



ISCAR NEWS

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The International Society for Cultural & Activity Research is an association, whose purpose is the promotion and development of multidisciplinary theoretical and empirical research on societal, cultural and historical dimensions of human practices. For more information visit: www.iscar.org

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A. Instead of an Editorial: Solidarity with Haiti People

Dear ISCAR Members:

Haiti has recently been hit by a natural disaster of horrible magnitude. For a country struggling for so long with inadequate infrastructure, widespread poverty, long-standing health problems, and frequent political instability, the earthquake and its many aftershocks are nothing less than a nightmare of unfathomable proportions. It is clear that many of us are already taking steps in our local settings to raise donations, spread the word about ways to help, and meet with others to discuss about strategies for the present and the near future.

In my role as the editor of the ISCAR Newsletter I would like to refer to following issues:

Two recently published books „The Shock Doctrine: The Rise of Disaster Capitalism“ (2008, by Naomi Klein, see: <http://www.naomiklein.org/shock-doctrine>) and „Critical Pedagogy in Uncertain Times: Hope and Possibilities“ (2009, Edited by Sheila Macrine, Palgrave, see: <http://us.macmillan.com/criticalpedagogyinuncertaintimes>) study how capitalism in its current state goes together with disasters which often create the conditions of possibility for (further) privatization of education, militarization of the state and precarization of working conditions.

Regarding the concrete crisis in Haiti Naomi Klein said at a public event on January 13th: “We have to be absolutely clear that this tragedy, which is part natural, part unnatural, must, under no circumstances, be used to, one, further indebt Haiti, and, two, to push through unpopular corporatist policies in the interests of [US] corporations.”

Cultural-historical and anthropological knowledge about Haiti proves here to be of particular importance. In this regard I would like to draw your attention to a blog of AAA anthropologists which provides specialized knowledge about Haiti: <http://anthropologyworks.com/>

What is more, cultural-historical theory provides significant tools for developing collective local as well as translational practices that could resist global capitalist interests and support Haiti's people and its suppressed or excluded social groups.

Since I specialize neither in Haiti nor in NGOs myself I cannot give here any further information – however I would be very happy if we, ISCAR members, participate in a careful and reflective way in the managing of this disaster thus expressing our deep solidarity to Haiti's people and preventing similar disasters to occur in the future.

Michalis Kontopodis

B. Letter from the ISCAR President: ISCAR Executive and Congress Scientific Committee Meeting in Rome

Dear ISCAR colleagues,

2010 is upon us and plans are well underway for the Congress for 2011. The Congress Organising Committee, and the Congress Scientific Committee met with the Executive Committee of ISCAR to discuss their plans mid last year in Rome. The meeting took place at the Faculty of Psychology of the Sapienza University of Rome. All members of the Executive of ISCAR self funded their trip to Rome.

The atmosphere of the meeting was rather friendly and informal and all Executive Committee members agreed with all decisions taken. Following issues were discussed in the Executive Committee Meeting:

- ISCAR Financial Resources and Membership Fees
- ISCAR Flyer & Membership Benefits
- Communication Forms/ New ISCAR Webpage/ New ISCAR Logo
- ISCAR 2011 Congress in Rome

- ISCAR Summer School for PhD Students and Student Issues

In the meeting with the 2011 Congress Organizing and the Congress Scientific Committee the issues discussed were: ideas about keynotes, sponsors, congress themes and invited symposia as well as additional topics about logistic and organizational matters.

The meeting program included also a one day Symposium and a round table discussion on “What is ISCAR?”. Mariane Hedegaard opened the discussion with an historical account of ISCAR, this was followed by input from all members of the Executive Committee, the Local Organizing Committee, the National Scientific Committee, local researchers, professors, and graduate students who were all in attendance. Bringing together this diversity of people demonstrated in practice that ISCAR really is a global organisation that connects regionally with groups, promoting and developing multi-disciplinary, theoretical and empirical research, specifically around societal, cultural and historical dimensions of human practices.



Mariane Hedegaard and Seth Chaiklin (background)¹



Inger Eriksson (Vice-President) and Sylvia Rojas-Drummond

The round table event was followed by papers from members of the Executive Committee on *Contextualizing ISCAR* as well as on *Spinoza and CHAT*. Fernanda Liberali (Brazil) gave a paper on “Monism in the Creative Chain of Activities”; Yuji Moro (Japan), presented on: “Spinozic articulation of the Concept of Activity: Dynamics of the Active and the Passive during Transition in the Learning Process”.

This part of the program was followed by a presentation by Inger Eriksson (Sweden) on “Learning to “see” chemical reaction in classroom laboratory activities?” and the team from Russia, led by Vitaly Rubtsov and Inna Korepanova, gave a paper on the “Development of cultural-historical approach in Russia”. Some photos of active participation are shown below.

¹ All photos here are from the Meeting of the 2011 Congress Organising Committee, the Congress Scientific Committee and the Executive Committee of ISCAR, Rome October, 2010.



From right to left: Donatella Cesareni, Anne Edwards, Michalis Kontopodis, Beatrice Ligorio, Inger Eriksson.

What was evident in this one day event was that the members of the Executive share the same theoretical tradition of thought, even though everyone comes from different country contexts, different disciplines, and has different research interests.



Yuji Moro

What we noted was that we are a group of like-minded colleagues interested in the societal, cultural and historical dimensions of human practices. As coordinators for our regions, we hope you will stay in touch with us at the local level so that the Executive of ISCAR can support the activities of all the regions in further developing the objects of our Society (see www.iscar.org for details).

In this newsletter are details of forthcoming and past activities from some of our Sections and Regional groups. ISCAR only exists through the activities we plan and participate in locally, and globally through our Congress. The newsletter is one way that we share with each other, and stay connected, gaining a sense of our

ISCAR community both regionally and globally. Please continue to send to Michalis, our outstanding newsletter editor, any news of events or publications that others may be interested in hearing about.

Marilyn Fleer

Next Photo: From left to right: Morten Nissen, Marilyn Fleer, Fernanda Coelho Liberali, Inna Korepanova, Manuel de la Mata, Sylvia Rojas-Drummond, Seth Chaiklin



C. General ISCAR News:

**1. Second Meeting of the Congress Scientific Committee in Rome, November 27, 2010
Venue: University of Psychology, Via dei Marsi 78 – 00185 Roma**

Soon after the first meeting referred to above (see Letter of the President) a second meeting of the 2011 Congress Scientific Committee took place in Rome. The following issues were discussed:

Definitive congress dates: Considering the various suggestions received from the regions and from the executive Committee, the definitive Congress dates are approved, as proposed by the Local Organizing Committee: the Congress will start on Sept. 5th (with the pre-conference) and will end on Sept. 10th, after lunch. In the pre-conference, devoted to the Junior Researchers, special attention will be given to a kind of “doctoral clinics”, focusing on the different phases of doctoral research work. For instance, the opportunity of discussing data analysis will be given to doctoral students who have only collected their empirical data. There could be also three more parallel clinics for more advanced doctoral students, about: 1. how to conclude a doctoral thesis in one chapter, 2. how to publish successfully, 3. how to turn a conference paper into a journal article. Another part of the pre-conference could be a kind of mini-conference where the sessions will be organized around the usual thematic groups, being carried out in a more pedagogical way, by commenting

not only the presented papers, but also the differences among papers.

Finalization of the Scientific Committee: The Scientific Committee includes 27 members of countries as diverse as Italy, Serbia, Portugal, USA, Spain, Russia, South Africa etc.

Approval of the dates of the three calls, beginning from January 2010 until November 2010

Early call: the call will be published in January 2010 (and send to all ISCAR members very soon); the deadline will be in February; notification of acceptance will be mailed by March 2010; the deadline for the registration will be on April 10th.

Regular call: the call will be published on April 15th 2010; the deadline will be on May 31st; notification of acceptance will be mailed by 20 September 2010; the deadline for the registration will be on November 30th.

Late/Last minute: From the 30th November until the dates of the Congress.

For each of these calls there will have three different fees available:

	ISCAR members	Non ISCAR members	ISCAR students	Non ISCAR students
Early – by 10th April 2010	300 euros	350 euros	150 euros	200 euros

Regular – by 30th November 2010	400 euros	450 euros	250 euros	300 euros
Late – to the Congress	650 euros	750 euros	300 euros	350 euros

The reviewing process will be coordinated by Prof. Beatrice Ligorio who will send, as soon as possible, the proposed evaluation forms and the reviewed process of the proposals to all the Scientific Committee, who will act as main reviewers. Each Scientific Committee member is asked to mention two names of other possible reviewers, in order to gather a substantial number of reviewers for the ISCAR Rome Congress. So we ask each receiver of these mail to send us the proposed names within the next 15 days to Prof. Beatrice Ligorio and to our Secretary Stefania Cucchiara.

Web-site. The last point has concerned the acceptance by the LOC of the web manager (Dr. Mario Pirolli) detailed economic proposal. Dr. Pirolli is already preparing the web site (he presented also a very nice LOGO for all the ISCAR event, including the graphical part) that will be running after January 15 2010 until September 15 2011. Dr. Pirolli suggests to gather more visual material for the site, even concerning the history of the Society. We will be pleased to receive proposals

2. Updated ISCAR flier

The ISCAR Executive Committee is happy to announce that an updated version of the ISCAR flier is now ready. Please see the attachment for details. ISCAR members are kindly requested to send or print and give this flier to

3. New ISCAR Webpage – coming soon!

ISCAR is soon going to move to a new webpage which will provide detailed information on ISCAR news, ISCAR Business, ISCAR history, ISCAR related scholarships and grants as well as offer the structure to develop a thesaurus of cultural-historical terminology.

We hope that in the next few weeks the new webpage will be online (the web-address remains the same). There you will also find the updated ISCAR Executive Orders as well as the Minutes of the last meeting of the Executive Committee which took place in October 2009 in Rome (see also above, Letter of the President).

Next Photo: *Our hard working web-group! From Left to Right: Elvis Mazzoni, Inna Korepanova, Anne-Nelly Perret-Clermont, Vitaly Rubtsov.*

from you if you have some videotaped lecture, even historical ones, perhaps if you can offer us also some important lectures presented in previous Congresses or in your universities. Thank you for the attention, and for sending a summary of the possible video proposal, that are in your hands, to Clotilde Pontecorvo's address.

Other matters: The invited symposia, also those who were already approved during the previous meeting, should be composed by papers coming from three different countries as participants. These symposia should be submitted with the Early Call.

A limited number of symposia (four) in a language different than English will be scheduled. The languages are Italian, Spanish, Russian and French. These symposia should any how submit abstracts in English and they should support their presentations with slides in English.

their local colleagues and students who might be interested in ISCAR. Volunteers for translation of the flier in all possible languages are welcome!



4. Call for Sketches for a New ISCAR Logo

ISCAR needs a new logo. The new website soon to emerge is a serious reminder and the perfect occasion to renew our image.



You see the present ISCAR logo above. Although we recognize that a lot of good intentions and good work went into creating this logo, it has been criticized for representing a western male dominance: The gesture points to the man with his tools, over and above the woman and the child (all white) below, still on a level with the tree (of wisdom, which the Man piously ignores?).

One Executive member then suggested the solution to the left. But although this appeared to solve the gender issue (unless, that is, we now place the Man in the position of creator, or on-looker, with a God's eye perspective), other and even more serious problems popped up once Pandora's box was opened: Now, Spirit is purified above, Nature



below. Further, we can now see how such idealism associates with the way the elements are simply gathered, but remain isolated rather than related, and frozen rather than moving. And as in the ancient heraldic tradition (also suggested by the classic Roman font), the assemblage of trophies circumscribes a

dominion, a power domain which silently authorizes the holder of a coat of arms.

Where, on the other hand, is activity? Activity is precisely that which could reunite things, blow life back into them, and point beyond given domains. And, in particular, where is research activity? Rather than wield a silent power, we should display the reflexivity of what we do together.

We decided to solicit the creativity of our members. **Who can design a logo** that captures (or mediates and liberates) ISCAR in a simple image?

Constraints: The logo must be relatively simple and black & white to be also recognizable in poor reproductions. No copyrights should be required.

Deadline: Suggestions must be sent by email to morten.nissen@psy.ku.dk before April 1st, 2010.

Prize: The winner is invited to the ISCAR conference in Rome, 2011, for *half the normal conference fee*.

Evaluation: The Executive committee will undertake a thorough scrutiny of all incoming suggestions. In addition, members will be invited to vote for their favorite logo on the website. If no suggestions are accepted, the prize money will be spent on a professional artist or designer.

Launch: The new logo will be launched officially at the Rome 2011 conference – the winner will be cheered and allowed to explain what it means (or can let the art speak for itself and simply collect applause).

Afterthought: Of course, that new logo will be again the frozen image of a living movement. Soon, critiques will be voiced anew - there's no end to it. To **celebrate** this wonderful dynamic, we offer a **second prize** (to be specified later) for the most piercing, devastating and fertile critique of the new logo to be put forward (on the ISCAR website) within its first year!

D. News & Events from ISCAR Regional and Thematic Sections

1. New ISCAR Section in Iran

A new ISCAR Section is currently formed in Iran – an event which is most welcome by all ISCAR members. The section is coordinated by Professor Cyrus Izadi Yazdi (info@prof-izadi.com and <http://www.prof-izadi.com>) from Tehran University of Medical Sciences

(see first photo) and by Dr.Saied Malihialzackerini zuckerini99@yahoo.com) from the Islamic Azad University- Karaj Branch (see second photo).



As Professor Cyrus Izadi Yazdi and Dr. Saied Malihialzackerini write:

„Psychology has a long history in Middle and Near East and goes back to the ancient period. From thousands years ago till now psychology and medical sciences was in the frontier of human knowledge and culture in Iran. We think that the dialoge between psychologists from different cultures is our topic this time and the dialoge between cultures has to be understood between folks and states as well as cultures and between families and persons.“

2. Next CHACDOC Section Conference in March 2010

Mariane Hedegaard and Marilyn Flier would like to invite ISCAR members to attend a CHACDOC symposium at the University of Copenhagen. CHACDOC (Cultural-Historical Approaches to Children's Development and Childhood) is a Section within ISCAR which specifically examines activity theory and cultural-historical psychology in relation to the study of children's lives and their environment. The meeting of this section will begin at 1.30 on the 26th of March and will conclude at 6.00 pm on the 27th of March.

Theme of the symposium: Creativity and imitation in childhood.

Address of the event: Department of Psychology, Copenhagen University, Østre Farimagsgade 2A, Copenhagen K (postcode 1353). Both the train and the subway leaves directly from the airport to a station close to the Department. Nørrebro station. 5-7 minutes walk to the department entrance.

Plan for the symposium: On the first day we have invited Professors *Fernando Gonzales Rey*, *Gennady Kravtsov*,



„We need to reinforce our efforts and particularly to fulfil cross cultural scientific activities. But we need to move to the next step for future development themes to energize implementation of ISCAR outcomes. Building on the experience of the special high level meeting of the international congresses focusing on cultural and/ or historical perspectives, we are consolidating the relations with major Associations and Universities from abroad. We will also share best practices and exchange information with scientists from other Universities and countries. I hope that ISCAR's international collaboration and meetings will add real value in addressing the issues of coherence coordination, and cooperation and may be focusing on more specific issues within the holistic and integrated approach of this cooperation. My hope is, that we will meet a good spirit of mutual understanding and learning more about human nature and especially the suffering human being and enrich our knowledge and view of men's nature“.

Elena Kravtsova, and Vladimir Zinchenko to present papers on motives, emotions and values. These are chaptes to be published in a Cambridge Univerity Press entitled: *Motives, Emotions and Values in the Development of Children and Young People* (edited by Mariane Hedegaard, Anne Edwards, and Marilyn Flier). We will then join them for dinner in the evening.

On the second day of the meeting of CHACDOC the theme of program will be featured. We will begin with presentations by *Professor Karin Aronsson, Professor Elena Kravtsova and professor Bert van Oers*, followed by presentations by delegates.

The cost of attendance: is 80 Euros or US\$120. This includes dinner on the 26th, lunch on 27th, and tea and coffee on both days. Payment must be sent to the Danske Bank IBAN-Code: DK 4330003001561588. Remember to put your name and CHACDOC with the bank payment so we can identify your payment.

Registrations and payments must be received by 1st of Feb 2010.

If you wish to attend this event, you will need to send a registration note to Jan Majfred (jan.majfred@psy.ku.dk) and pay the registration fee before March 15th. Practical questions also have to be addressed to Jan Majfred.

Participants must be a member of ISCAR. To become a member of ISCAR simply go to the membership section of ISCAR.ORG and register your membership (cost is US\$25 for 12 months).

3. Next German-Dutch ISCAR Section Conference in April 2010

As announced in the previous *ISCAR News* the German-Dutch Section organizes a conference in Potsdam/ Berlin in Germany from April 9 to April 10, 2010. The conference central theme concerns the Pedology of Vygotsky. The program consists of 2 short presentations by Irina Léopoldoff-Martin and Wim Wardekker, 18 poster presentations and 2 round tables. Participants come from countries as diverse as Holand,

4. Next Nordic ISCAR Section Conference in May 2010

Extended Deadline for Paper Submission: 31-Jan-2010

Opening: 23-May-2010

Closing: 25-May-2010

Theme: "Perspectives on social creativity, designing and activity"

Venue: Aalto University School of Art & Design, Helsinki

Conference overview: Nordic ISCAR welcomes researchers and students from all around the world to participate in the Nordic Conference on Activity Theory and the Fourth Finnish Conference on Cultural and Activity Research (FISCAR10). This multi-disciplinary conference for researchers, professionals, and practitioners in Helsinki, on the 23rd-25th of May. The conference is dedicated to examining human creative activities. We conceive of design as a field of knowledge and activity concerned with the creation of artifacts. Creative activities operate with diverse modes of knowing and representations. Creativity is a social quality that involves communication and community formation. Creative activities and design are needed when humans transform their circumstances by developing new technologies and institutions. Creation of the new relies on cultural mediation and historically accumulated resources. Activity theory and socio-

5. Eight-week online discussion on Ilyenkov, Spinoza and new prospects in psychology is scheduled for February through April, 2010

The Dialectical Psychology section of ISCAR will be sponsoring an eight-week online discussion group entitled "Ilyenkov's reading of Spinoza as a new paradigm in the study of human nature."

The informal discussion group will be moderated by Alexander (Sasha) Surmava of Moscow, Russia and Steve Gabosch of Seattle, United States. The online

If you would like to present at this event, please send your proposed title and abstract to both Mariane Hedegaard (mariane.hedegaard@psy.ku.dk) and Marilyn Fleer (marilyn.fleer@education.monash.edu.au) before February First. The abstract has to be related to the theme of the conference (please note places are limited for presentations; there will be room for maximum 6 presentations).

Germany, UK, Chile and Russia and the conference language is English. The conference has no registration fees. From the beginning of February, you will be able to find all details of the conference here – including a hotel reservation form for the case that you would still like to participate:

<http://iscarde.wordpress.com/events/>

cultural approaches offer fresh perspectives on these themes. The conference aims at bringing together diverse points of view and disciplinary orientations to discuss social creativity, design and activity.

Keynote addresses: Susanne Bodker (human-computer interaction), M.P. Ranjan (design and craft), Kari Kuutti (activity theory), Kai Hakkarainen (collective creativity).

The *themes* of the conference are the following: Design as an activity, Theory and methodology for research on creativity and design, Design and creativity in diverse forms of communities, Design and creativity in educational activities, Design and creativity in work activities, Digitalization of culture, Design and creativity in health care and social services.

Fees: ISCAR member early bird 100€; ISCAR member on site 150€; Non ISCAR Earlybird 200€; Non ISCAR on site 250€; Students 70.

For more information copy and past this whole link in your webbrowser:

<http://www.designophy.com/calendar/design-conference-100000095-nordic-conference-on-activity-theory-and-the-fourth-finnish-conference-on-cultural-and-activity-research-fiscar10.htm>

discussion will last for eight weeks from February 15 through April 9, 2010. The key readings will be from Ilyenkov's book *Dialectical Logic*, including the Introduction, Chapter 1, and especially, Chapter 2: "Spinoza - Thought as an Attribute of Substance." The readings will be available online. Anyone interested in participating - or just listening in - may write Sasha at [<avramus@gmail.com>](mailto:avramus@gmail.com) or Steve at

<stevegabosch@me.com>.

All members and friends of ISCAR are welcome.

Lurkers, latecomers and anyone else interested in these readings may feel free to come and go.

E. News for and from PhD Students

1. 1st ISCAR International Summer School for PhD Students:

Cultural-Historical Research Methodology: Rethinking the Past for the Future

Venue & Time: Kajaani, Finland: June 20-24, 2010

Deadline for Applications: March 15, 2010

Registration Fee: 25 Euro (to be paid in cash during arrival/ accommodation for free!)

Places: 25 (no possibility to accept more students – first come first served!)

Language: English (minimum spoken English skills required)

Held by: the University of Oulu, Finland in cooperation with the Moscow State University of Psychology & Education

Organizing Committee: Nikolai Veresov (Finland), Vitaly Rubtsov (Russia), Inna Koperanova (Russia), Michalis Kontopodis (Germany), Pentti Hakkarainen (Finland), Riitta-Liisa Korkeamaki (Finland), Morten Nissen (Denmark), Sylvia Rojas-Drummond (Mexico)

Workshops held by: Milda Bredikyte (Finland), Pentti Hakkarainen (Finland), Arkady Margolis (Russia), Bert van Oers (the Netherlands), Clotilde Pontecorvo (Italy/ requested), Vitaly Rubtsov (Russia), Nikolai Veresov (Finland)..

Aims and Topics

The International Society for Cultural & Activity Research (www.iscar.org) is an association, whose purpose is the promotion and development of multidisciplinary theoretical and empirical research on societal, cultural and historical dimensions of human practices. ISCAR was formally constituted in June 2002 and aims to achieve increased participation of PhD Students in Society Business in the coming years. The 1st ISCAR Summer School aims to bring together PhD students from different disciplines from all over the world who have an interest in theoretical and methodological perspectives that were first formulated in the 1920s and 1930s by such researchers as L.S. Vygotsky, A.N. Leontiev, A.R. Luria, M. Bakhtin and S.L. Rubinshtein. A common point of reference that appears in most, if not all, research conducted by ISCAR members is a focus on the study of specific cultural practices and/or the genesis and development of mental processes, where practices and processes are conceptualized as historically and collectively developed, mediated through the use of tools and signs, and constructed through participation in these practices. Investigations are directed to both individual and/or collective aspects.

In this frame the 1st ISCAR Summer School held by the University of Oulu, Finland in cooperation with the

Moscow State University of Psychology and Education will combine an intensive teaching program with spaces for informal interaction and for exchange of ideas with renown European and Russian cultural-historical scholars (Milda Bredikyte & Pentti Hakkarainen, Arkady Margolis, Bert van Oers, Clotilde Pontecorvo, Vitaly Rubtsov, Nikolai Veresov) and other members of the ISCAR Executive Committee. We hope that the next Summer School will be held in another continent thus giving the possibility to PhD students to meet renown cultural-historical scholars from other continents. A series of issues will be discussed such as: philosophy and epistemology of culturalhistorical research, translation and interpretation of original sources, methods and methodology of research, new technologies and research, data analysis and writing of the PhD thesis, politics of funding, international networking, participation and voice of PhD students in ISCAR, preparation of a PhD ISCAR pre-congress for 2011.

The Summer School is addressed to PhD Students who work on the following topics with a multi- cross- and interdisciplinary orientation:

- conditions and contexts for learning in educational institutions and elsewhere
- the design and use of technological tools in relation to work and educational practices
- the conditions and characteristics of work practices and/or their transformation and development
- forms of collectivity, community, and participation
- cultural diversity and processes of inclusion and exclusion
- identity formation in diverse cultural contexts
- children's play and transition to schooling
- conditions and contents of schooling and instruction for diverse groups (cultural minorities, atypical physical or psychological development) and various subject-matters
- the role of communication and dialogue in forming meaning in work, play, family, and school
- the relationship between self and culture from a historical perspective
- collective memory
- other related topics

Venue

The Summer School will take place at Rehja island near Kajaani in Finland which offers a very particular

environment (great nature and small rooms with saunas).

Participants are expected to arrive on the 20th of June and travel as a group by boat to the Rehja island, 35 km away from Kajaani (Please, note that REHJA ISLAND IS REACHABLE ONLY BY BOAT). The Summer School program will begin on the next day at 10.00. Participants will depart from the island on the 24th of June. International students may want to travel from there to Moscow – near where the International Vygotsky Summer School organized by Elena Kravtsova takes place from 05.07.10 to 17.07.10. The nearest airport is in Kajaani: http://www.finavia.fi/airports/airport_kajaani

It is 8 kilometres from the city Centre (Campus is there). Train station is in the city centre as well (two kilometers to Campus) see: <http://internetsivu.yritysopas.com/vrrautatieasemakajaan/sijainti/>

Tickets booking (train) is here: <http://www.vr.fi/eng/>

There is also a bus station: <http://www.directa.fi/companies/3775099/Pohjolan+Matka%2C+linja-autoliikenne/>

The Kajaani website is here: <http://www.kajaani.fi/Matkailu/Englanti/>

Application Process

Applicants are requested to submit per Email to news@iscar.org one A4 page in .doc format in which they provide in narrative form the following information:

Personal Information (Name, Gender, Place, University, PhD Supervisor etc.)

2. Third International Cultural-Historical Summer School: “Psychological Basics of Play”

The International Society of L.S.Vygotsky, L.S. Vygotsky Fond and L.S.Vygotsky Institute of Psychology from 05 July till 17 July 2010 in Moscow Region will hold the Third International Cultural-Historical Summer School: “Psychological Basics of Play”.

Please note that the deadline for applications is **February 5**.

The International Summer School 2010 will be devoted mainly to the problems of play. Our work will be held in several areas.

1. First of all, during education we will work out general cross-cultural psychological content of the “play” concept.
2. The play is used widely in psychology and various social practices, connected with psychological science. We will define the psychological basis of play, its essential characteristics, its difference from other

- Funding Resources for the PhD Dissertation
- Current State of PhD Research and Writing
- Topic of PhD Dissertation
- Interest in and expectations from the Summer School
- Former participation to other international meetings
- Particular questions they would like to discuss
- Other relevant information
- Attachment: A list of articles/ Chapters published by themselves in APA format (if any)

This information should not be confidential and will be circulated among selected participants in advance to the Summer School.

Given the fact that ONLY 25 PhD students can participate in the Summer School applicants will be selected on “first-come-first-served” basis given the general quality of their research and applications. Participants are thus encouraged to apply as soon as possible. One third of the places will be kept till the application deadline for participants coming from non-European and non-North-Atlantic countries. The organizers will be very happy to host a mixed group of students from different age groups, genders, classes, countries of origin, races and cultures and with different levels of proficiency in English.

Deadline for the applications is March 15, 2010. Applications per Email to news@iscar.org.

For inquiries before March 15 please contact Nikolai Veresov in Finland: nikolai.veresov@oulu.fi or the Russian coordinator Inna Korepanova: iakorepanova@gmail.com

types of activity while studying play as special psychological activity and children's and adults' organization form of vital activity.

3. There are many types and forms of play, which are presented and are developed in different psychological age periods. The original play periodization in ontogenesis will be presented during the School.
4. Many researchers from different countries are saying that from one side children has been playing less and worse lately and from other side – that play became permanent attribute of adult's life. Thereby the special attention during the School will be attended to the conditions of different play types' formation and development and to the questions of personal features of children and adults with play problems.
5. We will introduce you to various games including the special ones that are designed for education and development construction and organization.
6. At the Summer School we will also offer you to get

acquainted with the “Golden Key” program, which is based on L.S. Vygotsky cultural-historical theory and includes play as one of the primary types of activity.

Registration fees: €445 (Includes: registration, transfer from RSUH building to the Summer School place (July 5) and back (July 17), translation services from Russian into English and from English into Russian, visit to the “Golden Key” school).

Due to the difficulties of payment transactions between Russian banks and banks of other countries the payment will be made on the day of your direct arrival to the Summer School.

Hotel, transfer and any additional information about Summer School you can find on our web-site:

<http://eng.levb.org/>

If you have any questions – please write to sschool@levb.org or arankster@gmail.com

3. ICHS Book Series: Cooperation with ISCAR & Privileges for ISCAR members and PhD students

We are very happy to publish in this newsletter the whole agreement of cooperation between ISCAR and the ICHS book series – which offers a series of privileges for ISCAR members and invites PhD Students to publish their PhD dissertation with most favorable conditions:

Agreement between the Executive Committee of the ISCAR and the editors Hartmut Giest and Georg Rückriem of the book series *International Cultural-Historical Humane Sciences*

This agreement settles the cooperation between the Executive Committee of ISCAR and editors Hartmut Giest and Georg Rückriem of the book series *International Cultural-Historical Humane Sciences* (<http://www.ich-sciences.de/index.php?id=20&L=1>).

Both sides agree on a cooperation of mutual interest, i.e. the distribution of the cultural-historical tradition in theory and discourse, the interchange of information related to this theory and research among the scientific community, the promotion and development of multidisciplinary theoretical and empirical research on societal, cultural and historical dimensions of human practices, and the support of the young scientists and Ph.D. students by offering opportunities to publish their work.

To this effect the following points have been agreed on:

1. ISCAR will refer to publications of the series in its news-related publications as well as support the recruitment of potential book reviewers. ISCAR will inform its members (e.g. through its newsletter or website) about the possibility of publishing ISCAR-related monographs and anthologies in the ICHS series and the favorable conditions of the publishing house—generally no cost subsidies for publishing and fast production, with publication within 3 weeks of handing in the print-ready file CD-ROM. The responsibility for the publication of the volumes in the series is up to its editors, Hartmut Giest and Georg Rückriem.

2. The Series Editors oblige themselves to regularly inform ISCAR about all new publications, to look after the publications registered by ISCAR members and to support the (potential) authors editorially as well as in communicating with the publishing house regarding their book publication.

3. The publishing house represented by Mr. Volker Thurner will grant ISCAR members a discount of 20% on not price-bound volumes of the book series. The proof of membership of potential discount claimants is the duty of ISCAR.

4. This agreement does not prevent ISCAR from entering into similar agreements or cooperations with other publishers.

5. This agreement is valid as long as no new agreement is met. The agreement may be re-considered if significant changes in ISCAR's or ICH's policy, structure and general orientation take place. Both parties can retreat from this agreement at any time after informing the other party.

As already announced in the previous ISCAR News Lehmanns Media offers 20% discount to ISCAR members for all volumes in the Series: *International Cultural-Historical Human Sciences* published in English. Unfortunately due to legal registrations it is impossible to offer this discount for volumes published in German. ISCAR members can order directly from here: <https://www.lob.de/iscar>

The following volumes can be purchased:

- Kontopodis (Ed.); Culture and Emerging Educational Challenges, 20.00 Euro
- Miettinen; Dialogue and Creativity, 23.20 Euro
- Roth; Lee; Boyer: The Eternal Return, 23.20 Euro
- Rückriem (Ed.) Lev Semenovic Vygotskij: Briefe-Letters, 30.40 Euro
- Roth; Hwang; Yew: Participation, Learning, and Identity, 22.40 Euro
- Engeström; Putting Activity Theory to Work, 33.20 €
- Engeström; Developmental Work Research, 30.40 €

- Bertau; Aspects of the Dialogical Self, 17.60 Euro

4. CALL FOR APPLICATIONS: Master's Degree Program in Adult Education and Developmental Work Research of the University of Helsinki

The Master's Degree Program in Adult Education and Developmental Work Research of the University of Helsinki is currently recruiting students to start in September 2010. The program has been running since 2006. It has a student intake of 12 every second year. The program produces researchers and developers of work and learning. The graduates will have expertise in developmental interventions based on cultural-historical activity theory (developmental work research and development tools, including the Change Laboratory method), fieldwork skills, the ability to use ethnographic methods, as well as knowledge of the theoretical history of work and its development.

The graduates will also be able to engage in dialogue within work organizations, both about strategic matters with management and about developmental interventions with developers. The students of the

program typically collect data for their theses in work organizations, combining high theoretical standards with very practical problems and needs.

The quality of the Master's theses is consistently high and the program enjoys an excellent reputation. Some of the students who graduated from this program in the past decided to continue their studies in the framework of cultural-historical activity theory by applying to the doctoral program on Developmental Work Research and Adult Education (DWRAE).

The deadline for applications to the Master's Degree Program is the 1st of February 2010. Please visit the website of the program for detailed information on the application deadlines and procedure (www.helsinki.fi/atmo) or contact atmo-info@helsinki.fi

5. PhD Dissertation: Summary

Beth Ferholt: The Development of Cognition, Emotion, Imagination and Creativity As Made Visible through Adult-Child Joint Play: Perezhivanie through Playworlds

bferholt@gmail.com/ School of Education, Brooklyn College, CUNY/ Chair: Professor M. Cole, Department of Communication, University of California, San Diego

This dissertation makes a number of inter-related arguments that, at an abstract level, converge on the methodological project of challenging the divide between method and object in conventional social science. The three constituent claims that merge to create this overarching theme are:

1. The claim that it is possible to increase our insight into the complex dynamics between cognition, emotion, imagination and creativity, which are encapsulated in the concept of perezhivanie, or "lived-through" experience.
2. The claim that a particular form of play embodied in playworlds, in which adults actively enter into the fantasy play of young children as a means of promoting the development and quality of life of both adults and children, provides a strategically useful site in which visible instances of perezhivanie occur with unusual

frequency under circumstances that make perezhivanie available for observation and therefore subsequent analysis.

3. The claim that by using various ensembles of methods of representation, some of which themselves evoke and manifest perezhivanie so that they constitute examples of the perezhivanie that they are intended to represent, this elusive phenomenon is made available for analysis in its full, dynamic complexity.

Cognition and emotion are still, often, separated in the social scientific study of development and learning. We accept this segregation in part because we do not have adequate means of observing, and then capturing for study, complex dynamic relations between such key psychological processes as cognition, emotion, imagination and creativity. In this dissertation, the above claims are supported through descriptions and analyses of perezhivanie using three different combinations of methods, each of which provides a different avenue of access to the manifestations and dynamics of perezhivanie on a different time scale.

F. International Conferences

1. Calls for Papers

a. Marxism and Psychology Conference, The University of Prince Edward Island, August 5-7, 2010

Website: <http://vre.upei.ca/mprg/>
Contact: marfken@upei.ca

Extended Deadline: Feb. 1

In the history of social thought, it is difficult to find a more divisive figure than Karl Marx. For many, the mere mention of his name conjures up images of totalitarian

regimes dominating nearly every aspect of an individual's existence. Yet for others, Marx's critique of the capitalist mode of production draws attention to the fact that our beliefs, thoughts, and desires inevitably emerge against the background of specific cultural, historical, and social practices.

The purpose of this conference is to bring students, scholars, and activists together to discuss exciting issues at the intersection of Marxism and Psychology. While it is clear that a number of organizations are making important contributions to this area of study, we believe that the time is right to open up a space for students, scholars, and activists from a variety of disciplinary backgrounds to reflect on the role that Marxism can play in psychological theory, research, and practice.

In bringing together scholars at the forefront of research in Marxism and Psychology, we also hope to give new students and activists an opportunity to interact with individuals who have made significant contributions within this area. By organizing an impressive collection of plenary participants, we hope to foster an environment where students, activists, and scholars can identify potential graduate advisors, research assistants,

b. Children & Knowledge Production, University of Jyväskylä, Finland, 9-12 June 2010

International Conference in Childhood Studies &
The 3rd Finnish Childhood Studies Conference

Conference fee 130€;
Student (graduate and post-graduate) 70€

Important deadlines

Submission of abstracts: January 31, 2010
Notification of acceptance: February 28, 2010
Registration: March 30, 2010

Conference organizers

LaNka – Multidisciplinary forum for childhood and youth research at the University of Jyväskylä, Finland
The Finnish Society for Childhood Studies

Conference languages: The main language of the conference will be English. Papers can also be presented in Finnish or Swedish, and paper sessions can also be arranged in these languages.

Present societal changes are inviting fresh views on how to promote children's participation in knowledge production whether the interest is in planning new social practices or research. This conference will focus on how these developments are supported in the multidisciplinary field of child/childhood studies and what the consequences are both for research settings, methods, analysis and interpretation, and for the

and participatory investigators. This year, confirmed plenary participants include: John Cromby, Raquel Guzzo, Lois Holzman, Gordana Jovanovic, Joel Kovel, Athanasios Marvakis, Morten Nissen, Ian Parker, Carl Ratner, Hans Skott-Myhre, Thomas Teo (Biographical information for the plenary participants can be found on the conference website).

We welcome submissions for individual papers and panel sessions. For individual papers, please submit an abstract (150-200 words) no later than **February 1, 2010**. For panel submissions, please include an abstract (150-200 words) for each paper as well as a brief description of the panel (150-200 words). Please submit all materials to marfken@upei.ca. Abstracts should either be in the body of the email or sent as an attachment (DOC or PDF format).

While the conference poster is available at the conference website, we also have color posters that need to be distributed widely. If you are interested in receiving some posters, please send us an email (marfken@upei.ca) with your mailing address.

For further information, please visit the conference website:<http://vre.upei.ca/mprg/>

dissemination of knowledge.

Accepting children as participants in their everyday life and in the research process challenges researchers as well as other professionals to reconsider in their daily practices the social and cultural status of children and the value of children's knowledge.

The main issues to be elaborated in the conference include:

- children as producers of knowledge
- children as participants and partners in research
- innovative methodologies and research practices in the study of children and childhood
- transformations in research policies and their impact on knowledge production in the case of children and childhood

The conference will include keynote lectures and invited symposia, as well as free paper and poster sessions. The Finnish Society for Childhood Studies will hold its annual meeting during the conference days.

Key note speakers: Kay Tisdall, Christine Marmé Thompson, Jaakko Seikkula, Pekka Sulkunen,

This international conference aims to bring together researchers and practitioners working with multi- and cross-disciplinary approaches in childhood studies. We welcome proposals for single papers and posters on

a range of topics and across scientific disciplines.

Abstract submission: Please submit abstracts using the electronic form at <https://congress.cc.jyu.fi/childhood2010/cgi-bin/contact.cgi>

The abstract length should be maximum 400 words. In the form, you should indicate the preferred session type (poster, paper), the language of the presentation, and, if applicable, the theme of the presentation.

Contact information:

<http://www.jyu.fi/en/congress/childhood2010>

Email: childhood2010@jyu.fi

c. 6th Performing the World Conference, New York City, September 30 - October 3, 2010

The sixth Performing the World conference will be held in New York City from Thursday, September 30 through Sunday, October 3, 2010. The theme of this year's conference is: "Can Performance Change the World?" We ask performance activists and scholars to reflect on and address the political aspects of their performance work; at the same time, we invite social change activists

to reflect on and address the performance aspects of their political activities. ISCAR members have participated in the previous 5 conferences and this year we look for an even greater presence. Proposals are due March 1, 2010. For information go to:

www.performingtheworld.org

2. Reports of Conferences taken place in 2009

a. The Other Childhood, Moscow, Moscow State University of Psychology and Education (MSUPE), 25-27 of November 2009.

Among the participants in the conference were over 700 persons representing more than 200 organisations. These participants, experts from the spheres of education, social support, and child psychology, included directors of bodies of education, scientific research institutes and centres, High Schools, schools, preschool educational institutions, children's homes and child's homes, rehabilitation centres, and public, charitable organisations.

Participants attended from more than 50 cities of Russia, and from Germany, Poland, Bulgaria, the USA, Finland, Latvia, Ukraine, and Spain.

The conference «Other childhood» (MSUPE, 2009) was the second in a series of conferences on the psychology of development. It was preceded by the conference «The Child in a Modern Society» (MSUPE, 2007), supported by the Russian Humanitarian Scientific Fund. While the primary focus of the 2007 conference was on typical development, the focus of attention at the 2009 conference was on variants of development (from development deviance to development of talents) and on support of children with special educational needs for modern conditions. The author of the idea and the leader of conference was Liudmila Obukhova.

The scientific base for most of participants of conference, whether explicit or implicit, was the cultural-historical theory of L.S.Vygotsky, in which a lot of attention is given to problems of atypical development. L.S. Vygotsky wrote about children having physical defects (deaf, blind, blind deaf-mute persons, cripples); the difficult children having functional disorders due to the internal conflict of the child with surrounding his

environment (offenders, psychopaths); gifted children (talented); and children with combined or mixed forms of developmental problems and difficulties. Words «the difficult child», «the hardly developing child» used by L.S.Vygotsky not as concepts, but as terms for a designation of large groups of children who are distinct from the standard norm. Now the category of difficult and hardly developing children has considerably extended, to include orphaned children, children with emotional disorders, and children from disadvantaged families.

Conference purpose: analysis of actual problems of the modern childhood (education, upbringing, correction) and attraction of attention of scientific and educational community to the rights of the child with features of development in a modern society.

Directions of the work of the conference: analysis of developmental risks of the child in modern societies; analysis of variants of development (from development delays to endowments); systems of psychological help to children and their families.

Within the limits of these directions work of plenary and section sessions were organised.

The plenary session addressed questions of protection of the rights of the child in a modern society, social protection of children with special needs, questions of juvenile justice, and administrative problems of the organisation of educational processes for children with special needs.

The plenary session was opened by Vitaly Rubtsov.

Among the participants in the work of the Plenary session were A.I. Golovan, the Representative of the rights of the child at the President of the Russian Federation; T.N. Guseva, a deputy head of Department of Education of the city Moscow; O.V. Zykov, a member of Public Chamber; and representatives of Russian Orthodox Church.

At the conference two round tables took place:

1. About the project of the federal state educational standard (FSSES) of the higher vocational education in a direction of "Psychology and Education" (it is developed in MSUPE).
2. Inclusive education at the present stage where the purposes and problems of inclusive education were discussed; inclusive and vocational education: together or instead of? What children can be effectively included in inclusive process? To what and how to learn?

The Spanish psychologists of University of Santiago de Kompostela has created a space bridge in the panel «Other childhood: a sight from Spain».

Children and teenagers with special needs from the integrative drama school "Krug" took part in conference work, and creative activity of the youth centre «Novaya Korcheva» Konakovo of Tver region was presented. The head of the creative school is the priest Victor (Gurov).

At 11 sections of conference the most important problems of life and development of children with special needs were discussed. Among them: psychological rehabilitation of children and teenagers with complex disorders; the educational environment as a resource of development of the children with special needs; neurobiology of abnormal development; designing of the supporting environment in complex rehabilitation of the child with special needs; modern children's subculture: toys, books, films; problem family: children and parents.

Participants in the conference noticed that each child in spite of his features (delays of health, behaviour, etc.) has the right to childhood, to reception of educational and all necessary services for his development.

b. "Developmental Psychology, Semiotics & Culture", Univ. of Lausanne, Switzerland, December 2009, 10-12

The first conference PsyDeSC 09 "Developmental Psychology, Semiotics and Culture" took place at the University of Lausanne, December 2009, 10-12. The conference aimed at discussing the role of culture in both its material and ideal or symbolic dimensions and the meaning-making processes related to human development. The material aspects of culture, linked with development, had a special place in the

Problems of development of children in a modern family was a serious topic of discussion at the conference. The modern family requires complex guidance and support.

The necessity of working out of diagnostic programs which would promote timely revealing of possible problems of inclusion a child in a family, and the help to the foster families was underlined. The problems connected with preservation of children's subculture also were raised by participants of conference. It was noted that psychologists can and should make examination of the children's goods, promote parents in a conscious choice of playing and didactic materials, developing children. Participants in the conference noted that a very important goal for the near future is to support endowments and talent development at early grade levels education. All participants of discussion of this problem recognised the necessity of application of a complex medical, psychological and pedagogical approach to work with gifted children of different age groups. Participants in the conference gave close attention to the problems of children with unfavourable social situations of development, and children and teenagers who have been excluded from a social life. Opening of shelters and rehabilitation centres is a necessary but an insufficient condition for returning of such children to a normal way of development. Problems of creation of rehabilitation environments were the focus of attention of many discussions in various actions of conference.

In total 184 reports have been made (142 of them plenary and sectional and 42 posters-reports).

For the organisation of work of conference, presentation of its materials the site <http://conf.childpsy.ru/2009/> has been created. Here conference video-materials (the most significant reports), presentations of reports, collected materials, the photo report and other documents are presented.

Conference materials are published in the book «Other childhood. The collection of scientific articles» / scientific editors:

L.F. Obukhova, E.G. Judina, I.A. Korepanova. M: MSUPE, 2009. – 343 p. (In Russian)

conference: the contributions focused in particular on the role of objects, their uses and their relations to activity systems, as well as gestures, and expressions of emotions. The role of language in its relation to materiality was also discussed. These topics are the object of current debates and seem very relevant to Psychology and Educational Science in understanding the dynamics of intellectual and emotional development.

Twenty-five researchers from around the world (Germany, Brazil, Spain, Finland, France, UK, USA and Switzerland) were invited to the University of Lausanne to discuss and contribute to debates around these themes. About 120 participants attended the conference.

The keynote speakers were:

Michel Brossard (Bordeaux University, France): «Some Aspects of the Relations between Culture and Development in Vygotsky's Theory»

Michael Cole (University of California San Diego, USA): «From Context and Culture to the Cultural Constitution of Human Nature»

Rainer Diriwächter (California Lutheran University, USA): «Revisiting the "Forgotten" Discipline of Völkerpsychologie»

Michalis Kontopodis (Humboldt Universität Berlin, Department of European Ethnology): «Cups, Plates, CVs and other Material-Semiotic Orderings in Child and Youth Development: A Dialogue between Anthropology and Psychology»

Francia Leutenegger (Geneva University, Switzerland): «Entering in School Culture: Comparative Disciplinary-Based Didactics»

c. 10th Annual Vygotsky Memorial Conference, Moscow, Russia, November 17-20, 2009

The 10th Annual Vygotsky Memorial Conference, held in Moscow, Russia, November 17-20, 2009, was an excellent success. Held at the Vygotsky Institute of Psychology at the Russian State University for the Humanities, dozens of international guests and hundreds of students and professors in the Moscow area and from Russia participated—the presence of so many young Russian students could not be missed, nor their wonderful energy. Hundreds of papers were submitted and presented in the four days of keynote addresses, discussion sessions, and conference events.

Keynote presentations were made by Vygotsky scholars that included Marilyn Flear, Elena Kravtsova, Gennadi Kravtsov, Lois Holzman, Nikolai Veresov, Elina Shempel-Lambert, Vygotsky's daughter Gita Vygotskayas, and many others.

d. The Second International Interdisciplinary Conference on Perspectives and Limits of Dialogism in Bakhtin, Stockholm University, Sweden, June, 3 – 5, 2009

The Second International Interdisciplinary Conference on Perspectives and Limits of Dialogism in Bakhtin took place at Aula Magna at Stockholm University, Sweden, June, 3 – 5, 2009. The conference was opened by the vice-chancellor of Stockholm University, professor Kåre Bremer. 164 participants from 23 countries attended the conference. The countries represented were: Canada, Chile, Denmark, Finland, France, India, Israel, Italy, Japan, Malaysia, Mexico, New Zealand, Poland, Russia, Spain, Sweden, Switzerland, The Netherlands, Turkey, United Kingdom, United States of America, and Ukraine.

Chris Sinha (University of Portsmouth, United Kingdom) about: «Meaning and Materiality: How Language grounds Cognitive Artefacts»

Ana Luiza B. Smolka (FE-UNICAMP, Brazil): «Words, gestures, meanings: culture appropriation and contemporary practices»

Nikolai Veresov (University of Oulu, Finland):

« Emotions, Experiencing and Cultural Development: Vygotsky's Unfinished Project»

Materiality in culture was discussed in a series of presentations which were held within the following topics:

- 1) Thought and Communication Systems in their Emergent Forms
- 2) Language, Interaction, Dialogue and Psychological Development
- 3) Transmission of Culture: The Role of Institutions
- 4) Emotions, Culture and Thought

You can find the program, the list of the speakers and their affiliation, the Power-Points and all relevant information related to the conference on

www.unil.ch/psydesc

A key theme of the conference was practice. Two examples of this theme were exemplified in the talks given by Marilyn Flear and Lois Holzman. Marilyn used a cultural-historical perspective to analyze the practical and powerful role of children's play in learning and educational contexts in Australia. Lois drew on Vygotsky to describe the role of performance in learning and social therapy in the national and international programs she is involved with. Lois also worked with Carrie Lobman to direct a large, enthusiastically received, standing room only workshop on improvisation.

An eleventh annual memorial Vygotsky conference is in the planning for November 2010.

Keynote speakers were:

- Michael Holquist, who talked about: "Cronotype's central role in dialogue."
- Ragnar Rommetveit, who talked about: "A transdisciplinary dialogical paradigm as a fight against dichotomies."
- Hugo Lagercrantz, who talked about: "The making of the human brain."
- Per Linell, who talked about: "Taking Bakhtin beyond Bakhtin: Some trends in contemporary dialogical theories."

- James, V. Wertsch: "Text and dialogism in the study of collective memory", paper read by Michael Holquist.

A series of presentations were held within the following topics within the perspectives of dialogue, and dialogism. These concerned: clinical and medicine issues with regard to dialogism; dialogue with regards to classroom, pedagogy, and writing from the perspective of dialogism; linguistics: interaction; language, and thought, and identity, based on bakhtinian theory. The general concensus was that the quality of the presentations at the conference was high. This has been demonstrated by different participants' e-mail comments.

The social programme started in the evening on June 3,

e. Cultural-historical approaches to video observations and analysis, Melbourne, Australia. October 19, 2009

Symposium hosted by the International society for Cultural Activity Research (ISCAR), Australia, New Zealand and Asia regional group and Monash University's Research Group: Furthering Early Childhood Research and Learning

Professor Marilyn Flear (ISCAR President) and Hilary Monk recently hosted a symposium day held at Monash University, Peninsula Campus, Melbourne, Australia. The symposium consisted of six, twenty-minute presentations by doctoral students on the topic of cultural-historical approaches to video observations and analysis. Each presenter provided examples of visual data (photographs and/or video clips) generated for their individual projects and discussed how they were working with and analysing their data sets.



Hanne Værum Sørensen the keynote presenter from the University of Southern Denmark began the day by introducing her project studying children's body movement and activities in preschools. She showed two brief video clips of children engaging in outdoor play activities and spoke about her initial analysis. Hanne's project is part of a larger project involving 43 preschool settings some of which what might be termed 'normal'

with an invitation from the city of Stockholm. All the participants were invited to the City Hall, the place where the Nobel festivities are held. Stockholm City offered not only a magnificent Swedish smörgårdsbord but also excellent guiding in the City Hall.

The social programme ended with a dinner at Elfviks gård, a place connected to Bellman, which was connected to the most glorious epochs of Sweden, and our former king, Gustav III.

You can find the program, book of abstracts, and relevant information on: bakhtin2009@nordiska.su.se

From Februari, 15, 2010 you can find Proceedings from the conference on: bakhtin2009@nordiska.su.se

and others that have a particular 'sports' emphasis. There are three doctoral students involved in the larger project all involved with the same 43 Danish preschools with each researcher taking a different perspective and using different methods of data generation. The researchers have different focus preschools in which they are basing their research.

Professor Flear provided a brief overview of a broad cultural-historical method of video data analysis. She began by considering the actual generation of the data, before moving her focus to the creation of analytical protocols; this was followed by a discussion highlighting the relations between the research questions, protocols and data sets concluding with the theorisation and conceptualisation of the research findings.

Hilary Monk shared the tensions and relations of data analysis within what she termed an 'analytical dialectic'. She explained the process she had used when analysing the Australian intergenerational family data (transcripts, photographs and video clips) she had generated for her project. This analytical process moved through a number of phases broadly linked to those proposed by Hedegaard in the book "Studying Children" (Hedegaard and Flear, 2008).

Avis Ridgway spoke about the methodological model she has developed allowing for the analysis and documentation of a range of perspectives through considering the temporal practices, interactive forces and dynamic forms of institutional practices. Avis' project was situated in an Australian early childhood centre where she had taught many years earlier. As part of her work she has developed what she terms a 'past/present dialectic' approach.

Although still in the early stages Liang Li and Pui Ling Wong presented their work with the Chinese population

living in Australia. Both of these researchers are presently in the data generation phase of their work and they are using video observations of the everyday lives of their participants. Liang Li's focus is on bilingual heritage language acquisition and Pui Ling Wong is researching the relations between parental education values and children's development. Both of these researchers shared video footage from their respective

projects.

The final presentation for the day was from Ana Cristina Mantilla. Ana is undertaking a comparative study of foreign language classrooms in Australia and Columbia. She shared some video footage taken in Columbia and explained how she had been analysing her data using Rogoff's (2003) three analytical lenses.

G1. New ISCAR-related Publications

You are welcome to write recensions for the next Newsletter, please contact the authors or the Newsletter editor in case of interest.

a. Colette Daiute: *Human Development and Political Violence*, Cambridge University Press, 2010

Human Development and Political Violence presents an innovative approach to research and practice with young people growing up in the context of political violence. Based on developmental theory, this book explains and illustrates how children and youth interact with environments defined by war, armed conflict, and the aftermath involving displacement, poverty, political instability, and personal loss. Drawing on a case study with adolescents in four countries of the former Yugoslavia, this book highlights, in particular, principles and concepts of cultural-historical activity theory, including "interdependent individual- society development," "activity system," "goal-oriented activity," "mediation with cultural tools," and "addressivity."

These concepts are put into practice in *Dynamic Story-Telling* research workshop with youth aged 12 to 27 in Bosnia, Croatia, Serbia, and a refugee community in the United States participating as social historians and critics to share their experiences via narratives, evaluations of society, letters to public officials, debates, and collaborative inquiries. Theory-based analyses of the data created in these workshops focus on how participants used various cultural tools to mediate their own development and the development of their

dramatically-changing societies. Youth data augment archival materials and researcher field notes to offer insights about developmental strategies for dealing with the threats and opportunities of war and major political change. Findings indicate that young people interact with the particular material and symbolic circumstances where they live by employing creative developmental strategies.

<http://cambridge.org/us/catalogue/catalogue.asp?isbn=9780521734387>

Colette Daiute is Professor of Psychology and Head of the Ph.D. Program in Developmental Psychology at the Graduate Center, City University of New York.

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b. Ellis, V., Edwards, A., & Smagorinsky, P. (Editors) (2010). *Cultural-historical perspectives on teacher education and development: Learning teaching*. New York: Routledge.

Learning Teaching will be the authoritative volume internationally for those involved in teacher education and professional development interested in sociocultural and cultural-historical activity theory (CHAT) perspectives on teaching and learning. An edited collection of chapters by leading researchers from the UK, the US and Europe, it will gain coherence from its theoretical orientation and substantive focus on teacher learning and will be unique in the international market. Its aims will be:

1. To demonstrate the contribution of sociocultural theories and CHAT towards our understandings of

teacher learning;

2. To offer a strong exemplification of a research focus on teachers as learners in specific sociocultural settings;

3. Through instances from contributors' research, to reveal what teachers learn, how they learn and where they learn, in the context of broader interests in the development of professional practice and professional education;

4. To clarify the purpose of initial (pre-service) teacher education and continuing professional development and the role of universities and higher education personnel in these processes.

c. *Journal of Australian Research in Early Childhood Education*, Volume 16, Issue 1, 2009

A special themed issue of the Journal of Australian Research in Early Childhood Education has recently been published. This issue draws together a selection of papers framed within cultural-historical perspectives drawing on the work of Lev Semonovich Vygotsky and authored by scholars and researchers predominantly from the Pacific Region but includes those from other parts of the world.

The Journal of Australian Research in Early Childhood Education is published twice a year by Monash University, Australia. To subscribe or order back issues of the journal visit www.education.monash.edu.au/research/conferences/arece/journal.html or email arecejnl@education.monash.edu.au

Hilary Monk
For the ARECE Journal Team



d. Siebert, Birger (Ed.) Integrative Pädagogik und die Kulturhistorische Theorie.

Peter Lang Verlag, Frankfurt am Main, Berlin, Bern, Bruxelles, New York, Oxford, Wien, 2010, 337 pages

E (D) 34,- / E (A) 35,- / US-\$ 49,95 / £ 28,60 / sFr 50,-

Summary in German: Die kulturhistorische Theorie steht für einen sozialen Begriff von Behinderung. Jede Beeinträchtigung wird erst durch den gesellschaftlichen Kontext zur Behinderung. Sie ist abhängig von den sozialen Lebensbedingungen, von den Lern-, Bildungs- und Entwicklungsmöglichkeiten, die dem Menschen offen stehen oder ihm vorenthalten werden. Für die Behindertenpädagogik ist daher die Reflexion auf die Bedingungen und Strukturen entscheidend, unter denen Behinderung erst entsteht. Ihre Analyse ist zugleich eine erste Voraussetzung, um der Aussonderung Behinderter entgegenzuwirken.

Der vorliegende Band vereint erstmalig Autorinnen und Autoren, die sich aus der Sichtweise der kulturhistorischen Schule der Psychologie heraus Fragen widmen, die einen Kindergarten, eine Schule und eine Gesellschaft ohne Aussonderung betreffen. Sie behandeln u.a. die Themen des gemeinsamen Lernens im Vor- und Grundschulalter, pädagogischer und institutioneller Strukturen, therapeutischer Interventionen sowie zentrale Aspekte des aktuellen Fachdiskurses.

Mit Beiträgen von Tat'jana Achutina, Viola Blaume, Andrea Canevaro, Seth Chaiklin, Harry Daniels, Wilhelm Haase-Bruns, Sigrid Heinze, Wolfgang Jantzen, Manfred Jödecke, Reimer Kornmann, Willehad Lanwer, Jane Leadbetter, Christel Manske, Natasha MacNab, Miguel López Melero, Natalija Pylaeva, Katerina Rodina, Birger Siebert, Allan Soares, Anne-Dore Stein, Kerstin Ziemer und André Zimpel.

e. Rückriem, Georg: Erik Grigor'evic Judin: Systemansatz und Tätigkeitsprinzip - Methodologische Probleme der modernen Wissenschaft, 2009, 458 S. (International Cultural-historical Human Sciences - hrsg. von Hartmut Giest und Georg Rückriem, Bd. 28) Lehmanns Media/ 3-86541-327-7- Preis: 34.00 EUR

Erik Grigor'evic Judin (1930-1976) gehört zu den ersten Rezipienten der internationalen Systemtheorie und den profiliertesten Vertretern einer systemisch orientierten Methodologie der Wissenschaften in der Sowjetunion. Zugleich ist er einer der frühesten und entschiedensten Analytiker der Tätigkeitstheorie insbesondere Vygotskijs und Leont'evs. Judin erkannte als einer der ersten die methodologische Bedeutung des Tätigkeitsprinzips für die Wissenschaft und beschäftigte sich in diesem Zusammenhang unter anderem mit den beiden Problemen, die zu den bis heute anhaltenden Hauptkontroversen der Tätigkeitstheoretiker gehören:

die immer noch heftig umstrittene tätigkeitstheoretische Kontinuität von Vygotskij zu Leont'ev und die ebenfalls kontroverse methodologische Berechtigung, Tätigkeit nicht nur als Erklärungsprinzip, sondern auch als Gegenstand wissenschaftlicher Untersuchung zu verwenden. Seine Lösungen sind bis heute ungebrochen aktuell und anregend geblieben. Gleichwohl blieb die Rezeption seiner Schriften, die sich auch auf Probleme der Ergonomie, Soziologie, Psychologie, Semiotik und Pädagogik beziehen, im deutschsprachigen Raum insgesamt sehr begrenzt. Insbesondere das vorliegende Buch Judins, das die

Ergebnisse seiner Arbeit zusammenfasst, wurde außer von Michael Otte und Falk Seeger, Bernd Fichtner, Joachim Lompscher und Arne Raeithel im deutschen Sprachraum nicht rezipiert. Es erscheint hier zum ersten

G2. Ethos invites ISCAR scholars to submit articles

As already announced ISCAR has a new cooperation with Ethos, the Journal of the Society for Psychological Anthropology:

<http://www.wiley.com/bw/journal.asp?ref=0091-2131&site=1>

Ethos is an interdisciplinary and international quarterly journal devoted to scholarly articles dealing with the interrelationships between the individual and the sociocultural milieu, between the psychological disciplines and the social disciplines.

The discounted rate established especially for ISCAR members is 25% off the personal subscription rate

Mal in vollständiger Übersetzung zusammen mit einer Einleitung von Michael Otte und einer Kurzbiographie von Erik Judins Bruder Boris.

(US\$88/ £44/ €56 – 25% - for more information see previous ISCAR News).

Ethos has a great tradition in publishing ISCAR-related articles. Ethos is currently very interesting in publishing articles by non-USA based scholars and invites the diverse members of ISCAR from all regional sections to submit articles for publication. In some cases support may be given for proofreading and language issues.

We hope that this cooperation may bring more occasions for members of ISCAR and Ethos to work together.

ISCAR NEWS is published regularly twice per year as well as on special occasions.

EDITOR: Michalis Kontopodis, Secretary of ISCAR

The **deadline** for submissions for the next issue is June 30, 2010. Submissions in all languages are welcome. News items, conference reports, announcements, calls for papers, short abstracts of recently completed Ph.D. theses etc. should be submitted to: news@iscar.org

Copies of previous newsletters are available from: news@iscar.org

ISCAR is an association whose purpose is the promotion and development of multidisciplinary theoretical and empirical research on societal, cultural, and historical dimensions of human practices.

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