



**1st ISCAR International Summer School  
for PhD Students**

**Cultural-Historical Research Methodology:  
Rethinking the Past for the Future**

**June 20–24, 2010**

**Moscow State University of Psychology and Education**

**Moscow, Russia**



**Vitaly Rubtsov** – the Rector of the Moscow State University of Psychology and Education, Member of the Executive Committee ISCAR

Dear friends!

I am very glad to welcome you at the 1st ISCAR International Summer School for PhD Students “Cultural-Historical Research Methodology: Rethinking the Past for the Future” in Moscow!

Originally created as a unique project that brings together prominent contemporary psychologists and young scientists ISCAR PhD Summer School is held this year on the basis of the Moscow State University of Psychology and Education (MSUPE). And, I think, it is not a mere coincidence.

MSUPE was based on the state oldest Psychological Institution of the Russian Academy of Education founded in 1912. Taking its beginning from the roots of cultural-historical theory the university develops the training of applied psychologists for working with different target audience of children and adults.

Current research essential both for the development of theoretical foundations of psychological science, and for the development of comprehensive social and educational practices are conducting in the university.

I am very glad to meet young scientists working in the field of cultural-historical and activity theory from all over the world this summer in Moscow! And I hope that in future the school will gather more and more associates, because modern problems of society brighter open to the people of the world invaluable significance of the full-fledged cultural space for the development of integrated personality.

I hope that this school will become a meeting place for future faithful colleagues and friends!

## About

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. ISCAR was formally constituted in June 2002 and aims to achieve increased participation of PhD Students in Society Business in the coming years.

The 1st ISCAR Summer School aims to bring together PhD students from different disciplines from all over the world who have an interest in theoretical and methodological perspectives that were first formulated in the 1920s and 1930s by such researchers as L. S. Vygotsky, A. N. Leontiev, A. R. Luria, M. Bakhtin and S. L. Rubinshtein. A common point of reference that appears in most, if not all, research conducted by ISCAR members is a focus on the study of specific cultural practices and/or the genesis and development of mental processes, where practices and processes are conceptualized as historically and collectively developed, mediated through the use of tools and signs, and constructed through participation in these practices.



Investigations are directed to both individual and/or collective aspects.

In this frame the 1st ISCAR Summer School held by the Moscow State University of Psychology and Education will combine an intensive teaching program with spaces for informal interaction and for exchange of ideas with renowned European and Russian cultural-historical scholars and members of the ISCAR Executive Committee. We hope that the next Summer School will be held in another continent thus giving the possibility to PhD students to meet renowned cultural-historical scholars from other continents. A series of issues will be discussed such as: philosophy and epistemology of cultural-historical research, translation and interpretation of original sources, methods and methodology of research, new technologies and research, data analysis and writing of the PhD thesis, politics of funding, international networking, participation and voice of PhD students in ISCAR, preparation of a PhD ISCAR pre-congress for 2011.

## 1st ISCAR International Summer School for PhD Students

### Programme

#### *Sunday, 20 June 2010*

- |             |   |
|-------------|---|
| 10.00–14.30 | Excursion to the Moscow Kremlin and the Kremlin Armory  |
| 14.30–15.30 | Lunch   |
| 15.30–16.00 | <b>Natalya Ulanova</b><br>Practical & Organizational Details  |
| 16.00–16.30 | <b>Vitaly Rubtsov, Arkady Margolis, Michalis Kontopodis</b><br>Opening & Welcome                            |
| 16.30–18.30 | <b>Clotilde Pontecorvo</b><br>“The development of arguing competencies in the family and in school context” |
| 18.30–19.00 | Questions and Discussion  |

#### *Monday, 21 June 2010*

- |             |  |
|-------------|--|
| 09.30–11.30 | <b>Harry Daniels</b><br>“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 | <b>Liudmila Obukhova</b><br>“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<br>“Cultural-Historical Psychology”   |

***Tuesday, 22 June 2010***

- 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

***Wednesday, 23 June 2010***

- 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

***Thursday, 24 June 2010***

- 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 8 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”
- 16:30–17:00 Coffee Break
- 17:00–18:00 **Michalis Kontopodis & Georg Rückriem** “ISCAR: Its History, Future & PhD Participation. Publication Strategies & Possibilities inside ISCAR”
- 18:00 Dinner

## Professors



**Clotilde Pontecorvo (Italy)**

**Lecture:**

“The development of arguing competencies in the family and in school context”

Clotilde Pontecorvo is Professor Emeritus of Educational Psychology and has been for two mandates Director of the Department of Developmental and Social Psychology of the University of Rome “La Sapienza”. She has done research on cognitive development and curriculum in different domains, on teacher training, on educational continuity. More recent research interests concern early literacy and writing, the development of social concepts through discussion and arguing, the relationships between arguing and thinking in educational contexts, the socialization practices in Italian families dinner conversations. She has been the chairperson of the ESF Network on Writing and she is coordinating since 2002 the study on the Everyday life of Italian working families.



**Vitaly Rubtsov (Russia)**

**Lecture:**

“Basic concepts of Elkonin–Davydov psychological theory of learning activity”

Vitaly Rubtsov is a leading scientist, a specialist in a general psychology, pedagogical and age psychology. His works concerning the issues of joint activity, group teaching/learning and, recently, developmental education are widely known in Russia and abroad. His scientific activity is closely connected with the Psychological Institute of Russian Academy of Science, where he had started working as a fellow in 1972 and became its head in 1992 (and still holds this position today). He has been heading the Laboratory of Psychological Foundations of New Educational Technologies since 1981. Researches carried out by Vitaly Rubtsov describe a typology teaching models that takes into account age-specific abilities and features of development in different groups of children, making it possible to effectively solve various problems arising in educational and teaching children with developmental disorders in particular. Since 1997 Vitaly Rubtsov has been the Rector of the Moscow State University of Psychology and Education.



**Georg Rückriem (Germany)**

**Lecture:**

“Understanding media revolution: How digitalization is to be considered?”

Professor and head of the institute of Educational Sciences, founder and head of the department Computer and Education of Berlin University of Arts. Since 2002 professor emeritus.

Organizer of the 1st International Congress of Activity theory 1986 and founder of ISCRAT (International Society for Sociocultural Research of Activity Theory). Bearer of the first Service Medal of ISCAR.

Editor (since 2001) of the series “International Cultural-historical Human Sciences (ICHHS)”, Lehmanns Media, Berlin, vol. 1–34 Editor of website and e-journal.



**Liudmila Obukhova (Russia)**

**Lecture:**

“About three types of investigations in Galperin’s theory step by step formation of mental action”

Liudmila Obukhova is a Doctor of Science in Psychology, Professor, current member of RANS, winner of the RF President prize in the sphere of education, head of the Developmental psychology Department at MSUPE.

Member of the editorial board of the journals “Cultural-Historical Psychology”, “Psychological Science and Education”, “Vestnik of Moscow University” (“Psychology”).

Liudmila Obukhova participated in the studies on children’s cognitive development.

Her doctoral research presents the system of possible interpretations of child’s mental development. It also sets two main tracks for child psychology future development.

The works of Liudmila Obukhova are very important for the organization of research activity in the preschool education system, for solving practical problems of the development of child’s thinking.

Research interests: child (developmental) psychology, comparative analysis of norm and pathology in child development.

Curriculums: developmental psychology, the history of developmental psychology, the theory of P. Gal’perin.

Prepared 25 PhDs. Over 70 of her scientific papers are published.



**Harry Daniels (UK)**

**Lecture:**

“Invisible mediation: the formative effects of everydayness”

Harry Daniels is director of the Centre for Sociocultural and Activity Theory Research and Professor of Education: Culture and Pedagogy at the University of Bath, UK. He is also Adjunct Professor, Centre for Learning Research, Griffith University, Brisbane, Australia and Research Professor, Centre for Human Activity Theory, Kansai University, Osaka, Japan. His research includes work on processes of social exclusion and processes of collaboration.

His most recent project entitled “Learning for and in Interagency Working” project, is funded by the ESRC Teaching and Learning Research Programme. It examines and provides support for the professional learning needed for interagency working. It builds on work undertaken in medical and commercial settings by Yrjö Engeström and members of his Centre in Helsinki.



**Arcady Margolis (Russia)**

**Lecture:**

“Teacher education for children learning activity”

First Vice-Rector of the Moscow State University of Psychology and Education, Professor of Educational Psychology Department, Professor of International Department of Cultural and Historical Psychology, PhD in Psychology.

A. Margolis is a well-known expert in Educational Psychology and in training of psychologists and teachers. A. Margolis has contributed greatly to the development of a number of scientific concepts and projects, such as Psychological Basis in Use of Information Technologies, Cultural-Historical Type of School, The Regional Model of Psychological Support for Developing Education. The results of his scientific researches have been discussed at prestigious international congresses and conferences numerous times.

Team of scientists led by A. Margolis researched on psychological features in dialogic learning environments focused on schoolchildren thinking development. This work resulted in the development of a training course Philosophy for Children which was approved and recommended by the Ministry of Education for primary schools and officially recognized by UNESCO. At the present time this course is taught at a large number of schools all over Russia.



**Pentti Hakkarainen (Finland)**

**Lecture:**

“Methodological problems of doing research on developmental transitions”

Pentti Hakkarainen is Professor of Early Education at the University of Oulu, Finland. He has taught early education, developmental teaching and research methodology at Kajaani University Consortium since 1997. He runs post graduate program “Meaningful learning in narrative environments” and experimental program of school transition (15 doctoral students). His B.A and M.A in educational psychology were granted from the University of Jyväskylä. His PhD was completed in 1991 at the same university. He served as researcher and head of research department at the Institute for Educational Research, University of Jyväskylä at all levels of educational system (primary, professional and higher education). He is elected as vice-dean of the Department of Educational Sciences at the University of Oulu in 2006–2010. He is the editor of the Journal of Russian and East European Psychology (M.E. Sharpe, New York). He was heading the task force at the Ministry of Social Affairs and Health preparing early education research policy for the years 2007–2011 in Finland. His research interests include creative, developmental teaching and learning in preschools, schools and higher education, narrative learning and development in play and virtual environments (5D).



**Milda Bredikyte (Finland)**

**Lecture:**

“Cultural environments of early developments: how to support the acquisition of cultural tools”

Milda Bredikyte is Assistant of Early Education at the University of Oulu, Finland. She has taught observation and documentation methods of young children, learning and development through play and creative drama at Kajaani University Consortium since 2002. She is doctoral student at Oulu University and writing her second doctoral thesis on the development of young children’s imagination. She runs a research laboratory on children’s play (Play Lab “Silmu”) since 2002.





**Nikolai Veresov (Finland)**

**Lecture:**

“Problem of development in cultural-historical theory: subject matter and the method”

Nikolai Veresov is Researcher, Kajaani University Consortium, Lonnrot Institute, Finland; Senior Researcher, Center for Developmental Learning and Teaching, Kajaani Unit, University of Oulu, Finland; Visiting Professor, Faculty of Psychology of Education, Moscow State University of Psychology and Education, Russia; Full time Professor, Faculty of Psychology, International University of Slavistics, Moscow, Russia.

**Coordinators**



**Michalis Kontopodis (Germany)**

E-mail: [michalis.kontopodis@staff.hu-berlin.de](mailto:michalis.kontopodis@staff.hu-berlin.de)

Michalis Kontopodis (PhD) is the Secretary of ISCAR. He works as a research associate at the Institute of European Ethnology at the Humboldt University of Berlin. He is engaged in both theoretical and empirical work on anthropological and cultural-psychological approaches to human cognition and development. He was a visiting research associate at the City University New York and at the New York University (2009) as well as at the Pontificia Universidade Católica de São Paulo, Brazil (2010).



**Natalya Ulanova (Russia)**

E-mail: [natalya.ulanova@gmail.com](mailto:natalya.ulanova@gmail.com)

Ulanova Natalia (PhD) is the head of the Laboratory of theoretical and experimental Problems of cultural-historical psychology MSUPE. Graduated from Moscow State University of Psychology and Education. PhD thesis: “Features of assimilation of social norms of children of primary school age in different educational environments”.

**Participants**



**Adelmário Matos (Brazil)**

E-mail: [adelmario@hotmail.com](mailto:adelmario@hotmail.com)

I got my master degree in 2009. The purpose of my research was to investigate the results of the application of activities prepared with the animated cartoon, the Simpsons, privileging the use of mass media in the classroom and aiming to improve the knowledge of the learners in the target language. The theoretical principle for this study is the sociointeracionist theory suggested by Vygotsky connected to Paulo Freire’s philosophical purpose.

At this moment I am working to write a project of doctorate about the motivation for learning German in Salvador, and I would like to use the principle of the Cultural-Historical theory. As I have had always interested in working with the activity theory I suppose that it is a good possibility to learn about this theory.



**André Machado Rodrigues (Brazil)**

E-mail: [andremr@if.usp.br](mailto:andremr@if.usp.br)

Since January I am PhD student at University of São Paulo (Brazil). My PhD Supervisor is professor Cristiano Rodrigues de Mattos (ISCAR member). Currently I am working at the Secretary of Education of São Paulo state with in-service teacher’s education. I am submitting to scholarships of some Brazilian support agencies but the process is in judge.

My master dissertation was my last work. There I studied the relation between the cognitive model of conceptual profile and the cultural perspective of “context”, using as theoretical base the Cultural-Historical Activity Theory (Vygotsky, Leont’ev and Engeström).

Currently, at my PhD work, I am still interested in this problem, however we aim introduce two concepts in our theoretical approach: Marx’s alienation and Freire’s problematization to closer understand the activity dynamic (specially the Learn Activity).

During this summer school I would like to have a deeper comprehension about Activity Theory and interact with other researches to share some methodological problems and difficulties I have to propose a research design of my PhD theses.



**Glauco Silva (Brazil),**

E-mail: glaucosfs@gmail.com

I am in the second year of PhD in Science Education. My research environment is undergraduate students in their initial formation physics teacher, especially, who is taking Practice of Physics Teaching 1 discipline. Phd Supervisor is Dr Alberto Villani, University of São Paulo- São Paulo, Brazil.

The main topic of my PhD dissertation is in the teacher formation at the undergraduate level field. I aim to understand how students become a teacher using Activity Theory, i.e., become physics teacher will be considered these students' activity. In my study, Engeström's theory enables us to understand the process (production, distribution and exchange) between students' perspectives (beliefs about teaching in their initial formation) and their practice like a teacher.

I am interested to exchange experiences with PhD students from other countries and to learn more social-cultural-historical perspective in the different and specific context. By the way, I hope to give some contribution reporting what my research group and I are producing in Science Education. I think the interaction with professors and students could help to carry out my PhD research into social-cultural-historical framework.



**Lindabel Delgado Cardoso (Brazil)**

E-mail: lindabeldelgado@gmail.com

I am a PhD student at the Pontifícia Universidade Católica (PUC) in the city of São Paulo, Brazil. My PhD supervisor is PhD Professor Antonio Carlos Caruso Ronca. I have started the PhD in the first semester of 2010.

The topic of my PhD dissertation is "Meanings and senses of educational programs for childhood under the perception of mothers and teachers: innovative projects for childhood education".

I am interested in the Summer School because it is a unique experience for me as a PhD student. I expect to learn even more about the researchers, especially about L. Vygotsky, who is very important in the cultural-historical methodology perspective. Also, exchange experiences and ideas with students from abroad represents an opportunity for knowing other educational, cultural and historical realities of different countries.



**Maria Fourpome Brando (Brazil)**

E-mail: maria.brando@gmail.com

I am in the middle of my doctorate in the department of Educational Psychology, at Pontificia Universidade Católica of São Paulo. My advisor is Dr. Claudia Davis. I am interested in discussing teacher's Activity, more specifically, the senses and meanings they give to their professional practice.

The ISCAR Summer School seems to be a great opportunity to share different interpretations of Cultural and Historic Theory, especially in what concerns the relationship between sense and meaning and ways through which personal interpretation of the former promotes transformations in the latter. I am also interested in discussing the role of mediation in this process as well as the very nature of physical and symbolic tools.

In methodological terms, I am planning to employ some of the Activity's Clinic procedures, proposed initially by Yves Clot, a French research linked to ergonomic tradition. Finally, I am expecting to be able to exchange literature information, a central point when we are so far away of the northern discussions.



**Jelena Radišić (Serbia)**

E-mail: beoralex@eunet.rs

I'm a PhD student at Department of Psychology, Faculty of Philosophy, University of Belgrade. PhD Supervisor: Ass. Prof. Aleksandar Baucal, Department of Psychology, Faculty of Philosophy, University of Belgrade

My dissertation topic is on "Teachers' beliefs about their role in the teaching/learning process" with main focus on determining their primary beliefs on the issue and in what way the teaching/learning process, on the level of every day classroom activities and practices is affected by these beliefs and expectations and what are the learning possibilities for the students in the light of those beliefs.

My interests in and expectations from the Summer School are primary towards broadening views and perspectives in the domain of philosophy and epistemology of cultural-historical research and in exploring new technologies and research tools through discussions with colleagues from different backgrounds and neighboring fields, hopefully leading to finding of more functional and developed exploratory solutions.





**Giuseppe Ritella (Finland)**

E-mail: [gritella@gmail.com](mailto:gritella@gmail.com)

I'm attending the doctoral program on developmental work research and adult education in the Center for Research on Activity, Development and Learning (CRADLE) at Helsinki University, in the class 2010–2013.

My PhD supervisors are Kai Hakkarainen and Ritva Engeström and I'm actually writing under their supervision my research plan. The topic of my dissertation will be an empirical analysis of the way in which people manage the context that surround them while they are involved in activity that involve the use of complex tools, like computer software. The main theoretical frameworks I will use for this research work are activity theory and the bakhtinian theory (the concept of chronotope).

I am interested in activity theory and in the system of activity as an useful unit of analysis for my research project.

My expectation from the summer school is to have the opportunity to ask and receive feedback relevant for my doctoral research plan from expert researcher and to exchange ideas about it with other doctoral students from other universities.



**Bronya Calderón (United Kingdom)**

E-mail: [bronyacalderon@yahoo.com](mailto:bronyacalderon@yahoo.com)

I'm a PhD student, self-funding, at the Manchester Metropolitan University, UK, working under the supervision of Professors: Lesley Lancaster and Keri Facer. I am a pedagogic expert, who specializes in digital technologies; I received a Bachelor Degree in Pedagogy from the National Distance University of Spain and a Master of Research (MRes) from Manchester Metropolitan University.

I am currently on the writing up stage of my thesis. My research project took place in two settings: an after school club and a museum, both in London. In the first stage I used Activity theory, Social Semiotic, Ethnography and Multimodal perspectives to develop a framework to study: "How children make meaning with Digital Technologies in Informal Learning Environments" (research question). The second stage involved the design of an "informal learning environment", in the museum, but also the application and evaluation of this framework.

I would be very grateful to participate in the Summer School, which will be an opportunity for international networking, to discuss the current ISCAR topics. It also could be an opportunity for me to discuss some of my current ideas/finding of my project, theorizing learning as meaning-making.



**Annoesjka Boersma (The Netherlands)**

E-mail: [A.Boersma@uva.nl](mailto:A.Boersma@uva.nl)

I am a PhD student at the Graduate school of teaching and learning of the University of Amsterdam. My supervisors are prof. dr. Geert ten Dam, prof. dr. Monique Volman and dr. Wim Wardekker of the University of Amsterdam and the Free University Amsterdam. My PhD project is subsidized by the Dutch Council for Educational Research. It is called: "A community of learners for the vocational orientation of students in pre-vocational secondary education".

During the Summer School I look forward to discuss and exchange ideas with others who work from a cultural-historical perspective. In the Netherlands this perspective is not the mainstream perspective. Therefore, research that is consistent with it, like mine, is not always taken seriously. That makes it hard to talk, think about, and thus to further my project.

I appreciate the initiative to the Summer School very much. I think this, along with a PhD pre-congress, makes ISCAR complete, with explicit room for peripheral members next to experienced ones.



**Denise Shelley Newnham (UK, Switzerland, Finland & Botswana)**

E-mail: [dsnewnham@bluewin.ch](mailto:dsnewnham@bluewin.ch)

I am a PhD candidate at the University of Bath (Bath, UK). I am at present in the writing up phase of my PhD under the assistance of Prof. Harry Daniels.

My thesis is entitled "Change laboratory method in a social situation: is there a crisis?". The research delves into the dilemmas of change and development within a voluntary project entitled "Accompagnement Mere-Enfant" (Mother-child facilitator). This project has as its object the facilitation of the integration of displaced mothers into the surrounding socio-cultural environment.

My interest in your summer school lies on the hope that I will find a way to analyze my research in accordance to the cultural historical perspective and furthermore to discuss what publications could ensue out of my data.



**Andrea Karsten (Germany)**

E-mail: mail@andreakarsten.de

I am a PhD student of Linguistics and Psycholinguistics at Munich University, Germany. In October 2007 I began my doctoral studies and in July 2008 I started working on my psycholinguistic dissertation project titled “Processes and Practices of Writing. A Conceptualization from a Dialogical Perspective”. The dissertation is supervised by Prof. Dr. W. Schulze (Institute of Linguistics, Munich University) and funded by “Universität Bayern e.V.”, an association composed of the eleven universities of Bavaria.

The aim of my PhD project is to investigate writing, or as L. S. Vygotsky would put it: “written speech”, from a cultural-historical perspective building on a dialogic understanding of all language related processes.

I hope that me visiting the ISCAR Summer School will provide a special possibility for exchange with other cultural-historically and dialogically interested PhD students and academics and deepen my knowledge of cultural-historical theory.



**Helene Gudi (Germany)**

E-mail: hgudi@uos.de

I work at the University of Osnabrueck under the supervision of Prof. Dr. Heidi Keller. In November 2009 I finished my diploma thesis (“The interplay of parental dimensions: An empirical analysis of the ‘conceptual model of parenting’”) and started working at Prof. Keller’s department “Culture and Development” in Osnabrueck.

My interests focus on the interrelations between different constructs and their impact on the infant’s development at one point in time and their progress over time. In particular, I am interested in the interplay of mother-child free play interactions and the child’s developmental status, concentrating on variables during the interaction that might affect the infant’s development assessed with the Bayley’s scales. Currently, I conceptualize my dissertation-project, working on the theoretical background and the assumptions relating to the interrelations I expect.

My main interest in the Summer School is founded in the ISCAR’s focus on “the study of specific cultural practices and/or the genesis and development of mental processes, where practices and processes are conceptualized as historically and collectively developed”.



**Sule Erden (Turkey)**

E-mail: suden@cu.edu.tr

I am a PhD student at Cukurova University in Adana, Turkey. Dr. Ozkan Ozgun, whose PhD is in Child and Family Studies, advising my PhD dissertation. I successfully defended my dissertation proposal in March 2009, and currently am in the process of collecting data for my PhD dissertation. My dissertation topic is “the relationships between emotional development and cognitive development in 4-to-6 year old children who live in distinct sociocultural-economic contexts”

I am interested in learning more about cultural-historical research methods, so I can more effectively continue to collect and begin to analyze data for my dissertation. In addition, I would like to know more about the appropriate analyses that I can utilize and how to interpret the results while working with culturally different groups.

Since I could never think of attending a workshop on cultural-historical research methods in Turkey, I would deeply appreciate the opportunity to attend an international summer school on cultural-historical research methods in Finland and meet the experts in this area of research.



**Martha Deich (USA)**

E-mail: mollydeich@gmail.com

I am a first-year student in the Ed.D. program at the University of California at Santa Cruz. My doctoral supervisors are Gordon Wells and Doris Ash, who are both known for their work in cultural-historical-activity theory (CHAT). Because I am in my first year of study, my doctoral work is still in an exploratory, question-generating phase while I complete my required coursework in social, cultural, and historical contexts of education, as well as methods courses and statistics.

I have a particular interest in sociocultural constructivist educational theory as it applies to my work as an educator of young adolescents.

Your program has particular interest to me because of the theoretical and methodological focus related to the work of Vygotsky and Leontiev, who are providing much of the framework for my own philosophical and theoretical orientation. This institute will be my first international meeting, and I look forward to bringing an American public-school perspective to the discussion.



**Alice Harnischfeger (USA)**

E-mail: allie3h7@aol.com

I am a PhD student at the University of Rochester's Margaret Warner School of Education, in New York State, USA. I am presently completing my doctorate research under the advisement of Dr. Nancy Ares – Associate Professor, and receive graduate assistantship aide, but no additional funding towards my dissertation work.

Within my Ph.D. research process, I am in the writing stage of my dissertation proposal, and will defend this work in May, of this year. My proposed study is entitled “Doing School: Exploring Alternatively Placed Youths’ Understandings of Selves as Learners”.

I believe that the summer institute would provide me with a wonderful opportunity to further my knowledge of cultural/social practices and how this framework will be applicable to my own work. I look forward to exploring the application of these ideas to realizations of “othering”, and the means to utilize such understandings towards reform efforts, with multinational students/scholars.



**Miriam Moramay Micalco Méndez (Mexico)**

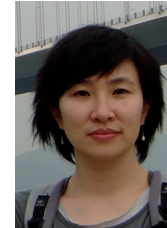
E-mail: mmicalco@gmail.com

I am a PhD student on educational sciences in the Educational Research Division of the Research Centre and advanced studies of Politecnical Institute National in Mexico City. My supervisor is Antonia Candela, PhD.

The principal topic of my PhD dissertation is the vigesimal numerical system in the communities practices of the mayan culture. I want to know the mathematics knowledge outside the school because the young people have many problems to learn the decimal numerical system in the school.

I want to assist to the Summer School because I think is very important to discuss with speakers who provides of different cultures. I want to learn with other colleagues in order to continue a reflection about the topic of my dissertation. I want to know the methodology that my colleagues do your own research. I hope meeting people who do the same kind of work but in the different culture. I believe that each culture has your own vision of the life and each person has a lot of knowledge to reach others.

During this summer school I would like to discuss the methodology aspects and the relation culture-knowledge in the education.



**Ada Oi-ying Lee (China)**

E-mail: adaoylee@gmail.com

My name is Ada Oi-ying Lee (Female). I live Hong Kong and completed my study at the Chinese University of Hong Kong (PhD Supervisor: Dr. Wan-chi Wong). My dissertation was partially subsidized by government. My dissertation was completed in June 2009. The topic of my dissertation was: “The Role of Sign Mediator and Human Mediator in Mobilizing Older Children’s Thinking: A Research on Picture Book Reading at the Confluence of Two Pathways of Post-Vygotskian Studies”.

I am looking forward to a better idea of how cultural-historical perspective and activity theory have been further developed under the European, Northern European, Russian and the Anglo-American contexts.

I have already presented one paper at the 7th International L. S. Vygotsky Memorial Conference “Cultural-Historical Theory: Prospects of Development” held 13–19 November, 2006 in Moscow, Russia. What I presented was the theoretical framework of my PhD thesis. It came under the title: “Where two pathways of post-Vygotskian studies shall meet: Theoretical momentum of a research on sign mediation and human mediation in mobilizing older children’s thinking”.

With a view from Vygotsky’s cultural-historical perspective, I would like to discuss the following three questions during the PhD Workshop: 1) What has been missing from current research on picture book reading about child development? 2) The potentials in draw-and-tell for probing how interaction with the external world is gradually transformed inwardly in the learning child. 3) Is dynamic interrelation between thinking and speech a presupposition of the think aloud method?



**Louise Hawkins (Australia)**

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I am a PhD student living and studying at CQUniversity. My PhD supervisors are Associate Professor Greg Whymark and Associate Professor Roberta Harreveld.

I am currently writing up my PhD research, having completed all of the data collection and analysis. The title of my PhD thesis is: “Drawing on knowledge to plan: Activity Theory to aid facilitators’ knowledge articulation”. I have looked at facilitators as an example of knowledge workers, and how knowledge workers draw on their past knowledge in order to engage in reflection-before-action when planning.

I believe that participating in this summer school will broadening and deepening my understanding of cultural-historical theory and practice both for my research and teaching. I teach at University, both at undergraduate and postgraduate levels. As my teaching moves more to an online presence, with students of great cultural diversity, I see cultural-historical theory as a rich tool with which to document and explore these new environments.





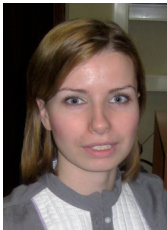
**Sue March (Australia)**

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I study at the Monash University, Faculty of Education. My PhD Supervisor is Professor Marilyn Fleer. The topic of my PhD Dissertation is: “The potential for working with fairy tales in early childhood settings in Australia – a cultural-historical perspective”.

My areas of interest include: the zone of proximal development, play, imagination and creativity, psychology of art (the notion of co-affects), periods in childhood development and fairy tale “semantics”. I am interested in understanding the original Russian terminology in the context of the society in which it was developed (I speak some Russian).

During the Summer School I want to learn in greater depth about cultural-historical and activity theory, to network and exchange ideas with scholars researching in my areas of interest and to discuss possible future international research possibilities.



**Ekaterina Rybka (Russia)**

E-mail: liana-345@mail.ru

I am a PhD student at the Moscow State University of Psychology and Education. My PhD Supervisor is Liudmila Obukhova, Doctor of Science in Psychology, professor.

The theme of my scientific research is “The ways and means of developing the argumentation skills at the lessons of oratory art”.

During training at international summer school I would like to learn more about different scientific approaches to cultural-historical research and to use this knowledge in my research.

Also at this meeting I would like to discuss possible ways and means of transition of the knowledge received by the pupil in the conditions of school in external practical activities. Also I would like to discuss possibilities of application of debatable methods of teaching in school, which includes dyadic interrelations, joint decisions of contradictions or sharing opinions.



**Elena Pogodina (Russia)**

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I am a PhD student of pedagogical psychology at the Dubna International University of Nature, Society and Man. I began my doctoral studies in April 2008. I started working on my dissertation project titled “The psychological analysis of conflicts between neighbours in a student hostel” in September 2008. The dissertation is supervised by B. Meshcheryakov, PhD in Psychology, Head of the Psychology Chair Dubna International University of Nature, Society and Man.

The aim of my PhD project is to study conflicts in a room of a student hostel: their frequency, dynamics, the maintenance and character. Novelty of our research consists in attempt of using an original technique of studying and preventive maintenance of conflicts in a student’s hostel.

I hope that my visit to the ISCAR Summer School will provide a special possibility for exchange with other cultural-historically interested PhD students and academics and deepen my knowledge of this theory. One more theme which me interests is: conditions and a training context in educational institutions. Deeper studying of this theme will be useful for me both at a dissertation writing, and in my work.



**Marina Kelina (Russia)**

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I graduated from Moscow State University (MSU). My graduation paper was written under the direction of Tkhostov A. Sh. The area of my interests is related to trying to involve the main ideas off Cultural- Historical Theory of L. S. Vigotsky into the recent and popular direction of the clinical Psychology – “The Cultural Pathology”.

My graduation paper was about the influence of modern magazines on the mental development of adolescence of girls. In my PhD dissertation I’d like to continue the research of this problem- we are planning to study the role of the psychological and sociocultural factors in the developing of the disturber eating behavior among the adolescent girls and college women. My PhD Supervisor is Tatiana Meshkova, PhD in Psychology.

The theme of the Summer School for PhD Students is very close to my interest and very actual for me as the researcher. I hope that participating in this Program will let me know more about The Cultural-Historical Psychology. I want to share my thoughts with the other people and get some experience participating in this School.



**Svetlana Perminova (Russia)**

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I'm studying at the Moscow State University of Psychology and Education, Educational Psychology Department. My PhD supervisor is Irina Meshcheryakova, PhD in Psychology.

The theme of my dissertation is the psychological analysis of high school students experience about various aspects of the educational situation. We propose an approach to the problem of experience from the perspective of cultural-historical conception. Following the views on the problem of consciousness of such outstanding psychologists as L. S. Vygotsky, A. N. Leontiev, S. L. Rubinshtein, we propose to consider the experience as a required to obtain knowledge unit of consciousness consists of two components – emotional and rational – which is a form of reflection of the social environment (in the case of school experiences – educational environment) and personal characteristics of senior pupil.

My expectations from the summer school are to get acquainted with the views of other scientists on the problem of consciousness and experience, especially foreign approaches to this problem if it is possible, and also to get experience of participation in the international conference.



**Tatyana Sokolova (Russia)**

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I'm studying at the Dubna International University of Nature, Society and Man (Russia), General Psychology chair. Visual thinking and mental rotation is the area of scientific interest of my PhD supervisor Prof. V. Zinchenko. My PhD dissertation is about mental rotation as major part of solving spatial exercises. Now I'm collecting theoretical part and planning the experiment.

In the summer school I'm going to discuss transfer problem and communicate with scientist from other countries with similar topics. Also I continue working at the Culture-Historical Psychology department of Moscow State University of Psychology & Education. In this university I'd participate in compilation of Culture-Historical dictionary.



**Anna Lebedeva (Russia)**

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I'm studying at the Moscow State University of Psychology and Education. My supervisor is Prof. Dr. D. A. Leontiev. The topic of my PhD dissertation is "The Subjective well-being of persons with disabilities: Determinants and Individual Distinctions".

The basis of my research is being performed at the laboratory of problems with development, with emphasis on Individuals with disabilities.

I have a deep desire to share my experiences with other colleagues, and other adherents. I wish to discuss, to learn, and to exchange theoretical and other practical complexities which I have encountered in the course of working on my dissertational research.

I expect only positive emotions, results, and to maintain creative charge with new ideas and new acquaintances from the ISCAR summer school opportunity in 2010. I have very little experience participating in international conferences and events. It is my intention to grow and professionally mature while participating at ISCAR this summer.



**Nikolay Lukin (Russia)**

E-mail: lukinnikolay@gmail.com

I graduated from Moscow State University of Psychology and Education in 2008. The theme of my thesis is: "The role of argumentation in constructing child hypotheses on the structure and operation of live organisms". The research will be carried out on the children of primary school and teenagers. The PhD supervisor is Liudmila Obukhova, Doctor of Science in Psychology, professor.

This research is based on the concept of intellectual development which was worked out by J. Piaget, and social-psychological concept of intellectual development by A. N. Perre-Clermont. The main purpose of the research is to reveal the conditions which facilitate children's abilities to work out meaningful hypotheses about the structure and operation of live organisms.

I am interested in the Summer School because it is good opportunity to receive new experience, to meet with new people who are also interested in my scientific area, to discuss with them our ideas, to learn something new, to exchange our scientific experience.





**Sofya Bashmakova (Russia)**

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I'm currently studying at the Moscow State University of Psychology and Education. The topic of my PhD Dissertation is "Zone of Proximal Development and Development of intellectual faculties". My PhD Supervisor is Doctor of Science in Psychology Ushakov D. V.

I'm interested in the Summer School because I think that it is useful and interesting experience of communication with foreign psychologists, acquaintance with foreign Cultural-Historical investigations.

Particular questions I would like to discuss:

- factors of forming of Zone of Proximal Development;
- the role of self-activity and motivation and needs of children in ZPD advancement;
- specificities of ZPD of intellectual gifted children.



**Maria Safronova (Russia)**

E-mail: mariasaf@gmail.com

I am a researcher of the Laboratory on Theoretical and Experimental problems of Culture-Historical Psychology at the MSUPE. From 2005 till 2009 I was an editorial secretary of the International Scientific Journal of Culture-Historical Psychology which is published by the MSUPE.

My PhD entitled "Pair interaction between a preschool child and an adult and a peer in problem solving: Structure, content and efficiency", it was completed recently on 29th April, 2010. My PhD supervisor was Boris Meshcheryakov, PhD in Psychology, Head of the Psychology Chair Dubna International University of Nature, Society and Man (Dubna, Russia).

Our work bases on the cultural-historical psychology by Vygotsky, works on joint activity in developmental education by V. V. Rubtsov, G. A. Tsukerman, L. F. Obukhova and Theory of Activity by A. N. Leont'ev. We refer to the concept of scaffolding by J. Bruner and his colleagues. We were interested how preschool children use speech and tutorial interventions (in Russian it is "help") as tools for managing their joint activity in problem solving.

I would like to improve my experience in the Cultural-Historical Activity Theory to follow these ideas in my current research. Also I would like to meet young scientists who are interested in this theme.



**Olga Eliseeva (Russia)**

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I am a post-graduate student at the faculty "Educational Psychology" Moscow State University of Psychology and Education. The theme of my research is "Psychological peculiarities of overcoming the professional stress among the employees of Rapid deployment Services (on the example of the employees of Ministry of Emergency Situations)". PhD Supervisor – Vitaly Rubtsov, Doctor of Science in Psychology, professor. I am learning the psychological aspects of human behavior at the difficult situations and how to overcome the professional stress. I like to work with people and I want to know more about the relationships in groups at different emergency situations. Daily activities of the employees of Ministry of Emergency Situations is featured by expressed neuropsychic and physical strain, influence of huge amount of factors affecting the psychics, irregular work and rest regime, and such activity refers to the 'high risk' professions and can be the source of a stress (due to the insufficient psychological readiness, low neuropsychic stability and other personal features.). So, not only the role of social and medical measures on health promotion is increased, but the role of social and psychological measures on prevention and correction of a stress state and professional stress is increased too.

I would like to take part at the Summer School, because for me it will be a great possibility to learn something new, to meet participants of Summer School from all over the world, which are also interested in my scientific area.

### **Cultural-Historical Psychology**

This peer-reviewed journal focuses on problematic issues in cultural-historical psychology as well as on cultural-historical and interdisciplinary researches. The contributors of the journal rethink and develop the legacy of L. S. Vygotsky.



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