



ISCAR NEWS

Vol. 8 No. 2

June 2010

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. Editorial: Good News for ISCAR PhD Students

Dear ISCAR Members:

It is a great pleasure for me to publish this issue of ISCAR News, because there is good and important news to share. As we are all preparing ourselves and looking forward to the 2011 ISCAR Congress (*the deadline for submission of abstracts has been extended!*—see below, news item B), two ISCAR events of major significance are being organized for PhD students. The first one is taking place now at the State

University of Psychology and Education in Moscow (from Sunday the 20th to Thursday the 24th of June, 2010) and the other one will take place on the day before the 2011 Congress begins. Detailed information on both events is presented below.

These events, taken together, mark an important step in the history of our society. It is the first time that large-scale ISCAR international events are organized for PhD students who share an interest in cultural-historical

and activity research and come literally from the whole world.

Creating spaces for the active participation of the PhD students in ISCAR could radically change the society's character. Formal and informal networking and exchange among PhD students from very different countries and contexts could also lead to innovative ways to understand and develop cultural-historical theory and practice by bringing together very different perspectives, meanings, and traditions of academic work. Participation in such international events also strengthens individual students' academic profiles and could support cultural-historically oriented researchers in finding employment later on—which is the material condition on which everything else can be built and developed.

What is to be a 'PhD student' is of course very different across the world—in terms of age, duration of doctoral studies, access to funding resources, and life and career trajectory. Even inside one university program one can often meet very different PhD students with different needs and desires. The plurality in theoretical and methodological approaches and disciplines that one finds in ISCAR characterizes also its students.

It is a challenge for ISCAR to respond to all these different needs and profiles of PhD students. We acknowledge this difficulty and do our best to deal with this. One of the aims of the above-mentioned events is to create the conditions for the self-organization of PhD students inside ISCAR in the future. We hope that in this way the diverse needs of PhD students will be better addressed. We also tried our best to organize low-cost events so that students from very different backgrounds can participate (the summer school now taking place in Moscow had no participation fees and provided accommodation free to all participants).

It is self-evident that a lot of volunteer work is needed for such events to happen. It is gratifying to see that senior researchers in ISCAR never require to be paid for ISCAR-related teaching activities, and we are very thankful to the professors who will participate in a series of teaching activities in the course of these events (see below). It is also gratifying to see the hard work of local members in order to ensure the best possible organization at the lowest possible cost for the events they are responsible for; and it is gratifying to see that everybody to whom members of the executive committee or local organizers address a request for some volunteer work responds positively and quickly.

We would like to thank very much in this regard Vitaly Rubtsov and Arcady Margolis for ensuring such good conditions for the 1st ISCAR PhD summer school which is currently taking place in Moscow. We would also like to thank Nikolai Veresov and Margarida César for their volunteer participation in the organization of the 1st ISCAR PhD summer school and of the PhD's

Preconference Day in Rome, respectively. We also feel particularly grateful to two early career researchers who spent an enormous amount of time and effort in the last two months to deal with the practical-organizational aspects of these both events: Natalya Ulanova from Russia and Elvis Mazzone from Italy, respectively.

We hope that the summer school in Moscow and the preconference PhD's day in Rome will be "dramatic events" in the sense of Vygotsky and lead to new developments on all levels. We feel very uncomfortable that not everybody could be accepted for the PhD summer school in Moscow, and this is the reason that an increased number of students (80) will be accepted for the 2011 Preconference PhD's Day. Proposals for organizing next summer events for PhD Students are very welcome—especially if free accommodation can be provided for the students. For inquiries please contact your local executive committee members.

It should however be kept in mind that ISCAR does not make any differentiation between the status of PhD students and the status of all other ISCAR members (which is reflected in the identical fees that everybody pays for ISCAR membership). In this regard we would like to welcome PhD students to participate in all ISCAR academic events as well as on all levels of the ISCAR organization as equal participants.

What is more, the organization of ISCAR is based on the principle of locality. Even "central" events such as the ISCAR Congress or the ISCAR summer events for PhD students are organized locally. This means that, for each event, the volunteer local organizers are invited to develop their own structures and formats, as well as their own orientation regarding contents and themes. Similarly to the ISCAR Congress, we hope that the next ISCAR summer school will be organized in another continent by and with very different invited professors and general orientation. The large-scale international events should also by no means replace the small-scale local events which take place in different languages and are self-evidently easier to access for quite diverse PhD students.

ISCAR still needs to learn a lot as an organization about how to best deal with the difficulties and challenges such events imply and everybody is very welcome to address suggestions, ideas, critique to the local executive committee members.

Closing this brief editorial I would like to acknowledge the contribution of the former ISCAR president Seth Chaiklin who many years ago in September 7–19, 2003 in cooperation with Bernd Fichtner and Falk Seeger organized a small ISCAR Ph.D. Workshop on "Dialectics and the Analysis of Praxis", in Berneustadt in Germany. This event has in many ways – that I cannot describe here in full detail – led to the large-scale PhD events that I am so happy to refer to here.

Michalis Kontopodis, ISCAR Secretary

B. New Deadline for the Submission of Abstracts for the 2011 ISCAR Congress

As already announced the 2011 ISCAR Congress “ENHANCING THE CULTURAL AND THE ACTIVITY APPROACH FOR THE NEW GENERATION DEVELOPMENT IN A GLOBAL WORLD” will be held in Rome, September 5-10, 2011 and will be organized by the University of Rome “Sapienza” Faculty of Psychology 2, Department of Developmental, Social and Educational Psychology. The new submission deadline is September 4, 2010. The consequent different registration times, information on fees, congress themes and all related information are published at the official website of the 2011 Congress:

http://www.iscar2011.org/eng/info_iscar.php

Please notice that the numbers of words given for the abstracts to-be-submitted are **maximum** limits—one can also submit an abstract with fewer words. Regarding the possibility of other collective forms of participation than the Symposia, the congress organizers will be very happy of having round tables or

C. ISCAR Flier - Translations

As already announced translations of the ISCAR flier have taken place in the following languages: English, German, French, Spanish, Italian, Portuguese (Brazil), Russian, Bulgarian, Macedonian Cyrillic, Macedonian Latinic, Serbian, Croatian, Greek, Mandarin, Traditional Chinese and Japanese. We are very thankful to the volunteer translators, who did a fantastic and difficult

D. Call for Proposals: Venue for the Forthcoming 2014 ISCAR Congress

Dear ISCAR members:

As written above, our next ISCAR congress will take place in Rome between the 5 and the 10 of September 2011. At the end of the congress the current Executive Committee (EC) will announce the venue for the following (2014) ISCAR congress. ISCAR does not yet have an established procedure for taking this decision and we are still working on its details.

However, in order to reach a balanced and well-grounded decision, the EC hereby invites all active ISCAR members who wish to make proposals for venues, to do so. The EC will select the most solid option, according to a set of explicit and public criteria. If you, as an individual or a representative of an academic group, would like to make a proposal for the forthcoming venue, please send to your local executive committee representative a brief text in English describing the venue and how your proposal would respond to the

panel discussions in the slots foresight for the symposia. If they are longer than two hours, one can repeat the form twice, signaling it clearly, in order that we can indicate it precisely in the programme. The submission system allows now inserting more author names in single symposium presentations.

The topics indications have the main aim of choosing competent reviewers for the evaluation process. However the congress organizers are open to every new emerging theme that is proposed by participants. There are no limits to new themes proposition. Please refer to the Congress President Clotilde Pontecorvo with suggestions and visit regularly the Congress site for further updates. News on the preconference are presented below (see *News for and from PhD Students and Local & Thematic News & Events*).

work, spending much time and effort. We would be very happy if more people would engage so that the flier is translated for example in Arabic, Polish, Turkish, and all other languages. The ISCAR fliers have recently been sent per email to all ISCAR members and will be available soon on the new ISCAR webpage.

following criteria. In cooperation with your local committee representative your proposal will be submitted to the ISCAR President Marilyn Fleer. We will accept proposals until **April 30, 2011**.

Please notice that ISCAR prefers each Congress to be organized in a different continent. However we welcome proposals from all regions.

The criteria for the selection of the venue are the following:

- That the proposal arises from a group of colleagues, preferably from various leading institutions within the city/region/country, and who express their commitment to collaborate in organizing the conference.
- That the group demonstrates capacity for making sound academic and organizational decisions (e.g., through the organization of previous academic events and/or the academic credentials of the proponents).
- That the group provides evidence of institutional

backing and/or endorsement that ensures solid support for organization of the conference as a whole.

- That the group offers clear information regarding the facilities, spaces and human and technical infrastructure of the venue (e.g. number, size and technical facilities of auditoriums and rooms; type of human and technical infrastructure; spaces and other facilities for social events; distances between the spaces for academic and social events, etc.). These should be adequate and sufficient for holding a successful ISCAR congress.
- That the proposal includes alternatives for complementary recreational, cultural, social, leisure and/or touristic activities and attractions that

participants (and their accompanying friends and family) can engage in or visit during the conference.

- That the venue itself plus travel and accommodation expenses are affordable for as many participants as possible.

Given the specific nature of each proposal more criteria might be considered. The executive committee might also ask for more information and a more extensive proposal after the first submission. For information on the executive order about the ISCAR congress policy please contact the ISCAR Administrator Emily Merko: emily@iscar.org

E. Thematic & Local News & Events

1. Pre-conference from the CHACDOC section (Cultural-Historical Approaches to Children's Development and Childhood) at ISCAR Conference Rome 2011

Title: An analytical approach to children's perspectives based on Cultural-Historical and activity conceptions

Organiser: Mariane Hedegaard

The purpose of the CHACDOC section under ISCAR is to create a forum for researchers who are interested using the cultural-historical research approach and activity theory as a way to unite developmental psychology and childhood research in their research about children. Developmental psychology has often been characterised historically as the study of 'the general child', with a focus on developing a model that can be used to evaluate individual children and their changing relation to society as they grow up. Childhood studies have focused on the study of children anchored in historical time and settings; such approaches are more commonly found within anthropological and sociological traditions, especially those that focus on situated and localised practice with children. Cultural-historical approaches seek to unite the general principles in relation to historical time and place.

This preconference is the fourth scientific event of the CHACDOC section under ISCAR and is open to everybody interested (CHACDOC members, PhD

students with a special interest in CHACDOC and everybody else).

Maximum participation is 50 participants. This event has a small participation fee (for coffee breaks and lunch) and is a separate and independent event from the PhD's day (which is going to take place in parallel, i.e. it is impossible to participate in both events, see also below: News for and from PhD students).

Lecturers:

- Professor Karin Aronsson Head of the Department of Child and Youth studies, Stockholm University,
- Professor Liv Mette Gulbrandsen, Oslo University College
- Professor Mariane Hedegaard (Head of Centre for Person, Practice, Development and Culture
- Associate Professor Charlotte Højholt Roskilde University Centre, Denmark
- Professor Anna Stetsenko, Graduate School, City University New York University

More information on the registration and further details will be announced next week in the official Congress webpage.

2. Report from the German-Dutch ISCAR Section Conference in April 2010

First German-Dutch ISCAR section symposium in Berlin/Potsdam: "Situating Childhood and Child Development" - Report

On Friday April 9th and Saturday April 10th the first Dutch-German ISCAR section symposium was held in Potsdam organized by Hartmut Giest, Georg Rückriem and Michalis Kontopodis. More than 30 researchers from Germany and The Netherlands as well as from UK, Austria, Russia and Chile, came together around the

theme: Situating Childhood & Child Development: Socio-cultural Approaches and Educational Interventions. On two locations (one was in one of the buildings of the beautiful 'New Palace' in parc Sanssouci) two lectures, two round tables and three posters rounds were well organised by the German part of the section.

On the first day Irina Léopoldoff-Martin & Bernard Scheuwly of the Univ. de Geneve, presented the first translation and interpretation of Vygotskij's Pedology

and Wim Wardekker of the VU University Amsterdam talked about moral education in a sociocultural perspective. In the discussion on the first lecture Bert van Oers (VU University) commented that activity theory might be a key to open a dialogue with neuroscientists on the plasticity of the brain.

This first panel was followed by a round-table discussion with Christoph Wulf, Michalis Kontopodis, and Manfred Liebel. This discussion aimed to open space for a dialogue between cultural-historical psychology and other disciplines such as anthropology, and sociology of childhood. Christoph Wulf as an invited discussant, remarked that pedology and anthropology share that they take the development of the child/human as a whole and gave an extended presentation of the research projects of the Historical Anthropology Research Group at the Free University Berlin. Manfred Liebel gave some input about doing research with the children and from the children's perspective. The first day ended with a walk through the parc Sanssouci and a dinner during which the animated discussions went on.

The second day was long day that started at 9 a.m. and ended at 7 p.m. and most of it was used for open and informal discussions around the posters of the participants. During the three poster sessions the atmosphere was lively and the format made it possible to both get to know the members of the section as well as discuss common interests more deeply. Subjects of the posters included among others: place-based

learning, communities of learning/collective learning, speech and writing, research methods, vocabulary assessment and narrativity. All presenters 'pitched' their poster in 5-10 minutes to the other participants. Next, people walked around and were able to talk with the poster presenters in small groups. Much time was planned for this, which meant that issues could be discussed well and all posters could be visited.

During the round table of that second day the Dutch part of the section announced that in two years a similar event will be organised in the Netherlands in a joined effort of the University of Amsterdam and the VU University. Also other organisational issues were discussed and resulted, among other things, in some plans for joined proposals for the ISCAR conference in Rome in 2011 and a plan to orient towards a European network.

All in all, the symposium was a success thank to the great work of the local organising committee. The working papers will soon be published with the International Cultural Historical Sciences e-journal <http://www.ich-sciences.de/index.php?id=83&L=1> and you can find posters, photos and the detailed program with all participants names here:

http://iscarde.wordpress.com/events/2010_symposium_childhood/

Martijn van Schaik, 16.04.2010
VU University Amsterdam.

3. 7th Workshop „Tätigkeitstheorie und kulturhistorische Schule“ vom 9. bis 11. Juli 2010 im Haus Ohrbeck

Wie in den vorherigen Workshops, richtet sich auch dieser an praktisch und wissenschaftlich Tätige, die an der kulturhistorischen Schule und der Tätigkeitstheorie interessiert sind. Er versucht, ein Forum zu bieten, auf dem Erfahrungen ausgetauscht, eigene Beiträge vorgestellt und konzeptuelle und praxisorientierte Fragen auf dem Hintergrund der Tätigkeitstheorie diskutiert werden können. Der Kreis richtet sich an ein breites Spektrum an Disziplinen und Tätigkeitsfeldern, wozu unter anderem die Psychologie, die Erziehungswissenschaften, die Psycholinguistik, die Sozialarbeit, die Betriebswirtschaft, die Computerwissenschaft, die Philosophie und die Sportwissenschaft gehören.

Themen:

Wie auf der letzten Tagung haben wir keinen Schwerpunkt für die thematische Orientierung gewählt, sondern wollen die Themen ganz offen auswählen. Interesse besteht nach wie vor in den folgenden

thematischen Bereichen:

- Entfremdung in den verschiedenen Lebensbereichen
- Tätigkeits- und Systemtheorie
- Ethik
- Gesten, Schrift, Sprache
- Vygotskijs Arbeiten zum schriftlichen Sprechen
- Zählen als basale kognitive Funktion
- Zur Historie der kulturhistorischen Schule
- Entwicklung

Im Preis von ca. 96€-115€ sind Unterkunft und Verpflegung (Vollpension) für Freitag bis Sonntag im Haus Ohrbeck enthalten.

Informationen sind per E-Mail zu erhalten an:
Falk Seeger, falk.seeger@uni-bielefeld.de

Infos zu Haus Ohrbeck und Anreise unter:
<http://www.haus-ohrbeck.de/>

4. Vygotsky Seminar in Taiwan since September 2009

A 3 hour 3 credit seminar offered by the Graduate Institute of Linguistics /Graduate Institute of Cross-Cultural Studies has taken place in Fu Jen Catholic University, Taiwan since September 2009. This project is funded by the Ministry of Education in Taiwan within the framework of reading original classical works of great thinkers. Next semester August 2010 – January 2011 will be the third semester that this seminar gets funded. In the long run, the director of the project wishes to extend from Lev Vygotsky to A. R. Luria (Moscow School of Neuropsychology), if enough qualified faculties could be recruited in the teaching team.

Мышление и речь (1934) 思想和言語
Лев Семёнович Выготский (1896-1934)
教育部98學年人文社會學術強化創新計畫案

「思想和言語」跨系所院校國際教授團隊

洪振耀：思想和言語 Мышление и речь (1934) 的原典和譯本
 外語學院支援教授 黃孟蘭 洪藤月：Pensée et Langage 楊淑淑 許孟榮：思考と言語
 李子璇 袁頌豐 張璣文：Thinking and Speech 王美玲 劉惠安：Denken und Sprechen
 杜東瑞 雷孟萬：Pensamiento y Lenguaje 閻莉 馬麗雅：Pensiero e Linguaggio
 Николай Вересов(芬蘭)：Предисловие 序言 Проблема и метод исследования 問題與研究方法 (第一章)
 洪錫德：從馬克斯哲學談「馬克斯心理學家」 Lev Vygotsky
 Юлия Захарова(俄羅斯)：“Мышление и речь” с точки зрения дефектологии 從缺陷學解讀「思想和言語」
 許洪坤：Lev Vygotsky vs. Jean Piaget (第二章 英譯本、Piaget法文原文)
 陳淑純：Lev Vygotsky vs. William & Clara Stern (第三章 德文本)
 鍾宜興：思想和言語的生性根源 Генетические корни мышления и речи (第四章)
 劉雪珍：從戲劇解讀英譯本「Thinking and Speech(1987)」
 Элина Лемперт-Шепель(美國)：Экспериментальное исследование развития понятий (第五章)
 袁之琦：概念發展的實驗研究 (第五章)
 史薇塔：Исследование развития научных понятий в детском возрасте (第六章)
 邱倚璋：童年時期科學概念發展的研究 (第六章)
 賴盈銓：Мысль и слово (第七章)
 張漢良：思想和語詞 (第七章)
 宋文里：「思想和言語」與文化心理學的重要觀念和學科承諾

時間：98學年下學期 每週五 9:10 ~ 12:00
 地點：輔仁大學外語學院 1A208 教室
 主要統籌研討語言：中文、英文
 詳情查詢：29062553 語言所楊秘書
 教學網頁 <http://vygotskij.blogspot.com>

歡迎跨系所院校選修或旁聽
 輔仁大學外語學院跨文化研究所籌備處語言所心理系所敬邀

Main languages used in class: Mandarin and English.

5. Application of Systemic-Structural Activity Theory to the Analysis of Cognitive and Physical Tasks by Tutorial by Gregory Bedny, & Inna Bedny, Ergologic, Inc. on July 17, 2010 • Half day / 13:00 - 17:00

This tutorial takes place in the context of the 3rd Applied Human Factors and Ergonomics (AHFE) International Conference 2010, see www.ahfe2010.org for a detailed listing of all presentations.

The tutorial introduces participants to the Systemic-Structural Activity Theory (SSAT) that provides a unified framework and a new approach to the study of human work. In this workshop SSAT will be discussed as a

Besides, faculties and students are reading Russian, Japanese, French, German, Italian etc., depending on their language background.

Approach: Team teaching. Faculties include experts from different fields in Taiwan and abroad (through long distance teaching by way of previous video recordings or powerpoint + audio recording). For example, Prof. Elina Lampert-Shepel (Russia & USA) sent us her powerpoint and audio file, and Prof. Nikolai Veresov (Russia & Finland) sent us his video recordings before the seminar and posted it here after the class:

<http://www.vimeo.com/10069459>

This seminar is open to all undergraduate and graduate students and faculties in any universities in Taiwan for registered participation or auditing. Details see our teaching blog: <http://vygotskij.blogspot.com>



Faculties interested in joining the teaching team, please contact the director of the project: Dr. Gabriel HONG gabriel.hong@gmail.com

Students please contact our Secretary Yang: +886-02-29052553

psychologists would find the material useful. The tutorial introduces basic principles and concepts of SSAT. Multiple examples of the algorithmic, functional and quantitative task analysis will be presented. Such concepts as human algorithm, deterministic and probabilistic algorithm will be introduced. Basic principles of algorithmic analysis will be considered based on practical examples. New method of eye movement analysis will be shown.

Quantitative method of task complexity evaluation will be discussed. Hands on experience in applying the demonstrated approach to the analysis of computer based tasks and manual-based manufacturing operations will be given. Participants will practice discussed above methods performing a number of

F. News for and from PhD Students (see also Editorial)

1. 1st ISCAR International Summer School for PhD Students: Cultural-Historical Research Methodology: Rethinking the Past for the Future

Venue & Time: Moscow, Russia: June 20-24, 2010
Costs: participation & accommodation is for free

Places: 27

Language: English

Held by: the Moscow State University of Psychology & Education

Organizing Committee: Nikolai Veresov (Finland), Vitaly Rubtsov (Russia), Inna Koperanova (Russia), Natalya Ulanova (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), Harry Daniels (UK), Clotilde Pontecorvo (Italy), Vitaly Rubtsov (Russia), Liudmila Obukhova (Russia), Nikolai Veresov (Finland), Georg Rückriem (Germany).

Participants: 9 PhD Students from Russia, 7 from different European countries, 5 from Brasil, 2 PhD Students from USA, 2 PhD Students from Australia, 1 PhD Student from China, 1 person from Mexico, and 1 person from Turkey will participate.

We feel very uncomfortable that not everybody could be accepted for the PhD summer school in Moscow, and this is the reason that an increased number of students (80) will be accepted for the 2011 Preconference PhD's Day.

exercises. By applying these methods to a series of examples, participants will get hands on experience of using SSAT in manufacturing and HCI fields.

Gregory Bedny received his PhD degree in Industrial/Organizational Psychology from Moscow State Pedagogical University and he received his ScD in Experimental Psychology from Russian National Academy of Science. Gregory is a Senior Researcher and Consultant with Ergologic, Inc. Inna Bedny received her B.A. in computer science and her PhD in psychology from the University of South Ukrainian State University. Her research interests include reliability and efficiency of human computer interaction.

Program:

June 20

10.00 – 14:30

Excursion to the Moscow Kremlin & the Kremlin Armory

14:30 – 15:30 Lunch

15:30 – 16:00

Natalya Ulanova Practical & Organizational Details

16:00 – 16:30 Vitaly Rubtsov, Arkady Margolis, Michalis Kontopodis Opening & Welcome

16:30 – 18:30 Clotilde Pontecorvo "The development of arguing competencies in the family and in school context"

18:30 – 19:00 Questions and Discussion

June 21

09:30 – 11:30

Harry Daniels "Invisible mediation: the formative effects of everydayness"

11:30 – 12:00 Coffee Break

12:00 – 13:30 Posters Presentation & Discussion (by 7 PhD students)

13:30 – 14:30 Lunch

14:30 – 16:30

Liudmila Obukhova "About three types of investigations in Galperin's theory step by step formation of mental action"

16:30 – 17:00 Coffee Break

17:00 – 18:00

Tour on MSUPE, Presentation of the Journal "Cultural-Historical Psychology"

June 22

09:30 – 11:30 Vitaly Rubtsov “Basic concepts of Elkonin-Davydov psychological theory of learning activity”
 11:30 – 12:00 Coffee Break
 12:00 – 13:30 Posters Presentation & Discussion (by 7 PhD students)
 13:30 – 14:30 Lunch
 14:30 – 16:30
 Arcady Margolis “Teacher education for children learning activity”
 16:30 – 17:00 Coffee Break
 17:00 – 18:00
 General Feedback – Discussion – Outlook

June 23

09:30 – 11:30
 Pentti Hakkarainen “Methodological problems of doing research on developmental transitions”
 11:30 – 12:00 Coffee Break
 12:00 – 13:30 Posters Presentation & Discussion (by 7 PhD students)
 13:30 – 14:30 Lunch
 14:30 – 16:30 Milda Bredikyte “Cultural environments of early developments: how to support the acquisition of cultural tools”
 16:30 – 17:00 Coffee Break
 17:00 – 18:00 General Feedback – Discussion – Outlook

June 24

09:30 – 11:30
 Georg Rückriem “Understanding media revolution: How digitalization is to be considered?”
 11:30 – 12:00 Coffee Break
 12:00 – 13:30 Posters Presentation & Discussion (by 7 PhD students)
 13:30 – 14:30 Lunch
 14:30 – 16:30 Nikolai Veresov “Problem of development in cultural-historical theory: subject matter and the method. Main emphasis will be made for the requirements for the genetical-experimental method”
 16:30 – 17:00 Coffee Break
 17:00 – 18:00
 ISCAR: Its History, Future & PhD Participation & Publication Strategies & Possibilities inside ISCAR (Michalis Kontopodis & Georg Rückriem)
 18:00 Dinner for all with everybody

If all goes well the whole lectures and discussions will be broadcasted in real time here:
http://iscarschool.ru/?page_id=346

For photos, more information on student participants and other details visit: www.iscarschool.ru

2. Call for Applications: ISCAR INTERNATIONAL CONFERENCE 2011 PhD Students’ Day. Monday, September 5th, 2011 (10:00-18:30)

The day before the 2011 Congress will be devoted to two separate events as described in the previous page. In the PhD Students’ Day special attention will be given to PhD thesis, focusing on the different phases of doctoral research. There will be spaces/times for dialogues, presentations and debates, including the participation of Senior Researchers that will discuss parts of PhD students’ work and provide some suggestions. For instance, the opportunity of discussing data analysis will be given to doctoral students who have already collected their empirical data. There are also four parallel sessions, in small groups, for instance about:

1. Writing doctoral thesis problems and "solutions"
2. How to publish successfully

This PhD Students’ Day is the first organized by ISCAR. The PhD students are invited to develop further

suggestions for the next PhD Students’ Day (in 2014), and to send us some feedback after the Rome 2011 event. We hope that all those who will participate will be deeply engaged in this process and will participate actively in the sessions.

Below there is the PhD Students’ Day Schedule. Proposals must be submitted by the 10 September 2010. Three types of proposals will be accepted: posters, papers and PhD thesis dialogues (see more information on Proposal Submission for the PhD Students’ Day).

At least 6 Senior Researchers will be invited to chair the various sessions and participate in the PhD Dialogues. Their names will be announced soon.

For any further information about the PhD Students’ Day, please contact: elvis.mazzoni@unibo.it

10:00-11:00	Poster posting & Poster reading
11:00-12:00	PhD students’ discussions about ISCAR-Business related issues such as participation, newsletter, next summer schools etc.

12:00-13:00 THEMATIC PARALLEL SESSIONS	PS1 - How to conclude a doctoral thesis in one chapter (20 PhD students)	PS2 - How to publish successfully & How to turn a conference paper into a journal article (20 PhD students)
	PS3 – Thematic session (20 PhD students) The topic will be chosen by PhD students during the PhD ISCAR Summer School of June 2010	PS4 – Thematic session (20 PhD students) The topic will be chosen by PhD students during the PhD ISCAR Summer School of June 2010
13:00-14:00 LUNCH TIME	Poster reading	
14:00-15:30 PARALLEL SESSIONS ORAL PAPERS & 15.30 to 16.00 INTERACTIVE POSTERS	ORAL PAPERS are grouped in 5 sessions (16 students per session) . Each session has 3 PhD Student acting as Presenters (for a total of 15 presentations) and 65 PhD Student acting as public. The first 45 minutes of each session would be devoted to the papers' presentation (15 minutes for each paper), while the last 45 minutes would be dedicated to the collective discussion.	
	INTERACTIVE POSTERS will be already posted in the morning and people will be invited to read them before the beginning of this session Posters will be grouped in sessions by themes and each session will be composed by 6-8 posters (depending on the number of poster proposals) and conducted by a chair for generating discussion about those posters and theme. Each theme will have a room for meeting and discussing the works presented in the posters, and also readings that could help PhD students improving their work.	
16:00-16:30 Coffee break		
16:30-18:30 PARALLEL SESSIONS PhD DIALOGUES	6 Parallel sessions devoted to dialogue between PhD students and senior researchers: 1 PhD Student Presenter + 1 senior researcher (that reviewed the PhD student work) + 12/13 PhD students acting as public, but also participating in the dialogue with questions and suggestions. If there are common themes in their thesis, public can bring some practical questions/materials to be also discussed; if themes and thesis have much in common, we can have 2 PhD students/thesis discussed at the same time). Each parallel session will be conducted by one or two senior researcher/s.	

Registration:

An important characteristic of the PhD Students' Day is that students from all over the world participate, so we hope to have a great variety regarding age, gender, ethnicity, cultures, social class, and thematic and methodological approaches. The meeting will be accessible for disabled people. For this reason, registration for the PhD Students' Day will function so that automatically a concrete numbers of students from each continent will be accepted on first- come-first-served.

There are two separate processes: (1) Registration, that must be done when you send the submission of a proposal; and (2) Payment of fees, that must be done when you receive the acceptance notification letter.

PhD students have the possibility to register and pay the fees for

- only the ISCAR PhD Students' Day,
- only the ISCAR Conference,
- both events

IMPORTANT DATES for the REGISTRATION and FEES PAYMENT for the PhD Students' Day:

- September 10th 2010: deadline for submission and earlier registration (only for PhD Students that submit a proposal for the PhD Students' Day);

- Beginning of November: acceptance notification letters.
- Until the 30th November 2010: fees payment for all early registrations;

- From the 1st December 2010 to the 31st March 2011: registration (and fees payment) for all other PhD Students (Places for those who do not send submissions depend on the available places left after receiving the submissions);

PhD Students that submit a proposal for the PhD Students' Day will have to pay the fees described below until the 30th November.

There is a low pre-conference fees for the "ISCAR PhD Students' Day" which includes coffee breaks and lunch. More information will be announced soon at the official congress webpage: <http://www.iscar2011.org/eng/pre-conference.php>

3. PhD Dissertation Summaries

a. Nina Scott Frisch: To see the visually controlled: Seeing-drawing in formal and informal contexts. A qualitative comparative case study of teaching and learning drawing processes from Vega in Northern Norway,

Email: nstf@hinesna.no

(Presented at: The Norwegian University of Science and Technology in Trondheim (NTNU). Programme for Teacher Education, Monograph in English - 306 pages, Series: Ph.D-theses at NTNU, ISSN 1503-8181; 2010:79, Published: 2010, URI: [urn:nbn:no:ntnu:diva-7744](http://nbn-resolving.org/urn:nbn:no:ntnu:diva-7744), Permanent web link: <http://urn.kb.se/resolve?urn=urn:nbn:no:ntnu:diva-7744>, ISBN: 978-82-471-2119-1 (printed ver.), 978-82-471-2120-7 (electronic ver.))

The tensions and flows between formal and informal learning and teaching the seeing-drawing process (visually controlled drawing) is the focus of this inquiry. The visually controlled drawing processes are the drawing of models such as objects and others' drawings and pictures, but also modeling drawing behavior, the learning-by-looking. The visually controlled drawing processes are interpreted within a socio-cultural theoretical framework.

This qualitative comparative case study was carried out by using observations, interviews, re-drawings, collection of drawings and questionnaires to answer the following research questions:

- How does an exemplary teacher teach visually controlled drawing in a formal context to nine- to twelve-year-old students?
- How do nine- to twelve-year-old children learn visually controlled drawing in informal contexts?
- What are the similarities and differences between these formal and informal visually controlled drawing processes?

A summary of the results shows that over half of the informal drawings collected were made in visually controlled drawing processes and that the wildfire-effect (one child taking after the other, modeling drawing behavior) is a major informal drawing strategy. The wildfire-effect, the learning-by-looking at each other is transferred to the formal arena of visually controlled

drawing, and merges with the drawing of the given model. There is a "we"; friendship and social connection expressed through the use of the wildfire formally and informally. The children also often express a sense of shame or embarrassment by admitting to use modeling or the learning-by-looking at each other.

Exemplary teaching in visually controlled drawing is identified by the quality of the dialogue and the use of cooperative drawing; that is drawing on the students drawings. Cooperative drawing is found to be used on both arenas. Tendencies in the data show that both formal and informal visually controlled drawing activities can be related to drawing genres; the still life and cartoons from popular culture.

We as humans are individuals moving from contexts to contexts. We are part of the world; we are influenced by it and we form it. The deep-dive into the formal and informal world of visually controlled drawing, and then the comparison between these two arenas has helped me to see and describe how a good teacher works and how children think and act when wanting to learn to draw informally. They have a clear understanding about how learning to draw takes place – and they act accordingly. By comparing these two arenas, possible transfers have been identified as a result of the research process. Discussions on creativity, popular culture and the discourse on visually controlled drawing within modernism in art education are presented. An exhibit of the drawings used can be found at: www.scottfrisch.org

b. Gilmore, G. (2010) *Inclusion and professionalism: reducing fixed term exclusions in a South West secondary school. A cultural historical activity theory study a disciplinary Inclusion Room. Year 8 and nine students. Exeter University*, Email: kevingwengilmore@msn.com

This thesis presents an exploration of the nature, extent and characteristics of a disciplinary Inclusion Room (IR), from the perspectives of students and staff in a South West secondary school. Over the past five years this school has significantly reduced fixed term exclusions and improved school attainment against Local Authority averages. This research presents an organisational response to a socio-cultural problem and the paradoxical lenses of social inclusion and discipline.

The research uses Cultural Historical Activity Theory (CHAT) as a theoretical and methodological framework.

I explore inclusion and professionalism using the perspectives of nine students who entered disciplinary IR and nine staff who knew the students. Inclusion constructs explored include participation, equality and diversity. Professionalism is deliberated through a continuum of managerial control/ discretionay judgement, individualistic models/ collegial approaches and bureaucratic/continuous learning dimensions. Mixed methods used included document analysis, an on-line questionnaire, student and staff interviews, visual timelines and observations for the students.

The analysis of IR considers primary, secondary and tertiary contradictions along with disciplinary rules, community and division of labour/power constructs amongst participants to develop a rich understanding of the context. Exploratory data, the questionnaire, suggests that the students and staff broadly share inclusion policy, practice and culture. Interviews, further informed by documents, student timelines and observations, show how disciplinary IR is integrated into and complements educational processes; participation (being there), equality and diversity, within the school. Professionalism is characterised by discretionary lenses, collegial working and continuous learning governed by problem solving to support that educational vision. Findings from this work are generalisable as the research develops school experiences in a naturalistic manner and is illustrative of expectations rather than formal predictions. Nevertheless, schools can use the findings to consider how disciplinary IR complements educational processes through increasing participation, equality and diversity. Goals for inclusion can be enhanced through collaborative partnerships, within and beyond schools, to ensure active, ongoing engagement amongst students and staff to develop the educational experience. Systems and organisational change are at the heart of the practice for the schooling process for

rather than reducing discipline to a decontextualised control process as identified by Slee, R. (1995). CHAT enhances the analysis by recognising what Skidmore, D. (2004) identifies as a dynamic and interactive relationship amongst students and staff, rather than one of fixed dependency.

The author: Gwen Gilmore is a New Zealand educator currently completing an EdD at Exeter University in the UK. bring to the paper a rich history of educational experiences from secondary teaching, supported the implementation of the Special Education 2000 professional development strand for two years with the Christchurch College of Education, a two years as a secondary teacher trainer and as a Primary Principal. I have also worked in a behavioural unit for students in the UK and am currently completing a role as the leader of a partnership of schools which have overall goals to improve attainment, reduce fixed term exclusions and attendance. A range of strategies to achieve these goals are deployed, including multiagency teams, Learning mentors and remodelled pastoral roles. However, the disciplinary IR seemed pivotal to the overall success which is now above LA averages for attainment and for whom a fixed term exclusion is rare

G. International Conferences: XI International Readings dedicated to the memory of L.S.Vygotsky “The Zone of Proximal Development of Theoretical and Practical Psychology”

We are inviting you to take part in XI International Readings dedicated to the memory of L.S.Vygotsky “The Zone of Proximal Development of Theoretical and Practical Psychology”. The conference will take place in the Vygotsky Institute of Psychology of Russian University for the Humanities in Moscow from 15 November till 18 November 2010.

Conference participants will be able to take part in plenary meetings, organize workshops, make presentations in the following sections:

- “Zone of Proximal Development and beyond”
- “Zone of Proximal Development as method and methology of non-classical psychology”
- “Zone of Proximal Development: myth or reality?”
- and many others

We are offering you to take part in the discussion of various problems. Among them:

- Using the idea of ZPD in different social practices
- Diagnosis and correction of ZPD

H. 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.

- Aimed development of ZPD
- Individual and collective nature of ZPD
- Psychological content of the ZPD conception
- ZPD in man's psychic, personal and cultural development.

On November 17 the Vygotsky Institute of Psychology is celebrating 15 years. We will be glad to meet you at the XI International Readings dedicated to the memory of L.S.Vygotsky and at the Institute jubilee celebration.

If you are planning to take part in the Conference, present a paper, publish your abstract or get additional information, please send an application to the xi.vyg.conf@gmail.com

You will receive participation conditions, publication and abstract requirements if you will sent your application before 25 August 2010. The deadline for abstracts and science papers is 10 September 2010.

With best regards,
Conference organization committee

1. Special Issue of Outlines: Critical Practice Studies on CHAT & Disability

No 1 (2010): CHAT and disability

The special issue of Critical Practice Studies on Disability and Cultural-Historical Activity Theory is now published. By this special issue, we hope to show how cultural-historical activity theory offers very different approaches to understand disability and to inspire new research and practice using the cultural-historical perspective in this area.

All articles depart in the assumption that cultural historical activity theory offers a useful theoretical framework to understand the life of people with disabilities. Vygotsky and Luria conducted research on different groups of people with disabilities, and this work is still useful for inspiration. The emphasis on the dialectical nature of the relation between the biological defect and the development of the child offers a new way of thinking about intervention and pedagogic approaches to children, adolescents and adults with disabilities.

Kind regards

Guest editors Louise Bøttcher and Jesper Dammeyer

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Editorial

Articles

An Eye for Possibilities in the Development of Children with Cerebral Palsy: Neurobiology and Neuropsychology in a Cultural-Historical Dynamic Understanding, by Louise Bøttcher

Providing an orientation basis for a young blind reader's structuring interaction with expository texts, by Kari Kosonen, Minna Lakkala, & Kai Hakkarainen

Parents' management of the development of their children with disabilities: Incongruence between psychological development and culture, by Jesper Dammeyer

All contents are available online for free:

<http://ojs.statsbiblioteket.dk/index.php/outlines>

2. Christenbury, L., Bomer, R., & Smagorinsky, P. (Editors) (2009). Handbook of adolescent literacy research. New York: Guilford.

The Guilford Handbook of Adolescent Research is the winner of the 2009 Edward B. Fry Book Award presented by the National Reading Conference.

The first comprehensive research handbook of its kind, this volume showcases innovative approaches to understanding adolescent literacy learning in a variety of settings. Distinguished contributors examine how well adolescents are served by current instructional practices and highlight ways to translate research findings more

effectively into sound teaching and policymaking. The book emphasizes social and cultural factors in adolescents' approach to communication and response to instruction, and sections address literacy both in and out of schools, including literacy expectations in the contemporary workplace. Detailed attention is given to issues of diversity and individual differences among learners.

3. Ellis, V., Edwards, A., & Smagorinsky, P. (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 under-

standings 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.

4. Taxén, L. (2009). Using Activity Domain Theory for Managing Complex Systems. Information Science Reference. Hershey PA: Information Science Reference (IGI Global). ISBN: 978-1-60566-192-6.

This book presents the Activity Domain Theory, which is an elaboration of Activity Theory with the construct of activity modalities. These modalities – contextualization, spatialization, temporalization, stabilization, and transition between contexts – represent fundamental, innate human faculties for coordinating actions. The construct of activity modalities was conceived by the author in his work with coordinating development projects at Ericsson, a provider of telecom systems worldwide. The Activity Domain Theory offers a new approach towards managing the coordination of complex system development tasks. In particular the co-construction of technical support for coordination and communal meaning regarding this support is addressed. Compiling and structuring empirical observations and theoretical developments from the perspective of meaning construction, this unique book combines a deep understanding of concrete, every-day conditions of the telecom industry with innovative theoretical development based on Activity Theory.

The table of contents is as follows:

5. ICHS Book Series: New Publications

International Cultural-Historical Human Sciences
(<http://www.ich-sciences.de/index.php?id=20&L=1>).

Dimitris Papadopoulos
L. S. Vygotski: Werk und Rezeption. Berlin, 2010.
978-3-86541-387-1

Giest, Hartmut; Rückriem, Georg
Tätigkeitstheorie und (Wissens-)Gesellschaft
Fragen und Antworten tätigkeitstheoretischer Forschung
und Praxis, Berlin, 2010, 978-3-86541-379-6

I. In Memoriam Professor Jacques Carpay (1933 – 2010)

Monday the first of March 2010, our colleague Jacques Carpay suddenly passed away at the age of 76. During his life Jacques Carpay was professor of Pedagogy at the VU University in Amsterdam (1977 – 1993), and for many years Chair of the Comenius association in Naarden (NL). He defended his dissertation on second language learning cum laude in 1975 at Utrecht University.

In the international community in the area of Cultural-Historical Activity Theory and Sociocultural research Jacques Carpay was well-known for his enormous knowledge about the history and content of cultural-historical thinking about development and education since Vygotsky's time. Jacques was fluent in several languages (including Russian) and he brought all these influences together in an inexhaustible supply of ideas and comments. Many of us who have known Jacques will probably remember their discussions with him as a

1. The Dawn of the Activity Domain Theory
2. Reflections
3. The Philosophical Roots
4. Activity Theory
5. The Constitution of the Activity Domain
6. Cognitive Grounding
7. Operationalizing the Theory
8. Positioning Against Other Theories
9. The Practical and Theoretical Trails in Hindsight
10. The Anatomy-Centric Approach Towards Managing Complex Projects
11. Enterprise Architectures
12. Product Lifecycle Management Revisited
13. Alignment
14. In Search of an Integrating Construct
15. In Conclusion

The publisher offer 50% discount for ISCAR members for the purchase of this book. Please use the attached form. For more information, see <http://www.igi-global.com/Bookstore/TitleDetails.aspx?TitleId=1021>

Baldauf-Bergmann, Kristine
Lernen im Lebenszusammenhang: Der Beitrag der subjektwissenschaftlichen Arbeiten Klaus Holzkamps zu einer pädagogischen Theorie des lebensbegleitenden Lernens, Berlin, 2009, 978-3-86541-362-8

Daniil Borisovic El'konin
Die Psychologie des Spiels, Berlin, 2010, 978-3-86541-389-5

remarkable experience.

In the Netherlands, Jacques had an important pioneering role in the introduction of Cultural-Historical theory in the Dutch discussions about human learning, development, and education. As early as 1972 he published (together with Carel van Parreren) a book called 'Soviet-psychologists speaking' which got a lasting influence both on Dutch educational scholars, and on Dutch views on the practice of (primary) education. Building on a Vygotskian point of view, Carpay promoted a type of thinking about education in the Netherlands that may truly be called 'pedagogical psychology' in the sense of Vygotsky, giving attention to both psychological theories and pedagogical reflection about the reasons for education and schooling. Through his work, Jacques Carpay had a stimulating role in the construction of a Vygotsky-based conception

of education, in the Netherlands called 'Ontwikkelingsgericht Onderwijs' (in English translated as 'Developmental Education'), which is now being implemented in a large number of schools in the Netherlands.

His immense knowledge in the areas of psychology, pedagogy, sociology, linguistics, philosophy, and history was a rich and critical source for many of us, relativizing

hasty position taking. Jacques' influence on the elaborations of Cultural-Historical Activity Theory is beyond doubt in the Netherlands. His voice will be heard both in the Netherlands and internationally through the research and elaborations of Developmental Education.

Bert van Oers,
Amsterdam, March 2010.

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 December 31, 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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