**affect-situated social cognition-cultures-languages in use**] (**ACCL, in portuguese**) in the classrooms. This synthesis is based on the affect-cognition analysis unit defended by Cultural-Historical Psychology and the inseparability between cultures and language in use defended by Ethnography in Education. The writing of this Memorial also meant the remembrance of my trajectory from childhood to becoming a professor and researcher at the School of Education of Federal University of Minas Gerais, in Psychology of Education, with the aim of promoting social and school inclusion of different students at different levels of education: Early Childhood Education, Elementary Education, Youth and Adult Education and Higher Education.

Adolfo Tanzi Neto, Fernanda Liberali and Manolis Dafermos (2020). **Revisiting Vygotsky for Social Change**. New York: Peter Lang.

Contemporary thinkers and researchers from different parts of the world involved in achieving human development employ Vygotsky's theory in order to deal with new social challenges arising in a global but deeply divided world. The chapters of this book shed light onto Vygotsky's initial principles adding critical and social perspectives as a way of expanding his legacy to global contemporary needs such as a critical reflection from the perspective of social change, social dynamics and human development, ethical-political situations of action power, dialectic relationship of the human being with society, contradictions in an individual's dramatic life events and awareness of the social environment to actively change the existing forms of life.

Vygotsky's theory in-play: early childhood education

(2021). Vygotsky's theory in-play: early childhood education. *Early Child Development and Care*. Ahead of Print. url310.tandfonline.com

New Book: **Socio-cultural Approaches to STEM Education: An ISCAR INTERNATIONAL COLLECTIVE ISSUE** in the Springer Series Cultural Studies of Science Education with Co-Editors Professor Katerina Plakitsi and Professor Sylvie Barma has been approved to proceed

E-proceedings from the Iscar Regional Conference which was held 19 - 24 March 2019 in the University of Ioannina are now available <http://iscar2019.conf.uoi.gr/>

Ma, J., Hammer, M. & Veresov, N. (2021): **Cultural-historical study of crises in child role adjustment during transition to school within a bi-cultural context**. *Early Child Development and Care*. Published online: 11 Jan 2021. <https://doi.org/10.1080/03004430.2020.1865336>

There is a consensus that the crises children encounter during the transition period might impact negatively on children's learning and development. However, from a cultural-historical perspective, a qualitative leap in development can hardly be achieved without crises. This paper, drawing upon cultural-historical theory as the framework and by using 'role adjustment' as the unit of

analysis, discusses what the crisis means for children's learning and development. Through a case study of two second-generation Chinese Australian children's role adjustment in school transition, this paper finds that the crises provide both potentials and dangers depending on how the crises are managed within the child's social situation of development. It argues against the advocates for making children's transition seamless, as it is important to utilise the developmental potentials of crises instead of eliminating them. It also enriches the cultural-historical studies by exploring not only the developmental aspect but also the dark side of the crises

Nicholas, M., Veresov, N., Cripps Clark, J. (2021). Guided reading - Working within a child's zone of proximal development. *Learning, Culture and Social Interaction*, <https://doi.org/10.1016/j.lcsi.2021.100530>

New Book Chapter: Planet 2030 and Inclusion for Sustainable Development was accepted to be included in Springer Book: "Science|Environment|Health" 2nd Edition. Book editors: Albert Zeyer (Bern University of Applied Sciences, Switzerland) and Regula Kyburz-Graber (University of Zurich, Switzerland).

Ko, Dosun & Bal, Aydin & Cakir, Halil. (2021). Expanding Transformative Agency: Learning Lab as a Social Change Intervention for Racial Equity in School Discipline. *Teachers College Record*. 123.

Background: In the United States, students of color are more likely to receive disciplinary exclusion compared with their White peers. The racial disproportionality in exclusionary school discipline (e.g., office discipline referrals and suspension) marginalizes students from nondominant communities and further aggravates inequalities in academic, social, and behavioral outcomes. As a socially, historically, and geographically situated inequity issue, addressing racial disparities in disciplinary outcomes requires a transformative experiment in which local stakeholders can engage in situated problem identification and problem-solving efforts in response to their specific needs, goals, and local dynamics. Purpose of Study: This study examined how Learning Lab, an inclusive, collaborative problem-solving process, created a collaborative problem-solving space wherein school stakeholders exercised their collective, transformative agency to bring about a qualitative transformation in the school discipline system at an urban middle school for the

creation of culturally responsive and equity-oriented learning environments for all students.

Rotem Abdu, Gitte van Helden, Rosa Alberto, Arthur Bakker, (2021). Multimodal dialogue in small-group mathematics learning,. *Learning, Culture and Social Interaction*, Volume 29, <https://doi.org/10.1016/j.lcsi.2021.100491>.

Abstract

In this paper, we combine dialogic and embodied theories of learning to create a unified analytic lens. Embodied cognition is a theoretical approach operating under the premise that thinking and communication are multimodal activities. Under this premise, dialogue between learners needs to be conceptualized using a multimodal lens. We identify multimodal voices as speech and movement bundles situated within a learning context and describe a phenomenon that we call *Multimodal Dialogue* – multimodal interaction between different multimodal voices. To demonstrate this phenomenon, we analyze a learning sequence by two third-grade students who participated in a mathematics lesson aimed to foster embodied learning of proportion. Our analysis zooms in on the phenomenon of a multimodal voice as a speech-and-movement bundle situated within a learning context. We further show how multimodal dialogic gaps – differences between multimodal voices within and between modalities – drive communication and eventual changes in voices.

Aydin Bal, Kemal Afacan, Tremayne Clardy & Halil Ibrahim Cakir (2021): Inclusive Future Making: Building a Culturally Responsive Behavioral Support

System at an Urban Middle School with Local Stakeholders, *Cognition and Instruction*, DOI:10.1080/07370008.2021.1891070 To link to this article: <https://doi.org/10.1080/07370008.2021.1891070>

Abstract

This article presents a formative intervention study, called *Learning Lab* that facilitated the collective design of a culturally responsive behavioral support system at an urban middle school in the United States. Learning Lab united parents, teachers, support staff, education leaders, and researchers, specifically those who have been historically excluded from schools' problem-solving

activities to address an inner contradiction that they face—racial disproportionality in school discipline. Learning Lab members excavated and analyzed the school’s discipline system with its activities and disturbances and designed a new school-wide behavioral support system that is responsive to diverse experiences, perspectives, practices, and goals of their school community. A qualitative analysis of the Learning Lab process was conducted related to the development of the new system. Members examined outcomes in the existing discipline system, identified daily manifestations of the inner contradiction and collectively designed a culturally responsive system. The study showed the “how” of a systemic design and transformation process that helped develop a deeper understanding of educational change as a form of collective learning. The study demonstrated how a secondary artifact (system mapping) might facilitate movement from problem-definition to envisioning new possibilities. Given the inability of top-down education policies to impact sustained systemic transformation in schools, Learning Lab provides an ecologically valid collective knowledge-production and systemic design process that shows the possibilities of transforming marginalizing systems from the ground-up and collectively envisioning schools as spaces of solidarity, emancipation, and innovation.

SPECIAL ISSUES

Cultural-Historical Psychology



"Cultural-Historical Psychology" (CHP) is an international scientific journal where original research works, previously unpublished archives of the classics of the Russian psychology are published, theoretical and methodological problems of the Cultural-Historical Scientific School are discussed. The journal is affiliated with the International Society for Cultural Activity Research (ISCAR), recommended by the Higher

Attestation Commission (HAC) and included in international databases:

- SCOPUS
- Web of Science Core Collection (ESCI)
- PsycINFO Journals Coverage
- Directory of Open Access Journals (DOAJ)
- European Reference Index for the Humanities

Recently a few special issues have been prepared jointly by MSUPE and the ISCAR.

Web: <https://psyjournals.ru/en/kip>



The “Vygotsky’s Library” project – a resource on cultural-historical and activity psychology, which can serve as an effective tool for systematic and comprehensive research, educational and practical activities for the specialists interested in it. The principle of the “Vygotsky’s Library” arrangement is reflecting the main provisions of the cultural-historical approach in psychology and education in the content of the materials included in it. The collection materials are assessed by leading specialists in the field, that ensures its high quality. Thus, the “Vygotsky’s Library” project solves the problem of international transfer of scientific knowledge in the field of cultural-historical psychology and the activity approach. “Vygotsky’s Library” is presented both in the online format and in traditional media.

The basis for the “Vygotsky’s Library” project was the unique conditions for the comprehensive support and development of the cultural and historical approach developed at Moscow State University of Psychology and Education (MSUPE).

Within the “Vygotsky’s Library” project, a fund of works consisting of at least 1000 titles of scientific, methodological, scientific, and practical publications as

well as media materials to provide educational programs, project activities, and scientific research on the topic of cultural and historical psychology is being created.

RECENT CHP JOURNAL'S ISSUES

“Cultural-historical concept and activity approach: social and educational practices”

Cultural-Historical Psychology 2021. Vol. 17, no. 2

The first volume of the special issue of the journal “Cultural-Historical Psychology” – “Cultural-Historical Theory and Activity Approach: Social and Educational Practices” (no. 1-2021; no. 2-2021, guest editors Vitaly Rubtsov, Professor, President of MSUPE, and Katerina Plakitsi, Professor, ISCAR President) timed to the upcoming 6th Congress of the International Society for Cultural-Historical Activity Research (ISCAR) 2021. The issue is intended to create more space for the exchanging ideas and encouraging a cross-disciplinary dialogue that is to be continued within the framework of the 6th Congress of the International Society for Cultural-Historical Activity Research (ISCAR) 2021.

“Cultural-Historical Psychology: Traditions and Innovations”

Cultural-Historical Psychology 2020. Vol. 16, no. 2

The special issue presents a collection of articles on how the ideas of the Cultural-Historical Theory and Activity Approach are applied in various contexts all over the world. In a sense, the articles offer an in-depth analysis of the Cultural-Historical Theory as the ground for dialogue and collaboration of researchers throughout the world. Within this frame, the special issue deals with the present state of the Cultural-Historical Theory and Activity Approach in psychology, discussing CHT as a “functional paradigm”, considering its linkages with clinical psychology, as well as with the educational policy and activism. The articles focus on such aspects as the urgency of agency, the social situation of development, mental development, expansive learning, and social transformation. The papers highlight challenging scientific issues, triggering further academic discussions and making a serious contribution to the socio-cultural field of research.

Rubtsov V.V. & Plakitsi K

<https://psyjournals.ru/en/kip/2021/n2/>

“Cultural-Historical Psychology: Traditions and Innovations”

Cultural-Historical Psychology 2020. Vol. 16, no. 3

This volume represents the second part of the special edition, which is the result of collaboration between the International Society of Cultural Historical Activity and Research (ISCAR) and Moscow State University of Psychology and Education (MSUPE). The special issue aims at giving a snapshot of the diversity of fields and contexts, in which Cultural-Historical Theory and Activity Approach are nowadays applied by scholars and researchers all over the world. The articles in the second volume focus on such aspects as joint activity, scaffolding, the relationship between the subject and the object of the activity, ways of transferring L.S. Vygotsky's Experimental-Genetic Method into Science Education and furthermore, into non-formal settings. The volume also highlights strategies of engaging teachers in learning with Communication Technologies via Massive Open Online Courses, as well as on applying Vygotsky's concept of Higher Mental Functions (HMF) in educational practices, especially in the case of students with disabilities. Both volumes touch upon a broader spectrum of problems connected with learning and development in the context of social interactions. The two parts of the special edition invite to an open dialogue in the socio-cultural field of research building a ground for further discussion on the platform of the Journal: “Cultural-Historical Psychology”. The academic community expands its boundaries and collaboration living under the pandemic.

Link to the Issue

- <https://psyjournals.ru/en/kip/2021/n2/index.shtml>

Link to the News

- <https://psyjournals.ru/en/psynews/121538.shtml>

Educational Forum:

Thematic issue. Humanity in a new cultural-historical situation. Education for an unpredictable future

Human society is experiencing a new collective “social situation of development” in Vygotskian terms. The world faces new challenges every day, and the future is even less predictable. Living in the world of constant, rapid and



unpredictable change affects all areas of life including education. How does such a new “cultural-historical situation of development” affect educational communities: children, families and teachers?

New forms of teaching and learning are changing/transforming the nature of social interactions. Do adults continue to mediate the formation of cultural forms of activity including higher mental functions?

It is obvious that today’s teaching and learning takes place in the Zone of Proximal Development for all. We are all learning, both adults and children, and through this we are constructing the school of the future. What it will be like, depends on our sensitivity, awareness, creativity and courage.

We invite novice and experienced researchers working in cultural-historical and activity theory approach, investigating human learning in a variety of life situations/settings (not just formal learning) to submit original articles in English to this special issue. Studies, exploring the learning at all ages (from early childhood to old age) and with different levels of ability are highly appreciated.

The submission deadline is 30th September 2021. Submissions should be made through <https://forumoswiatowe.pl>, clearly stating that it is for the special issue: Humanity in a new cultural-historical situation: Education for an unpredictable future.

We are anticipating a publication date in early 2022. If you have any questions, please contact beata.zamorska@cdv.pl

Special Issue editors: Milda Bredikyte, Vilnius Pedagogical University, Lithuania; Przemysław Gąsiorek, Adam Mickiewicz University, Poland, Beata Zamorska, Collegium Da Vinci, Poland (ISCAR country coordinator)

Educational Studies in Mathematics

Davydov’s curriculum and international take-up of his ideas: <https://link.springer.com/journal/10649/volumes-and-issues/106-3>

Editors: Linda Venenciano, Elena Polotskaia, Maria Mellone and Luis Redford.



The 3-minute research video, “Learning with Purpose as a Cultural Strength,” shows the importance of having a greater purpose for learning, especially for students for underserved backgrounds. The video, by Barbara Rogoff and an interdisciplinary team, won Most Discussed and Public Choice awards in the National Science Foundation’s 2021 *Video Showcase* competition, <http://videohall.com/p/1910>.

The video is based on interviews with mothers of young Mexican-heritage children, as well as interviews with college students. It highlights the ways that many children and students learn to be community-minded, based on their inclusion as contributors in family activities from an early age.

Videos from Rogoff’s research team have taken top awards in the previous five years. The videos, about skilled collaboration, helpfulness, and keen observation, remain available for viewing at <https://multiplex.videohall.com/>.

CURRENT RESEARCH PROJECTS

MSUPE

Learning under COVID-19

The project is aimed at answering the following research questions:

- 1) How do adolescents perceive on-line learning and what do they actually think of on-line learning experience?
- 2) How do teachers perceive on-line learning?

- 3) Do teachers and students see the same problems and challenges in on-line learning or do they have different experience?
- 4) What are the best strategies for designing digital learning environments? What can be done to make the on-line process more interactive and inspiring?

Digital Storytelling Theater

Project goals:

- Designing an innovative model of “Digital Storytelling Theatre” for adolescents.
- Selecting and elaborating a set of methods to assess the efficiency of the Theatre both for education and development of adolescents.
- Evaluating the efficiency of the Digital Storytelling Theater in secondary school setting.
- Elaborating guidelines for teachers (training manual, recommendations, teaching aid) for implementing the developed model in school practice.

Web: <https://en.childresearch.ru/research/projects/>

UNIVERSITY OF CAPE TOWN

Teaching with technology

In a bid to address educational challenges arising due to COVID19 the government has turned increasingly to technology to support and strengthen teaching and learning in classrooms. The assumption underlying the use of computers in schools is that computers impact positively on student outcomes. However, the extent to which a computer can achieve this depends on how a computer is used as a learning/teaching tool: that is, how the computer affects pedagogical practices. The research regarding the impact of computers on altering pedagogy is highly conflicting, with three distinctly different results reported: first, the research indicates that ICTs do not alter pedagogy (Herold, 2015); second, a body of work suggests that ICTs change pedagogy positively (Cox et al, 2004; Hardman, 2019) and finally, contradicting this finding there is research suggesting that ICTs negatively impact on pedagogy (see for example Hardman, 2008; 2010; 2014; Spencer-Smith and Hardman, 2014). The proposed research seeks to address whether technology alters

pedagogy and, if so, in what ways it does. To address this question an exploratory multiple case study design allows for the collection of data, in the form of questionnaires, interviews and, primarily, classroom observations over the course of a year in 12 grade 6 classrooms across 6 schools . Drawing on Cultural Historical Activity Theory (CHAT), the project develops a view of pedagogy as socially situated using the work of Vygotsky (1978; 1986), Leontiev (1978; 1981) and most heavily, Engeström (1987) and Hardman’s (2007, 2008, 2010, 2014) elaboration of this work at the level of the primary school.
PI J. Hardman NRF FUND: PR_CPRR200203501387

A decolonial pedagogical model for teaching inclusively through technology in a pandemic: A cultural historical approach

The global impact of COVID-19, a pandemic that has seen much of the world resort to stringent lockdown rules and the closing of schools, poses challenges for teaching/learning as what was originally a face-to-face endeavour, has now become an online activity. I have argued in a national newspaper for the distinction between teaching with technology and teaching through technology (Mail & Guardian; 2020. April 21). In this research we aim to engage with this distinction and move towards developing a model of online pedagogy that can lead to learning. We draw on the work of Vygotsky (1978) and Hedegaard (1998) to provide a picture of a decolonial, developmental pedagogy that leads to cognitive development. Our focus on the decolonial aspect of pedagogy speaks to the need to include students’ voices in the construction of meaning in schools. The project is situated in eight schools: two in Namibia, two in Ghana, two in Egypt and two in the Western Cape Province of South Africa. Given the serious lag that these African countries have in relation to international benchmarking tests of Science and Maths, we focus this research in a science classroom. In this multiple quasi experimental design, we aim to develop an online app that can be used through an iPad, based on developmental pedagogical principles. We locate the study in grade 4 classrooms as it is in the grade 4 year that students transition from learning to read to reading to learn. Developmentally, then, children in this age group are primed to learn through textual engagement. We will compare student engagement across the four countries. Our aim is to test a pedagogical model that can be used to teach students through, rather than merely with technology. Hardman (in press) has designed this model to facilitate students’ active

engagement in making meaningful contributions to knowledge production in schools. **P.I. J. Hardman.**

LABORATORY OF SCIENCE EDUCATION AND EDUCATION FOR SUSTAINABILITY DEPARTMENT OF EARLY CHILDHOOD EDUCATION UNIVERSITY OF IOANNINA

Teacher training with specialization on life and information technology skills/21stTS

The kickoff meeting of the project “21st Teaching Skills: Teacher Training with Specialization on Life and Information Technology Skills” took place in Ioannina on 24-28 February 2020. The project is based upon the expertise of eight (8) Universities, and one (1) Consulting and Vocational Training Center. Collaboration with people of different countries and mentalities but with common goals!

Cross - border cooperation for energy efficiency using solar energy / SOLIS

SOLIS constitutes a common effort between the Municipalities of Preveza and Finiq and the University of Ioannina. The project aspires to showcase the importance of local actions towards RES utilization, enhancement of Energy Efficiency, Technology Transfer capacity assessment, and promotion of Energy Responsible Lifestyles. The funds and the equipment that have come into the Dept. of Early Childhood Education through this project will contribute to the promotion of the environment sustainable transport and public infrastructure.

Transdisciplinary Approach and Exploitation of Artifacts of Cultural Legacy and Science Provision of equipment:

This project will contribute to the promotion of the environmental and cultural attributes of the region of Epirus as well as the connections with the history of the region. Within this frame research that has already started focuses on the modern methodological framework of Science and the Environment, Nature of Science and Curricula connected with Science and Culture.

FROM THE EDITOR

Thanks to everyone who contributed to this current newsletter. It’s wonderful to see so much creative work being done in our field. I look forward to seeing you in virtual space at the 6th ISCAR congress, which I anticipate will be incredibly interesting given the titles of presentations I have seen. Just a reminder that you can send me news stories at any time. We are interested in:

1. Reports of recent events
2. New publications
3. Upcoming events
4. Details of initiatives and projects
5. Obituaries of scholars in our field who have recently passed.

You can email content to me at:

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Best wishes

Joanne Hardman

ISCAR newsletter editor

University of Cape Town, South Africa



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