Over 300 registered delegates 10 days before the end of Early-Bird Registration Fees (May 31st, 2017)

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

5th International Congress, August 28th September 1st 2017
Quebec, Canada
http://www.iscar17.ulaval.ca
ISCAR 2017 wants to reflect on the past, consider the present, and gain insight on the foreseeable future of our research traditions. We will take a 360° view of our landscape and its communities. We will explore together our questions, problems, methodologies and practices. Your contributions in the form of questions, issues and interpretations are important in understanding our scholarship’s domain.

**INsights: Qualitative research and new trends in cultural-historical activity research**
- Farther reaches of theoretical and methodological explorations
- Multi-method approaches: Issues, challenges and promising directions
- Interventionist methodologies: bridging theory and practice
- Transformative agency
- Unit of analysis: historicity, context, and levels of analytic scale
- Tensions, extensions, and new formulations in cultural-historical activity research
- Changing forms of work
- New technologies and new ways of organizing work
- Other topics related to this theme

**Practices in context**
- Learning and development in onsite communities and online spaces
- Identity and professional learning in new and diverse ecologies
- The social construction of [dis]ability and difference/homogeneity
- Cross-national explorations of sociocultural research on learning
- Intercultural-cultural communication and new forms of being
  - Dialogue and the co-construction of knowledge
- Social movements and community-based alternatives to capitalism
- Other topics related to this theme

**Foundations: Theoretical and research approaches**
- Social, cultural, linguistic and educational mediation
- Children’s development and childhood
- Learning, knowledge and agency
- Interventionist research approaches and their roots
- Other topics related to this theme
Pre-conference event

PhD Day, August 28th

Co-chairs:

Prof. Nikolay Veresov, Monash University, Australia

Prof. Andre Machado Rodrigues, University of Sao Paulo

In the PhD Students' Day special attention will be given to the PhD thesis, focusing on the different phases of doctoral research. There will be spaces/times for dialogues, presentations, posters, and debates, including the participation of Senior Researchers that will discuss parts of PhD students' work and provide some suggestions.

This PhD Students' Day is the fifth organized by ISCAR. We hope that all those who will participate will be deeply engaged in this process and will participate actively in the sessions. Senior Researchers will chair the various sessions and participate in the PhD Dialogues.

ISCAR President, Prof. Malcolm Reed, will open PhD Day.

The opportunity of discussing data analysis will be given to doctoral students who have already collected their empirical data. There are also parallel sessions, in small groups.

31 pre-registered participants (as of May 20th, 2017)

For further information, please contact Nikolai Veresov
Pre-conference workshop, August 28th

Cultural-Historical approaches to children’s development and childhood (CHACDOC): “The practice-theory landscape of play, learning and creativity”

Purpose: The purpose of CHACDOC is to create a forum for researchers interested in cultural-historical and activity theories as a way to unite developmental psychology and childhood research.

Organisers: Mariane Hedegaard and Marilyn Fleer

Prof. Marilyn Fleer
Professor Marilyn Fleer, PhD holds the Foundation Chair of Early Childhood Education at Monash University, Australia, and is the former President of the International Society for Cultural Activity Research (ISCAR).

Prof. Mariane Hedegaard
Professor Mariane Hedegaard is professor in developmental psychology at University of Copenhagen. She received the ISCAR Service Medal 2011.

The focus of the symposium is the relations between play, learning and creativity. Each presenter will discuss how this contributes to children’s development in the context of practice and research. The program involves presentations of papers, panel forum and discussions.

Prof. Barbara Rogoff
University of California (Santa Cruz)

Prof. Louise Bøttcher
Aarhus University

Prof. Liang Li
Monash University

Prof. Jennifer Vadeboncoeur
University of British Columbia

Prof. Elena Bodrova
Tools of the Mind, USA

Prof. Anne Edwards
Oxford University

http://www.iscar17.ulaval.ca/pages/chacdoc
Pre-conference workshop, August 28th

Cultural/ Historical Aspects of Children’s: Learning by Observing and Pitching In

Official languages: Spanish and English.

This workshop examines theory and research on a cultural tradition in which people learn by observing and pitching in to endeavors of importance in their family and communities. This appears to be an approach that is especially common in many Indigenous-heritage communities of North, Central, and South America.

The presenters are an international, interdisciplinary group of scholars. Topics focus on children’s inclusion and contributions to their families and communities; sophisticated collaboration; keen and wide attention; and methods.

Organizers: Barbara Rogoff, Amy Dexter, and Rebeca Mejia Arauz

Barbara is at UC (Santa Cruz)
Amy is at Roosevelt University
Rebeca is at ITESO, Quadalajara

9:00 Introductions
9:30 Overview of Learning by Observing and Pitching In (LOPI)

[9:30 to 10:45 is together with the CHACDOC preconference.]

10:00 Discussion and Plan for the Day
10:30 Break
10:45 Poster Symposium and Discussion: Children’s Inclusion and Contributions in Family and Community Endeavors
12:00 Lunch
1:00 Poster Symposium and Discussion: Children and Adults Collaborating Together
2:00 Poster Symposium and Discussion: Keen and Wide Attention
3:00 Break
3:30 Methods Presentations and Discussion: Microanalysis of video; Integration of Qualitative and Quantitative Methods through Casegraphs; Comparisons of Communities as a Tool for Inferring Processes of Cultural Change and Continuity; Etc.
4:45 Closure

Background for the workshop is discussed in this article:
Pre-conference workshop, August 28th

Research with Transformative Agendas: Increasing Equality in Education and Beyond

This workshop offers opportunities to critically examine how theory and research can push the boundaries to centrally integrate transformative agendas premised on ideals of equality and social justice. Taking on and expanding upon Vygotsky’s passionate commitment to equality, the directions to be examined are focused on inserting activism into the key considerations about human development and education at the intersection of theory, methodology, research, and practice. This opens up the space for dialogue and collaboration among cultural-historical, sociocultural, and activity scholarship on the one hand, and critical approaches in ethnography, pedagogy, work studies, and Critical Race Theory, on the other. The notions of objectivity, validity, warrants for knowledge, and researchers’ standpoints, as these can be premised on non-neutral ideals of equality and justice, will be explored. The overarching goal is to discuss how to move forward in conducting research that takes on an active role in the world in turmoil and crisis where neutrality is not an option.

Organizers:

Anna Stetsenko, City University of New York
Eduardo Vianna, LaGuardia Community College, CUNY

The presenters are international scholars whose research spans various disciplines and places transformative agendas of equality and justice at the forefront. The workshop will provide a solid background and supporting materials in an interactive forum.

Maisha T. Winn, Transformative Justice in Education (TJE), University of California, Davis
Ines Langemeyer, Institute for Work Pedagogy and General Pedagogy, Karlsruhe, Germany

Peter Sawchuk, Department of Leadership, Higher & Adult Education, OISE, University of Toronto, Canada.
Dušana Podlucka, LaGuardia Community College, CUNY

Naja Hougaard, Kingsborough Community College, CUNY.
Azwihangwisi Edward Muthivhi, School of Education, University of Cape Town

Fernanda Liberali, Pontifícia Universidade Católica de São Paulo, Brazil.
Michalis Kontopodis, Centre for Critical Psychology & Education, Sheffield, University, UK

http://www.iscar17.ulaval.ca/pages/anna-stetsenko-and-eduardo-vianna
Keynote speakers

Kris Gutiérrez
Social Design Experiments: Toward Equity by Design

Yrjö Engeström
Expansive learning in social movements

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

With respondents TBA
Including Russian scholars
The Theme of the Congress

360°

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

Participation

Dialogue

40 symposia  90-120-240 minutes each
Over 85 papers discussed in a WGRT 30 minutes each
Over 100 papers presented  20 minutes each
Over 45 posters in a one-hour poster session
A few structured poster sessions
A few interactive paper sessions
Discussions of shared problems 3 one-hour sessions

And plenty other opportunities for conversation, project planning, and the like

Link for registration: https://www.agora-inscription.ca/ISCAR2017