



## Welcome...

... to the second and final ISCAR Newsletter for 2019. This is another packed issue, with a strong theme relating to Latin American scholarship. This is fitting given the [ISCAR 2020 Congress](#) in Natal Brazil, for which submissions close soon!

## Events coming soon

### ISCAR 2020

*Cultural-Historical Activity Research in crises contexts: challenges and perspectives*

Natal (Brazil) 24-29 August 2020

If you haven't already submitted your proposal for ISCAR 2020, [visit the website](#) now and get it in before the deadline of 30 September!



You can also visit the [ISCAR 2020 facebook page](#) where you can message the organizers and keep track of developments through regular updates.



The Congress will take place at the Federal University of Rio Grande do Norte (UFRN) and the Praiamar Convention Center. The sunny city of Natal invites everyone together to meet and share an unforgettable event!

24 August	Teachers' Day
25 August	PhD Day and pre-Congress workshops
26 August	Congress Day 1 inc. Prof Smolka
27 August	Congress Day 2 inc. Prof Dafermos
28 August	Congress Day 3 inc. Prof Holzman

Colleagues are invited to reflect on scenarios, issues, methodologies, practices that challenge us in crisis contexts, to produce knowledge based upon the legacy of Vygotsky, Leontiev and Luria. In this perspective, crisis is proposed as a fundamental theoretical construct to understand the transformations in the activity and the consciousness of the subjects, to understand society and social institutions, to understand the paths that the research in the Historical-Cultural and Activity theorization field have taken. A crisis that requires from us, ISCAR researchers, to propose a standpoint and a research perspective that reflects our commitment to a better world, where citizens are able to enjoy their human condition more widely. We plan to hold a Congress which broadens participation, contributing to settle the capacity and strength of Cultural-Historical Activity Research in crisis contexts. We all look forward to receiving you in Natal in the hope of collectively advancing and expanding Vygotsky, Leontiev and Luria studies! The themes are:

1. Concept of crisis in the field of cultural-historical activity: development and transformations.
2. Epistemology and method.
3. Effects of economic and social crisis on human development: health, education, labor and human rights.
4. Contexts and working relationship: analyses and perspectives.
5. Health and human development.
6. Education: teaching, learning and human development.
7. Challenges and perspectives in Educational and School Psychology.
8. The constitution of subjects and subjectivity in different contexts.
9. Social inclusion and school inclusion of people with disabilities and with special needs.
10. Social media, new technologies, new languages in the transformation processes.
11. Art as a possibility for understanding and social transformation.
12. Challenges and prospects for STEM (Science, Technology, Engineering and Mathematics Education).
13. Contemporary perspectives for Neuropsychology

### ISCAR 2020 Committee

The President of the Congress is Prof. Herculano Ricardo Campos (UFRN). The Program Chair is Prof Adrian Cenci (UFRN). The PhD Day Co-Chairs are Prof Nikolai Veresov and Prof André Machado Rodrigues.

These people are supported by a National Advisory Committee and PhD Day Committee – see the [ISCAR 2020 Committees page for full details](#).

## ISCAR 2020 PhD Day

Natal (Brail) 25 August 2020

PhD students are invited to send proposals that correspond to the Congress themes.

Proposals can be for a dialogue paper or poster. Papers should relate to one of the following:

- a) Research participation through a cultural historical research paradigm,
- b) Cultural-historical approaches to methodology,
- c) Analysis through a cultural-historical lens,
- d) Publishing: from thesis to journals.

Submission requires two documents: a paper/poster abstract, and a motivation and questions document. See the [PhD Day Call for Proposals page](#) for details and templates. Please direct enquiries to PhD Day Chairs: [Nikolai Veresoz](#) and [André Machado Rodrigues](#)

## CHACDOC 2020 – Cultural-Historical Approaches to Children’s Development and Childhood

Natal (Brazil) 23 August 2020

The next CHACDOC meeting will be the day before ISCAR Congress 2020, and in the same location! The theme will be ‘The educational experiment and innovation’. See coming Newsletters for more information; queries in the interim to [Hanne Værum Sørensen](#).

## Presenters sought for symposium on excessive teacher entitlement @ ISCAR 2020

Asia-Pacific member Tara Ratnam is hoping to put together a symposium on this interesting topic for ISCAR 2020. Seeking to unearth sociocultural and situational roots of the phenomenon, the symposium responds to the need to uncover and name the sources of oppression that teachers experience in the field of education, sometimes as victims and at other times, as perpetrators of it, though often unaware of their impact on others. It proposes to bring diverse presenters to explore its construction and consequences to open up a dialogue on the potency of teacher entitlement and on ways to help teachers prevent it. If you would like to be part of this symposium please [email Tara](#).

## 3rd International Winter School The method of imagination

*The decolonization of imagination: the dynamics of voicing, silencing, ventriloquising and speaking on behalf.*

University of Sydney (Australia), 2-5 December 2019

The [Winter School](#) is organized by the Centre for Cultural Psychology (Aalborg University), University of Sydney and the Post-graduate Program in Teaching, Philosophy and History of Sciences (Federal University of Bahia).

The topic of the winter school is the notion of the imaginative process as higher mental function. It means that imaginative processes can be studied in their ontogenesis and sociogenesis, as in the case of other higher functions, and in relation to the cultural mediation of imagining. What is then the relationship between imaginative processes and value-systems, materialities, practices, communication, imaginaries and power dynamics?

The goal of the winter school will be to explore the cultural processes of inhibiting and promoting imaginative forms, how psychology works in voicing (promote the expression), silencing (making invisible), ventriloquising (projecting its own values) or speaking on behalf of (inhibiting autonomous expression) diversity, its legitimation and power dynamics in the current colonization, decolonization and recolonization collective processes. Participants will reflect theoretically and practically on the role of imagining as access to radical otherness and production of “othering”.

The organizers are Luca Tateo (Federal University of Bahia and Aalborg University), Paul Rhodes (Sydney University) and Pina Marsico (Salerno University). The international teaching staff involved include the organizers plus Cynthia Langtiw (Chicago School of Professional Psychology) and Omid Tophigian (American University of Cairo).

Early stage researchers (advanced students, PhD, Post-doc, young researchers) in all disciplines are welcome, with particular focus on psychology, philosophy and history of ideas. Participation is open to max20 participants, who need to provide a short (approx. 250 words) description of their research interests/projects, to be sent after the registration to [lucatateo@gmail.com](mailto:lucatateo@gmail.com)

For those registered before 30 October 2019 the fee will be 1200 Australian Dollars (around 745 Euros) including 3 nights accommodation at Sydney University College (<https://www.sanctasophiacollege.edu.au/contact-us/>), coffee break and lunch.



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## AARE Sociocultural Activity Theory Summer School

Tallebudgera Outdoor & Environmental Education Centre,  
Brisbane, Queensland (Australia), 6-10 December 2019

The AARE SAT SIG Summer School is an opportunity for research students and researchers using cultural-historical, socio-cultural, and activity theories facilitated by senior researchers in the fields to spend five days living and eating together in the basic but beautiful Tallebudgera Outdoor & Environmental Education Centre. All delegates will present on their work and attended a variety of workshops, seminars, reading groups, and individual consultations. Time will be set aside to write, read and enjoy the forest.

We will bring together researchers from across Australia and internationally with an emphasis on building up relationships in the Asia-Pacific. There will be opportunities to collaborate on research proposals, publishing and scholarship. It will also serve as a springboard for participants to prepare proposals and symposia for the ISCAR Congress 2020.

Participants will have the opportunity to significantly advance their research through a time of intense thinking, listening, reading and writing in collaboration with other researchers and mediated by senior researchers of cultural-historical, socio-cultural, and activity theories

The Summer School is organised by ISCAR members: [John Cripps Clark](#), [Brendan Jacobs](#) and [Judy MacCallum](#). Cost per person for the five days for accommodation, food and transport: \$319.

The Winter School and Summer School are both in Australia, and could be attended back-to-back. It is Australian Summer at this time, but Winter for our colleagues in the Northern Hemisphere!

## Finnish Educational Research Association – CHAT SIG

Joensuu (Finland) 21-22 November 2019

FERA has its own CHAT SIG (see below!) and ISCAR members are warmly invited to join the [conference](#). The specific theme for the CHAT SIG this year is “Learning and agency for equity and sustainability: dialogue with activity theory.”



## Farewell Lecture & Symposium: Bert van Oers

VU University, Amsterdam, 30 October 2019



Bert van Oers will be retiring as a professor on Cultural Historical Theory on Education on 30 October 2019. His farewell lecture will be titled: Traces of progress Reflection on the colorful development of Educational Pedagogy in the Netherlands. Bert has been an active member of ISCRAT and

ISCAR and was president of the ISCRAT conference in 2002. Since mid-1970 Bert developed his theoretical orientation on the basis of the work of Vygotsky, Leont'ev and their followers and worked on the theory and practice of a play-based curriculum. Today, about 300 schools and many teacher educators in the Netherlands are inspired by this play-based approach. More information on the symposium and lecture (both in Dutch) is [available here](#).

An article co-authored by Bert is featured below; readers might also be interested in his chapter in [The Dialogical Self Theory in Education](#) (Meijers & Hermans [Eds], 2018, Springer). The chapter is on ‘Engaging children in dialogic classroom talk: Does it contribute to a dialogical self?’, with van der Veen and Dobber.

## Recent events

### SIAC ISCAR 2019

The Citizen Action Symposium (SIAC) joined with ISCAR Brazil to host [SIAC ISCAR 2019](#), with the theme Resisting-Expanding. SIAC is part of the *Language in Activities in the School Context* (LACE) Research Group of PUC-SP, is generally intended to foster the constitution of trainers and critically-minded students, collaborative and agents through citizen actions.

The event was held on 23 and 24 August at Universidade Federal do Rio de Janeiro (UFRJ) in Brazil. Anna Stetsenko and ISCAR President Katerina Plakitsi were invited speakers. Katerina spoke on 'Expanding the scope of science education in times of crisis or non-resistance to change', and Anna spoke on 'The transformative mind'.



The symposium explored possibilities for transformation as a resist-expand mode. As an alternative to overcoming contradictions in human activity and surviving increasingly intense attacks on our existence, the symposium proposed the creation of a Freirean vision through shared agency.



### CHACDOC: Cultural-Historical Approaches to Children's Development and Childhood

The CHACDOC-meeting, 2019 was held in Bergen, Norway in May, with the theme:

#### *Exploration in Early Childhood Education*

Western Norway University of Applied Sciences ([www.hvl.no](http://www.hvl.no)) and the research center *KINDknow* hosted the event. Participants from all over the world enjoyed the inspiring presentations and conversations and new networks were built during the meeting. We all left inspired and challenged with more knowledge and with more questions to ask and discussions to continue together in the future. All keynotes, papers and posters focused on national traditions, institutional practice and children's development in different parts of the world, and related to the theme *Exploration in Early Childhood Education* from different perspectives.

With the first keynote: *Exploring the concept of exploration*, Elin Eriksen Ødegaard and Liv Torunn Grindheim (Western Norway University of Applied Sciences) initiated the meeting. Second keynote was Lasse Lipponen (Helsinki University, Finland) with the presentation: *Exploring Compassion Organizing in Early Childhood Education*. The third keynote presenters were Marilyn Flear and Liang Li (Monash University, Australia), and the title was: *Transforming traditional pedagogical practices: A case study of children's explorations and adults' active play in a Chinese kindergarten*.

Beside the keynotes, there were a number of paper- and poster- presentations covering a variety of research and perspectives which develop cultural-historical theory. There will be a book project after the conference (edited by Marilyn Flear, Elin Eriksen Ødegaard, Mariane Hedegaard and Hanne Værum Sørensen).

Prior to the CHACDOC 2019 conference in Bergen, Liv Torunn Grindheim, Angela Rekers-Power and Hanne Værum Sørensen, editors of the upcoming publication *Outdoor learning and play: Pedagogical practice and children's cultural formation*, met with contributing authors. The book aims to support with empirical material cultural-historical understandings of young children's cultural formation in early childhood education and care. The authors present perspectives from Australia, China, Denmark, India, Mexico, Norway, Poland and Wales. The book is part of the Springer series, *International Perspectives on Early Childhood Education and Development* (Series editors: Marilyn Flear and Ingrid Pramling-Samuelsson).

## Nordic ISCAR



Nordic ISCAR was held in Trondheim (Norway), 18-20 June, attracting 80 participants from 14 countries. Thank you to May Britt Postholm (NTNU) and the organizing committee for such a successful event.



## Forum and Colloquium – Language, Identity and Inclusion

School of Philosophy, Language and Literature Studies, and Human Sciences at the Federal University of São Paulo.

This involved round tables, symposia, poster presentations, workshops and a book launch/signing (see below), and combined:

- 17<sup>th</sup> Forum on ILCAE - Language Inclusion in Scenarios of Educational Activities
- 1<sup>st</sup> Colloquium in GEICS - Studies about Deaf Identity and Culture
- 1<sup>st</sup> Colloquium on NAI EFLCH - Nucleus for Accessibility and Inclusion



## Nordic Summer School

A Nordic Summer School entitled 'Activity Theory in Practice' was held from June to August, hosted by University West in Trollhättan, Sweden.

It was coordinated by Katerina Johansson (University West). Instructors on the course were: David Allen (Leeds University), Yrjö Engeström (Helsinki University), Stan Karanasios (RMIT), Annalisa Sannino (Tampere University), and Clay Spinuzzi (University of Texas at Austin).

## ISCAR Summer University - Moscow

The [8<sup>th</sup> ISCAR Summer University for PhD Students](#) was held in July, hosted by Moscow State University of Psychology & Education.



INTERNATIONAL SOCIETY FOR CULTURAL AND ACTIVITY RESEARCH  
MOSCOW STATE UNIVERSITY OF PSYCHOLOGY & EDUCATION  
ISCAR SUMMER UNIVERSITY



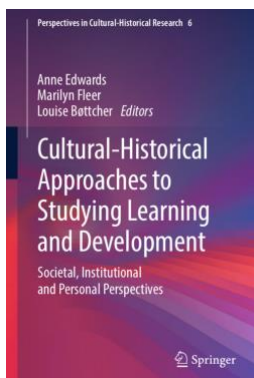
It was convened by Natalya Baykkovskaya and her organising team. ISCAR President Katerina Plakitsi joined the delegates.



## Publications by ISCAR members

### Books

#### Cultural-historical Approaches to Studying Learning & Development: Societal, Institutional & Personal Perspectives (Edwards, Fler & Bøttcher [Eds], Springer Press)



A collection of 21 chapters celebrating the work of Mariane Hedegaard. This book examines key ideas in cultural-historical approaches to children's learning and development and the cultural and institutional conditions in which they occur. The collection focuses on the intellectual contributions made by Hedegaard to understandings of children's

learning through the prism of the interplay of society, institution and person. The book brings together examples of how these concepts have been employed and developed in a study of learning and development. Contributing scholars reveal their reactions to Hedegaard's contributions in discussions of their own work in the field of children's learning and the conditions in which it occurs.

20% discounts Springer.com valid until 16 September with this code: 5SQzN5RRT2fCYD

#### Supporting Difficult Transitions: Children, Young People and their Carers

(Hedegaard & Edwards [Eds], Bloomsbury)

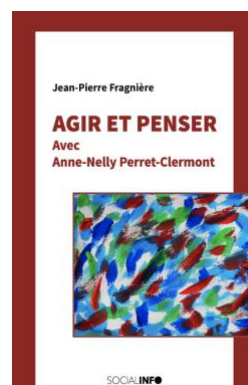


A collection of 13 chapters demonstrating the use of the concepts of motive orientation and common knowledge in helping vulnerable children and young people who are making challenging transitions. The international contributors discuss examples of transitions that are problematic for children, young people and their carers. Focusing

on vulnerable children and young people, the transitions include: starting school, changing schools, starting work, entering a new culture or a culture that has been changed to focusing on vulnerable children and young people. The different case examples are given coherence by drawing on cultural-historical approaches to how people move between practices. Particular attention is paid to how practitioners can build shared understandings of what matters for children and young people and for the institutions they are entering. These understandings become a resource to strengthen collaborations between practitioners or between practitioners and the children and their carers, as they support entry into new practices.

#### Agir et Penser

(Perret-Clermont, SocialInfo)

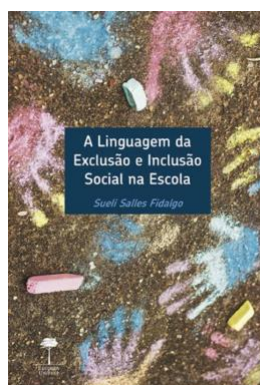


*Observer. Analyser. Agir. Une invitation à découvrir et à partager la force émancipatrice du savoir. | Observe. Analyse. Act. An invitation to discover and share the emancipatory force of knowledge.*

“What fascinates me is to see people who start, open, think, create, discover, invent, find solutions. And they do it

generously. They taste life! To practice research, to teach, is undoubtedly to create the conditions that make these tasty interactions possible, bringing hope to a world where so many questions call for solid answers, often in a state of emergency.” This book brings us to the reflection and action of Anne-Nelly Perret-Clermont.

#### A linguagem da Exclusão e Inclusão Social na Escola | The Language of Social Exclusion and Social Inclusion in School (Fidalgo, Editora Unifesp)



Esta obra situa-se na interface entre as áreas de linguística e educação, investigando a linguagem inclusiva ou excludente que permeia a formação em escolas públicas, assim como as leis e políticas públicas que prescrevem os trabalhos ali desenvolvidos, e examina o tema da educação inclusiva, suas definições e implementações ao

longo da história da formação da escola brasileira. Ao constatar um quadro de inclusão que se retrata pela exclusão – em que não apenas alunos são excluídos,

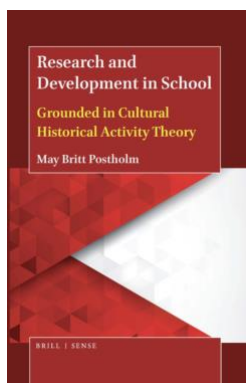


mas também gestores, professores e pais, por não estarem preparados para trabalhar com a imensa diversidade da área –, indicam-se algumas possibilidades de trabalho de ação e de pesquisa que levariam a uma reorganização da escola, criando, assim, espaços verdadeiramente inclusivos.

This work is located at the interface between the areas of linguistics and education, investigating the inclusive or exclusionary language that permeates the education in public schools, as well as laws and public policies relating to the history of the formation of the Brazilian school. We suggest some possibilities for action and research that would lead to a reorganization of the school, thus creating truly inclusive spaces. Photo from the book launch/signing!

## Research and Development in School: Grounded in Cultural Historical Activity Theory

(Postholm, Brill | Sense)



This book gives student teachers, teachers and school leaders research knowledge about which methodologies and methods they can use as tools when researching the day-to-day affairs of school and classroom practice. Cultural historical activity theory (CHAT) is presented as the framework. When grounded in CHAT the intention of the research will be to produce useful knowledge whether the aim

is to promote development when the research is conducted or incoming development processes. The text is useful in connection with CHAT-informed development work research (DWR), and in connection with on-going practices in school. This book is also useful for teacher educators/researchers who supervise student teachers or collaborate with practitioners in schools. The wish is that CHAT and its models will be able to contribute to the development processes we want to see in school, which in turn will promote the pupils' learning outcomes.

25% discount if you use the code 72000 when purchasing from [brill.com](http://brill.com) – valid until 31 December.

## Applying Cultural Historical Activity Theory in Educational Settings: Learning, Development and Research

(Postholm & Vennebo, Routledge)



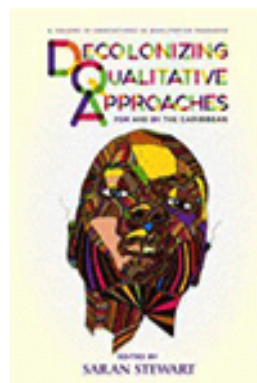
This book uses cultural-historical activity theory (CHAT) to fill a gap between research and practice within the context of education. With the goal of harnessing research and development for educational improvement, the book will present CHAT with its models as theoretical tools that can be used to build and facilitate collaboration between researchers and practitioners in

different educational settings. In addition, the book captures examples of how development work research (DWR) that uses CHAT and its models is conducted in different educational settings to solve real-world problems, and addresses challenges and possibilities faced among both researchers and practitioners.

20% discount with code BSE19 when purchased directly from Routledge online; due for publication November 2019.

## Decolonizing Qualitative Approaches for and by the Caribbean

(Stewart [Ed], IAP; series edited by Luca Tateo)



How do Caribbean researchers leverage recognized and valued (indigenous) methods of knowing and understanding for and by the Caribbean populace? How do we learn from indigenous research methods such as Kaupapa Maori (Smith, 1999) and develop an understanding of research that is emancipatory in nature?

Decolonizing qualitative methods are rooted in critical theory and grounded in social justice, resistance, change and emancipatory research for and by the Other (Said, 1978). Rodney's (1969) legacy of "groundings" provides a Caribbean oriented ethnographic approach to collecting data about people and culture. It is an anti-imperialist method of data collection focused on the socioeconomic and political environment within the (post) colonial context. This book provides a collective body of scholarship for innovative uses of decolonizing qualitative research.

## Dismantling the Disabling Environments of Education: Creating New Cultures and Contexts for Accommodating Difference

(Smagorinsky, Tobin & Lee [Eds], Peter Lang)



This book challenges assumptions that view people of difference to be "abnormal," that isolate attention to their difference solely in the individual, that treat areas of difference as matters of deficiency, and that separate youth of difference from the mainstream and treat them as pathologized. As outsiders to mainstream special education, the authors of this collection take

a more social and cultural perspective that views the surrounding social environment as at least as problematic as any point of difference in any individual. Most of the scholars contributing to this volume work with preservice and inservice teachers and grapple with issues of curriculum and pedagogy. One of the primary audiences we hope to reach with this book is our colleagues and practitioners who have not made special education or disability studies the focus of their careers, but who, like we, are determined to engage with the full range of people who attend schools. This is a valuable text for undergraduate and graduate courses in teacher education, as it addresses key issues of inclusion, diversity, equity, and differentiated approaches to educating the full range of students.

## Journal Articles

### Sociocultural Approaches to STEM Education: An ISCAR International Collective Issue

(Plakitsi & Barma [Eds], Springer)

This forthcoming book is part of the Springer Series *Cultural Studies of Science Education*. It explores the following themes:

1. Contradictions while integrating science education with CHAT
2. CHAT in STEM education focused on ICTs
3. Early years science education from a cultural-historical perspective
4. CHAT in science teacher education.

Contributors are: Sylvie Barma, Juliano Camillo, Seth Chaiklin, John Cripps Clark, Glykeria Fragkiadaki, Viktor Freiman, Silva SF Glauco, Eleni Kolokouri, Anna Koumara, Cristiano Mattos, Katerina Plakitsi, Tara Ratnam, Konstantinos Ravanis, André Rodrigues, Maria Topoliati, Marie-Caroline Vincent, and Samantha Voyer.

### @fise group of Ioannina

The [@fisegroup](#) at Ioannina University has published a book, expanding CHAT research in the Greek language.



### Baucal A, Gillespie A, Krstić & Zittoun T (2019)

Reproducibility in psychology: Theoretical distinction of different types of replications. *Integrative Psychological & Behavioural Science* doi: [10.1007/s12124-019-09499-y](https://doi.org/10.1007/s12124-019-09499-y)

In this paper, we propose a theoretical distinction of different types of replication. The distinction is based on the assumption that besides universal psychological phenomena there are also phenomena, especially in social and cultural psychology, that are expected to vary between socio-cultural contexts and across history. Taking this insight to its logical conclusion implies that the main purpose of a replication and interpretation of its results depends on the phenomenon being studied. In the case of universal phenomena, replication serves to validation purpose, while in the case of socio-cultural phenomena it serves to advance our theoretical understanding of how the given phenomenon is formatted by the socio-cultural-historical context.

### Magalhães M C C & Fidalgo SS (2019)

Reviewing critical research methodologies for teacher education in applied linguistics. *Delta – Documentação e estudos em linguística teórica e aplicada* 35(3). [Online here.](#)

The field of Applied Linguistics has undergone several changes in recent years and can be considered today as movable praxis (Pennycook 2001). This text reviews Critical Research Methodologies, by firstly looking at the history of the field, and analysing how it has changed over the years, comparing such methodologies as Action Research, Participative Research, and Critical Collaborative (PCCol) Research considering that these, to a greater or lesser degree, intervene in the context where they organize the research carried out. We then deepen our discussion of PCCol theory-methodology used by our research groups: LACE, ILCAE and GEICS.

### McCarthy Quinn E, Gallagher L & de Vries J (2019)

A qualitative exploration of breastfeeding support groups in Ireland from the women's perspectives. *Midwifery* 78, 71-77. doi: [10.1016/j.midw.2019.08.001](https://doi.org/10.1016/j.midw.2019.08.001) Available for [free download](#) until September 25

Volunteer breastfeeding support groups are deemed effective in promoting breastfeeding initiation and duration, but women's views are not well reported. The aim of this study was to explore women's experiences of Breastfeeding Support Groups in Ireland from their perspective. Six key themes were identified: 'complexity of breastfeeding support', 'community and connection', 'impact of culture on breastfeeding needs', 'the journey', 'passing on', and 'what mothers want'. Mothers primarily attend in order to meet other mothers, and not necessarily with a problem, getting practical suggestions to meet their individual and changing needs. The social aspect of support groups fosters a sense of community and inclusion, long-standing friendships, a social outlet, and ongoing support.



### **Pinheiro L M & Fidalgo S S (2019)**

Adaptações curriculares na “inclusão” escolar de alunos surdos | Curricular adaptation for school “inclusion” of deaf students. *Revista Brasileira de Pesquisa Sócio-Histórico-Cultural e da Atividade | Brazilian Journal of Socio-Historical-Cultural Theory and Activity Research* 1(1).

As adaptações curriculares, no contexto da educação inclusiva, configuram-se como percursos diferenciados, que visam atender as particularidades de aprendizagem dos alunos, de modo que todos aprendam o conteúdo escolar, de forma significativa. Esse estudo, parte de uma pesquisa de doutorado concluída, objetivou investigar se e como as adaptações curriculares têm sido implementadas em escolas comuns que possuem alunos surdos matriculados. Apoiado na Teoria Sociohistórico-Cultural de Vygotsky. Ancorado na Metodologia da Pesquisa Crítica de Colaboração - PCCol (Magalhães, 2011), os dados foram produzidos mediante observação das aulas de três professores, em salas que possuem alunos surdos matriculados, além da aplicação de entrevista e sessões reflexivas. A interpretação dos dados indicou a ausência das adaptações curriculares e a dificuldade do professor em implementar as políticas públicas que as recomendam. Apesar disso, sinalizaram que a relação colaborativa entre os participantes, contribui para o desenvolvimento das adaptações curriculares, embora seja prioritário investir num processo formativo inicial e contínuo de qualidade.

Curriculum adaptations, in the context of inclusive education, are configured as different paths that aim to meet students' learning particularities, so that everyone learns the school content significantly. This study aimed to investigate whether and how curriculum adaptations have been implemented in mainstream schools that have deaf students enrolled. Supported by Vygotsky's Sociohistorical-Cultural Theory, and anchored in Critical Collaboration Research Methodology - PCCol (Magalhães, 2011), data were produced by observing the classes of three teachers with deaf students enrolled, interviewing and reflective sessions. Interpretation of the data indicated the absence of curriculum adaptations and difficulty in implementing the public policies that recommend them. Nevertheless, they indicated that the collaborative relationship between the participants contributes to the development of curricular adaptations, although it is a priority to invest in initial and continuous quality training process.

### **Tateo L (2019)**

Who wants to keep me a puppet? Pinocchio's tale as a metaphor of developmental processes. *Mind, Culture, and Activity*, 26(1), 24-40. doi: [10.1080/10749039.2019.1576051](https://doi.org/10.1080/10749039.2019.1576051)

Pinocchio is one of the most widely read pieces of children's literature, and has been translated into 200 languages. It has evoked metaphors of childhood's condition, early description of autism, disruptive behavior, moral development, or even hyperactivity. Less attention

has been paid to the aspects of transgenerational relationships, the child's development trajectory, and their inherent ambivalence, though these are all very relevant in the novel. I use Dialogical Self theory to analyze Pinocchio's trajectory, tension, ambivalences, and meaning-making. The puppet/boy metaphor displays positive and negative aspects of development that should be critically considered in developmental and educational psychology and should be taken as complementary in educational practices.

### **Van Rijk Y, de Mey L, de Haan D, van Oers B & Voman M (2018)**

Reading for meaning: Effects of developmental education on reaching achievements of primary school students from low SES and ethnic minority families. *School Effectiveness and School Improvement* 34(1), 1-24. doi: [10.1080/09243453.2018.1433691](https://doi.org/10.1080/09243453.2018.1433691)

The appropriateness of innovative educational concepts for students from a low socioeconomic status (SES) or ethnic minority background is sometimes called into question. Disadvantaged students are supposed to benefit more from traditional approaches with Programmatic Instruction (PI). We examined Developmental Education (DE), an innovative approach, inspired by Vygotskian theory, in which reading skills are developed through meaningful reading of texts corresponding to students' self-generated problems. The effectiveness of DE is compared to PI in terms of reading comprehension, strategy knowledge, and reading motivation of 4th-grade students; 170 students from ethnic minority or low SES background participated in a pretest-posttest natural 2-group design. Outcomes were similar in both approaches, with one exception: Students with an ethnic minority background in DE performed better on strategy knowledge than similar students in PI. These results are discussed in relation to previous studies on the appropriateness of innovative curricula for disadvantaged students.

### **Greco S, Perret-Clermont A-N, Iannaccone A, Rocci A, Convertini J & Schär R G (2018)**

The analysis of implicit premises within children's argumentative inferences. *Informal Logic* 38(4), 438-470. doi: [10.22329/il.v38i4.5029](https://doi.org/10.22329/il.v38i4.5029)

This paper presents preliminary findings of an interdisciplinary project that builds on Argumentation theory and developmental sociocultural psychology for the study of children's argumentation. We reconstruct children's inferences in adult-child and child-child dialogical interaction in conversation in different settings. We focus in particular on implicit premises using the Argumentum Model of Topics (AMT) for the reconstruction of the inferential configuration of arguments. Our findings reveal that sources of misunderstandings are more often than not due to misalignments of implicit premises between adults and children; these misalignments concern material premises rather than the inferential-procedural level.

### Akkerman S F & Bakker A (2019)

Persons pursuing multiple objects of interest in multiple contexts. *European Journal of Psychology of Education* 34(1), 1-24. doi: [10.1007/s10212-018-0400-2](https://doi.org/10.1007/s10212-018-0400-2)

Whereas much research on interest development focuses on single, predefined, and generic objects of interest (e.g., science) in specific contexts (e.g., science classroom), this study proposes a person-objects-contexts perspective that accounts for idiosyncrasy and multiplicity of interests and contexts and consequent intrapersonal dynamics. It reports a multiple case study in which four students were followed for over 2 years in transition from secondary to higher education. Data collection included seven waves of experience sampling of daily life interest experiences with the help of a newly developed smartphone application (*inTin*) and four biographical interviews per student. Analysis concentrates on intrapersonal dynamics in interest development when pursuing multiple interests in multiple contexts, with study choice as a specific example. Results reveal how students' multiple and diverging interests differ in across-context continuity, some being shared across school, family, and peer contexts. Academic and nonacademic interests are found not to be fixed and independent in their development, rather showing patterns of differentiation and integration in the interests over time. Students display parallel, sequential, and combined pursuance of interests in study and leisure time. We conclude how interest development is nonlinear and more fluid than typically theorized.

### Lombardi E, Greco S, Massaro D, Schär R, Manzi F, Iannaccone A, Perret-Clermont A-N & Marchetti A (2018)

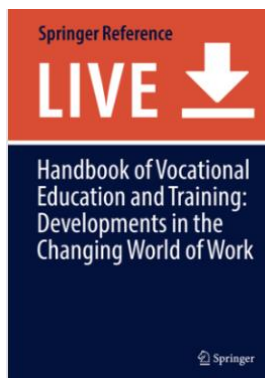
Does a good argument make a good answer? Argumentative reconstruction of children's justifications in a second order false belief task. *Learning, Culture and Social Interaction* 18, 13-27. doi: [10.1016/j.lcsi.2018.02.001](https://doi.org/10.1016/j.lcsi.2018.02.001)

This paper proposes a novel approach to interpret the results of a classical second-order false belief task (the ice cream man task) administered to children to investigate their [Theory of Mind](#). We adopted a dialogical perspective to study the adult-child discussion in this research setting. In particular, we see the adult-child conversation as an argumentative discussion in which children are asked to justify their answers to the questions asked by the researcher. We analysed the specificities of the research setting as an argumentative activity type; we reconstructed and analysed the children's answers on the basis of two models taken from [Argumentation](#) theory. Our findings show that some of the children's partially "incorrect" answers depend on the pragmatics of the conversation, the relation between explicit and implicit content, and a misunderstanding of the discussion *issue*. Other "incorrect" answers are actually based on correct inferences but they do not meet the researchers' expectations, because the children do not share the same *material premises* as the researchers. These findings invite further research on children's reasoning and on the characteristics of argumentation within a research task.

### Book Chapters

#### Migliore M-C (2018)

Older workers' vocational learning: taking activities and personal senses into account. In the *Handbook of Vocational Education and Training* (McGrath, Mulder, Papier & Suart [Eds], Springer)



In the European debate, the issue of older workers' vocational learning is framed as one of the updating skills, contrasting ageism, providing access to learning, and supporting mobility, with limited attention to the issue of motivation or motives to learn when retirement is approaching. The chapter illustrates the view on older workers' motives for workplace learning in different disciplines, from the psychology of work to organizational studies, to educational gerontology, and to educational sciences.

Placing side by side the different disciplinary approaches highlights all the aspects of that issue and indicates that the dimension of the development of activities in which older workers are involved is neglected. The last part of the chapter focuses on a case of contextualized analysis in the industrial activities. It presents an attempt to hold a non-dualistic approach by connecting the older workers' development to the development of the industrial enterprises in which they work. The aim is to show the importance of taking into account the activities in order to analyze the older workers' motivation to learn. Motivation is conceptualized through the cultural-historical activity theory (CHAT). This choice stems from the idea that individuals and contexts cannot be separated and that motivation to learn emerges in the relationship between work and the engagement that the older workers develop with it. Enlarging the view to include activities and their strategies leads to consideration of older workers' vocational learning as a collective and social issue, and not as solely an individual one. This perspective brings about policy implications and needs for new business models for industrial production.

## New Book Series

### Social Interaction in Learning and Development



A new book series on [Social interaction in Learning and Development](#) has been established by the Springer. Edited by Aleksandar Baucal (University of Belgrade, Serbia) and Francesco Arcidiacono (HEP BeJuNe, Switzerland) together with the editorial board consisted of distinguished researchers in the field: Anne- Nelly Perret-Clermont, University of Neuchâtel; Baruch B.

Schwarz, Hebrew University of Jerusalem; Charis Psaltis, University of Cyprus, Nicosia; Colette Daiute, City University of New York; Kristiina Kumpulainen, University of Helsinki; Michèle Grossen, University of Lausanne; Roger Säljö, Gothenburg University; Valérie Tartas, University of Toulouse. Researchers and research teams are invited to propose potential books (authored or editorial books) to editors.

### Latin American Voices: Integrative Psychology & Humanities

(Marsico [Series Ed], Springer)



In the last decades, Latin America has been a productive and fertile ground for the advancement of theoretical and empirical elaborations within psychology, social and human sciences. Yet, these contributions have had a hard time to be internationally recognized in its original contribution and in its transformative heuristic power.

This series fills this gap by offering an international forum of scholarly interchanges that deal with psychological and socio-cultural processes from a cultural psychological perspective. It seeks to be a solid theoretically-based, though still empirical, arena of interdisciplinary and international debate, as well as a worldwide scientific platform for communicating key ideas of methodology and different theoretical approaches to relevant issues in psychology and humanities. It will publish books from researchers working in Latin America in the different fields of psychology at interplay with other social and human sciences. Proposals dealing with new perspectives, innovative ideas and new topics of interdisciplinary kind are especially welcomed. Titles already included are: [Dialogical Multiplication: Principles of an Indigenous Psychology](#) (Guimarães, 2020), and [Ethnopsychology: Pieces from the Mexican Research Gallery](#) (Diaz-Loving, 2019). ISCAR members interested in contributing to the series can [email Pina](#).

## Conceptual PlayLab launched



The Conceptual PlayLab is Australia's first national programmatic study that aims to research a cultural-historical model of teaching science, technology, engineering and mathematics to young children. The 5 year study draws upon cultural-historical theory and methodology to create significant shifts in the ways STEM concepts are taught to young children in play-based settings in Australia, and elsewhere. Our Conceptual PlayLab is funded by the Australian Research Council and is led by [Monash University Laureate Professor Marilyn Fler](#).

Three pillars of research are each led by a Senior Research Fellow: Dr Glykeria Fragkiadaki, Dr Maria Hatzigianni and Dr Prabhat Rai. Six PhD scholarship holders, one Research Officer, Dr Sue March, and several affiliated PhD candidates and visiting scholars are dedicated to taking the research forward. The first pillar studies children's thinking in STEM from infancy and into school, the second pillar is centered on how families create the conditions for a motive orientation to STEM, and the third pillar studies teachers and the STEM PlayWorld practices in play-based settings. Download the latest [newsletter](#). [Read more, download the free app](#) and [subscribe to the newsletter](#).

## Launch of Finnish CHAT SIG

ISCAR member Jaakko Hippö writes: This spring, the Finnish Educational Research Association (FERA) decided to support our application for establishing a Cultural-Historical Activity Theory special interest group as part of FERA. Our new SIG aims to bring together researchers and research groups who use the Finnish tradition of cultural- historical activity theory in their research or engage in dialogue with it. The goal of the SIG is to further develop this theory both within education and in other disciplines in response to acute societal needs of our time. As part of our SIG's activities we plan to host different annual and bi-annual events here in Finland to support and accommodate different CHAT scholars sharing and discussing their work. While FERA is a Finnish organisation and most of the information is presented in Finnish, the operational language of our SIG is English and we more than welcome researchers from outside Finland to present their work as part of our SIG's activities. You can find more info on our [SIG and FERA online](#). Please see the related invitation to the national conference in Joensuu (above).

## Personal tribute to Fernando González Rey

[Peter E Jones](#) (Sheffield Hallam University, UK)



I am grateful for the opportunity to mark, with deep sorrow, respect and admiration, the passing earlier this year of our friend and colleague, Fernando González Rey. My own acquaintance with Fernando came at a seminar at the University of Manchester in 2016 (*Advances in Cultural-Historical Theory*). Like everyone else, I was captivated by Fernando's profound erudition and his passionate focus on human subjectivity as the key to understanding our present predicament and possible futures, combined, of course, with his powerful, wonderfully open, engaging and inspiring personal presence. Our conversations mostly turned on the relevance of conceptions of language and communication to Marxist approaches to psychology and fed into a number of subsequent opportunities to work with him: in a symposium at ISCAR 2017 with Anna Stetsenko and Ines Langemeyer (*Continuities and disruptions in renegotiating Vygotsky's legacy*) and with Marilyn Flear on *Cultural-historical and critical psychology: Common ground, divergences and future pathways*, now nearing completion.

Last year, Fernando raised critical points in email correspondence over my own treatment of Marx's relationship to linguistic research, something that had been the subject of a special issue of *Language Sciences*. The substance of these points may be of some interest. Fernando felt it important to emphasise in particular the harmful role played by 'Soviet Marxism' in both scientific research and in revolutionary praxis. This dogmatic approach had failed to productively and critically amplify Marx's view of class conflict towards an appreciation of the diversity of forms of social inequality and conflict and, consequently, had prevented an understanding of the active role of new social protagonists unknown or ignored in Marx's time. At the same time, the coercive, bureaucratic character of communicational relations in the Soviet Union had completely blocked the way to an appreciation (in official psychology and philosophy) of the creative role of political language and communication in the development of collective revolutionary consciousness, the central problem in Gramsci's work and one that is inseparable from an understanding of motivation and subjectivity. In that light, Fernando argued that language and communication had been largely ignored within A N Leont'ev's conception of activity, and that the problem of communication had not generally featured at all within Vygotsky's 'behavioural period' between 1924 and 1930. Fernando also chided me for being too soft on Critical Discourse Analysis for its linguistic reductionism in relation to social activity and social change. It was clear that on these important questions, as on so many others, Fernando had thought, seen and felt further than us all.

## Research video

Barbara Rogoff, Lucía Alcalá, and Omar Ruvalcaba have a brand new [3-minute research video](#) that shows the impressive ways that Mexican-heritage children collaborated in a planning task and programming a computer game. Their video recently won awards in all 4 categories in the National Science Foundation's 2019 video contest — most discussed, public choice, presenter choice, and facilitator choice.



## Papers wanted

A Special issue on ISCAR STEM approaches is being put together. There is an open call to ISCAR members to submit articles. Please [email Katerina Plakitsi](#) for more details.

The [European Journal of Psychology of Education](#) (Impact Factor: 1.535) is looking for high quality sociocultural studies of learning and development in diverse contexts.

## A note from the ISCAR President

Katerina Plakitsi wishes to greet all ISCAR members, and thank all those who have been facilitating the many ISCAR activities around the world. On behalf of ISCAR, she wishes to express concerns around climate change, and in particular the current fires in the Amazon and Siberia. This picture from the ISCAR 2019 Science and Sustainability Fest (see 2019 Newsletter Issue 1 for more) reminds us of ISCAR's active role in addressing such issues.



## ISCAR on facebook

ISCAR has its own [facebook group and page](#). All members are welcome to join. Once a member of the group, you can add posts, share details of publications, events etc.



## Editor's note

I hope you have enjoyed the second ISCAR Newsletter of 2019! Thank you to all the members who have sent material for inclusion. All material I receive is included, though at times I have to make minor edits for balance.

Please remember to keep your ISCAR membership renewed – even more important now as we approach the run-up to the 2020 Congress. And please [send me items](#) for inclusion in the next newsletter – new publications, new projects, reports on recent events, notice about future events. I am happy to receive material at any time – you don't have to wait for an email asking for it. Members will receive an email with the deadline for inclusion in the next Newsletter.

Until then

Nick Hopwood

University of Technology Sydney

31 August 2019