



Stop Press

It is with great sadness that we report the passing of Fernando González Rey on 27th March 2019. Fernando was an inspiration to many of us, whose contribution to our field was outstanding. He will be greatly missed. Below are some words from Adolfo Tanzi.



Cuban, settled in Brazil, Fernando González Rey received a Doctorate in Psychology from the Institute of General and Pedagogic Psychology of Moscow and a Doctorate in Science from the Institute of Psychology of the Academic of Sciences of the Soviet Union. Initially his work was on the subject of the personality, beginning in 1973 in the Institute of General Psychology and Pedagogical of Moscow.

Fernando influenced the movement of critical social psychology in Latin America and deepened his studies in social psychology, contributing on the importance of concepts of subject and subjectivity. His scientific contribution – theoretical epistemological and methodological – resulted in his being awarded the Inter-American Prize of Psychology in 1991.

In pursuit of new theoretical-practical horizons Fernando focused on the Theory of Subjectivity in a cultural-historical perspective. He completed his first book, published in São Paulo and Havana, on Qualitative Epistemology and Subjectivity in 1997. He was the supervisor of several master's and doctoral studies and coordinated the research group on "Subjectivity in health and education".

Fernando González Rey leaves a legacy of publications, theoretical discussions, lectures and classes for future researchers in the area. He was enthusiastic in the deepening of discussions on Vygotsky and his legacy, contributed extensively to the ISCAR Brazil section, and the Society more broadly, and was available to all interested in Cultural-historical research. His passing leaves for all of us a space for reflection and continuity of his arduous work on the epistemological and methodological problems that derive from the study of the subjectivity in the area of Psychology.

Recent events

ISCAR 2019 | Ioannina | "Crisis in Contexts"

The South and Central Europe and Middle East regional event was hosted by the Department of Early Childhood Education (University of Ioannina) and Department of Psychology (University of Crete), 19-24 March 2019 (see [website](#)). There were 175 presenters, 12 symposia, 9 paper sessions and 3 workshops across a diverse program. Thank you Katerina for this detailed report!

Main conference

The opening ceremony was chaired by the Rector of the University of Ioannina, Vice Rector of Academic Affairs, Dean of the School of Education, Mayor of the City of Ioannina, and Professors Manel Luis de la Mata Benitez (1st ISCAR Congress), Sylvie Barma (ISCAR 2017 Québec) and Herculano Campus (ISCAR 2020 Brazil).



Tania Zittoun's (University of Neuchâtel) keynote was on: *Crises in the course of lives, crises in societies: a sociocultural approach*

Lives are constantly changing, and so are societies. Yet some changes seem more disruptive than others, and we tend to call them "crises". Sociocultural psychology of the lifecourse offers us a theoretical frame to study the mutual making of people's courses of life, and their changing social and cultural environment. In this lecture, I examine a series of recent studies showing the relation between crises in life, and crises in the context.

Sylvie Barma (Laval University) spoke on: *Research Partnerships and CHAT as a praxis in the field: giving voice to the emotional experience of participants to understand the expansion of a transformative activity.*

We will share and reflect on issues encountered in a research partnership between our university, the Ministry of Education and a school district. The setting is a top-down science curriculum where most teachers resist engaging in professional development. Giving voice to emotional experiences and documenting expansive resolution of conflicts of motives led us to understand how agency emerges and is key to the transformation of professional development of teachers and other members of the school community.

PhD event

A special focus was given to the new researchers during the pre-conference PhD Day and PhDs' work mostly integrated and getting support from the great scholars throughout the conference.



Doctor *Honoris Causa* awarded to Yrjö Engeström

The University of Ioannina and the Department of Early Childhood Education nominated the distinguished professor [Yrjö Engeström](#), Director of [CRADLE](#) at the University of Helsinki, as a Doctor Honoris Causa.



Katerina Plakitsi, Head of Early Childhood Department, and ISCAR President, signs the Book of Nominations.

Yrjö gave a keynote based on the following abstract:

Expansive learning and concept formation: cycles, germ cells and formative interventions.

Based on cultural-historical activity theory, the theory of expansive learning offers conceptual and methodological instruments for studies of and interventions in learning processes that go beyond the information given, creating new objects and patterns of activity. Initially formulated about 30 years ago, expansive learning theory is in continuous movement as human activities undergo transformations. I introduce the theory and some of its new developments by examining three cases: (1) the case

of elderly home care clients and professional home care workers in Helsinki, learning to foster sustainable physical mobility of the clients; (2) the case of Brazilian indigenous undergraduate student-teachers moving between their indigenous cultures and capitalist market economy, learning mathematical concepts and procedures to manage their scholarship money; (3) the case of the heterogeneous coalition of the Finnish strategy for the eradication of homelessness, learning to replace homelessness with the principles and practices of 'Housing First'. The three cases represent very different temporal and socio-spatial scales of learning. I examine each one of them through three conceptual lenses, namely (a) the cycles of expansive learning accomplished in the case, (b) the 'germ cell' of a new concept generated in the learning process, and (c) the formative interventions involved in supporting the expansive learning process. I conclude by discussing the new potentials and challenges the three cases pose for the theory of expansive learning and for activity theory at large.



Linked events and initiatives

The Rector of the University of Ioannina, Greece and Professor Herculano Ricardo Campos, on behalf of the Rector of the Universidade Federal do Rio Grande do Norte, Natal, Brazil, signed a Protocol of Collaboration.

ISCAR 2019 in local societies – SCIENCE AND SUSTAINABILITY FEST

70 exhibitors from the region of Ioannina and other Greek cities participated in the ISCAR 2019 Science and Sustainability FEST at the Cultural Center of the City of Ioannina. ISCAR is dialectically international and local at the same time. This event included hands on experiments, choirs, and youth coding.



Asia-Pacific 2018 Cultural-historical Activity Research Summer School

The AARE/ISCAR Cultural-historical Activity Research Summer School was held 6-11 December 2018 in Lawson, Australia. This report is gratefully received from the organisers, John Cripps Clark (Deakin), Jenny Martin (ACU), Judy MacCallum (Murdoch).



The Summer School involved five days of intense learning and thinking on Vygotsky's writings, Cultural Historical, Sociocultural and Activity Theories. All delegates presented on their work and attended a workshops, seminars, reading groups, and individual consultations. We ranged across: Vygotsky's *Problem of Age*, dialectical thinking, data analysis, deep reading, experimental-genetic method, expansive learning, critical literature reviewing, *perezhivanie*, the student voice, the grammar of agency... and much, much more.

There was a dynamic mix of doctoral students, early-career researchers and professors from Korea, Chile, New Zealand, Indonesia, China, Saudi Arabia, Sweden and even Australia. We were privileged to have David Kellogg from Sangmyung University, Seoul who, in collaboration with a team of teachers in Seoul has been translating Vygotsky into Korean. David guided us through Vygotsky's pedagogy ("six crises and five stable periods"). Nicolai Veresov provided his usual deep scholarship and rigor on the archaeology of the various schools of post Vygotskian research. Joce Nuttal was a powerful advocate for CHAT in the face of the Vygotskians, and a wise guide through data analysis. Peter Renshaw, Judy MacCallum and Jenny Martin provided wonderful balance and insights as did all participants who shared their research, knowledge and experience.

There were titanic clashes over how to accurately translate what Vygotsky wrote, whether Vygotsky could be applied to adult development, and, as always, what on earth *perezhevanie* actually means: Nicolai and David citing chapter and verse. We relaxed over Anzac biscuits, fruit, wine, and cheese; had afternoon walks through the sandstone gorges, waterfalls, and bush of the Blue Mountains National Park. Time was afforded to building relationships and individual consultations. Thank you to all the participants for an enriching experience of learning and growth.

New website from partner journal

Mind, Culture, and Activity, one of the key journals in our field, is a partner of ISCAR. In an exciting initiative, the MCA team has launched the [Cultural Praxis](#) website.



The site designed to increase the journal's usefulness to all interested in cultural-historical, activity-grounded approaches to human learning and development. The hope is that Cultural Praxis will be a place to make announcements about relevant topics, share resources like syllabi and conferences, mention your new book (with links to reviews), post interviews with interesting people, share resources such as organisation and affiliations, and more. The aim is to raise the profile of MCA, generate interest in our field and provide general information on CHAT approaches.

Book series and call for book proposals

The **Bloomsbury Transitions in Childhood and Youth** series brings together books that explore empirical research and theoretical discussion on the themes of childhood and youth transitions. All books in the series take a broad cultural-historical approach to transitions across a range of contexts and countries in order to make an important contribution to better understanding transitions globally.



New series: call for proposals

TRANSITIONS IN CHILDHOOD AND YOUTH

Two books in this series, edited by ISCAR members are featured below. If you would like propose a contribution please contact series editors [Megan Adams](#), [Marilyn Flear](#), or [Mariane Hedegaard](#).

Future events

3rd International Winter School | “The Method of Imagination: Decolonization of Imagination”

University of Sydney, 2-5 December 2019



The Centre for Cultural Psychology at Aalborg University and the University of Sydney invite PhD students and early career researchers to this three-day event. 20 places only!

Organised by Luta Tateo (Aalborg), Paul Rhodes (Sydney) and Pina Marsico (Salerno), the event will include theoretical discussion, field works, and collective writing sessions, exploring the dynamics of voicing, silencing, ventriloquising and speaking on behalf. Participants will be able to interact closely with the organisers as well as Omid Tophigian (American University of Cairo) and Cynthia Langtiw (Chicago School of Professional Psychology).

See the [event website](#). Email queries to [Luca](#). Why not come to the ProPEL conference in Sydney straight afterwards?! (See below)

8th ISCAR Summer University for PhD students | Cultural-historical psychology: Interdisciplinary research perspectives & social practices

Moscow, July 2019

Natalya Baykkovskaya and the organising team invite PhD researchers and early career researchers the Summer University, hosted by Moscow State University of Psychology & Education.



The event provides a broad introduction to theory and practice of research in the field of development and education with a focus on the cultural-historical psychology and activity approach (eg. Vygotsky, Leont'ev, Luriya). It will cover methodology, scientific research and communication in education, and theoretical and experimental research in learning and development. It will also support participants on issues relating to academic careers. There will be lecturers, opportunities for participants to present on current research, group discussions, problem-oriented workshops, and individual consultations.

See the [website](#) for information about the application process. Email queries to the organising team summer.university.msupe@gmail.com.

Activity Theory in Practice | Swedish Summer School

University West (Trollhättan, Sweden), 17-30 June and 29 July – 11 August



Kristina Johansson invites Masters and PhD students to this Summer School – see the [website](#) or [email Kristina](#) for more info. Students meet at University West from 25-28 June, and at other time focus on individual work.

The activity theory summer school will provide PhD students with knowledge and competences to design and conduct interventions in organisations and communities. Both core concepts and emergent views on activity theory will be explored within the summer school.

Instructors will include Clay Spinuzzi (University of Texas at Austin), David Allen (Leeds), Annalisa Sannino (Tampere), Stan Karanasios (RMIT), Yrjö Engeström (Helsinki) and Kristina Johansson (University West).

4th International ProPEL conference

Sydney, 8-11 December

This conference on Professional Practice, Education and Learning draws scholars from a range of countries, disciplines and theoretical orientations.



The theme of this year's event is Provocations and Possibilities, shining a light on unspoken, unseen, unasked and intangible aspects of professional practice, learning and education. Cultural-historical and activity theory research has been well represented at previous ProPEL conferences as ISCAR members are warmly invited. Abstract submissions close soon, and there are limited scholarships available for PhD students. For information see the [ProPEL website](#) or [email the organising team](#). Why not also attend the Winter school in Sydney the week before?! (See above)

AMEE 2019 | International Association for Medical Education

Vienna, 24-28 August 2019

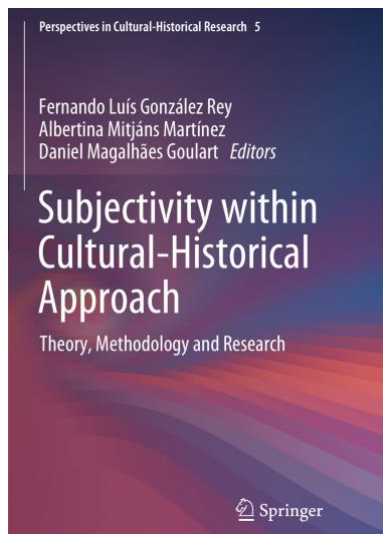
Registrations to attend the conference are still open. 'Activity theory and the facilitation of learning' is one of the highlighted conference themes, and Yrjö Engeström is giving a plenary talk titled 'Medical work and learning in transition: Toward collaborative and transformative expertise'. See the [AMEE website](#) for details.

Publications by ISCAR members

Books

Subjectivity within Cultural-Historical Approach

(González Rey, Mitjás Martínez, Magalhães Goulart [Eds], Springer Press)

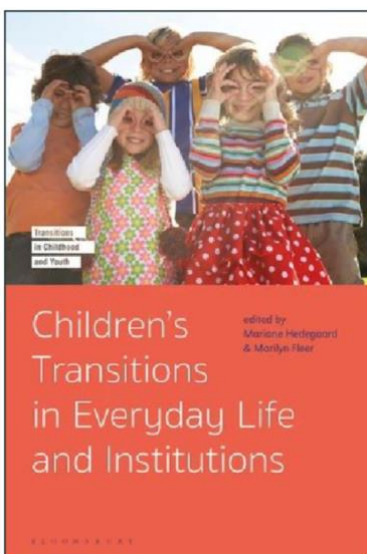


This book offers a theoretical and epistemological-methodological framework as an alternative approach to the instrumental-descriptive methodology that has prevailed in psychology to date. It discusses the differences between the proposed approach and other theoretical and methodological positions, such as

discourse analysis, phenomenology and hermeneutics. Further, it puts forward a proposal that allows the demands of studying subjectivity to be addressed from a cultural-historical standpoint. It highlights case studies that have been conducted in various countries, and which employ or depart from the theoretical, epistemological and methodological proposals that guide this book. The volume includes chapters by the editors and several ISCAR members including Nikolai Veresov, Marilyn Fler (and others!).

Children's Transitions in Everyday Life and Institutions

(Hedegaard & Fler [Eds], Bloomsbury)



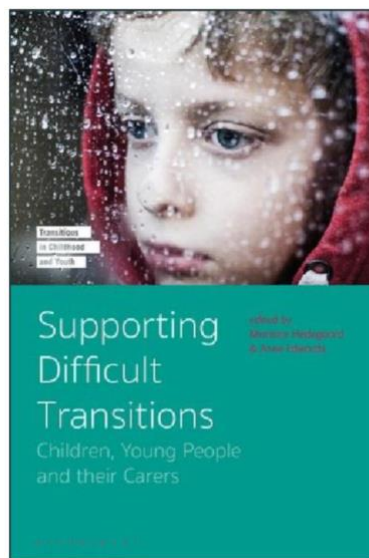
Written by international contributors and featuring case studies from diverse educational settings in Australia, Denmark, Spain, Sweden and the USA, this is the first in early childhood and youth studies to draw on Vygotsky's cultural-historical theory to give insights into transitions in childhood, what they are and how they are experienced.

Transitions are explored holistically so the chapters not only focus on the person transitioning but also the institutions in which the person is transitioning from and to, with a focus on schools and daycare. The contributors

look at how societal values and policies impact these transitions and comparison are drawn between international settings. The book includes chapters on expatriate families, immigrant children, home-school transitions, the role of play and communities. Through interviews, case studies and the analysis of empirical material from fieldwork, *Children's Transitions in Everyday Life and Institutions* reflects on the best ways to engage children so that they may emerge as competent actors in their new settings and transition well.

Supporting Difficult Transitions: Children, Young People and their Carers

(Hedegaard & Edwards [Eds], Bloomsbury)



International contributors discuss examples of transitions that are problematic for children, young people and their carers. Focusing on potentially vulnerable children, the transitions include: starting school, changing schools, starting work, entering a new culture or a culture that has been changed by a traumatic event.

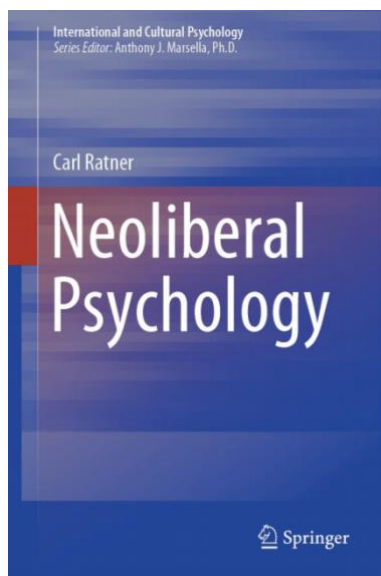
The book will be useful to practitioners involved in supporting children and their carers as they make these moves; students and course tutors in the caring professions; researchers; and policy makers and those who implement policy for children and young people. The different case examples are given coherence by drawing on cultural-historical approaches to how people move between practices. Particular attention is paid to how practitioners can build shared understandings of what matters for children and young people and for the institutions they are entering. These understandings become a resource to strengthen collaborations between practitioners or between practitioners and the children and their carers, as they support entry into new practices.

PTO for more ISCAR member publications!



ISCAR | International Society
for Cultural-historical
Activity Research

Neoliberal Psychology (Ratner, Springer Press)



This provocative monograph defines the elusive concept of neoliberal psychology, focusing on its form, content, and cultural contexts and establishing it as a core feature of modern society. Its cross-cultural analysis examines neoliberal psychology in the globalized world, asserting that neoliberalism influences individuals' sense of self, identity, and—regardless of country of origin—

concept of nationality.

Macro cultural psychological theory opens out neoliberal psychology in its most visible aspects, such as work life, sexuality, and the shared vision of the good life. At the same time, the author identifies profound social inequities and other negative aspects of neoliberal society and discusses how they may be corrected.

Cultural-Historical Activity Theory and Science Education: A new Dimension in STEAM Education

(Plakitsi, Stamoulis, Theodoraki, Kolokouri, Nanni, Kornelaki)

The @fise research group of the University of Ioannina, Greece announces the latest in the Socio-cultural Dialogues in STEAM Education series (published in Greek, [contact Katerina](#) if you would like more details)

The book highlights the development of a new methodological framework for Science Education, focusing on the transition to the 4th generation of CHAT, as it was developed from Vygotsky, Leontiev and Engeström. Furthermore, STEAM Education is proposed as a basis in order to foster inquiring minds, transformative thought and logical reasoning within a multidimensional context. Chapters present theoretical dialogues about the evolution of CHAT and the connections with education, Expansive Learning activities in electromagnetism for primary school, Science Education activities and a Science Education curriculum with cartoons for the early grades, a teachers' training Biology course designed in moodle and a Science Education program developed in an archaeological museum. This collaborative work prepares the ground upon which a new field in Science education will allow us to capture the complexity of science teaching and learning as it occurs in and out of school environments.

Journal Special Issue

Jones, P E (Ed) (2018) Karl Marx and the language sciences: critical encounters. *Language Sciences*, Volume 70. Available [online](#). Includes contributions from Peter Jones, David Kellogg, Jeremy Sawyer, Anna Stetsenko and many others.

Journal articles

Quiñones G, Ridgway A, & Li L (2019) Developing a drama pedagogy for toddler education. *Journal of Early Childhood Research*, doi: [10.1177/1476718X18823235](https://doi.org/10.1177/1476718X18823235)

This article examines how an educator develops a drama pedagogy through the course of her dramatic interactions with three toddlers. A cultural-historical approach was used to explore the concepts of dramatic interactions and dimensions of drama pedagogy. Visual research methodology involved video observations and a reflective interview with the educator. A case example uses an everyday moment that took place in an Australian childcare centre. This is discussed to show how drama pedagogy unfolds to support toddlers' learning and development. The case example occurs in a special space known as the neighbourhood space. A drama pedagogy has been conceptualised through three dimensions: a space that has dramatic qualities, interactions and narratives. These foster an inquiry stance in toddlers. It is argued that drama pedagogy is an intentional pedagogical approach to engage toddlers in the neighbourhood space. This article gives focus to an educator who embraces a dramatic conversation style we call dialogue commentary.

Quiñones G, Li L, & Ridgway A (2018) Collaborative forum: An affective space for infant-toddler educators' collective reflections. *Australasian Journal of Early Childhood* 43(3) [online](#)

A growing international movement to improve the quality of education and care for infants and toddlers is prevalent in the current research agenda. However, recent research on infant-toddler education is yet to provide a holistic view of the specialised practices for this age group. Drawing upon Vygotsky's cultural-historical theory, a holistic view is used to investigate collective reflection in order to transform educators' professional practices. Data consisted of video observations of educators' practices and three collaborative forums. Participants included six educators who worked in three long day care centres. The collaborative forums aimed for collective reflections, and educators were positioned as agents of change. Findings revealed challenges in practice and educators' motivational systems—their aspirations for their work were important for improving practice. Collaborative forums offered an affective space for educators' collective reflections. Implications show that when thinking occurs collectively, educators are able to reflect on their emotions and aspirations for the education of infants and toddlers.

Addendum: Gloria, Liang and Avis co-presented at AJEC 2019 Research Symposium held at Australian Catholic University campus, Melbourne (14-15 Feb). The Research Symposium titled "Multiplicity: Exploring multiple perspectives, agendas and methodologies in early childhood research" brought together international early childhood researchers in roundtable presentations. Gloria Avis and Liang expanded their infant toddler research by paying attention to educators of infant toddlers. Their presentation: "*Mapping promises: multiplicity of improvised expansive agendas for infant toddler research*" provoked a stimulating dialogue.

Shvarts A & Bakker A (2019) The early history of the scaffolding metaphor: Bernstein, Luria, Vygotsky, and before. *Mind, Culture, and Activity*, doi: [10.1080/10749039.2019.1574306](https://doi.org/10.1080/10749039.2019.1574306)

Given the growing interest in the scaffolding process, it is worthwhile to address competing accounts about the origin of this term. The concept was empirically introduced by Wood, Bruner, and Ross in 1976 and has often been associated with the "zone of proximal development" in the writing of L.S. Vygotsky. We trace the origins of it in instances of the term being used by Nikolai Bernstein and Alexander Luria, as well as in Vygotsky's notebooks. Our historical search helps to highlight the theoretical connection between this metaphor and the teaching/learning versus development opposition, and its relation to motor control development.

Jones P E (in press) "Some strange version of Marxism": the Chomsky-Luria exchange. *Theory and Struggle*.

Book chapters

Jones, P E (2019) 'Vygotsky and Marx: re-setting the relationship', in A Yasnitsky(Ed) [Questioning Vygotsky's Legacy: Scientific Psychology or Heroic Cult](#). London: Routledge: 22-42.

Other publications

Jones P E (2018) 'Gaining perspective on Chomsky's linguistics', *openDemocracy*, [online](#).

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Connecting with members



[Mary Coupland](#) (UTS) and [Paul Hernandez Martinez](#) (Swinburne) are keen to connect with other ISCAR members interested in using CHAT in mathematics education research.

As they are based in Australia, they are especially eager to meet (in person or virtually!) others from the Asia-Pacific region, but all members are welcome to get in touch!



Regional emails

It has been brought to the Executive's attention that new ISCAR members might not automatically be added to their relevant regional email list. If you have not heard from your regional coordinator and think you might not be on the list, please contact your coordinator.

Editor's note

I hope you have enjoyed the first ISCAR Newsletter of 2019! Thank you to all the members who have sent material for inclusion. As always, please remember to keep your ISCAR membership renewed – even more important now as we approach the run-up to the 2020 Congress. And please [send me items](#) for inclusion in the next newsletter – new publications, new projects, reports on recent events, notice about future events.

The news of Fernando's passing reached us just before finalisation of this Newsletter. Our plan is to dedicate a significant part of the next Newsletter to a full tribute that reflects both his contribution to the field, and what members wish to share, remember and reflect about Fernando. Please do consider sending something for our tribute in whatever form you feel comfortable.

I am happy to receive material at any time – you don't have to wait for an email asking for it. Members will receive an email with notice of the deadline for inclusion in the next Newsletter.

Until then

Nick Hopwood
University of Technology Sydney

