

ISCAR NEWSLETTER 2023: No. 1

WELCOME...

To the first ISCAR newsletter for 2023. We are delighted to announce that the ISCAR congress in 2024 will be held in Rotterdam and more of this is discussed in the newsletter.

UPCOMING EVENTS

ISCAR CONGRESS 2024

Theme of the conference: *Inclusiveness as a future challenge*

- **Set up:** Hybrid, we strive to keep the climate impact low and maximize the opportunities for all people to join, so we want to look for possibilities to have groups from different regions that will gather in their own regions and join certain sessions online with good moderation.

- **Location:** Rotterdam, this city is a bit cheaper than Amsterdam in terms of conference centres and hotels, is easy to reach by train and has an airport itself and is 30 minutes from Amsterdam airport.

- **Organizing committee:** Chiel van der Veen (Windesheim University of applied Sciences), Thomas Hoffman (Universität Innsbruck), Jan Steffens (Universität Bremen), Bea Pompert (Centre for Developmental Education Alkmaar), Anders Schinkel (Vrije Universiteit Amsterdam), Martijn van Schaik (Da Vinci College), Marjolein Dobber (Vrije Universiteit Amsterdam)

- **Dates of the conference:** 26 to 31 august 2024, first two days for workshops/PhD day that we want to organize in institutions for vocational education, we also want to include visits to schools and early childcare

institutes and organize presentations there, 28-31 for the conference.

- **Format:** paper sessions, symposia, posters, round tables, interactive sessions on specific topics, theory-practice sessions on schools

- Expected number of participants: 600-1000

EVENTS IN 2023

AUSTRALIA

CHAR reading group

Dr. John Cripps-Clark of Deakin University runs a reading group for scholars interested in Cultural Historical Activity research. The group looks at diverse texts, often inviting their original authors into the discussion. Recently the group as looked at works by Bakhurst. The next reading group will be held from South Africa on the 11th of October and will engage with the following reading:

McClure, A., Patel, Z., Ziervogel, G., & Hardman, J. (2023). Exploring the role of transdisciplinary learning for navigating climate risks in African cities: The case of Lusaka, Zambia. *Environmental Science & Policy*, 149, 103571. <https://protect-za.mimecast.com/s/vAv-Cr0qw9i84pWOxFzkDsQ>

The Asia Pacific region is preparing for hand over to a new representative at ISCAR 2024 in Rotterdam. Any members interested in taking this role on, please contact Nick (nick.hopwood@uts.edu.au)

RUSSIA

Moscow State University of Psychology and Education (MSUPE) was founded in 1997 and is now Russia's leading University in the sphere of psychology and education.

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Rector of MSUPE Arkady Margolis: PhD in psychology: Professor
President of MSUPE Vitaly Rubtsov: Doctor of Psychology: Professor

MAIN DIRECTIONS OF COLLABORATION WITH ISCAR



International UNESCO Chair “Cultural-Historical Psychology of Childhood” founded in Moscow State University of Psychology and Education. The Chair's work is intended for the development and promotion of the ideas of L.S. Vygotsky and his followers in the international community.

The main goals of the Chair embrace: dissemination of the ideas of the Cultural-Historical Psychology and Activity Approach, organization of research in the framework of the Cultural-Historical scientific tradition, and training of experts in the field of childhood and child development.

The Chair operates a unique Master's Program “Cultural-Historical Psychology and Activity Approach in Education”, designed for future psychologists, researchers and educators, interested in applying the ideas of the Cultural-Historical Scientific School in various kinds of social and educational practices.

Web: <http://www.vygotsky.mgppu.ru>

Moscow CHAT reading group



The project is operated by the Center for Interdisciplinary Research of Contemporary Childhood and The International UNESCO Chair “Cultural-Historical Psychology of Childhood” with the International Journal “Cultural-Historical Psychology” and the Project “Vygotsky’s Library”, MSUPE.

ReadingLive: Moscow CHAT Reading Club is a forum for psychologists, educators, researchers, students and all those interested in Cultural-Historical Psychology and Activity Approach. It is organized in a format where people from all over the world are invited to read and discuss both classic and contemporary works, written in the framework of the Cultural-Historical Psychology and Activity Approach.

Moderators: Olga Rubtsova, PhD in Psychology, Associate Professor, Head of the Center for Interdisciplinary Research on Contemporary Childhood, MSUPE; Anna Shvedovskaya, PhD in Psychology, Associate Professor, Head of Department of Information & Publishing Projects, MSUPE.

Web: <https://en.childresearch.ru/moscow-chat-reading-group-readinglive>

FINLAND

CHAT MOOC

"Key Concepts from Cultural-Historical Activity Theory (CHAT)" - Academic year 2023

Lead: Professor Annalisa Sannino and Pauliina Rantavuori

This free, online MOOC engages with the work that came out of the CHAT reading group (2022-2023). The following concepts are covered:

CONTRADICTIONS

Fábio Nogueira and Irina Moriyama, University of São Paulo

TRANSFORMATIVE AGENCY AND THE ROLE OF THE RESEARCHER

Viviana Hojman Ancelovici and Pilar Valenzuela, Universidad del Desarrollo, Santiago

ETHICAL-POLITICAL EXPANSION OF THE OBJECT OF ACTIVITY

Heila Lotz-Sisitka, Rhodes University, Makhanda

THE GERM CELL FROM HEGEL THROUGH MARX

Joanne Hardman, University of Cape Town, South Africa

HISTORICITY

Monica Egelström and Maria Spante, University West, Trollhättan

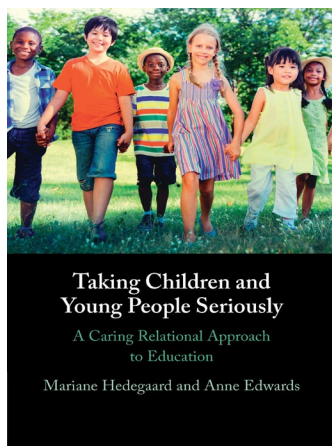
EXPANSIVE LEARNING

Laura Seppänen, Riikka Ruotsala & Heli Clottes Heikkilä, Finnish Institute of Occupational Health, Helsinki/Tampere

ACTIVISM AND TRANS/FORMATIVE METHODOLOGY IN CHAT

Anna Stetsenko, The Graduate Centre of The City University of New York

RECENTLY PUBLISHED BOOKS



Taking Children and Young People Seriously

A Caring Relational Approach to Education

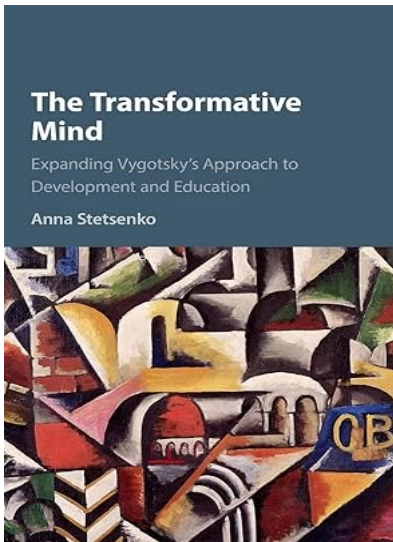
Children and young people are active agents with motives and intentions who can contribute to their social worlds. Mariane Hedegaard and Anne Edwards.

Taking children seriously involves both accessing their perspectives as they make sense of the world and working relationally with them to guide their motive orientations. In this book, Hedegaard and Edwards draw upon their own and others' research on children from birth to school leaving age to advocate for relational support for learners and to emphasise the caring aspects of this support. The authors provide a scholarly account of the cultural-historical underpinnings of their caring relational approach, while bringing these ideas to life through examples of practices in families and in more formal settings. Written for those who work with children and young people in varied capacities, this book reveals the knowledge and skills required for the subtle and reciprocal work of supporting the learning and development of children and young people.

OUTLINE

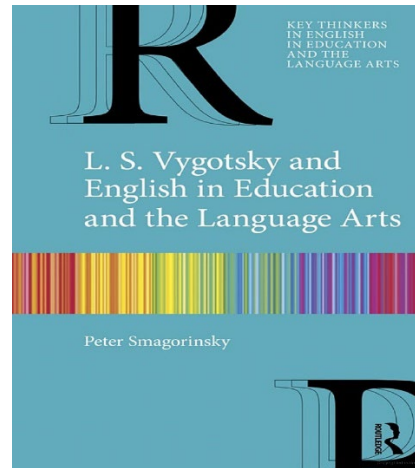
1. Taking Children and Young People Seriously: A Caring Relational Approach to Education;
2. A Cultural-Historical Approach to Children's Development and Childhood;
3. Working Relationally with Other Professionals and Families;
4. Very Young Children: Taking a Double Perspective in Understanding their Development;
5. Care and Education in Kindergarten with Play as the Core Activity;
6. Engaging with Knowledge When Starting School;
7. Care-full Approaches to Pedagogy;
8. The Primary School Age: Enabling the Agentic Learner;
9. Developmental Teaching as a Double Move Between Subject Knowledge and Children's Appropriation of Personal Knowledge;
10. Adolescence and Transitions into Early Adulthood;
11. A Caring Relational Approach to Education: Implications for Practice and Policy;

References; Index.
20% Discount

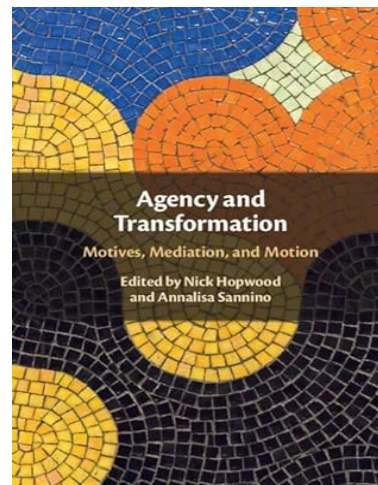


The transformative mind
Anna Stetsenko

The book suggests a transition from a relational worldview premised on the socio-political ethos of adaptation towards a transformative worldview premised on the ethos of solidarity and equality. Expansively developing Vygotsky's revolutionary project, the Transformative Activist Stance integrates insights from a vast array of critical and sociocultural theories and pedagogies and moves beyond their impasses to address the crisis of inequality. This captures the dynamics of social transformation and agency in moving beyond theoretical and political canons of the status quo. The focus is on the nexus of people co-creating history and society while being interactively created by their own transformative agency. Revealing development and mind as agentive contributions to the 'world-in-the-making' from an activist stance guided by a sought-after future, this approach culminates in implications for research with transformative agendas and a pedagogy of daring. Along the way, many key theories of mind, development and education are challenged and radically reworked.



Smagorinsky, P. (2023). *LS Vygotsky and English in Education and the Language Arts*. Taylor & Francis.



Hopwood & Sannino 2023 Agency and Transformation (Edited Book) September 2023 DOI: [10.1017/9781009153799](https://doi.org/10.1017/9781009153799) Publisher: Cambridge University Press ISBN: 9781009153799

Understanding and promoting agency are crucial to addressing urgent social problems of our time. Through agency, we can take transformative steps toward the future that ought to be. This book shows how contemporary conceptualizations from cultural-historical activity theory can inform research and practice that fosters positive change. At the core of this book's novel approach to agency and transformation are three motifs: motives, mediation, and motion. These take inspiration from the original work of Vygotsky and subsequent generations of scholarship, enabling us to understand agency in ways that recognize the social and cultural aspects of agency without losing sight of individuals' contributions to changing their own lives and the lives of

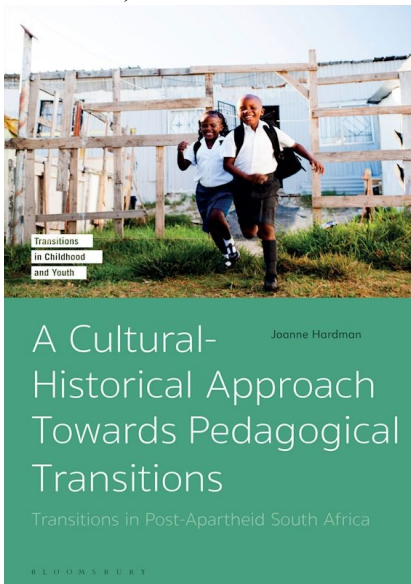
others. Referring to connections between learning, pedagogy, and agency, the chapters address power, freedom, and the future in contexts including adolescence, school exclusion, children's activism, Indigenous communities, environmental activism, homelessness, childbirth, and young people during the COVID-19 pandemic.

A Cultural-Historical Approach Towards Pedagogical Transitions in Post-Apartheid South Africa (2023).

Bloomsbury

Joanne Hardman

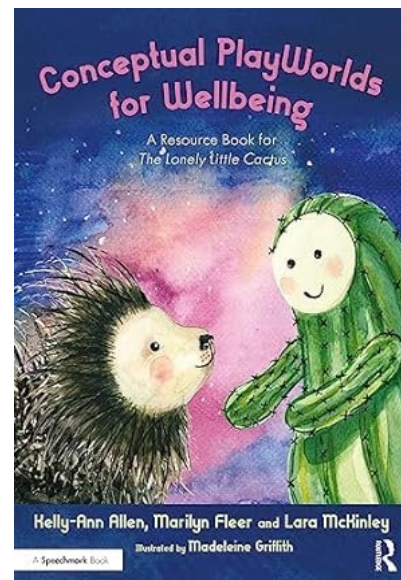
"In this fascinating book Hardman reveals the extent to which pedagogies are political. Taking post-apartheid South Africa as the case, she traces the patchy development of post-colonial curricula and pedagogies while drawing on cultural-historical psychology and her own fieldwork to offer ways forward." *Anne Edwards, Professor Emerita, University of Oxford Dept of Education, UK*



This book investigates pedagogical change across curricula and political transitions in the South African context, from 1994 to today. Tracing pedagogical transitions from post-apartheid to the demands of the 21st century, the book seeks to develop a novel approach to pedagogy that can meet the needs of students today. Adopting a cultural-historical lens, Hardman analyses the contradictions that arise due to transitions in the curriculum and describes the current state of teaching in primary schools in South Africa by focusing on how teachers teach scientific concepts. She goes on to

examine the transitions from children's indigenous science/maths understanding to school science/maths understanding, developing a pedagogy that can transform the learning of mathematics and science in developing contexts. Building on theories from Vygotsky, Davydov, Feuerstein, Freire, Bruner and Hedegaard, Hardman develops a new and inclusive, decolonial pedagogical approach that can meet the needs of a multicultural and multilingual contexts around the world.

Joanne Hardman is Associate Professor in Educational Psychology at the School of Education at the University of Cape Town, South Africa. She is the author of *Child and Adolescent Development* (2013).



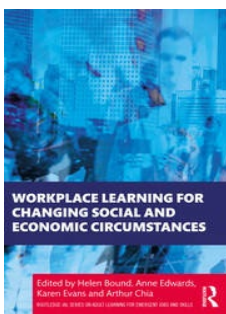
Conceptual playworlds for wellbeing; Allen, Fler, McKinley

This vital resource uses the evidence-driven Conceptual PlayWorlds model of intentional teaching developed by Professor Marilyn Fler to provide supporting classroom or home-based activities to help children aged between four and eight solve challenges and learn wellbeing concepts through play.

Intended for use with the accompanying picture story book, *The Lonely Little Cactus*, a tale about a cactus that feels lonely living in the desert, this guide offers imagery-rich scenarios, including 20 unique activities, so children have an opportunity to experientially grasp wellbeing concepts that can be otherwise difficult to explain. This resource guides educators and teachers through a range of wellbeing activities, including:

- Identifying feelings
- Coping (social support, problem solving, and self-regulation)
- Friendships (relationship building, working together, time with friends, social skills)
- Positive emotions (happiness, joy, doing something you love, enjoyment, fun)
- Relaxation strategies
- Belonging and inclusion (working together, collaboration, joining in play, including others)

Offering a unique opportunity for children to learn about psychological strategies while being engaged in a beautiful narrative and visually captivating illustrations, this is the ideal resource for educators or teachers, support staff, practitioners, and families looking to help children understand and manage their feelings. While the context is centre-based, the activities can be done almost anywhere, such as in family homes, the Botanical Gardens, when on holidays, or when visiting a park.



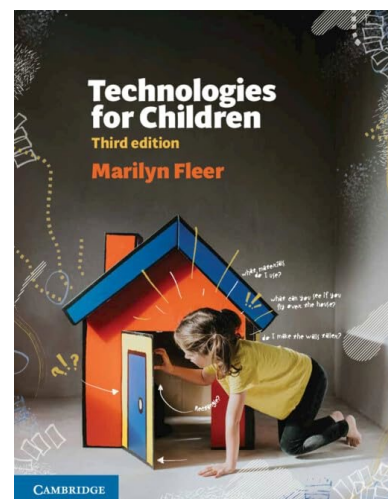
Authors: Helen Bound, Anne Edwards, Karen Evans and Arthur Chia

At the heart of this book is the rapid pace of change, the need to invest in and create good jobs and support the learning that this entails. It brings together a range of socio-cultural perspectives to examine the hard issues in relation to digitalisation, identity, work design and

affordances for learning, mediated by the ecosystems within which work, and the workplace is positioned.

The contributors take a strong social justice perspective that seeks to uncover commonly held assumptions about where the responsibility for workplace learning lies, how to understand workplace learning from a range of different perspectives and what it all means for practitioners and researchers in the field. The first section sets the scene in its theorisation of the role and place of workplace learning in the context of changing circumstances. The second section brings together a rich collection of investigations into workplace learning that address the challenges of rapidly changing circumstances. In the final section, the authors consider what workplace learning in changing circumstances means for change practitioners, the changing roles of human resource practitioners, and for workers and quality work.

This volume will appeal to graduate and post-graduate students, and academics as well as practitioners such as adult educators, and human resource personnel.



Technologies for children

Marilyn Flear

Technologies for Children is a comprehensive guide to teaching design and digital technologies to children from birth to 12 years. Aligned with the Early Years Learning Framework and the Australian Curriculum: Technologies, this book provides practical ideas for teaching infants, toddlers, pre-schoolers and primary-

aged children. The third edition includes expanded content on teaching digital technologies, with a new chapter on computational thinking. Key topics covered include food and fibre production, engineering principles and systems, and computational thinking. The content goes beyond discussing the curriculum to consider technology pedagogies, planning, assessment and evaluation. Case studies drawn from Australian primary classrooms and early childhood centres demonstrate the transition from theory to practice. Each chapter is supported by pedagogical reflections, research activities and spotlights, as well as extensive online student resources. Written by Marilyn Fleer, this book presents innovative, engaging and student-centred approaches to integrating technologies in the classroom.

JOURNALS

Cultural-Historical Psychology



"**Cultural-Historical Psychology**" (CHP) is an international scientific journal –original research, previously unpublished archives –of the classics of the Russian psychology are published, theoretical and methodological problems of the Cultural-Historical Scientific School are discussed. The journal is affiliated with the International Society for Cultural Activity Research (ISCAR), recommended by the Higher Attestation Commission (HAC) and included in international databases:

- SCOPUS
- Web of Science Core Collection (ESCI)
- PsycINFO Journals Coverage
- Directory of Open Access Journals (DOAJ)
- European Reference Index for the Humanities

Recently a few special issues have been prepared jointly by MSUPE and the ISCAR.

Web: <https://psyjournals.ru/en/kip>



The “**Vygotsky’s Library**” project – a knowledge base on cultural-historical and activity psychology, which can serve as an effective tool for systematic and comprehensive research, educational and practical activities for the specialists interested in it. The principle of the “Vygotsky’s Library” fund arrangement is reflecting the main provisions of the cultural-historical approach in psychology and education in the content of the materials included in it. The collection materials are assessed by leading specialists in the field, that ensures its high quality. Thus, the “Vygotsky’s Library” project solves the problem of international transfer of scientific knowledge in the field of cultural-historical psychology and the activity approach. “Vygotsky’s Library” is presented both in the online format and in traditional media.

The basis for the “Vygotsky’s Library” project was the unique conditions for the comprehensive support and development of the cultural and historical approach developed at Moscow State University of Psychology and Education (MSUPE).

Within the “Vygotsky’s Library” project, a fund of works consisting of at least 1000 titles of scientific, methodological, scientific, and practical publications as well as media materials to provide educational programs, project activities, and scientific research on the topic of cultural and historical psychology is being created.

INTERESTING PAPERS

May Britt Postholm, Torunn Klemp & Marit M. Nordbotn (2023): Tripartite collaboration in student research and development projects, *Scandinavian Journal of Educational Research*, DOI: 10.1080/00313831.2023.2250371

Engeström, Y., Engeström, R., & Suntio, A. (2023, January). From paralyzing myths to expansive action: Building computer-supported knowledge work into the curriculum from below. In *Computer Support for Collaborative Learning* (pp. 318-324). Routledge.

Engeström, Y., Rantavuori, P., Ruutu, P., & Tapola-Haapala, M. (2023). Finding life beyond the classroom walls: a Change Laboratory supporting expansive de-encapsulation of school. *Éducation et didactique*, 17(17-2), 125-141.

Fleer, M. (2023). The role of imagination in science education in the early years under the conditions of a Conceptual PlayWorld. *Learning, Culture and Social Interaction*, 42, 100753.

Fragkiadaki, G., Fleer, M., & Rai, P. (2023). Science concept formation during infancy, toddlerhood, and early childhood: Developing a scientific motive over time. *Research in Science Education*, 53(2), 275-294.

Hardman, J., & Lilley, W. (2023). iLearn? Investigating dialogical interaction with tablets in mathematics lessons. *Technology, Pedagogy and Education*, 32(3), 321-335.

Hardman, J. (2021). Vygotsky's decolonial pedagogical legacy in the 21st century: back to the future. *Mind, Culture, and Activity*, 28(3), 219-233.

Manikas, M., Leonardos, I., Sotiropoulos, K., & Plakitsi, K. (2023). The species problem in evolution education. *Journal of Mathematics and Science Teacher*, 3(1).

Sannino, A., & Engeström, Y. (2023). In Search of an Experiment: From Vygotsky to Lewin and Dembo and Back to the Future. In *Humanity in Psychology: The Intellectual Legacy of Pina Boggi Cavallo* (pp. 159-177). Cham: Springer International Publishing.

Stetsenko, A. (2023). Radical-transformative agency: Continuities and contrasts with relational agency and implications for education. *Práxis Educativa*, 18.

Stetsenko, A. (2023). The Tasks of Reality and Reality As the Task. *Agency and Transformation: Motives, Mediation, and Motion*, 56.

van Staden, W., & Lotz-Sisitka, H. (2023). E-learning as a mediating tool to support interactive professional learning of teacher educators. *Interactive Learning Environments*, 1-14.

RESEARCH PROJECTS 2023-2024

UNIVERSITY OF CAPE TOWN



Science application for learning/teaching (SALT)

Grant No: 137942

South African students continue to perform extremely poorly on international benchmarking tests of science such as the Trends in International Mathematics and Science Study (TIMSS). Research indicates that there are various reasons underpinning this underperformance such as lack of student motivation to learn science as well as a dearth in teachers' content knowledge in this field. There is significant evidence especially in mathematics research indicating that digital games can have a positive impact on students' engagement with and attainment in, mathematics. We undertook a systematic review of the impact of digital gaming in science and findings indicate that digital games have the potential to impact positively on science learning in elementary schools. The attainment, though, depends on the nature of the game. We have developed an online science game for grade 5, drawing on cultural historical principles of teaching/learning. This app will be piloted in 4 schools in South Africa in 2023 in an after-school science club. The following research questions inform our study:

1. Does a specifically designed app assist children in acquiring science concepts in grade 5?
2. How can an app develop students' reasoning in the absence of traditional pedagogy?
3. How does a decolonial pedagogy impact on students' motives to learn science?

**LABORATORY OF SIENCE EDUCATION AND
EDUCATION FOR SUSTAINABILITY
DEPARTMENT OF EARLY CHILDHOOD
EDUCATION UNIVERSITY OF IOANNINA**

**Cross - border cooperation for energy efficiency using
solar energy / SOLIS**

SOLIS constitutes a common effort between the Municipalities of Preveza and Finiq and the University of Ioannina. The project aspires to showcase the importance of local actions towards RES utilization, enhancement of Energy Efficiency, Technology Transfer capacity assessment, and promotion of Energy Responsible Lifestyles. The funds and the equipment that have come into the Dept. of Early Childhood Education through this project will contribute to the promotion of the environment sustainable transport and public infrastructure.

**Transdisciplinary Approach and Exploitation of
Artifacts of Cultural Legacy and Science Provision of
equipment:**

This project will contribute to the promotion of the environmental and cultural attributes of the region of Epirus as well as the connections with the history of the region. Within this frame research that has already started focuses on the modern methodological framework of Science and the Environment, Nature of Science and Curricula connected with Science and Culture.

FROM THE EDITOR

Thanks to our Dutch colleagues for organizing our next 7th ISCAR congress in Rotterdam. We look forward to seeing everyone there. Just a reminder that you can send me news stories at any time. We are interested in:

1. Reports of recent events
2. New publications
3. Upcoming events
4. Details of initiatives and projects
5. Obituaries of scholars in our field who have recently passed.

You can email content to me at:

Joanne.hardman@uct.ac.za

Best wishes

Joanne Hardman

ISCAR newsletter editor

University of Cape Town, South Africa



ISCAR | International Society
for Cultural-historical
Activity Research