

Volume 2 | 2024/27
June 30 2025



Newsletter

1. **ISCAR Executive Committee Work during the first semester of 2025, in line with its 2024/27 Vision**

Organizational developments have been at the core of the monthly meetings of the Executive Committee during the first semester of 2025. These developments pertain specifically to the ISCAR bylaws, its finances, the webpage and the membership list.

With regard to the bylaws, since it is a long time since a Members' Meeting has been organized to collectively reflect on the ISCAR bylaws, the Executive Committee has been exploring possibilities to organize Members' Meetings also in hybrid or virtual forms. Online participation in Members' Meeting is not excluded by the current bylaws and the technology and knowhow are available for conducting such meeting. ISCAR World congresses happen every three years, have inevitably packed schedules and not everyone can always attend these conferences.

At the beginning of 2025 past ISCAR Presidents and Vice-presidents were invited to one of the meetings of the Executive Committee for consultation on this matter and an online form was sent to members. Building on the obtained feedback, the Executive Committee resolved that Members' Meetings can be held in person, in hybrid format or entirely online. This is one of the first three CORE - COMMITTEE RESolutions (formally, Executive Orders) that have come into effect on June 10.

The three COREs read in full as in the following:

No. 41: As per Article 44 and Standing Order VII, the Executive Committee may issue Executive Orders, as regulated in the Articles and Standing Orders. ISCAR, because of the highly democratic values it advocates, has chosen to replace the usual legal term Executive Orders with Executive Committee Resolutions (COREs).

This Executive Order comes into effect on June 10, 2025 - Expiration date: 30th of November 2027.

No. 42: Financial and Registry Location

As per Articles 18 and 19, the Executive Committee is responsible for governing the Association and its financial transactions. Thus, the Executive Committee unanimously resolved to take actions toward the transfer of the ISCAR bank account from Denmark to Finland because of a requirement to have a member of the executive domiciled in the same country as the account. This requires that the Association is formally registered in Finland.

This Executive Order comes into effect on June 10, 2025 - Expiration date: 30th of November 2027.

No. 43: Formats of Members' Meetings

As per Article 12, Members' Meetings are convened by the Executive Committee. The Articles, as they stand, do not specify the format of the Members' Meeting. The Executive Committee unanimously resolved that Members' Meetings can be held in person, in hybrid format or entirely online. The hybrid and online format will ensure maximum inclusivity and accessibility independent from the geographical location and economic situation of the members. The Executive Committee will ensure that in all Members' Meetings everyone voting are appropriately registered by means of the platform function in use.

This Executive Order comes into effect on June 10, 2025 - Expiration date: 30th of November 2027.

2. Webpage updates

The Executive Committee apologizes for the service break that occurred earlier this semester and informs ISCAR members that starting in August-September the webpage will be developed with the help of HION ICT Company.

Please do check the website regularly! The news and events items featured on the webpage since the previous newsletter include:

- Announcement of the CHACDOC ConferenceL Perspectives on a good life for children
<https://iscar.org/blogs/events/chacdoc-conference-perspectives-on-a-good-life-for-children> (added on May 29, 2025)
- Notification and details of the recent ISCAR Assesmbly for Current and Future Members
<https://iscar.org/blogs/news/iscar-assembly-for-current-and-future-members> (added on May 26, 2025)
- Announcement of the 2025 Southern Europe and Middle East conference
<https://iscar.org/blogs/events/2025-southern-europe-and-middle-east-conference> (added on April 13, 2025)
- Announcement of the IX Summer University for PhD Students
<https://iscar.org/blogs/events/ix-summer-university-for-phd-students> (added on April 11, 2025)
- Call for nominations for the Nordic-Baltic ISCAR Region Awards 2025

<https://iscar.org/blogs/news/call-for-nominations-nordic-baltic-iscar-region-awards-2025> (added on March 31, 2025)

- Announcement of the Cultural-Historical Research for Social Transformation: Monash Symposium, Italy
<https://iscar.org/blogs/events/cultural-historical-research-for-social-transformation-monash-symposium-italy> (added on January 17, 2025)

Members are welcome to share contents with the ISCAR community by emailing them to b.bligh@lancaster.ac.uk

3. Regional and Thematic Sections

Some key information and updates on the ISCAR regions:



The **Africa Regional Section** (mmukute@gmail.com) includes members from the following universities and organizations: Cape Peninsula University of Technology, Rhodes University, the Social Learning and Innovation organization, University of Cape Coast University of Cape Town, University of Johannesburg, University of KwaZulu-Natal, Wits University. The regional section is currently focused on organising the ISCAR2027 Congress, to take place in Cape Town. The Conference Organizing Committee is led by Professor Joanne Hardman, UCT.

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The **Asia-Pacific Regional Section** (john.crippsclark@deakin.edu.au) has a strong relationship with the Australian Association for Research in Education CHAT Special Interest Group, coordinated by doctoral and early-career researchers who organise a Cultural-Historical and Activity Theory seminar at the annual conference. The seminar is followed by a residential Summer School where doctoral and early-career researchers spend four days together with senior Cultural-Historical and Activity Theory researchers in workshops, discussions, lectures, thinking and writing. The Summer School has helped participants produce conference presentations and a collaborative paper and is supported by our Asia-Pacific reading group. The group is, at present, centered in Australia but has membership in New Zealand, Singapore, India and strong relationships with the Korean Vygotsky community.



John Cripps Clark and some of the colleagues from the Asia-Pacific Region

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Throughout 2024–2025, **Brazil Regional Section** had resumed several strategic initiatives aimed at reconnecting the academic community, fostering scientific dissemination, and promoting the internationalization of research inspired by Vygotskian frameworks and critical approaches to human activity. Key initiatives include the following:

- ISCAR Brazil National Congress is being organized. The event is scheduled for 2026, likely in the second half of the year.
- The region is working to reactivate the Brazilian Journal of Cultural-Historical and Activity Theory, a scientific journal affiliated with the national committee and dedicated to publishing research grounded in the works of key major authors in the field. The first call for papers of this new editorial phase will be released in 2025, with the first issue expected to be published in March 2026.

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The **Central Europe Regional Section** (marco.mazereeuw@nhlstenden.com) is organizing the following:

- A one-day conference in Leeuwarden, on 10 October 2025 for all interested participants from the Netherlands. 50 and 90 attendees are expected for meeting, workshops and planning future ISCAR activities in the country.
- A two-day conference in 2026 at Humboldt University, Berlin, Germany. About 90 participants are expected.
- A website for all participants from Central Europe is being created

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The **Nordic Baltic Regional Section** (annalisa.sannino@tuni.fi) has Country representatives from Denmark, Finland, Iceland, Latvia, Lithuania, Norway, Poland, and Sweden. It would be awesome to have also an ISCAR Country representative for Estonia.

The Nordic Baltic Region representatives recently met in June at University West in Trollhättan and online to discuss and plan developments in the region. [A panel discussion](#) involving the country representatives showcased some of ISCAR research in the region as part of the [Nordic Baltic ISCAR conference 2025](#).



Panel discussion of ISCAR Nordic Baltic Country Representatives During the Conference in Sweden

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The **Regional Section Russia and Neighbor Countries** (skosaretski@hse.ru) is organizing a meeting to take place during the IX ISCAR Summer University will be held in Moscow, Russia, 11-16 August 2025. Representatives from Kyrgyzstan, Belarus and Armenia are expected to discuss also preparations for the Regional Conference in 2026. A special issue of the Cultural-Historical Psychology Journal is being prepared to appear in published form in the fall of

2025, with a focus on cultural-historical theory as developed in the countries of the region and in BRICS countries.

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The **UK_IE Regional Section** (b.bligh@lancaster.ac.uk) has set up a steering group comprising Brett Bligh (coordinator) Laura Black, Rita Chawla-Duggan, Sophina Choudhry, Gillian Horribine, Phil Moffitt, Kyoko Murakami, and Rebecca Phillips. Two reading groups are currently being organized: one specifically for beginners and one for general debates. The region is also planning a seminar series. These and other developments in the region can be followed via the dedicated [LinkedIn](#).

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New Thematic Section: Psychotherapy—Co-experiencing and Jointness in Research & Practice

Submitted by: Fedor Shankov (Freie Universität Berlin), Alena Novichkova (independent researcher)

Following the 2024 ISCAR Congress, with the support of 35 community members and the President, a new thematic section was launched: “Psychotherapy: Co-experiencing and Jointness Research & Practice.” The group explores the integration of Cultural-Historical and Activity Theory into psychotherapy, with a focus on the legacy of Prof. Dr. Fyodor Vasilyuk.

Recent activities include seminars in Germany, Switzerland, and Russia, addressing Vasilyuk’s co-experiencing theory, models of supervision, and connections to González Rey’s subjectivity theory.

The group is developing a multilingual website (jointness.co) and supports the archival work at vasilyuk.com. It also launched a diagnostic tool—the “Map of Experiencing”—to support coping and affective self-regulation (more at: map.jointness.co).

To receive updates and participate in future activities, fill out this short form: <https://hse.1ka.si/iscar>

4. Membership

Disfunction with membership records connected with the ISCAR webpage: The Executive Committee apologizes for this and is determined to solve the disfunction with the help of the HION ICT Company starting in August-

September. ISCAR Secretary, Dr Mutizwa Mukute (mmukute@gmail.com) is available to answer queries, if needed.

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ISCAR welcomes membership renewals and new members. In 2025 there are new benefits for members along with the responsibilities that the membership in ISCAR entails. As a reminder, ISCAR has a calendar year membership, i.e., from January to December. Members can therefore best benefit from and support the society by renewing or registering their membership early in the calendar year.

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This semester, tailored conversations have taken place between students and senior scholars as part of the ISCAR Member-exclusive benefits.

Doctoral student Aparna Vyas shared some reflections from her recent online conversation with Dr. Monica Lemos:

“This conversation proved to be both intellectually stimulating and grounding.

We reflected on the idea of collaborative agency and some of the ethical dilemmas that arise when working with public data, especially when it is both sensitive and politically charged. Our discussion offered me greater clarity on the kinds of affordances Cultural-Historical Activity Theory (CHAT) might open up in my own research, particularly in relation to Dalit literature and visual culture.

We also explored the complexities of counter-colonialism and the inherent challenges in advancing decolonial perspectives, an area that we both feel needs ongoing and careful engagement. I'm grateful for the chance to continue this dialogue, and thankful to ISCAR for creating the space that made this connection possible.”

Aparna Vyas teaches at the Jindal School of Liberal Arts and Humanities, O. P. Jindal Global University, India. Her research is grounded in the cultural psychology of creativity. Her PhD research explores the role of art in student protests from a cultural psychological perspective, particularly how it influences the identity trajectories of participants. She is interested in how creative expressions, such as murals, performances, and other artistic interventions, serve as tools for meaning-making, resistance, and community formation within social movements.

5. Recent Publications

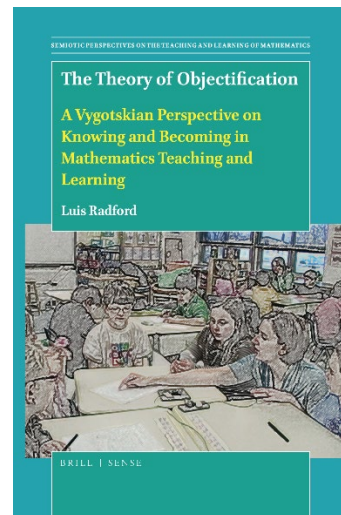
The Theory of Objectification. A Vygotskian Perspective on Knowing and Becoming in Mathematics Teaching and Learning.

Brill | Sense. Leiden & Boston, 2021.

ISBN 978-90-04-45964-9

ISSN 2542-8705

Author: Luis Radford, Laurentian University, Canada



The Theory of Objectification: A Vygotskian Perspective on Knowing and Becoming in Mathematics Teaching and Learning presents a new educational theory in which learning is considered a cultural-historical collective process. The theory moves away from current conceptions of learning that focus on the construction or acquisition of conceptual contents. Its starting point is that schools do not produce only knowledge; they produce subjectivities too. As a result, learning is conceptualised as a process that is about knowing and becoming.

Drawing on the work of Vygotsky and Freire, the theory of objectification offers a perspective to transform classrooms into sites of communal life where students make the experience of an ethics of solidarity, responsibility, plurality, and inclusivity. It posits the goal of education in general, and mathematics education in particular, as a political, societal, historical, and cultural endeavour aimed at the dialectical creation of reflexive and ethical subjects who critically position themselves in historically and culturally constituted mathematical discourses and practices, and who ponder new possibilities of action and thinking.

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Oracy by Neil Mercer

In this book, Neil Mercer calls for oracy, the ability to communicate well through spoken language, to have equal footing in education alongside literacy and numeracy. He argues that spoken language skills can and must be taught, so that students leave school not only as readers and writers, but as accomplished speakers and listeners. Mercer explains that oracy education has nothing to do with eliminating casual style, slang or regional accents and dialects, but instead about broadening young people's language repertoires, so that they can handle a wide range of talk situations with skill and confidence. He also describes research which shows how oracy can be a key driver of cognitive development, academic attainment and social mobility – helping every young person to achieve their potential and challenge the inequalities of language and power

ISBN 9781847928566

[Oracy](#)penguin.co.uk

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A triangle of curiosity: infants, researchers, and the video camera

Based on the concept we refer to as the 'triangle of curiosity,' this paper highlights how infants and toddlers were affectively and cognitively engaged by the cultural artefacts used by researchers during a longitudinal ethnographic study conducted in a Brazilian Early Childhood Education Centre (2017–2019). The focus is on the children's curiosity about the film-recording artefacts and the researchers' curiosity regarding the cultural development of these children. Grounded in Cultural-Historical Psychology and Ethnography in Education, we observed that the meanings constructed by the participants were shaped by the dialectical transformations of the children's actions in relation to cultural artefacts, particularly the camera. This leads us to affirm the social role of research involving young children, focusing on their well-

being, comfort, expanded opportunities for exploration and discovery, and, consequently, their cultural development. Thus, we argue that the researchers not only documented the children's cultural development but also prompted it.

Neves, V. F. A., Silva, E. de B. T., & Oliveira, V. S. (2025). A triangle of curiosity: infants, researchers, and the video camera. *European Early Childhood Education Research Journal*, 1–6. <https://doi.org/10.1080/1350293X.2025.2514022>

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Vygotsky and the Language Arts

Peter Smagorinsky

Peter Smagorinsky has produced a set of publications of possible interest to ISCAR members. The International Federation for the Teaching of English recruited L. S. Vygotsky and *English in Education and the Language Arts* as the first volume in its Key Thinkers in English in Education and the Language Arts series for Routledge. Although the title specifies the discipline of English (literature, composition, and language study), the volume more broadly historicizes Vygotsky's career to explore his own personal and career development in the context of the Romanov dynasty and the emerging Soviet society as a prelude to understanding his contributions to literacy research.

Recent articles more specifically apply Vygotskian concepts to adult concept development, with a focus on teachers' career paths. An eight-year longitudinal study of an English Language Arts teacher's developmental path through multiple contexts documents a teacher's experiences in four school systems that surrounded her early-career development, often in conflictual settings with multiple forces competing for her teleological goals and related practices as a teacher. This same teacher is featured in a forthcoming article, "Mediated Memory of a Mentor Teacher" (*Culture and Education*), again with a developmental focus in which the mediating influence of different contexts caused her memory of her initial mentor to shift from unfavorable to favorable as she engaged with broader challenges in different school settings. Also of possible interest is his contribution to a volume dedicated to applied linguist James Lantolf, Lantolf, Vygotsky, and learning through and about languages; and a meditation on how authors produce, and readers respond to, the characters reported in qualitative narrative research reports, *Writing and reading qualitative characters*, which he finds shares qualities with fictional characters as authors select data and characterize experiences in writing.

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Debating causality in shaping educational practice

Arthur Bakker

Education is about promoting particular change and development. A common way of thinking is in terms of interventions or programs that lead to particular outcomes. These observations suggest that causal processes are important in education, yet notions of causality are rarely debated in the educational sciences. In this chapter we ask which kind of causal reasoning is appropriate for studying and shaping educational practice. In particular, which notions of causality reflect that as humans we act with purpose and can respond to reasons and causes?

Bakker, A., Angerer, E., Penuel, W. R., & Akkerman, S. F. (2024). Causal Reasoning About Education; What Is It and What Should It Be? In P. Illari & F. Russo (pp. 671–682). The Routledge Handbook of Causality and Causal Methods. Routledge.

A preprint is available at (PDF) Causal Reasoning About Education

People can also email Arthur for the prefinal version at a.bakker12@uva.nl

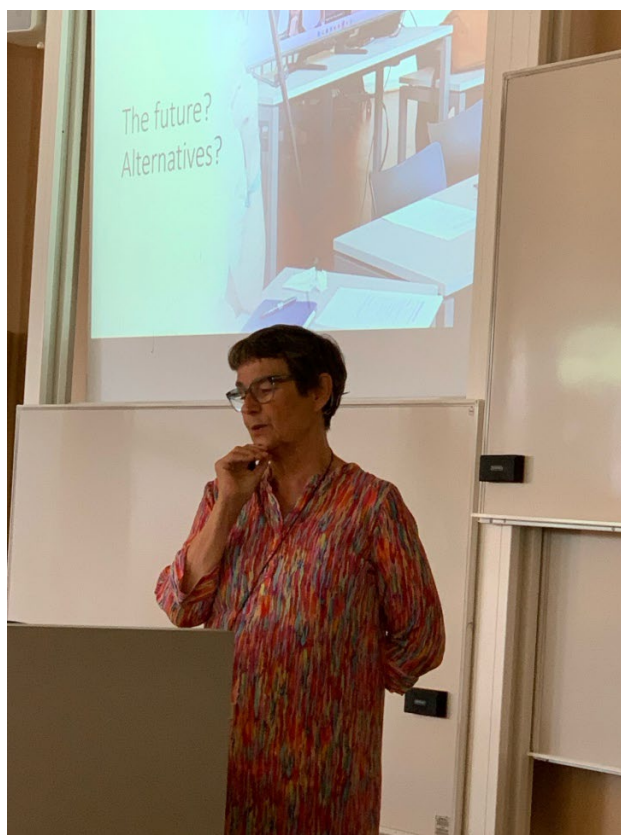
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6. Recent and Forthcoming Courses and Events

The **Nordic-Baltic 2025 Conference** took place at University West in Trollhättan, Sweden, June 17-19, with keynotes from Professor Susanne Bødker (“*The future of hybrid work and collaboration – what is new and what is not?*”) from Aarhus University and Associate Professor Marco Antonio Pereira Querol (“*Innovations for sustainable expansive learning: Lessons from formative interventions in work settings in Brazil*”) **from** the Federal University of Sergipe. The conference proved to be an extremely insightful and joyful event with 82 participants from 15 countries (see, [Book of Abstracts](#)).



Professor Ulrika Lundh Snis, opening the conference



Professor Susanne Bødker during her keynote address



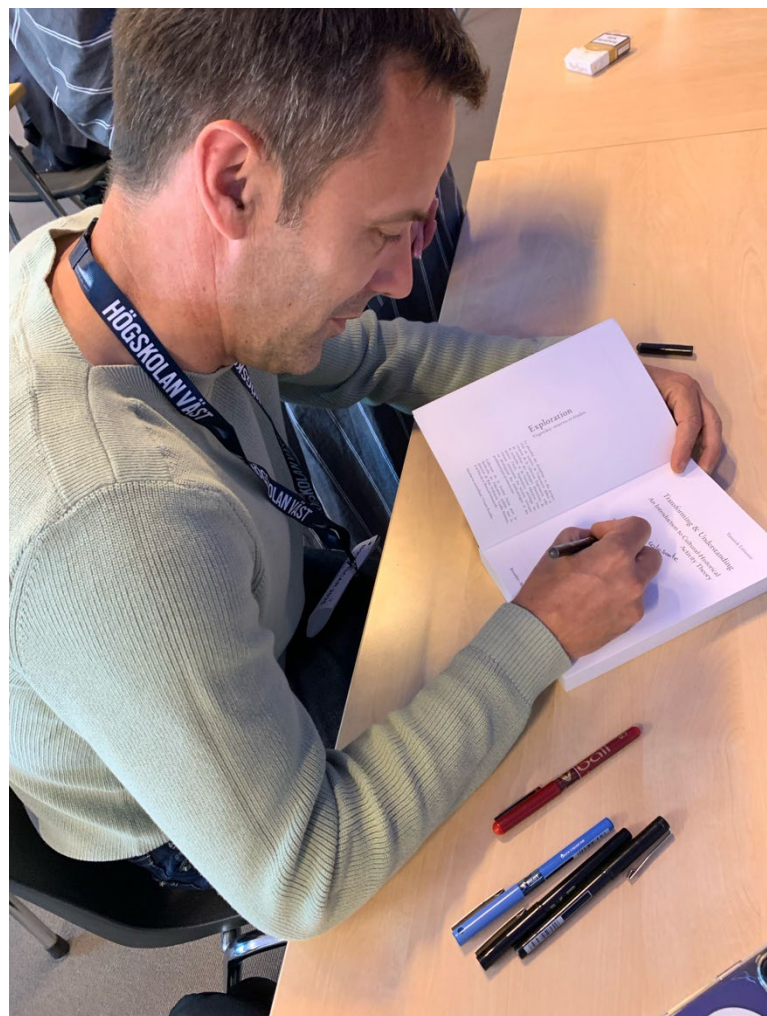
Keynote Speaker, Professor Marco Antonio Pereira Querol



Participants during the "Poster session on health"



John Cripps Clark, Annalisa Sannino and Nikita Jain during the Interactive Workshop “Exploring the emotional dimensions of expansive sustainability learning” (Organizers: Johan Holmén, Johanna Lönngren and Mattia Favaretto)



Associate Professor Yannick Lémonie, signing his recent book “Transforming and Understanding”



Associate Professor *Åsa Hirsh*, presenting her paper “Fostering teachers’ transformative agency through structured professional development”



Members of the ISCAR Executive Committee present at the Conference: John Cripps Clark, Annalisa Sannino and Brett Bligh



Professor Katsuhiro Yamazumi, commenting at the Symposium “Change Laboratory and formative interventions for social justice and sustainability in the workplace: Global evidence, new initiatives, scaling up and future directions”



Professor Emeritus Yrjö Engeström presenting the **Nordic Baltic Region Memorial Award** - for a colleague no longer physically with us, **Professor Pentti Hakkarainen**) who has shaped the research field in the ISCAR Nordic-Baltic Region and beyond with his research on play and his dedication to the Journal of Russian and East European Psychology. The award recognizes Professor Hakkarainen’s outstanding contribution and continuing inspiration his work represents for the future of ISCAR research in the region and beyond.



Doctor Monika Hattinger presenting the Nordic Baltic ISCAR Region Award for **Contribution and Service to Professor May Britt Postholm** in recognition of her outstanding contribution to research within the regional section and beyond, combined with demonstrated long-term commitment and dedication to the development of ISCAR Nordic-Baltic Region.



Associate professor Maria Spante presenting the **Nordic Baltic ISCAR Region Emergent Award to Doctor Camilla Finsterbach Kaup** in recognition of her outstanding scientific results, which also have high societal relevance in research areas representative of ISCAR Nordic-Baltic Region. During the conference Doctor Finsterbach Kaup presented a paper, co-authored with Anders Kalsgaard Møller, on “Transformative AI agency: How students negotiate and collaborate on the role of generative artificial intelligence in higher education”

A new implementation of the MOOC Key Concepts of Cultural-Historical Activity Theory (CHAT) will be offered again during the academic year 2025-2026 by Tampere University, Finland.

This course continues the discussions started in 2022-2023 reading seminars and during the first two editions of the MOOC in 2023-2024 and 2024-2025. Approximately 500 participants have signed up in this course over the past two years.

The MOOC provides an advanced introduction to CHAT based on video-recorded sessions with foremost experts from around the world. Each course module is dedicated to a specific concept and the key readings associated with that concept. Prior knowledge of CHAT is not required. Participants engage in online discussions by posting comments on the course platform and/or attending optional synchronous weekly meetings. During the weekly online sessions, there will be time for substantive questions and answers about the course content, which can also be directly related to the participants' own research.

The MOOC is carried out mainly asynchronously and is designed for individual study at the pace which is best suited for each individual situation. Participants are, however, encouraged to reach out to other participants for self-directed collaboration. The organizers hope also that new connections among participants continue to be established during the MOOC! As during past years, the organizers hope as well that this coming implementation of the MOOC will be an opportunity not only for students but also for colleagues and practitioners to join the online discussions!

Course schedule and corresponding contents:

Course overview and getting to know each other - Starting on September 15
 Module 1: Four generations of CHAT - Starting on September 22
 Module 2: The object of activity- Starting on September 29
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 Module 3: Activism and Trans/Formative Methodology in CHAT- Starting on October 20
 Module 4: Dialectics and the germ cell - Starting on October 27
 Module 5: Contradictions- Starting on November 3
 Module 6: CHAT conceptions of culture and development - Starting on November 10
 Module 7: Historicity - Starting on November 17
 Module 8: Artifacts and instrumentality - Starting on November 24
 Session 9: Expansive learning - Starting on December 1
 Module 10: Transformative agency - Starting on December 8
 General discussion on the course contents – On December 18
 Course final assignment to obtain credits: To be submitted by March 20

How to apply

1) For those NOT aiming at obtaining credits from Tampere University:

- The application period is 30.5.2025-14.9.2025
- Create an account via the MOOC's Digicampus link: [KeyConcepts of CHAT](#)
- There is no course fee for these participants

- Contact person in case of problems with this procedure: pauliina.rantavuori@tuni.fi

2) For those aiming at obtaining credits from Tampere University:

- The application period is 6.8.2025-7.9.2025
- The course fee is 60 €
- Apply via the Open University link when the course will become available on this page during the application period: **EDU.TRI.001 MOOC: Key Concepts of Cultural-Historical Activity Theory (CHAT) 5cr, online teaching**
- Contact person in case of problems with this procedure: open.studies.tau@tuni.fi

3) Doctoral students in Finnish Universities

- The application period is 6.8.2025-7.9.2025
- There is no course fee for these participants
- Apply via the link of the National Platform for Doctoral Studies when the course will become available on this page during the application period: **<https://www.doctoralcourses.fi/tampere-courses/>**
- Contact person in case of problems with this procedure: pauliina.rantavuori@tuni.fi

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IX Summer University for PhD Students

The ISCAR Regional Section for Russia and Neighbor Countries presents the IX ISCAR Summer University for PhD students: “Practices based on Cultural-historical psychology and Activity theory”. The event will be held in Moscow, Russia, 11-16 August 2025.



The ISCAR Summer University 2025 aims to facilitate broad and in-depth discussions of the best educational, psychological, and pedagogical practices based on the system of cultural-historical psychology and activity theory concepts, taking into account an evidence-based approach to solving current social challenges.

The ISCAR Summer University uses a hybrid meeting format.

Special event will take place during the IX ISCAR Summer University: a strategic session of representatives from the ISCAR Russia and Neighbor Countries Region. Application Deadline: May 26, 2025.

More information at the official site: <http://iscarschool.com>

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CHAT perspectives on Agency, Mediation and AI

FERA CHAT SIG Seminar preannouncement

Submitted by Jaakko Hilppö

Our Finnish Educational Research Association's (FERA) CHAT SIG is happy to let you know that we are hosting an online seminar on artificial intelligence, agency and mediation as part of the annual FERA conference.

The seminar will be held on Wednesday 5.11.2025 09.00 - 12.00 (UTC+3) and will take place online with no cost to participants. The link to the event will be shared with all registered participants.

The seminar will start with a keynote on the theme by professor Helena Lindgren (Umeå University, Sweden) followed with a commentary by professor Annalisa Sannino (Tampere University, Finland).

After this a panelist of experts (senior lecturer Hongzhi Yang, University of Sydney, senior researcher Henriikka Vartiainen, University of Eastern Finland, professor Stan Karanasios, University of Queensland) will deepen the discussion with perspectives from their research and with further commentaries by our keynoter professor Lindgren and professor Yrjö Engeström (University of Helsinki, Finland).

The seminar will close with a Q&A between the panelists and the audience.

Registration for the pre-seminar via the link below by Monday 3.11 the latest: <https://elomake.helsinki.fi/lomakkeet/135768/lomake.html>

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2025 Southern Europe and Middle East conference

Date: November 5-7, 2025

Location: UIC Barcelona – Faculty of Education Sciences, Sant Cugat Campus, Barcelona, Spain



We invite scholars to participate in the ISCAR 2025 Regional Southern Europe and Middle East Conference, centered on the theme “Towards Equity, Peace and Sustainability in time of Crisis” This conference aims to foster dialogue and collaboration around how Cultural-Historical Activity Theory (CHAT) and related approaches can address the pressing challenges of our time in fostering equitable, inclusive, and sustainable communities.

The theme underscores the importance of equity, peace, and sustainability as foundational pillars for creating just societies. We welcome contributions that explore how CHAT, expansive learning, and sociocultural theories illuminate and advance research and practices that address inequality, enhance participation, and promote sustainable futures across diverse cultural, institutional, and social contexts. This theme also encourages critical reflections on the historical roots, contemporary applications, and future perspectives of CHAT and related approaches. The conference will provide a platform for scholars from diverse disciplines to discuss and co-create knowledge, emphasizing pluridisciplinary and epistemological flexibility.

Submission Guidelines:

- Title: 20 words or fewer.
- Abstract: 150 words or fewer.
- Extended Abstract: 1000 words or fewer, including references, tables, and figures (placed at the end of the document).
- Submissions must not include any identifying author information.
- Extended Deadline June 30, 2025

See the dedicated conference website at: <https://www.uic.es/en/congress/iscar-2025-southern-europe-and-middle-east-conference#information>

CHACDOC 2026 Theme: Perspectives on a good life for children

Konventum, Erling Jensens Vej 1, 3000 Helsingør/Elsinore, Denmark

4 - 6 October 2026

The aim of the conference is to explore what is a good life for children, where the dynamics between children's social situation and social situation of development is considered. A central theme to be explored at the conference is how societal norms and values contribute to creating a child's zone of proximal development in everyday life.

One question could examine how the child enters into social relations with others, becoming more consciously aware of self and other? Another question to discuss could be how children participating in central activities and cultural practices are supported in the development of the child as a person through education and upbringing?

The conference welcomes oral presentations and symposia. PhD students are welcome to participate with poster presentations that will include a scheduled short oral presentation.

<https://conferences.au.dk/chacdoc-2026>

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Imagination and Creativity in Vygotsky's Works

Submitted by Francine Smolucha

The ongoing video seminar on Imagination and Creativity in Vygotsky's Works enters its fourth year. Monthly Zoom sessions, and the video recordings of past sessions, can be accessed on the Cultural Praxis website <https://culturalpraxis.net/>

Twenty-eight Zoom sessions have been held featuring Guest Speakers very familiar to ISCAR (such as Michael Cole, Alex Kozulin, David Bakhurst, Nikolay Veraksa, Eugene Subbotsky, Igor and Olga Shiyan) as well as many other Guest Speakers who are distinguished international scholars. The seminar was preceded by five Coffee Hours hosted by Mike Cole from March - August 2022 <https://culturalpraxis.net/archive-five-coffee-hours-on-imagination-and-creativity-in-vygotskys-works/>.

The Fall 2025-Spring 2026 sessions continue the discussion of the development of higher psychological functions as neuropsychological systems, creative collaboration, the importance of pretend play across the lifespan, dialectical thinking, and imaging futures.

See: <https://culturalpraxis.net/imagination-and-creativity-in-vygotskys-works-seminar-series/>

7. Acknowledgement of Colleagues' Service

ISCAR potential can only be fulfilled by the volunteer work of colleagues and students. The fact that this organization exists is thanks to all those who have devoted time and efforts to this organization. In the December Newsletters the Executive Board 2024/27 gratefully acknowledges the selfless work of previous presidents and boards, regional and national coordinators, and conference organizers. This time we wish to thank **George Efthimiou**, ISCAR Country Representative for Greece, for all his work developing and maintaining the ISCAR webpages and for his collaboration with the current Executive committee to further developing this essential infrastructural resource for ISCAR members and activities.

8. Warmest Wishes for the Summer Season!

