

ISCAR NEWS

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Message from ISCAR President *by Marilyn Flear*

It is now only 18 month until the ISCAR Congress is to be hosted in Sydney Australia. This is our society's major activity and a dedicated team has been planning for over twelve months to realize this event. Shortly the webpage will be opening. You will then be able to download the details you need for planning for your participation. In this newsletter are more details from the Congress chair, Irina Verenikina, about the Congress.

The ISCAR executive committee met recently in Seville at the University of Seville. Apart from discussions surrounding the hosting of the Congress, and the reporting on regional activities, the group brainstormed how the ISCAR website could be used to serve members better and how ISCAR's presence on the web could be improved.

As most of you are aware there are on the website details of our activities in a range of languages, documents that report on Sections, and a host of policies and archival documents. Highlights on the website include the academic newsletters (i.e. academic papers) and Jean Lave's paper.

The challenge for our association is to make it as easy as possible for the members, and others, to find information, connect and to collaborate using the already available tools. Many of you are also connected through several online social and academic networks such as LinkedIn, Academia.edu, ResearchGate and many more. These networks may, for some more than others, be used for collaboration and connection.

We hope to further develop the website so that it can act as a resource that can be used by



We plan to pilot some activities in the lead up to the Forthcoming ISCAR Congress in Sydney, with the view to putting in place late in 2014 what works and what is most useful for members for promoting the objects of our Society

early career researchers and academics in classes or when organizing symposia and reading groups. We brainstormed some possibilities for integrating existing online tools and networks. For example by housing on the website short video clips to download or as a link to YouTube containing:

- video recordings of a

'fire-side chat' with known ISCAR members who have contributed to our Society through progressing cultural-historical concepts;

- short and instructive 5-15 minute clips that explain concepts, such as social situation of development, zone of proximal development, imitation, motives, etc, prepared by members of our Society.
- 'TedX' talks to promote new ideas and concepts.

Martijn van Schaik, a member of ISCAR Executive Committee, is in the process of exploring the possibility of connecting to, or creating groups on LinkedIn; Creating projects on Researchgate; Sharing key documents on Academia.edu; Creating links to the networks on the website, and considering best use of Twitter to announce new posts.

Martijn van Schaik is leading the conceptual work associated with the development of the website and the online presence in conjunction with Natalya Ulanova from Moscow State University, Russia. We are seeking your input into furthering this list of possibilities for enhancing digital communications and tools. Therefore we ask you to fill out a short survey in order for us to know what online tools you prefer. In addition please post your ideas or offers of support on the Researchgate project and the LinkedIn group.

We plan to pilot some activities in the lead up to the Congress, with the view to putting in place late in 2014 what works and what is most useful for members for promoting the objects of our Society.

Inside this issue:

Message from ISCAR President	1
Sydney - 2014 ISCAR Congress Update	2
ISCAR EXCO Holds First Scientific & Executive Committee Meeting in Spain	3
New Leadership for ISCAR Brazil	6
News from ISCAR Regions	7
Announcement & Upcoming Events	8
Publications	9

Sydney - 2014 ISCAR Congress Update *by Irina Verenikina*

Since the last three updates about the "Sydney - 2014" congress (see *ISCAR News*, vol. 9, Iss. 1, 2 & 3), there have been some significant developments in our preparation. The Local Organizing Committee is on course in its pursuit of developing an engaging and exciting experience for all conference participants.



The main Congress theme—*"Inventing the future: Transformative research, imagination and collective action for social change"*—promises to stimulate exciting and thought-provoking debates on the future and our responsibilities in how it will unfold.

**Local Congress
Organizing
Committee Looks
Forward to
Welcoming you in
Sydney, 29 Sep-
tember - 3 Octo-
ber 2014**

**ISCAR - 2014
Congress
Website goes
Online soon!**

The ISCAR- 2014 Congress will build on the foundations of the previous Congresses through a Program which will explore the latest information and current research in our field.

Dr. Irina Verenikina
Congress Chair

Contact: irina@uow.edu.au

The Congress will be marked by prominent keynote speakers who will share their expertise and provide insights in the most recent achievements in the research on the societal, cultural and historical dimensions of human practices.

The Committee will be calling for abstracts for oral presentations, interactive poster presentation and symposia. More information will be available on the website mid May 2013.

ISCAR

The 4th Congress of the International
Society for Cultural and Activity Research
29 September – 3 October 2014
Sydney Australia | Inventing the Future



ISCAR EXCO holds First Scientific & Executive committee Meeting in Spain *by Aminu Sanda*

The first meeting of ISCAR EXECUTIVE COMMITTEE was held at the School of Psychology, Universidad de Sevilla, Spain from 21-23 March 2013. Attending were Rebeca Mejía Arauz, Manuel L. de la Mata Benitez (Vice President & Treasurer), Marilyn Fleer (President), Mariane Hedegaard, Thérèse Laferrière (ICT & Logo), Cecilia Magalhães, Malcolm Reed (Secretary), Mohammed-Aminu Sanda (Newsletter), Martijn van Schaik, and Irina Verenikina (Sydney Congress 2014). Arcady Margolis and Natalya Ulanova participated via video conferencing.



Achievements made by ISCAR over the last 18 months were appraised, and new ways for providing better service to ISCAR membership over the next 18 months was also discussed. Members also took the opportunity to make presentation of their research activities as reported below.

Presentation by Professor Mariane Hedegaard, Denmark

Title: *Transition, Demands and Motives as Central in Conceptualization Children's Development, a Plan for a Research Project*



Abstract

In recent years within the cultural-historical approach children's play and learning has been conceptualized in relation to institutional practice (i.e., in the family, in the kindergarten or in school). Research has started to follow children as they move between two or more institutions (Hedegaard & Fleer, 2008, 2013, 2008, Kousholt, 2010, Winther-Lindqvist, 2010). From a developmental perspective, transition between institutions has been conceptualized as children's trajectories or pathways (Dreier, 2008; Hedegaard, 2009; Hundelde, 2005; Vygotsky, 1998). Elkonin (1999/org 1977) is one of the few researchers who have suggested that transitions from one institution to another lead to a new developmental period.

The aim is to research how this development is influenced by alignment of practice in the two institutions. The concrete research conducted in relation to these aim takes its departure in developmental practice research (Chaiklin, 2012).

In the actual research the inspiration comes from an announced form the ministry of education to create a "New Nordic School" approach that until now is rather unspecified. The demands for a new practice in school also transcend into kindergarten. In the research approach the aim is to formulate a kindergarten practice in cooperation with the pedagogues in two kindergartens that align to these new rather unspecified demands for school practice. We intend to develop prototypes for a new kindergarten practice that instead of taken departure in preparing children for school forwards children's play and creativity from kindergarten practice into school. In relation to this the researchers in cooperation with the pedagogues invent new activities that take the ministry's demand into consideration. The aim is to follow the children into school here we intend together with the leader of the kindergarten to set up a cooperation with the two schools to evolve a pedagogic that allow playfulness and research to be central in the "The new Nordic School" approach.

We will follow what this interventions means for children's learning and development in relation to the demands and motives they meet as well as rise in the new practice.

Presentation by Professor Manuel De la Mata, Spain

Title: *The Narrative Construction of Self in Cultural Context*



Abstract

We depart from a narrative and dialogical notion of the self. From this perspective, identity is regarded as acts of identification performed through discourse in socio-cultural settings.

That conceptual framework is applied in different studies conducted by the LAH (Laboratory of Human Activity) which analyse the discursive process of self (re) construction in cultural contexts. These studies deal with two main topics:

⇒ The relationship between formal education, autobiographical memory and self. These studies provide evidence of how formal education may promote ways of remembering and self-construction associated to the cultures of independence.

⇒ Identity reconstruction in of people in challenging situations (lesbian women, women who have suffered gender violence, migrants). Changes in people's life-stories to integrate challenging experiences and create a new personal narrative are analysed in all these cases.

In all these studies we have adopted a plural theoretical (integrating ideas from discourse analysis, cultural-historical and community psychology) and methodological (combining quantitative and qualitative strategies for data collection and analysis) perspective. Some examples of the analyses and relevant findings was presented.

Presentation by Professor Marilyn Fleer, Australia

Title: Understanding Digital Placeholders and Pivots in Children's Play



Abstract

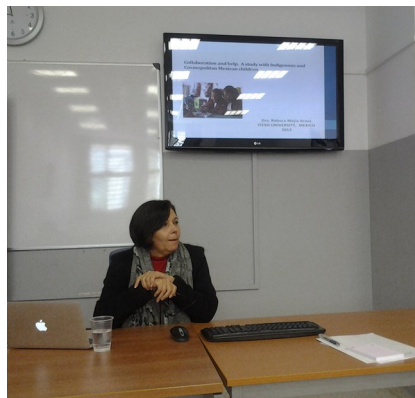
Over time and across countries we find that play has been conceptualized quite differently. Yet despite a growing body of cross-cultural research, dominant views on transitions in play appear to adopt a more universal and biologically determined perspective on play. This session in drawing upon cultural-historical concepts seeks to theorize transitions in play in relation to historical and contemporary needs within society in relation to societal values and what this allows for children's development. In particular, this session discusses how digital tablet technologies create new kinds of transitions in play that have not yet been theorized adequately in the play literature.

In citing examples from a study of children's play (n=53; range of 3.3 to 4.4; mean of 3.8 years; 232 hours of video observations), this paper introduces the concepts of digital placeholders and pivots in meta-imaginary situations to give new possibilities for children's development and expand Vygotsky's (1933/1966) original theorization of play

where transition was socially and culturally mediated rather than universal and biological.

Presentation by Dr. Rebecca Mejia-Arauz, Mexico

Title: Collaboration and Help as the Basis for the Development of Social Behavior. A Study with Indigenous and Cosmopolitan Mexican Children



Abstract

Presented research on the ways and extent in which children from an indigenous community help and collaborate at home in contrast to children from Cosmopolitan families in México. Along with this, I discuss the tendency in schools to focus children's activities in an individual and competitive manner throughout many years of school life, which does not allow children to develop or improve collaborative attitudes and interactions, much required later in future jobs and everyday living.

Presentation by Dr. Malcolm Reed, U.K

Title: The Mysterious Agency of Disembodiment



Abstract

This paper builds on previous iterations to ISCAR (Reed, 2008, 2011) exploring the power-play of classroom interaction in schooling, this time from an ontological perspective (Packer, 2010). Following Hedegaard (2012, 132) I consider how behavior might be better read

as activity: 'the concept of historically anchored recurrent cultural traditions are related to a person's appropriation of these traditions'. In particular, I am concerned with the activity of what is commonly perceived as misbehavior and how we might extend our notion of learning to include counteraction as a properly developmental function, therefore 'conscious and controllable by the will' (Bozhovich, 1977, 10; 2009). I draw on the concept of the crisis in Vygotsky's *Pedology of the Adolescent* (1988). I discuss both the ontological and the embodied turn in relation to Heidegger (1993) and Merleau-Ponty (1964), and consider also Varela's critique (2004). Following Valsiner (2000, 2003, 2008) I am concerned with expansion of microgenetic instances in which intersections of exterior and interior experiences are played out (Zinchenko, 2007). I propose two aligned concepts of 'disoccupation' and 'counteraction' (Poddiakov, 2001).

Presentation by Dr. Martijn van Schaik, Belgium

Title: Let the Video Be Your Guide: A Case Study of Video-Based Design Research



Abstract

In this article the iterative process of a design-based research project using video as one of the data sources is reported. During the iterative design and implementation processes video recordings of teachers and students were used to provide guidance through the practical and conceptual changes. The video was an indispensable data source. Without it there would have been no possibility of 'seeing' how the curriculum project was enacted nor what the explanations for several results based on other data might be. We explain how our video data guided our academic analysis at three levels, the baseline level, the methodological level and the meta-level. With hindsight we are able to see that the extensive use of video data co-determined the course of the research trajectory in ways that would not have been possible with quantitative data alone. Through the use of video data we attempted to find an answer to questions of codified knowledge in knowledge-rich workplaces, simulated in vocational education. On the basis of our research experiences we conclude that video observations are

indispensable if our aim is not only to improve theory and practice but also to reflect on the design of the method itself; especially if design research is regarded as open-ended, and the agency of participants is valued.

Presentation by Professor Therese Laferrere, Canada

Title: A Cultural Historical Perspective on the Networked School in Rural Quebec (Canada)



Abstract

The Remote Networked Schools (RNS) model has become sustainable and scalable in Quebec, Canada. Collaborative learning and teaching as well as knowledge building activity within and between classrooms characterize the RNS. I will present here a cultural-historical perspective on how the RNS model has emerged, and is becoming institutionalized. The model is an alternative to closing a small school due to concerns regarding the school's ability to provide a high quality of education to students.

Presentation by Professor Arcady Margolis, Russia

Title: Activity Approach and Teacher Education Reform In Russia

Abstract

New educational standards implemented recently in Russian Federation declared CHAT as a theoretical basis for teachers' professional activity which needs to be organized in a way leading towards formation of students subject knowledge but also meta subject (cognitive) results. List of these specific results seems to be very close to theoretical way of thinking in Davydov's meaning of the term. These new requirements for teachers' professional activity started discourse on how teachers are prepared for these new educational goals. Corresponding to this issue, the quality of teachers' work is also discussed in the context of PISA and other research. The possibility to develop an activity-oriented model of teacher training is discussed in the presentation as a possible solution for solving problems described above.

Presentation by Dr. Maria Cecilia Camargo Magalhaes, Brazil

Title: Theoretical-Methodological Choices in Research Developed in Applied Linguistics



Abstract

This communication aims at discussing theoretical and methodological choices in the organization of research in Applied Linguistics, which focuses on creating contexts for the understanding and transformation of values, needs, concepts of teaching and learning and the use of language in the organization of rules, roles and division of labor and in the production of a collective object, which is considered a priority by the local participants to resignify the school activities. It is supported by the Socio-Cultural-Historical Activity Theory (Vygotsky, Leontiev, Luria) and by Bakhtin and his Circle's language discussion, regarding the inseparability between the research theoretical and methodological choices regarding the research object and the socio-historical-cultural context which underlies the constructive-reflective process. Based in Engeström's (2011) writings on formative intervention, this communication focuses on methodological choices that, whenever intervening in schools, create collaborative environments that enable the organization of the school as a community that is organized to understand and question the ways of acting, values, concepts of teaching and learning, rules and roles of student, teacher, director and coordinator in concept understanding and producing, which are formally defined by the school project. In this direction, it expands the discussions of Vygotsky (1930/1999, 1931/1997; 1920-23/2001) regarding the importance of methodological choices to attribute a key role to language, as mediator and constitutive of human relationships, in the various social contexts of school daily experiences that organize the school as a network of activities. Central to this discussion is the debate about how to create collaborative relationships that allow the involvement of all, in the production of shared meanings in the reorganization of the school and the classroom. The discussions will be based on the projects developed by participants in the GP LACE (coordinated by Drs. Magalhaes and Liberali) and mainly

on data from the Reading and Writing in Different Knowledge Areas Project - LE-DA, developed in public school

Presentation by Dr. Mohammed-Aminu Sanda, Ghana

Title: Using Systemic Approach to Identify Performance Enhancing Strategies of Rock Drilling Activity in Deep Mines



Abstract

This presentation looks at the need for understanding the sociotechnical and psychosocial characteristics of rock drilling activity in deep mines that could lead to the harmonization of the human, technological, and organizational components of the work systems. The aim is to identify performance enhancing strategies that could be used to improve and optimize human-technology collaboration in rock drilling activity in deep mines.

Guided by the Systemic Structural Activity Theory, data was collected by video recording two skilled miners engaged in two separate rock drilling activities using a high technology drilling machine at an underground mine. Using the systemic analytical approach, the data obtained were analyzed morphologically and functionally. Results from analysis of the miners' motor actions during the rock drilling activity showed that by using implicit driven strategies, they were able to perform simultaneously two specific tasks that required high levels of concentration and visual control in the normal visual field available to them from inside the protective cabin of the high technology equipment they were using. They simultaneously combine their mental actions and motor actions in recognizing and remedying the constraining effects of unfamiliar stimuli during the rock drilling activity. It is concluded that the functional efficiency and effectiveness of rock drilling activity as well as the miner's productive performance in future automated and digitized deep mines could be enhanced by identifying the implicit characteristics of their performance enhancing actions and operational strategies. This understanding has future implications in designing a very efficient and effective human-technology collaboration in a highly digitized deep mine work system.

Leadership Change in ISCAR Brazil *by Sueli Fidalgo*

Following the resignation of Professor Marília Mendes Ferreira as representative of the Brazil Regional Section on the ISCAR Executive Committee, the leadership of the Brazilian section has now been reorganized. The leadership is now made up of a team of 3 comprising the following personalities. **Sueli Fidalgo** is in charge of correspondence between the ISCAR Exco and the team of representatives, as well as the ISCAR Brazil membership. **Cecília Magalhães** represented the new leadership at the ISCAR meeting in Seville, Spain in March, 2013. **Fernanda Liberali** will be trying to feed the Brazilian website. Everything else is decided as a team. In other words, the trio discuss everything through email, telephone or in person and distribute tasks as they arrive or as they feel necessary. It is pretty straight forward really - hard work sometimes, but simple distribution of tasks.



Sueli Salles Fidalgo is a Professor at the Federal University of São Paulo (UNIFESP). She holds a Doctoral Degree in Applied Linguistics and Language Studies from the Pontifical Catholic University of São Paulo (PUC-SP). Her major area of concern is teacher education focusing on those who work with children and adolescents who have been excluded from the school environment – some whilst still attending schools. Most of these students are seen as special needs. Her dissertation thesis investigated the laws of inclusion in a country whose society and education have been excluding in practice, and that continues to educate teachers in fragmented, content-based curricular frames. In 2011, she finished a post-doctoral fellowship – supported by a Brazilian Funding Body (FAPESP) – in which she organized a study group with teachers from state schools, aiming at (1) studying special needs and (2) building pedagogical materials for the specific students they had in their classrooms. In terms of teaching-learning, her theoretical framework is of Socio-Cultural-Historical basis, especially focusing on notions such as mediation, conflict-collaboration-negotiation with a view to resignifying practices. Methodologically, she works with the concept of collaborative research. She has papers published in national and international journals such as ANPOLL (Brazil) and IATEFL (UK). With Maria Cecília C. Magalhães, Fernanda Coelho Liberali and other colleagues she has co-edited a few books in the areas of Teacher Education and Applied Linguistics.

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Fernanda Coelho Liberali has a doctoral degree in Applied Linguistics from the Post-graduate Program of Applied Linguistics, of the Pontifical Catholic University of São Paulo (PUC-SP/BR), where she has worked as a professor and researcher since 2000. She holds a fellowship from *Conselho Nacional de Desenvolvimento Científico e Tecnológico*, a national funding agency.

Fernanda was the Brazilian representative for the *International Society for Cultural and Activity Research* (2009–2011) and now she participates in the *Global Perspectives on Learning and Development with Digital Video-Editing Media*, a project funded by the Marie Curie Actions, an EU funding Agency. She acts as a consultant for public and private schools and some City Secretariat of Education. In a socio-historical-cultural perspective, her extramural, consultancy and research concerns are related to school management, teachers' and teacher educators' development, teaching-learning issues, literacy, citizenship education, multicultural education and argumentation.

Fernanda has published articles, chapters and books in Portuguese, English and German. For a better view of her work, visit:

<http://lattes.cnpq.br/0046483605366023>.



Maria Cecília Camargo Magalhães holds a Doctorate degree in Education from the Virginia Polytechnic Institute & State University (USA) with a focus on research on reading and teacher education, based on collaborative-critical methodology. She has been working with theoretical-methodological issues in Teacher Education since 1990, mainly focused on language organization and collaboration to critical thinking and development in formative intervention research, as well as to theoretical-methodological issues towards critical research of collaboration. She conducts research with teacher continuing education within the theoretical frames of Socio-Historical-Cultural Activity Theory to understanding and transformation of teaching-learning processes, focused on reading and writing as teaching-learning processes. She is currently a Titular Professor at the Linguistic Department and at the Applied Linguistics and Language Studies Post-Graduation Program of the Pontifical Catholic University of São Paulo, Brazil. She has published articles in Brazilian journals and chapters in books published in Brazil, England, Spain, and Denmark, writing on critical collaborative methodology and intervention research based on the socio-cultural-historical theoretical frame. She is the editor, with Sueli Fidalgo, of the book *A Formação do Professor como um Profissional Crítico* [Education of Teachers as Critical Professionals], Campinas: Mercado de Letras, 2004 and *Questões de Método e de Linguagem na Formação Docente* [Issues on Methodology and on Teacher Education], Campinas: Mercado de Letras, 2011).

Contact Details: Maria Cecília Camargo Magalhães, Address: Rua Dr. Artur Neiva, 330 –São Paulo, SP, Brazil, ZIP Code: 05359-200, Phones: 55-11-3714-4508 or 55-11- 82614119 (cel), e-mail: cicamaga@gmail.com

News from ISCAR Regions

⇒ Regional Report for: Australia, China, India, Indonesia, Hong Kong, Japan, Korea, Malaysia, NZ, Pakistan, Singapore, Vietnam, Taiwan, Thailand — Gwen Gilmore

On the 19th November, 2012 at Monash University, Melbourne, Dr Irina Verenikina and Associate Professor Nikolai Veresov hosted the first open lecture in a planned series of events for the Asia-Pacific Australian group of the International Society for Cultural Activity theory (ISCAR). 25 academics from around Melbourne attended the opportunity to launch this discussion on Cultural Historical Theory leading up to the ISCAR Congress in Brisbane in 2014.

Professor Marilyn Fleer, in her role as ISCAR President, developed the background to the open lecture series. She warmly welcomed the Melbourne ISCAR branch and expressed her gratitude to the organisers of the event. Nikolai's introduction set the scene for the lecture by reflecting on importance of concept formation in various educational settings. The focus for the seminar was a consideration of concept development, socio-cultural mediation, the context of play and pedagogy. Irina's lecture, *Scientific and everyday concepts: Theory and practice for quality learning* was presented in two parts reflective of a challenge to the development of theoretical concepts in practice settings. Irina used an example from the study of her PhD student. The example highlighted that not relying on everyday concepts in teaching students to sing restricted their understanding of the fundamentals of singing as a process. This, in turn, restricted their own reflection on their practice. In summary, the lack of using everyday concepts at the beginning of the teaching process prevented students from developing the motivation to learn about the practice that they joined. The main problem was that practice was 'privileged' over theory and

traditional theory-practice divides were reinforced by both students and tutors. Vygotsky's original concepts; developing meaning through exploring, the importance of the direct instruction of key concepts (after Daniels 2001) for 'leading learning', and the deliberate self-practice for internalisation of concepts were all considered during the presentation. A surprising consideration from this study was that misconceptions can become the 'motivating' factor in participants engaging further in the theory-practice debate.

In summary, a quote 'when you talk you learn – so you need to talk' reflects the socially and historically constructed and dialogically developed nature of both theory and practise.

Lecture will be available
at [Vimeo.com](https://vimeo.com)

In the second part of the lecture Irina considered a self-study project. She emphasised that the concepts of the cultural-historical theory became part of her being, and that it became important for her to study them explicitly in her own practice of higher education teaching. Here she emphasised the importance of the concepts of social mediation (facilitation, co-construction), inter-subjectivity (mutual understanding, co-operative dialogues and joint points of reference) that she brought together to consider how emotional confidence and cognitive support were necessary ingredients in developing a detailed awareness and balance between control and confidence in a newly emerging research project.

The lecture was followed up by a fruitful discussion where questions and comments were welcomed by Irina. The questions coming from PhD students centred on their struggle with incorporating the major concepts in their everyday thinking. For example, we discussed how the ZPD worked within a process of studying for PhD. In addition, a number of ideas highlighted during the lecture were discussed. For example, the use of metaphors and also pictorial representation of concepts was discussed as a method of teaching and research. In summary, this open lecture facilitated further debate and discussion within the Melbourne group. The lecture will be uploaded onto the ISCAR Australia-Asia-New Zealand Group section at [Vimeo.com](https://vimeo.com). For those of you not familiar with this site it is a video upload forum, moderated by Andy Blunden, containing a growing number of lectures and debates related to the ISCAR objectives for developing multidisciplinary theoretical and empirical research on societal, cultural and historical dimensions of human practices.

The year 2013 will see a number of new open lectures and forums organised to support momentum towards the 2014 congress in Australia. Please contact us if your region wants to prepare and present a lecture to further debate sociocultural theory and practice. Dr Gwen Gilmore Victoria University, Melbourne, Dr Anna Popova, Victoria University, Melbourne, and Associate Prof. Nikolai Veresov (Monash University)

⇒ **Dr Gwen Gilmore**
Victoria University,
Melbourne, Australia
Email: gwen.gilmore@vu.edu.au

⇒ Play Symposium hosted by ISCAR Melbourne — Megan Adams

To begin 2013 with a theoretical bang, ISCAR Melbourne held a **Play Symposium** on the 11th of February at Monash University, Peninsula Campus, Australia. The keynote speakers were current ISCAR president Prof. Marilyn Fleer and A/Prof. Nikolai Veresov both from Monash University. The organizing committee included Dr Liang Lee and Megan Adams also from Monash University. Sue March, Feiyan Chan, Shukla Sikder and Judith Gomes helped on the day. The event was designed for Cultural Historical Theory Researchers with a special interest in play and included Higher Degree by Research students, early career researchers and experienced educational researchers. There were 28 attendees including Prof. Irina Verenikina from Wollongong University and Dr John Cripps from Deakin University.

Seven varied presentations were made, each contributing to advancing the field of Cultural Historical research regarding different aspects of play. Associate Professor Nikolai Veresov opened the morning session with a presentation titled "Cultural-historical research on child's play: history and challenges". This theoretical presentation foregrounded Prof. Fleer's presentation on her recent empirical research regarding play as a developing psychological function and cultural expression. Prof. Fleer's presentation was titled "Placeholders and pivots in meta-imaginary situations". Prof. Fleer's presentation was an introduction to her recently released book '*Play as a cultural form of development*', Cambridge University Press. The afternoon sessions began with Dr Liang Li's presentation "A baby's perspective: Learning and play", followed

by presentation from PhD students:

- ◆ *The beauty of shared play activities* — Shukla Sikder
- ◆ *My hand will have to be the princess: A cultural-historical approach to analyzing collective and individual play*— Sue March
- ◆ *Play and emotions*— Feiyan Chen
- ◆ *Negotiating play with a new friend: A cultural historical perspective of an international transition*— Megan Adams

There was strong concession and hope that this symposium will become an annual event on the Asia-AUS-NZ ISCAR calendar.

News from ISCAR Regions

⇒ Second German-Dutch ISCAR Symposium Held in Amsterdam — *Martijn van Schaik*

On the 21st and 22nd of February the 2nd German-Dutch ISCAR symposium was held in Amsterdam at the University of Applied sciences. With the help of the keynotes and the posters the discussions our collective thinking on CHAT was pushed a little step forward. In general there was a great atmosphere and the informal setting of round tables and an interactive poster session supported discussions and making connection. About 30 persons participated, including members, non-members and students.

In a combined keynote Bea Pompert & Bert van Oers showed how the practice of CHAT was established in the Netherlands at a practical and academic level. The other keynote speaker was Sanne Akkerman. She talked about boundary crossing and the learning mechanisms related to it. She also raised the question what implications those mechanisms have for research.

Presentations & Abstracts are Available at

<http://iscarde.wordpress.com/2013/0/06/wordpress-materials/>

Video of Keynotes by Pompert & Van Oers Available online at

<http://hva.mediamission.nl/Mediasite/Play/17680a35c7f2490e9988b8943537a4211d>

Subjects in the round tables and posters were, among others, learner identities, student engagement, literacy and digital technology, self-evaluation of school achievement and revoicing. During the closing all agreed to continue this kind of meetings (small and informal) in order to connect and collaborate within the ISCAR-region.

All the conference materials, including the presentations, the programme, abstracts are now available on the [website](#) and the video of the keynotes of Pompert and Van Oers is [online](#). In addition a short impression of the member meeting can be found there as well.

Announcement/Calls & Upcoming Events

⇒ The Fourth International Interdisciplinary Conference on Perspectives and Limits of Dialogism in Mikhail Bakhtin

BAKHTIN CONFERENCE

The university of Waikato (Te Whare Wananga o Waikato) and Waikato-Tainui College for Research and Development are delighted to be hosting this major international conference. This is a conference for anyone, across disciplines, who shares an interest in the potential of Bakhtinian philosophy, theory and thought for contemporary scholarship and practice.

Theme: **Perspectives and Limits of Dialogism in Mikhail Bakhtin**

Dates: 15--17 January 2014

Venue: Waikato--Tainui tribal complex, Hopuhopu, Ngaruawahia, in the rural heart of Waikato, New Zealand.

The programme committee invites proposals for a paper, poster session or symposium to be presented at the main conference.

The proposal should include the following details:

- Name(s) of presenter(s) and organisational affiliation.
- Type of presentation -- paper, poster or symposium (papers and symposia are 20 minutes with 10 minutes discussion).
- 500 word abstract outlining the content of the presentation.
- Selected references
- IT requirements (use of video, data projector, sound and/or whiteboard)

The Conference will be followed by the Dialogic Pedagogy Institute.

DIALOGIC PEDAGOGY INSTITUTE

Dates: 18--19 January 2014

We intend to plan as dialogic an institute as possible. We strongly encourage participants to move beyond traditional paper presentations. We will cre-

ate sessions ranging in time from 30--90 minutes. We may group people together depending on topic and/or format.

Please indicate your preferred format(s) along with max/min time limits. If you have an idea for an innovative format please add this to your proposal and we will try to integrate it if at all possible.

Please send proposal to:

⇒ Jayne White
whitej@waikato.ac.nz

Proposal must be Titled: Dialogic Pedagogy Institute, Your Name, Date

To submit an abstract, or for any further information, visit the website below.

<http://mikhailbakhtin4.blogspot.co.nz>

⇒ Call For Proposals!! 8th International Conference on the Dialogical Self'

The research group "Pedagogy of Vocational and Professional Development" at The Hague University of Applied Sciences will organize the '8th International Conference on the Dialogical Self' in close cooperation with the International Society for Dialogical Science

Theme: Perspectives and Limits of Dialogism in Mikhail Bakhtin

Dates: 19--22 August 2014

Venue: The Hague University of Applied Sciences, The Netherlands

Exploration of the dialogical self has a broad scope, including areas as far-reaching as literary science, brain research, empirical psychology, and psychotherapy practice. It brings together different fields of psychology, such as personality, developmental, social, and clinical psychology.

Increasingly, educational researchers use the theory to make meaning of the complexity of classroom practice. Across these diverse fields, the concept of the dialogical self provides an interdisciplinary platform for innovative research, theory and practice.

Submissions for symposia, individual papers, posters and workshops are welcome.. We invite proposals that either engage in discipline specific scholarship on 'the Dialogical Self' or that seek some form of interdisciplinary approach. For an overview of theory, method and practice, see: Hubert Hermans and Agnieszka Hermans-Konopka, *Dialogical Self Theory: Positioning and Counter-Positioning in a Globalizing Society*. Cambridge University Press, 2010

Portal is now open for receiving proposals.

<http://sites.thehagueuniversity.com/dialogical-self/home>

Deadline for submission is January 1th, 2014.

Post-conference workshop on the practical implications of the dialogical self by Hubert Hermans and Agnieszka Hermans-Konopka

Chair: Organizing Committee

Dr. Frans Meijers, Professor of Pedagogy of Vocational and Professional Development at The Hague University of Applied Sciences. The Netherlands
Email: fj.meijers@xmsnet.nl

Keynote speakers

- * Marie-Cecile Bertau, PhD, University of Munich, Germany
- * Hubert Hermans, PhD, International Institute for the Dialogical Self, The Netherlands
- * Lene Arnett Jensen, PhD, Clark University, USA
- * Piotr Oles, PhD, John Paul University, Lublin, Poland
- * Jaap Belzen, PhD, University of Amsterdam, The Netherlands

Publications: New Books

Title : **Play, Learning, and Children's Development: Everyday Life in Families and Transition to School**

Authors : **Mariane Hedegaard & Marilyn Fleer**

Publisher : **Cambridge University Press**

Year : **2013**

Play, Learning, and Children's Development Everyday Life in Families and Transition to School



Mariane Hedegaard | Marilyn Fleer

CAMBRIDGE

This book explores the dynamics in children's everyday lives as they move between school and the family, with particular consideration of how children's motives change in response to new challenges. Professors Mariane Hedegaard and Marilyn Fleer follow four children, two from Australia and two from Denmark, over a twelve-month period. Using these case studies, they show how children's everyday activities, play, and the demands of both family and educational contexts influence their learning and development.

The authors contribute to a sociocultural theory formulation that includes the child's perspective in cultural historical contexts. Their approach yields insights that transcend specific nationalities, cultures, and socioeconomic situations.

The analysis shows not just how children's family life shapes their experiences in school, but how schools influence and shape their lives at home.

More information available at:

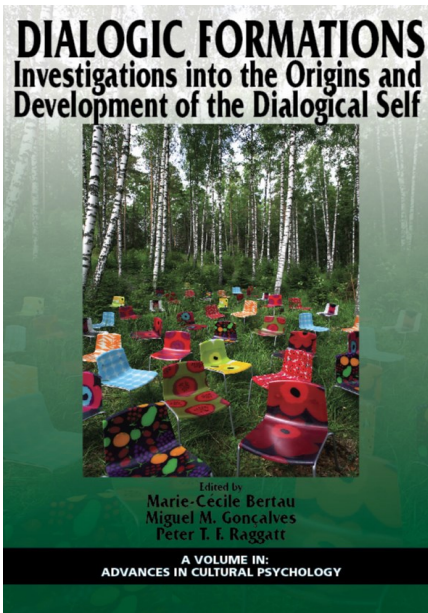
www.cambridge.org/us/9781107028647

Enter Discount Code **PLCD13** at checkout to receive the discount. Offer expires 10/01/2013.

(Note: 30 % discount available for ISCAR members)

Publications: New Books

Title : Dialogic Formations: Investigations into the Origins and Development of the Dialogical Self
Editors : Marie-Cécile Bertau, Ludwig, Miguel M. Gonçalves & Peter T. F. Raggatt,
Publisher : Information Age Publishing
Year : 2012



This book (volume) understands itself as an invitation to follow a fundamental shift in perspective, away from the self-contained 'I' of Western conventions, and towards a relational self, where development and change are contingent on otherness. In the framework of 'Dialogical Self Theory' (Hermans & Hermans-Konopka, 2010; Hermans & Gieser, 2012), it is precisely the forms of interaction and exchange with others and with the world that determine the course of the self's development.

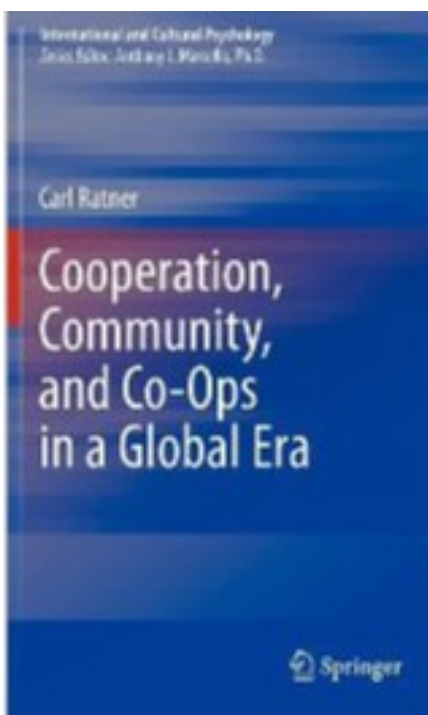
The volume hence addresses dialogical processes in human interaction from a psychological perspective, bringing together previously separate theoretical traditions about the 'self' and about 'dialogue' within the innovative framework of Dialogical Self Theory.

The book is devoted to developmental questions, and so broaches one of the

more difficult and challenging topics for models of a pluralist self: the question of how the dynamics of multiplicity emerge and change over time. This question is explored by addressing ontogenetic questions, directed at the emergence of the dialogical self in early infancy, as well as microgenetic questions, addressed to later developmental dynamics in adulthood. Additionally, development and change in a range of culture-specific settings and practices is also examined, including the practices of mothering, of migration and cross-cultural assimilation, and of 'doing psychotherapy'.

More information available at: <http://infoagepub.com/series/Advances-in-Cultural-Psychology>

Title : Cooperation, Community, and Co-Ops in a Global Era
Editor : Carl Ratner
Publisher : Springer
Year : 2012



In this book, Ratner professed that human history is largely the story of communities, punctuated by examples of cooperatives — in fact, our level of cooperative behavior is one of the attributes that makes us most human. In recent years, however, concepts such as rugged individualism and social Darwinism have competed against cooperative ideas for supremacy, and today's climate of global economic crisis has found these "me-first" concepts wanting. Now, an important new book posits that current political solutions to acute world problems are inadequate, and that modern society needs to look to its communal roots for recovery—and perhaps survival. *Cooperation, Community, and Co-ops in a Global Era* argues for a societal paradigm shift and details how such a transformation might be accomplished. Taking the evolutionary long view, its author demonstrates how cooperative principles can make a social system not just more efficient and less wasteful of time and resources, but also more

democratic, empowering, and fulfilling for everyone involved.

In making this compelling case, Ratner:

- Explains how humans are hard-wired for cooperation, and identifies its psychological competencies.
- Contrasts aspects of cooperative enterprises before and after the Industrial Revolution.
- Provides illustrative examples from European cooperative institutions.
- Analyzes modern social paradoxes such as cooperative individuality.
- Examines the strengths and shortcomings of the modern international cooperative movement.
- Explicates a cooperative social philosophy: its structures, behaviours, and values. Social and cultural psychologists as well as sociologists will find *Cooperation, Community, and Co-ops in a Global Era* worth reading, discussing, and debating.

Articles

Courtesy Carl Ratner, the following readings are available on Ratner's page: www.sonic.net/~cr2

1. Macro Cultural Psychology. In T. Teo (Ed.), *The Encyclopedia of Critical Psychology*. N.Y.: Springer. 2013.
2. False Consciousness. In T. Teo (Ed.), *The Encyclopedia of Critical Psychology*. N.Y.: Springer. 2013.
3. Emancipation. In T. Teo (Ed.), *The Encyclopedia of Critical Psychology*. N.Y.: Springer. 2013.
4. Capitalism. In T. Teo (Ed.), *The Encyclopedia of Critical Psychology*. N.Y.: Springer. 2013.
5. The Psychology of Oppression. In T. Teo (Ed.), *The Encyclopedia of Critical Psychology*. N.Y.: Springer. 2013.
6. Macro Cultural Psychology: Its Development, Concerns, Politics, and Direction. In M. Gelfand, C. Chiu, Y. Hong (Eds.), *Advances in Culture and Psychology* (vol. 3, chap. 6). N.Y.: Oxford University Press. 2013.
7. (with J. Joseph) The fruitless search for genes in psychiatry and psychology: Time to re-examine a paradigm. In S. Krimsky & J. Gruber (Eds.), *Genetic explanations: Sense and nonsense*. Cambridge: Harvard University Press. 2012.
8. (with Sayed El-Badwi) A Cultural Psychological Theory of Mental Illness, Supported by Research in Saudi Arabia. *Journal of Social Distress and the Homeless*, 2011, vol. 20, #3-4, 217-274.
9. Macro Cultural Psychology. In Jaan Valsiner (Ed.), *Oxford Handbook of Culture and Psychology*, chap. 10. Oxford University Press. 2011.
10. Cultural Psychology and Cross-Cultural Psychology: The Case of Chinese Psychology. In Online Readings in Psychology and Culture (Unit 2, Chapter 15). International Association for Cross-Cultural Psychology. 2011.
11. Cultural Psychology. In Robert Rieber (Ed.), *Encyclopedia of the History of Psychological Theories*, chap. 28. Springer, 2012.



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