1. **Message From The President** by Marilyn Fleer

Dear Colleagues. In this issue of the newsletter, we will reflect on ISCAR’s 10 years of existence as a formal Scientific Association, provide some details of the activities of some of the regions, and also information on a new Section that is being formed. In the previous newsletter you would have noted that preparations are underway for hosting the next Congress in Sydney. The Local Congress Organising Committee will be focusing on four main objectives: Promoting Scholarly Dialogue, Support of PhD students and Early Career Researchers, Ensuring a Quality Program, and Building a Lasting Legacy for ISCAR Research.

**Promoting Scholarly Dialogue**

The Local Congress Organising Committee seeks to provide extensive opportunities for all members of ISCAR to engage in scholarly conversations through thoughtfully organised Congress space and a program aimed to bring people together.

**Support of PhD and Early Career Researchers**

The Local Congress Organising Committee seeks to provide scientific activities that will attract Early Career Researchers and PhD students, including pre-congress activities that facilitate access to leading scholars, and
embedded experiences throughout the main Congress.

**Ensuring a Quality Program**

The Local Congress Organising Committee will work to promote ISCAR across the globe through the Regional Coordinators, highlighting scholarship in the regions through events and activities that lead up to the Congress. Through these distributed events and through thoughtful selection of well-known and eminent ISCAR scholars as keynote speakers, a quality program at the Congress is expected.

**Building a Lasting Legacy for ISCAR Research**

The Local Congress Organising Committee will work strategically to ensure the dissemination and promotion of scholarship post Congress through themed issues in prominent journals who promote the objects of ISCAR, and through quality book publishers. The Local Congress Organising Committee will be inviting expressions of interest from the ISCAR membership to act as editors for books and themed issues of journals, as the main publications from the Congress (as has been the past practice – i.e. Aarhus publications).

The 2014 Congress is being supported by four universities, namely, Griffith University, the University of Wollongong, the Australian Catholic University and Charles Sturt University. It is aimed for the Congress to be held in one location, near iconic beaches, and within a short walk to public transport, including a ferry terminal for easy travel around the beautiful Sydney Harbour. The congress will be in an area with a range of low and high cost accommodation available. Plans are underway for the Congress dinner to be in the Sydney Opera House, and for a social program which may include backstage tours of the Sydney Opera House. The Congress Chairs are Matthew Campbell [m.campbell@griffith.edu.au], and Irina Verenikina [irina@uow.edu.au]. Further details of the venue, program and social events will be published on the Congress website as they become known.

In the lead up to the Congress in 2014, can I encourage you continue to be actively involved in your regional activities, and to continue to support scholarship in your local communities.

**2. Sydney - 2014 ISCAR Congress Update** by Matthew Campbell & Irina Verenikina

Since the last update about the “Sydney – 2014” congress (see ISCAR News, vol. 9, Iss. 1), there have been some significant developments in our preparation. The Local Organizing Committee has been formed and has met on several occasions. They have begun the journey of developing what we hope will be an engaging and exciting experience for all the participants.

**Sydney - 2014 Local Congress Organizing Committee**

The committee is comprised of representatives from across seven Australian universities with backgrounds in educational psychology, teacher education, early childhood learning, workplace and practice-based learning and pedagogical science, which reflects the diversity of the ISCAR membership.
• Congress Chair (Organisational) – Mr Matthew Campbell, *Griffith University*
• Congress Chair (Scientific) – Dr Irina Verenikina, *University of Wollongong*
• International Executive Liaison – Professor Marilyn Fleer, *Monash University*
• Deputy Scientific Chair – A/Professor Richard Walker, *University of Sydney*
• Deputy Scientific Chair – A/Professor Nikolai Veresov, *Monash University*
• Marketing and Sponsorship – A/Professor Robyn Cox, *Australian Catholic University*
• Social Events – Dr Celina McKewen, *Charles Sturt University*
• Organisational Support – Dr Elizabeth Labone, *Australian Catholic University*
• Local Advisor to Committee – Professor Peter Renshaw, *University of Queensland*
• Local Advisor to Committee – Professor Stephen Billett, *Griffith University*

**Aims and Objectives**

At the most recent meeting we set the objectives for the congress, which have been mentioned in the President’s message in this newsletter. The broad intent of these objectives is to ensure that the congress attracts the most reputable researchers in the field, presents high quality papers and is responsive to the needs of all members. The organizing committee recognises the significance of developing future generations of scholars in our field, and therefore will specifically place attention on engagement of early career researchers and doctoral candidates. As part of our commitment to the full ISCAR membership the committee aims to provide a range of supports to enable the participants from less economically developed nations to be part of the congress in Sydney. More information will be provided about these initiatives as they are set in place.

**Involving All Members in Setting the Scene**

As part of the planning of the Congress the committee will provide an opportunity for all members to engage in defining the theme(s) of the Congress and indicating the things that they see as being important. This will be achieved through the Regional Representatives on the ISCAR Executive Committee and some information might be distributed directly to all ISCAR members - so stay tuned!

For further information, contact:

**Matthew Campbell**  
*Congress Chair (Organisational)*  
*Email: m.campbell@griffith.edu.au*

**Irina Verenikina**  
*Congress Chair (Scientific)*  
*Email: irina@uow.edu.au*

3. **Celebrating ISCAR’s Tenth Anniversary: A Reflection of the Past with an Eye to the Future** by Seth Chaiklin

Last month (June 2012) marked the 10th anniversary of ISCAR’s formal existence as a scientific association. The occasion is a good opportunity to reflect upon the past with an eye to the future. The reflections are organised around three general themes: What has ISCAR accomplished? Does it have a viable future? What can contribute to its viability?

**Some Accomplishments**

Although ISCAR as a scientific association was formally constituted in 2002, its historical origins can be traced back to at least the early 1980s (some of this history is described on the ISCAR website).
In those early years, not many persons were working with the main theoretical perspectives found today within ISCAR, and these ideas were not readily accepted by other scientific associations. One can say that the historical process that led to the formation of ISCAR can be understood as a practical manifestation of researchers seeking to improve conditions for their activity. The precursor organisations from which ISCAR started were diverse and multidisciplinary. That diversity has been maintained, where today ISCAR has become a genuine international organisation, with over 600 members from over 40 countries from all parts of the world.

Many important intellectual activities have been started as a direct consequence of ISCAR. The process has been slow, but the past ten years of activity has shown that ISCAR has been able to accommodate the diversity of theoretical and substantive interests found within the organisation, without conflict and without attempts to impose 'standard' or doctrinaire views. Three successful international Congresses have been held (Sevilla, 2005; San Diego, 2008; and Rome, 2011), with the next planned for Sydney (2014). There are also significant national and regional achievements. These include the start of annual meetings in Germany, UK-Ireland, and Finland, and I believe annual meetings are now starting in Brazil and Spain/Portugal. These activities were initiated by ISCAR members in these countries (often a member of the Executive Committee), and sustained by ISCAR members, without central support from ISCAR. There has been an active mailing list in Brazil, initiated and sustained by members of the Executive Committee from Brazil. Some mailing lists have also been established for other countries or regions (e.g., Sweden, Norway, Italy, Africa, Latin America), and used occasionally. In principle all these national and regional activities could have started without ISCAR (e.g., all these countries have long, active engagement with the theoretical traditions, prior to the start of ISCAR). In practice, they were not.

Does ISCAR have A Viable Future? — Some Challenges

This thematic question is motivated for several reasons, including (a) the diversity of substantive and theoretical interests found within ISCAR, together with a lack of a clearly defined focus, (b) changing relations to other research traditions, and (c) changing conditions for scientific communication. These three points are reviewed briefly to highlight possible challenges to the sustained unity and vitality of ISCAR as a scientific association.

Diversity of interests and lack of focus

Some associations justify their existence as a national, regional, or international association for a particular disciplinary or substantive focus (e.g., psychology, educational research, city planning). ISCAR does not have a clear geographical, disciplinary or substantive focus. Its main focus is diffuse: “to promote and develop multidisciplinary theoretical and empirical research on societal, cultural and historical dimensions of human practices.” This formulation is quoted directly from the association’s Articles. This vagueness of purpose may be a potential weakness that threatens the future viability of the association.

Changing relations with other scientific associations

It is unlikely that ISCAR will serve as the only reference group for most of its members; they will also participate in organisations oriented to a specific disciplinary focus such as educational research, anthropology, psychology, linguistics, social work, rehabilitation, human-computer interaction, computer-supported cooperative work, social studies of science, and many others. As the theoretical perspectives found within ISCAR start to become more generally accepted in these other associations, will one of the original purposes for forming the association be attenuated to the extent that there is no longer a need for an association like ISCAR?
That is, will we, in the future, come to think that ISCAR was good for its time, but — having served its purpose — will shed its skin, and disappear as an association?

**Changing conditions for communication**

Since the 1980s, the possibilities for scientific communication have changed in substantial ways. The following examples highlight the contrast between conditions for communication in the 1980s (when the seeds of ISCAR was being planted in diverse organisations and meetings), and the conditions that are possible today.

Some ISCAR members may remember the days of sending postcards through the post, to request reprints of papers, or bringing 20 copies of a manuscript to a conference, in hopes that they did not all have to be carried home again. Now we can carry thousands of manuscripts on a device smaller than our thumb, make copies freely available on the internet, and enjoy the ease and rapidity in circulating manuscripts. Skype, mailing lists, and other online communication forms make dialogues possible that would have been too expensive in the 1980s (using long-distance telephone), or would have to wait until people came together at a conference.

I assume that scientific associations were formed in part to provide opportunities for researchers to meet together (at conferences) to discover each other’s work, to make personal connections, and to exchange publications. If these functions are now being addressed in other ways, does this have any consequences or implications for the meaning or function of scientific associations in the future?

**Sustaining ISCAR’s Vitality**

If ISCAR will continue to be viable, then what demands and conditions should be considered? My general hypothesis is that scientific associations flourish because they engage in activities that address needs of its members (where individual members may not always be able to articulate those needs). The following discussion concretises this hypothesis in relation to ISCAR, and in light of the just-mentioned challenges.

If ISCAR is understood as a historical movement, and not a static entity, then ISCAR will remain viable if it continues to address members’ needs in relation to their primary activity in scientific practice. That is, the main need addressed by ISCAR is the possibility for scientific communication. ISCAR is likely to remain viable if it continues to make valued contributions in serving these needs for communication among its members.

There are several important variations or kinds of communication, including information exchange (e.g., new publications, calls for papers, conferences), critical dialogue (e.g., debates and analysis of research topics), exploration of intersubjectivity (e.g., debates about the meaning of concepts, identifying important research questions, agreeing on particular conclusions), and ideal formation (e.g., what issues need to be addressed, what theoretical concepts should be used). These needs continue to exist for a scientific practice, whether or not they are addressed by a scientific association, because they are involved in processes of developing and acquiring knowledge.

Within these general categories of communication, there are specific historical conditions to consider. First, there is considerable heterogeneity in the knowledge of different theoretical ideas among ISCAR members. This is understandable in part because there are no standard textbooks or educational processes that have developed standard points of reference. Therefore it is important to seek more direct dialogical engagement among members, especially in relation to the just-named points about intersubjectivity and ideal formation. At the same time, theoretical concepts must be used concretely in relation to specific investigations. This raises a tension about
having communication that keeps a high level of substantive focus (which is the main point of scientific work), but at the same time engages with a high level of sympathetic critical discussion about the traditions of ideas and theoretical perspectives found within ISCAR. Second, my impression is that demands and expectations for research production in many countries are starting to constrict research in problematic ways. Can a scientific association, such as ISCAR, be more active, both with engaging with societal conditions for research (possibly in cooperation with other scientific associations), and in creating conditions within its own activities that are more felicitous for its members (e.g., by providing opportunities for communications that seem to be increasingly difficult under current conditions)? Can ISCAR support more dialogical forms that engage with substantive issues that are still difficult to address in traditional journal forms. Political dimensions of research? Critical analysis of research needs?

ISCAR will continue to thrive as a scientific association as long as it acts productively to keep its focus on “societal, cultural and historical dimensions of human practices.” This special focus, even with its diffuse vagueness, is a distinguishing mark of ISCAR. The challenge for ISCAR (as a scientific association) is to engage concretely with this abstract idea: to support the development of our intellectual traditions — through dialogue and debate in relation to the changing historical conditions — for studying human practices. While ISCAR’s diversity may be potential weakness that can dissolve the unity of the association, it can also be a strength in relation to its organising focus.

Possibilities for Action

It is good that ISCAR has been developing infrastructure for communication, and I hope that this will continue. It will also be good if the Executive Committee in the coming years can become more involved as a facilitator of activities that support substantive dialogue, with meaningful opportunities for membership participation. For a variety of historical reasons the ISCAR Executive Committee has remained ‘in the background’ in relation to scientific activities; perhaps it is time for the Executive Committee, in collaboration with the members of ISCAR, to support the intellectual development of our research community. Short pamphlets might be a start? Opinion pieces? Letters to the newsletter editor? Jean Lave views her invited keynote speech at the last Congress as a kind of manifesto (i.e., a personal statement of some important issues that she would like to see taken up more actively in the research community). She suggested to me that ISCAR should have many more such manifestos. Not such a bad idea. Maybe the Executive Committee will take this further. (Speaking for myself, I hope some forms do not require learning how to use a blog or a wiki.)

Another possibility within ISCAR that has not grabbed much attention is the idea of section. Does this reflect a lack of need? Lack of knowledge? Or perceived barriers (e.g., appears to involve too much administration)? Let me point out that a section can start as simply as a mailing list (ISCAR can help with the technical part), and an agreement to meet together at the next Congress. One section on child development and childhood (CHACDOC) has been impressively active, organising several symposia both during and in between Congresses. Another section with a focus on science, technology, engineering, and mathematics teaching has started recently. Without meaning to overstate the matter too dramatically, I believe these kinds of sustained interaction will be important in the long run for developing the conceptual resources of the theoretical tradition, and making the association valuable to its members.

Perhaps you will write a letter to the person on the Executive Committee who is coordinator for your country, to hear about what is happening within ISCAR or to discuss ideas for productive activities. For example, the ISCAR newsletter is important, but this does not preclude the creation of national or
regional newsletters (in non-English languages).

**Concluding Remark**

We have not chosen to live and work under the current historical conditions, but we have the opportunity to contribute to the conditions for our own development. ISCAR — through the thoughtful action of its members — has the potential to play an important role in that process. ISCAR is not a monolithic entity. No transcendent agent hides behind the ISCAR curtains, animating the organisation. There is some expectation that the Executive Committee will energise the association’s collective agency but remember that the Executive Committee is composed of your colleagues who have accepted to work voluntarily for ISCAR in addition to their prior responsibilities. The Executive Committee can facilitate collective action, but it is unlikely that their best efforts will be sufficient, so do not wait for ISCAR to ‘get going’. In that spirit, I have offered some suggestions for actions — grounded in an analytic perspective outlined here — which offer possibilities for sustaining and invigorating the association. In relation to the initial question about ISCAR’s viability, I will dare to predict that ISCAR will live to celebrate its 20th anniversary.

### 4. Colloquium on Constructing School Achievement: A Sociocultural Perspective Held in Hong Kong by Sivanes Phillipson

A colloquium entitled “Constructing School Achievement: A Sociocultural Perspective” organised by the Australia-Asia ISCAR Section, took place at the Hong Kong Baptist University on 7th – 8th December, 2011. This colloquium, hosted by Department of Education Studies and the Faculty of Social Sciences of Hong Kong Baptist University (HKBU), in partnership with the International Society of Cultural Activity and Research (ISCAR), the International Research Association of Talent Development and Excellence (IRATDE), and Routledge Education, were conceptualised from ongoing educational developments locally and internationally.

With generous financial support from Hong Kong Baptist University, the colloquium was successfully convened by Dr Sivanes Phillipson and Dr Kelly Ku of Education Studies (EDUC), and formally opened by Prof Rick Wong, Vice President Research and Development of Hong Kong Baptist University. Attended by a number of local and international participants, the colloquium sought to construct dimensions of educational achievement from different sociocultural dimensions using a theoretical basis derived from a Vygotskian perspective.

The two-day colloquium had prominent speakers from Australia such as ISCAR President, Prof Marilyn Fleer and Prof Peter Renshaw from University of Queensland. Prof Fleer, well-known for her work on motive in early childhood education, presented her work on integration of play to instigate learning motivation amongst young learners in Australia. Prof Renshaw stimulated the audience and participants with his very interesting discussion on Bakhtin’s notion of chronotopes to examine different ways that classrooms have been imagined across time and the implications for current testing times/spaces.

We also had presenters from New Zealand, Scotland and America such Dr Gavin Brown, Prof Jim O’Brien and ISCAR member Dr Jennifer Vadeboncouer. Dr Brown intrigued
participants with his presentation on assessment in the Maori culture and how impact of culture on educational assessments should be considered. Professor O’Brien, meanwhile looked at leadership as an outcome for self-regulated exercises in secondary classrooms. Furthermore, Dr Vadeboncour presented the Vygotskian notion of unit of analysis as a methodology within a sociocultural paradigm and the importance of using it in the wider classroom research.

Of course, there were also a strong contingent of local Hong Kong educators from Chinese University and Hong Kong Institute of Education, and Hong Kong Baptist University including Dr Wu Qiaobing, Dr Simpson Wong, Professor Janet Draper, Professor Atara Sivan and Professor Sandy Li. All presentations were well received and attracted strong discussions throughout the colloquium. The colloquium ended with an encouraging and inspiring closing speech by Prof Adrian Bailey, Dean of Faculty of Social Sciences of HKBU.

The colloquium not only brought together a strong line-up of minds and ideas but also provided critical insights to perspectives in educational achievement. Ultimately, the main success of this colloquium is an edited book published by Routledge Education. The book entitled “Constructing Educational Achievement: A sociocultural perspective” is due to be released by end of 2012 and would be of great interest to ISCAR members. Any queries regarding this book could be directed to ISCAR member, Sivanes Phillipson (Email: sivanes.phillipson@monash.edu)

5. Creation of Rwanda International Conference on Technology in Education by Evode Mukama

On behalf of the Rwanda Education Board (REB), I am happy to announce the creation of the Rwanda International Conference on Technology in Education (RICTE), September 5-7, 2012 in Kigali, Rwanda. Activity theory/Sociocultural Perspective is at the heart of this conference.

RICTE is an international conference with the aim to provide a large number of leading experts, from both the region and overseas, a forum for discussion and exchange of information on research and development related to policy implementation, access and accessibility, curriculum and content, professional development of educators and monitoring and evaluation in the field of educational technology. This will, in turn, provide valuable information to be translated into tangible outcomes and/or collaboration initiatives for current technology in education policies and programs especially in Rwanda and in Africa.

New technologies for education of the last decade are providing numerous opportunities for African contexts. As a key aspect of economic and social development in the 21st century, technology presents the opportunity to re-think all sectors and aspects of our lives as it pushes us to new ideas and innovation.

In education the powerful uses of these technologies provide learners, teachers and learning communities in general (parents, high level officers, etc.) and teachers with new tools by empowering them to create their own learning environments. Technologies do not just help provide access to knowledge, but also enable learners and teachers to think critically, to create, to develop problem-solving skills and innovate. Despite the immense potential of technology integrated education many challenges appear in the development, understanding and implementation of these initiatives—especially in Africa.

More interesting events will be held in the conference including research papers and
posters presentation, competition, workshop and training.

Please register now. We can help. Send abstract to submission@ricte.reb rw .
To confirm your involvement, questions, or more information on RICTE, please visit:

www.ricte.reb rw , or send a mail to: ricte2012@reb rw .

You can also contact:
Dr. Evode Mukama
RICTE Coordinator,
Email: emukama@reb rw .

6. ISCAR EXCO Approves ISCAR-STEM as a New Section

The ISCAR Executive Committee has approved the formation of a new ISCAR Special Section called “Sociocultural Approaches to Science, Technology, Engineering and Mathematics Education (ISCAR-STEM)”. The coordinator for this new special section is Sylvie Barma, Professor of Science Education at Laval University, Québec in Canada.

The purpose of this section is to unify researchers from all over the world who are interested in STEM education with a special focus on using activity theory and the cultural-historical or pragmatist perspectives in their studies. Specifically, ISCAR-STEM aims to:

- Facilitate communication between people interested in STEM Education.
- Develop understanding of scientific concepts within a sociocultural framework.
- Support professional development of educators and researchers.
- Cooperate with academics, researchers, teachers and professionals worldwide, who have contributed to a review of research in the area of STEM Education.
- Communicate with each other to exchange ideas and methods about the development of scientific skills, understandings and competences.
- Create a forum to enrich science education policies with a strong sociocultural perspective.
- Create groups within the ISCAR community to offer symposia and workshops at conferences ensuring a sustainable co-operation.
- Develop an individual/collective identity among members of the ISCAR community interested in STEM Education.

ISCAR-STEM hopes to make STEM Education as a way of human development in order to act for peace, sustainable development and public understanding. Relevant studies can cover a wide range of topics and situations both inside educational institutions (from the early childhood till university, including in-service training for actors of education), and in all societal “informal” settings where learning, culture and social interactions occur (e.g. museums, science centres, environmental parks, families, kindergarten etc.).

ISCAR-STEM is a platform for Researchers, Science Educators, Teachers, PhD Students, Mathematicians, Pedagogists, Applied Linguists, Psychologists, and persons associated with or interested in the use of ICTs in science and Maths education to network.
7. Second Announcement: Fifth Scientific Meeting of CHACDOC in Seville, Spain by Mariane Hedegaard

The purpose of the CHACDOC section under ISCAR is to create a forum for researchers who are interested in research about development and childhood, drawing on cultural-historical theory and activity theory. New original work and work in progress will be discussed, so that there is half an hour for presentation and half an hour for discussion followed each day by a general discussion of one hour. The main purpose is to come together to discuss new ideas within the CHACDOC section.

Developmental psychology has often been characterised as the study of ‘the general child’, with a focus on formulating concepts 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 with studies of children in historical time and place.

The forthcoming conference is the fifth scientific event of the CHACDOC section. The meeting will be hosted by the University of Pablo de Olavide in Seville, Spain, from 6th to 7th September 2012 under the theme: Transition between institutions (e.g., from home to school and from kindergarten to school): Implications for children’s development.

There will be Invited Presentations from:

- Professor Anne Edwards  
  *Department of Education*  
  *Oxford University, UK*

- Professor Marilyn Fleer  
  *Centre for Early Childhood Education*  
  *Monash University, Australia*

- Professor Tania Zittoun  
  *Institute of Psychology and Education*  
  *University of Neuchâtel, Greece*

- Professor José A. Sánchez Medina & Dr. Virginia Martínez Lozano  
  *University Pablo de Olavide, Seville, Spain*

- Professor Mariane Hedegaard & PhD Paula Hrepich  
  *Copenhagen University, Denmark*

The host University has taken care to organise a special price for accommodation at Hotel Alcántara. Reservation could be made by logging in to the hotel’s webpage [http://www.hotelalcantara.net/hotel.html](http://www.hotelalcantara.net/hotel.html)
Insert the following promotion code for special prices (Promotion code = 1905).

The rates from 1st September to 10th September, 2012 are as follows:

- Single room - 63.90 €
- Double (matrimonial bed) - 73.80 €
- Double (twin beds) - 83.70 €

The conference is organized by Sanchez Medina, Virginia Martinez Lozano and Mariane Hedegaard. It will start with a shared dinner in the evening of 5th September, 2012.

All CHACDOC members and ISCAR members, who want to join CHACDOC, are invited to submit proposals that are relevant to the conference theme to Mariane Hedegaard (Email: Mariane.Hedegaard@psy.ku.dk).

The fee is 150 EUR. This includes the arrival dinner (5th September), a second dinner, two lunches and coffees to be served at the meetings. For registration contact Virginia Martinez Lozano (Email: vmarloz@upo.es).

The registration deadline is 10th July, 2012.

8. Upcoming Events

23rd Annual Danish Activity Meeting

Theme : Dialektik og politisk praksis Mellem
        virksomhedsteori og ideologikritik.
Date   : 9–11 November, 2012
Place  : Røsnæs
Contact Person : Morten Nissen (Email: Morten.Nissen@psy.ku.dk)

ISCAR Brazil Forum

Date   : 10–11 August, 2012
Venue  : University of Juiz de For a, Minas Gerais, Brazil

International Congress on Cultural-Historical Theory and the 11th Journey of the Marilia’s Teaching Department

Theme : Cultural-Historical Theory in Focus: (Inter)national Perspectives.
Venue : Marília, São Paulo, Brazil
Date   : 7–10 August, 2012
Further information is available at: http://www.inscricoes.fmb.unesp.br/principal.asp
National Conference of Language Teaching-Learning and the Socio-cultural-historical Activity Theory

Venue : University of São Paulo, São Paulo, Brazil
Date : 13 – 14 August, 2012

Workshop: Introduction to Discourse Analysis of Social and Private Speech

Speaker : Peter Feigenbaum, Fordham University, USA.
Date : 8 – 9 August, 2012
Venue : University of São Paulo, São Paulo, Brazil

Rwanda International Conference on Technology in Education (RICTE2012)

Theme : Enhance Learning through Technology
Date : 5 – 7 September, 2012
Venue : Kigali Institute of Science and Technology (KIST), Kigali, Rwanda

Important Dates
Deadline for Abstract Submission : 8 July 2012
Approval of Paper Presentations : 29 July 2012
Publication of Program : 13 August 2012
Conference Registration Ends : 30 August 2012
Further information is available at: www.ricte.reb.rw,
9. Publications

New Books

Title: Motives in children’s Development: Cultural Historical Approaches
Authors: Mariane Hedegaard, Anne Edwards & Marilyn Fleer (Eds.)
Publisher: Cambridge University Press.
Year: 2012

The contributors to this collection employ the analytic resources of cultural-historical theory to examine the relationship between childhood and children's development under different societal conditions. In particular they attend to relationships between development, emotions, motives and identities, and the social practices in which children and young people may be learners. These practices are knowledge-laden, imbued with cultural values and emotionally freighted by those who already act in them. The book first discusses the organising principles that underpin a cultural-historical understanding of motives, development and learning. The second section foregrounds children's lives to exemplify the implications of these ideas as they are played out examining how children are positioned as learners in pre-school, primary school and play environments. The final section uses the core ideas to look at the implementation of policy aimed at enhancing children's engagement with opportunities for learning, by discussing motives in the organisations that shape children's development.

In the spirit of making this as easy as possible, for ISCAR members, please find a direct link to a page on the Cambridge website providing a 20% discount on this book. http://www.cambridge.org/knowledge/discountpromotion?code=MCDHEF12
The promotion code and expiration date for this promotion: MCDHEF12; October 31, 2012
Title: Children, Childhood and Everyday Life  
Authors: Mariane Hedegaard, Karin Aronsson, Charlotte Højholt & Oddbjørg Skjær Ulvik (Eds.)  
Year: 2012

Children live their lives across various social settings, including homes, kindergartens, schools and different kinds of institutions. The different contributions of this book focus on children’s perspectives, and on how children learn and develop through taking part in activities in social communities such as families, peer groups, classrooms, and day care institutions. This collection illustrates different ways of dealing with varying social contexts, and the research presented involves questions about children’s world-making, anchored in children’s daily lives. The studies are inspired by Vygotsky’s theory of development (1998), as well as childhood sociology, and discursive theories.

One of the aims has been to problematise time, change, continuity, developmental trajectories, and transitions in order to identify novel ways of discussing different trajectories through childhood and youth, that is, “development”.

ISCAR members will get a 20% discount when they inform the publisher about their membership. More information is available at: http://www.infoagepub.com/products/Children-Childhood-and-Everyday-Life

Articles/Dezertatons


