



ISCAR | International Society
for Cultural-historical
Activity Research

Featuring Day Two!

ISCAR NEWS
Volume 14, Issue 3, July 2017

Special Issue - Congress 2017

 Registered Attendees



Over 400 registered delegates (July 27th, 2017)

*Taking a 360° view of the landscape of
cultural-historical activity research:
The state of our scholarship in practice*

5th International Congress, August 28th - September 1st 2017
Quebec, Canada
<http://www.iscar17.ulaval.ca>

Day Two (August 30th) - A very interactive day!

Thematic Section Meetings

SOCIOCULTURAL APPROACHES TO SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS EDUCATION (STEM)

Contact: [Sylvie Barma](#)

CULTURAL-HISTORICAL APPROACHES TO CHILDREN'S DEVELOPMENT AND CHILDHOOD

Contact: [Mariane Hedegaard](#)

ACTIVITY-THEORETICAL ACTIVITY INFORMATION DESIGN

Contact: [Steve Harris](#)

CULTURAL FUNCTIONAL NEUROPSYCHOLOGY

Contact: [Fran Hagstrom](#)

DIALECTICAL PSYCHOLOGY

Contact: [Alexander Surmava](#)

Regional Section Meetings

Australia, China, India, Indonesia, Hong Kong, Japan, Korea, Malaysia, New Zealand, Pakistan, Singapore, Vietnam, Taiwan, Thailand Coordinator: [Nikolay Veresov](#)

Canada, United States Coordinator: [Thérèse Laferrière](#)

Caribbean, Central America, South America (except Brazil), Mexico, Chile, Colombia, Uruguay, Puerto Rico, Argentina Coordinator: [Rebeca Mejía-Arauz](#)

Denmark, Iceland, Norway, Sweden, Finland, Poland, Latvia, Lithuania, Estonia
Coordinator: [Mariane Hedegaard](#)

Germany, The Netherlands, Austria Coordinator: [Martijn van Schaik](#)

United Kingdom, Ireland Coordinator: [Malcolm Reed](#)

Russia, Belorussia, Kazakhstan, Ukraine, Azerbaijan, Tajikistan Coordinator: [Viktor Zaretsky](#)

Spain, Portugal, France, Italy, Switzerland, Serbia, Balkan countries, Luxemburg, Greece, Turkey, Cyprus, Saudi Arabia, Iran, Afghanistan, Israel Coordinator: [Manolis Dafermos](#)

Brazil Coordinator: [Andre Machado Rodrigues](#)

Ghana, South Africa and other African countries Coordinator: [Mohammed-Aminu Sanda](#)

POSTERS

PRESENTED DURING THE POSTER SESSION -
WEDNESDAY, AUG. 30th, 11h00-12h00

Neurodevelopment of babies promoted by orientations given to caregivers (154)

Carla Anauate (*Pontifícia Universidade Católica de São Paulo*), Edna Maria Peters Kahhale (*Pontifícia Universidade Católica de São Paulo/Brazil*)

The contributions of the cultural-historical perspective to research on the development of scientific concepts by students with intellectual disabilities (104)

Maria Inês Bacellar Monteiro (*Universidade Metodista de Piracicaba*), Glaucia Uliana Pinto (*Universidade Metodista de Piracicaba*), Ana Paula de Freitas (*Universidade São Francisco*)

Conservationist discourse in zoos: contributions from historical-cultural perspective (279)

Alessandra Bizerra (*University of São Paulo*), Helen Akemi Nomura (*Secretaria Estadual de Educação/SP*), Thiago Merissi (*Secretaria Estadual de Educação/SP*)

L.S. Vygotsky methodology as a way of solving the problem of creativity and giftedness (389)

Diana Bogoyavlenskaya (*Institute of Psychology of the Russian Education Academy*), Liubov Kotlyarova (*All-Russian State University of Justice*)

The use of blogs, Skype and authentic tasks in the modern language classroom (091)

Sara Bruun (*Höörskommun Ringsjöskolan (Höörsk, Sweden)*)

The subject, equal participation and practice: an analysis from a cultural-historical perspective (265)

Yara Lucia Mazziotti Bulgacov (*Universidade Positivo*), Raquel Dorigan de Matos (*Universidade Estadual do Centro-Oeste - Unicentro*), Jucelia Appio (*Universidade Estadual do Oeste do Paraná - Unioeste*), Sieglinde Kindl Cunha (*Universidade Tuiuti do Paraná - UTP*), Liliane Canopf (*Universidade Tecnológica Federal do Paraná - UTFPR*)

Drug addiction view from the perspective of the Theory of Subjectivity: giving a new meaning to the human aspects of addiction (231)

Thamiris Caixeta (*University Center of Brasília (UniCeub)*), Fernando González Rey (*University Center of Brasília (UniCeub)*), Valéria Mori (*University Center of Brasília (UniCeub)*)

Emotion in practice: researching from a cultural-historical perspective (081)

Liliane Canopf (*Universidade Tecnológica Federal do Paraná - UTFPR*), Jucelia Appio (*Universidade Estadual do Oeste do Paraná - Unioeste*), Raquel Dorigan de Matos (*Universidade Estadual do Centro-Oeste - Unicentro*), Yara Lucia Mazziotti Bulgacov (*Universidade Positivo*), Denise de Camargo (*Universidade Federal do Paraná e Universidade Tuiuti do Paraná*), Sieglinde Kindl Cunha (*Universidade Tuiuti do Paraná - UTP*)

Observing Mexican children's agency in a non-school environment (196)

Diego Carrandi (*Western Institute of High Technology and Education (ITESO) (Zapopan, Mexico)*)

From darkness to light: gender relations and continuous discovery of sexuality through selfknowledge (188)

William Martins de Carvalho (*Marília University (UNIMAR, Marília, Brazil)*), Talita Vendrame de Oliveira (*Pontifícia Universidade Católica de São Paulo*), Karla Cristina Rocha Ribeiro (*Marília University (UNIMAR, Marília, Brazil)*)

The formation of environmental educators: a study of knowledge appropriation procedures and concept development in school context (215)

Lorena Costa (*Instituto Federal de Educação, Ciência e Tecnologia de Goiás*), Agustina Echeverría (*Universidade Federal de Goiás*), Cristiano Aparecido da Costa (*Instituto Federal de Goiás*)

Affectivity in the classroom: how teacher-learner emotional bond interferes in development (400)

Daniele Gazzotti (*Universidade de São Paulo (USP)*)

Body representation in a relationship infidelity site (156)

Talitha Guenka (*Pontifícia Universidade Católica de São Paulo*), Edna Maria Peters Kahhale (*Pontifícia Universidade Católica de São Paulo*), Mae Nascimento (*Pontifícia Universidade Católica de São Paulo*), Mariangela Donice (*Pontifícia Universidade Católica de São Paulo*), Maria Luiza Pignini Santiago Pereira (*Pontifícia Universidade Católica de São Paulo*), Leslie Maciel (*Pontifícia Universidade Católica de São Paulo*), M Manuela Nacamumbo (*Pontifícia Universidade Católica de São Paulo*)

Meaning and sense of the work of teachers and psychic illness (056)

Marilda Gonçalves Dias Facci (*Universidade Estadual de Maringá (UEM)*)

The Vygotskian concept of mediating activity and the educational production of needs (086)

Elaine Duarte (*Universidade Estadual de Campinas (UNICAMP)*), Newton Duarte (*Universidade Estadual Paulista*)

The role of children's play in teaching-learning of English language (303)

Regina Estolho (*Pontifícia Universidade Católica de São Paulo*)

Cognitive psychology of activity: Cultural-historical activity constructivism in the studies of consciousness and cognition (390)

Maria Falikman (*Lomonosov Moscow State University*), Alexander Asmolov (*Lomonosov Moscow State University*)

Family relationships for HIV patients (149)

Maria Irene Ferreira Lima Neta (*Pontifical Catholic University of São Paulo (PUC/SP)*), Edna Maria Peters Kahhale (*Pontifical Catholic University of São Paulo (PUC/SP)*)

Collaborative work in the context of the education observatory project – Obeduc: reflecting on the role of the other in the elaboration of teacher knowledge (096)

Ana Paula de Freitas (*Universidade São Francisco*), Adair Mendes Nacarato (*Universidade São Francisco*), Daniela Dias dos Anjos (*Universidade São Francisco*)

Activity theory as a framework for analyze of Masterclass hands on particle physics (310)

Fernanda Gomes (*University of São Paulo*), Cristiano Mattos (*University of São Paulo*), André Machado Rodrigues (*University of São Paulo*)

Development of authoring and agency in early childhood through play (345)

Pi-Chun Grace Ho (*The Graduate Center, City University of New York*)

A proposal for research on children's own projects (323)

Jaakko Hilppö (*Northwestern University*)

Teachers' situative impromptu thinking during collaborative small-group learning (092)

Tomonori Ichiyanagi (*Niigata University*)

Subjectivity on the Internet highlighting sexuality dimension (155)

Gustavo Kazuo (*Monash University*), Edna Maria Peters Kahhale (*Pontifícia Universidade Católica de São Paulo/Brazil*), Felipe Almada (*Pontifícia Universidade Católica de São Paulo/Brazil*), Felipe Almada (*Pontifícia Universidade Católica de São Paulo*), M Carolina Silva (*Pontifícia Universidade Católica de São Paulo*), Irene Zerbini (*Pontifícia Universidade Católica de São Paulo*), Jeferson Montrezol (*Pontifícia Universidade Católica de São Paulo*)

Teacher candidates' enactment of a technology-enhanced literacy curriculum: A CHAT lens (144)

Mi Song Kim (*University of Western Ontario*)

Relationships of exchange among various stakeholders in welfare service corporations' entrepreneurial activities (159)

Ryota Kitamoto (*Graduate School of Comprehensive Human Sciences, University of Tsukuba*)

Community-based design research in local health care system (047)

Toshitake Komazaki (*Tokyo Healthcare University*)

Playground as a cultural artefact and tool of children's development (425)

Inna Kotliar-Korepanova (*Dubna International University for Nature, Society and Man*), Maria Sokolova (*Moscow State University of Psychology and Education*), Elena Sheina (*Moscow State University of Psychology and Education*)

Cultural-historical approaches to graduate teaching assistant preparation, instruction, and identity (268)

Bruce Kovanen (*University of Illinois at Urbana-Champaign*)

Frustrating but worth it - Implementing formative assessment into a Grade 8 classroom (348)

Carla Kronberg (*Manzanilla Secondary School*)

Treading a Tightrope - balancing the formative and summative purposes of assessment in a unit test (347)

Carla Kronberg (*Manzanilla Secondary School*)

The challenges for conceptual learning: Examining the role of teachers' 'subject positioning' for creating conditions for children's development at group-time (283)

Rebecca Lewis (*Monash University*), Marilyn Fleer (*Monash University*)

Retrieving memories and analyzing narratives from the socio-cultural approach in a community of Mexico (419)

Miguel Angel Martínez (*Universidad Nacional Autónoma de México*), Ana Elena Del Bosque (*National University of Mexico*)

The group as a source of development: rethinking professional development in educational field through a collaborative perspective (058)

Fabiana M.B. Nasciutti (*State University of Campinas - UNICAMP*), Ana Maria Falcão de Aragão (*State University of Campinas - UNICAMP*), Nikolai Veresov (*Monash University, Australia*)

How play can be distinguished from art in children's activities in the early childhood education: In the case of an art workshop (317)

Saki Noguchi (*Waseda University*), Kiyotaka Miyazaki (*Waseda University*)

Can do? Does do? Understanding children with down syndrome's responses to the development of an app. (399)

Jill Porter (*University of Reading*)

Culture and resilience in combat situation (186)

Maria Luiza Pigni Santiago Pereira (*Pontifícia Universidade Católica de São Paulo*)

The importance of the Songbook for the morale of troops in combat situations – the experience of the first group of Brazil's fighter aviation (187)

Maria Luiza Pigni Santiago Pereira (*Pontifícia Universidade Católica de São Paulo*)

My answer to this has already changed: How two novice English teachers understand the teaching profession (192)

April Poindexter (*Georgia State University*), Michelle Zoss (*Georgia State University*), Sarah Klein (*Georgia State University*)

Methodological challenges associated with "life histories" in cultural-historical approach (229)

Renata Pojar (*University of São Paulo*), André Machado Rodrigues (*University of São Paulo*), Rodolpho Leite (*University of São Paulo*)

Ideas of H. Werner and L. Vygotsky as a basis for understanding emotional dysregulation in self-injurious behavior (393)

Nataia Polskaya (*Moscow State University of Psychology and Education*)

Cultural development of children with special needs according to the experience of psycho-pedagogical family support "Keys" (180)

Yuliya Prokhorova (*Institute of Psychology n.a. L.S. Vygotsky*)

12 step recovery program effectiveness analysis from the standpoint of the cultural-historical approach (427)

Maria Radionova (*Moscow State University of Psychology and Education (MSUPE)*)

Autobiographical memory and place identity: Functions, phenomenology, and relevance to environmental values (267)

Albina Salikhova (*Lomonosov Moscow State University (Moscow, Russia)*), Tomoaki Itaya (*University of Tokyo (Tokyo, Japan)*)

Perezhivanie as a phenomenon and a unit of analysis for studying children's interactions with iPads in the early years of school in Saudi Arabia (054)

Omar Sulaymani (*Monash University*)

Resilience and resistance in the school-to-prison nexus: A narrative study (121)

Clarice Thomas (*Georgia State University*), Michelle Zoss (*Georgia State University*)

Reverberated dialogue to understand the senpai/kohai system (080)

Yoshinori Yamada (*Osaka Sangyo University*)

Lev Vygotsky's principle "One Step in Learning Represents a Hundred Steps in Development": theory and practice (407)

Viktor Zaretskii (*Moscow State University of Psychology and Education (MSUPE)*)

Studying the meaning of teaching: One teacher across four years (320)

Michelle Zoss (*Georgia State University*), Charity Gordon (*Georgia State University*), Stephanie Loomis (*Georgia State University*)

Open Discussions of Shared Problems (OD-SPs)

In an attempt to provide opportunities for participation similar to those many ISCAR members promote when moving away from “assembly-line instruction”, the Local Organizing Committee (LOC) introduced into the program four sessions of Open discussions of shared problems (OD-SPs). Over 100 questions were written by authors who submitted abstracts/proposals on the Agora online platform. LOC analyzed the questions in an attempt to find similarities conducive to the identification of shared problems: three themes, which recall the themes of the congress, and 14 sub-themes emerged:

Foundational concepts

ZPD, learning and development

Agency

Perezhivanie

Davydov’s genetic model of a learning activity

The abstract and the concrete



Participation in Communities

Teacher participation in teaching and in research

Learning through participation in school

Participation in online spaces of learning

Participation in the face of “superdiversity”

Socio-political and economic exclusions as impediments to participation



Methods

The scientific culture

Interventionist research: Boundary crossing

Data gathering and analysis

Other farther reaches



During OD-SP Opening Remarks, we will hear Barbara Rogoff, whose scholarship has been devoted to the study of learning as transformation of participation in a community. We will also hear from a LOC’s member with regards to how discussions will proceed — three fifty-minute sessions over a three-day period plus possibility for conducting/extending discussions online. Participants will be invited to join a small group (8-10 people), and developed a shared understanding of a problem. Given that over half of the delegates have manifested interest in OD-SPs, no other congress session will be scheduled at the same time.

LOC sees OD-SPs as opportunities for knowledge building, defined by Scardamalia and Bereiter (2006) as “the production and continual improvement of ideas of value to a community”. There will be a facilitator in each group, and a handout, inclusive of questions that gave rise to the chosen subtheme, will be provided. An online platform (Knowledge Forum) will be made available to those wanting to extend discussion beyond the onsite sessions.

Participation

Dialogue

ISCAR 2017 congress preliminary program

<https://sites.grenadine.co/sites/crides/en/iscar17/schedule>



Direct link for registration: <https://www.agora-inscription.ca/ISCAR2017>

Registration rates

Deadline for Group Hotel Room Blocks
(reduced prices) in Quebec City:
July 30th

