

# ISCAR NEWSLETTER 2022: No. 2

## WELCOME...

To the second ISCAR newsletter for 2022. 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 2022

#### CHACDOC CONFERENCE

**Zone of proximal development, Care and Social Sustainability in children's development  
2 - 4 October 2022 in the Copenhagen area**

#### Organizers:

**Ditte Winther-Lindqvist, associate professor, Aarhus University and UNESCO chair  
Louise Böttcher, associate professor Aarhus University**

**Marilyn Fleer, Honorary professor at Danish School of Education, Aarhus University  
Mariane Hedegaard, professor emerita, Copenhagen University**



## About CHACDOC: CULTURAL-HISTORICAL APPROACHES TO CHILDREN'S DEVELOPMENT AND CHILDHOOD

The purpose of this section is to create a forum for researchers who are interested in developmental psychology and childhood, with a special focus on using activity theory and the cultural-historical research approach as a way to unite these two opposing approaches to the study of 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.



### CHACDOC 2022 Conference: Zone of proximal development, Care and Social Sustainability in children's development.

The concept of sustainability is topical in many societal discussions. Across the different contributions, we invite to an exploration of whether and how the concept can contribute relevantly to conceptual development within the cultural-historical framework with relation to care and development. How can we understand the concept of sustainability in relation the social situation of development? How can we explore and theoretically specify sustainability as a concept, for example in relation to child care, the zone of proximal development for children and practices for supporting atypical development? The purpose of the conference is to explore and elaborate our understanding of sustainability, care and the zone of proximal development through inspiring presentations and discussions.



Several themes resonated strongly and have provoked the beginning of what is certain to be ongoing conversations. These included the consideration and application of the child's perspective and, sustainability and the collective. Furthermore, we have been urged to think diligently about care in relation to education, self, others, and the world whilst also looking at the value of care in contemporary environments. Some interesting questions were posed to challenge our thinking and to explore how we look at familiar concepts in progressive ways.

We are so grateful to Marianne Hedegaard, Louise Bottcher, Ditte Winther-Lindqvist and Marilyn Fleer for organising this excellent conference.

We would like to extend a big thank you to Ditte for her kind gesture and the time she spent showing us the Kronborg Castle on arrival. We must also thank Marianne hugely for encouraging everyone to dance to the jazz band- no one was left sitting! We consider these wonderful social moments an added bonus to an extremely fulfilling and memorable academic conference.



**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.

**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.

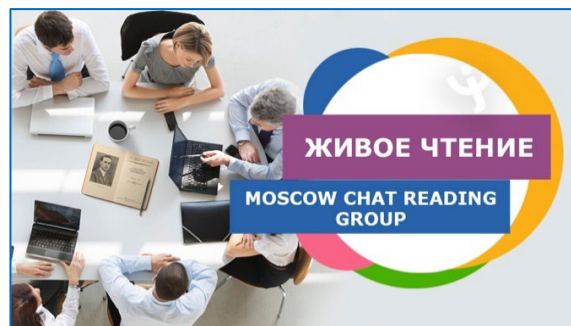
The main goals of the Chair embrace: dissemination of the ideas of the Cultural-Historical Psychology and Activity Approach, organization of research in the framework of the Cultural-Historical scientific tradition, and training of experts in the field of childhood and child development.

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>

#### CHAT READING GROUP

## "Key Concepts from Cultural-Historical Activity Theory (CHAT)" - Academic year 2022-2023

**Lead:** Professor Annalisa Sannino

December 16: CONTRADICTIONS  
Fábio Nogueira and Irina Moriyama, University of São Paulo  
8:00-10:00 (Time in São Paulo)/  
14:00-16:00 (time in Tampere/Helsinki)

January 18: TRANSFORMATIVE AGENCY AND THE ROLE OF THE RESEARCHER  
Viviana Hojman Ancelovici and Pilar Valenzuela, Universidad del Desarrollo, Santiago  
11:00-13:00 (time in Santiago)/  
18:00-20:00 (time in Tampere/Helsinki)

February 15: ETHICAL-POLITICAL EXPANSION OF THE OBJECT OF ACTIVITY  
Heila Lotz-Sisitka, Rhodes University, Makhanda  
16:00-18:00 (time in Makhanda)/  
16:00-18:00 (time in Tampere/Helsinki)

March 23: THE GERM CELL FROM HEGEL THROUGH MARX  
Joanne Hardman, University of Cape Town, South Africa  
13:00-15:00 (time in Cape Town)/  
16:00-18:00 (time in Tampere/Helsinki)

19 April 2023: HISTORICITY  
Monica Egelström and Maria Spante, University West, Trollhättan  
15:00-17:00 (time in Trollhättan)/  
16:00-18:00 (time in Tampere/Helsinki)

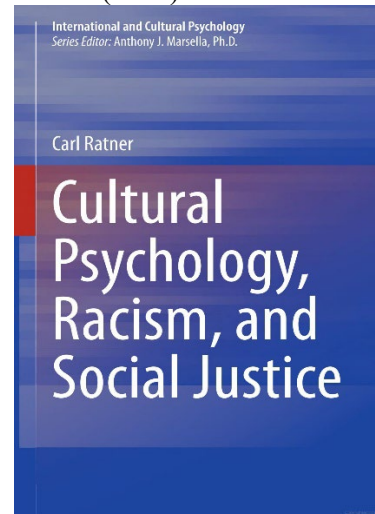
May 11: EXPANSIVE LEARNING  
Laura Seppänen, Riikka Ruotsala & Heli Clottes Heikkilä, Finnish Institute of Occupational Health, Helsinki/Tampere  
13:00-15.00 (time in Tampere/Helsinki)

June 6: ACTIVISM AND TRANS/FORMATIVE METHODOLOGY IN CHAT  
Anna Stetsenko, The Graduate Center of The City University of New York  
10:00-12:00 (time in New York)/

## RECENTLY PUBLISHED WORK

Skerrett, A., & Smagorinsky, P. (in press). **Keeping it 100: Making school real in times of crisis, and other times too.** Thousand Oaks, CA: Corwin.

**Book title:** Cultural Psychology, Racism, and Social Justice (2022)



**Carl Ratner**

Institute for Cultural Research & Education  
Trinidad  
California, USA

[www.sonic.net/~cr2](http://www.sonic.net/~cr2)

This book utilizes cultural psychology as a cultural theory and psychological theory capable of explaining and improving social issues. In particular Vygotsky's cultural-historical Psychology, and Ratner's macro-cultural Psychology are invoked to explain racism and mitigate it. This explanation of, and solution to, racism are utilized as a framework for analyzing and refining contemporary movements for racial justice.

Among the topics discussed:

- Macro cultural psychology and Vygotsky's Marxist cultural-historical psychology
- Differentiating psychological racism from economic racism
- Historical examples of racism during American slavery which reveal their cultural and psychological features
- Cultural-psychological analysis and refinement of Black Lives Matter, racial capitalism, intersectionism, and Ta Ne Hishi Coates' work

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Chapter 1: How Can Scientific Psychology Contribute to Social and Psychological Emancipation?

Chapter 2: Introduction: The Science-Emancipation Dialectic or Mobius Strip

Section One: Macro Cultural Psychological Theory

Chapter 3: The Scientific Theory of Macro Cultural Psychology

Chapter 4: The Emancipatory Character of Macro Cultural Psychology and The Conservative Character of Alternative Approaches to Cultural Psychology

Section Two: Macro Cultural Psychology of Racist Psychology

Chapter 5: Racist Psychology and Racism As Macro-Cultural Phenomena

Chapter 6: Racist Psychology, Slavery, Capitalism

Section Three: Social Justice Movements Against Racism: Intellectual and Political Conundrums

Chapter 7: Fetishizing Racism, Racist Psychology, Race, Inequality and Equality

Chapter 8: Political Errors in Racial Social Justice Movements

### About the Author:

**Dr. Carl Ratner** is an international figure in cultural psychology. He has written extensively on the theory and methodology of cultural psychology. His work focuses upon concrete features of culture, especially their political-economic interests and structure. He emphasizes the political nature of psychology that embodies and reproduces culture. He has explained these issues in analyses of varied psychological phenomena including emotions, child development, cognition, perception, sexuality, gender, memory, mental illness and literacy. Ratner has applied cultural psychology to social-political

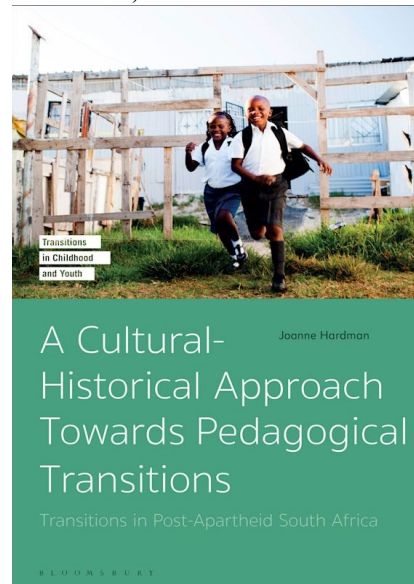
issues of our time. These include multiculturalism, postmodernism, social constructionism, neoliberalism. His work utilizes analyses of culture and psychology to identify more fulfilling cultural organization and psychological activity. In this regard he has written about cooperatives and cooperation as an alternative culture and psychology. Ratner has worked academically for extended periods in China, Saudi Arabia, England, and India.

### A Cultural-Historical Approach Towards Pedagogical Transitions

**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).

## SPECIAL ISSUES

### *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 **“Vygotzky’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 “Vygotzky’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 “Vygotzky’s Library” project solves the problem of international transfer of scientific knowledge in the field of cultural-historical psychology and the activity approach. “Vygotzky’s Library” is presented both in the online format and in traditional media.

The basis for the “Vygotzky’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 “Vygotzky’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.

**UNIVERSITY OF CAPE TOWN**



3. How does a decolonial pedagogy impact on students' motives to learn science?

**LABORATORY OF SCIENCE 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 7<sup>th</sup> 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.

**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?

You can email content to me at:

[Joanne.hardman@uct.ac.za](mailto:Joanne.hardman@uct.ac.za)

Best wishes

Joanne Hardman

ISCAR newsletter editor

University of Cape Town, South Africa



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