First ISCAR Congress
International Society for Cultural and Activity Research

Acting in changing worlds:
Learning, communication,
and minds in intercultural activities

September, 20-24, 2005
Sevilla, Spain

PROGRAM
Opening Session

Chair: Juan D. Ramírez Garrido, Universidad de Sevilla, Spain

Greetings from the President of The Congress
Juan D. Ramírez Garrido, Universidad de Sevilla, Spain

Greetings from the Major of Sevilla City / Delegate of University and Education
Alfredo Monteseirín, Major of Sevilla City

Greetings from the Rector of the University of Pablo de Olavide / Vicerrector de Ordenación Académica
Agustín Madrid, Universidad Pablo de Olavide

Greetings from the Rector of the University of Sevilla / Vicerrector de Planificación Docente
Miguel Florencio, Universidad de Sevilla

Greetings from the President of ISCAR
Seth Chaiklin, Danish University of Education, Denmark
Session 2  
9:45 - 10:30  
Main Hall B

Who is Psyche? A reflection on the subject of Psychology

Lecturer:  Alberto Rosa, Universidad Autónoma de Madrid, Spain

Coffee break -- 30 minutes
Doing gender in Kathmandu

Lecturer: Mary Crawford, University of Connecticut, USA

Chair: Nancy Ares, University of Rochester, USA

Methodological Challenges in Operationalizing Culture as an Object of Inquiry
   Carol D. Lee, Northwestern University, USA

Challenges in Operationalizing Cultural Practices in Classroom and Peer Communities
   Nancy Ares, University of Rochester, USA

But When Is Identity? Challenges in operationalizing identity in studies of learning
   Na’ilah Suad Nasir, Stanford University, USA

Discourse and Practice: The Operationalization of Slippery Constructs
   Norma González, University of Utah, USA

Reflective praxis across cultures: heterogeneity of mediational means of reflection in russian and american dewey schools.
   Elina Lampert-Shepel, Columbia University, USA
OS. 5. Aphasia and Identity Construction

Co-Chairs: Barbara B. Shadden, University of Arkansas, USA  
Fran Hagstrom, University of Arkansas, USA

Social Construction of Self for Persons with Aphasia: When Language as a Cultural Tool is Impaired
  Barbara B. Shadden, University of Arkansas, USA  
  Patricia Koski, University of Arkansas Speech and Hearing Clinic, USA

Remediating Identities and Aphasia through Figured Worlds
  Julie A Hengst, University of Illinois, USA

Clinical Management of Aphasia: Polyphonic Identity
  Joseph P Agan, University of Arkansas, USA
IS. 22. The enculturation of play

Chair: Bert van Oers, The Netherlands

*The Cultural Relativity of Vygotsky's Theory of Play*
Susan Gaskin, NEIU, USA

*Interpreting children’s play as cultural activity*
Artin Goncu, University of Illinois at Chicago, USA

*Cultural Development in Play*
Pentti Hakkarainen, Institute of Education, Finland

*The end of an era: Reconceptualising the relation between Play and Learning*
Bert van Oers, The Netherlands
OS. 7. Toward an Understanding of Adolescents’ Argumentation across Everyday Contexts and Purposes

Co-Chairs: Leah A. Bricker, University of Washington, USA
            Philip Bell, University of Washington, USA

Mapping arguments in the science classroom: Insights from instructional scaffolding studies
            Philip Bell, University of Washington, USA

Riding the concrete wave: Urban skateboarders’ argumentation
            Leah A. Bricker, University of Washington, USA

‘If your blog doesn’t look good, no one will read it’: Adolescent peer groups’ argumentation in online spaces
            Heather Toomey Zimmerman, University of Washington, USA

Comparative analysis of adolescents’ argumentation across settings and purposes
            Philip Bell, University of Washington, USA
            Leah A. Bricker, University of Washington, USA
            Heather Toomey Zimmerman, University of Washington, USA
IS. 21. Constructing and Transcending Ambivalence: Culture in action

Co-Chairs: Jaan Valsiner, Clark University, USA
          Nandita Chaudhary, University of Delhi, India

  *Time, Narrative, and the Ambivalence of Selfhood*
    Mark Freeman, College of the Holy Cross, USA

  *Young mothers: Struggles with Ambivalence*
    Helen Holgate, Brunel University, United Kingdom
    Kyoko Murakami, Brunel University, United Kingdom

  *Parent-child relations: ambivalence in filiating.*
    Ann Buysse, Universiteit Gent, Belgium
    Jan de Mol, Universiteit Gent, Belgium

  *Constructing and transcending ambivalence: the interview process in action*
    Nandita Chaudhary, University of Delhi, India

  *Everyday poetry: The development of meaning in a temporally structured world*
    Emily Abbey, 1 College St, USA
Session 9  

**OS. 18. Socio-cultural perspectives on analysing school or classroom practice: an interactive* symposium**

**Chair:** Pauline Davis, The University of Manchester, School of Education, United Kingdom

*Defining Context in the Study of Classroom Dialogue and Children’s Learning*

Laura Black, The University of Manchester, School of Education, United Kingdom

*The constraint of children’s discourse about reading on classroom practice*

Pauline Davis, The University of Manchester, School of Education, United Kingdom

*Questioning Strategies in the Early Years Science Activity and Discourse*

Diane Harris, The University of Manchester, School of Education, United Kingdom

*Teachers as middle managers: negotiating conflicting identities and discourses*

Julian Williams, The University of Manchester, School of Education, United Kingdom

Chair: Kiyoshi Amano, Chuo University, Japan


Kiyoshi Amano, Chuo University, Japan

An Examination of the Effect of Early Intervention on the Improvement of Voluntary Attention of Preschool Children at High Risk of Learning Disabilities Using a Continuous Performance Test (CPT).

Akira Midorikawa, NCNP, Japan
Kiyoshi Amano, Chuo University, Japan

A Case Study on Early Intervention with Four-year-old Children at High Risk of Learning Disabilities

Saori Goto, Chuo University, Japan
Kiyoshi Amano, Chuo University, Japan

Discussion

Tatiana V. Akhutina, M.V. Lomonosov Moscow State University, Russia
OS. 41. Semiotic mediation: theoretical and practical aspects (I)

Chair: Wolff-Michael Roth, University of Victoria, Canada

*Some remarks on the development of Vygotsky’s semiotics*
Jussi Silvonen, University of Helsinki, Finland

*Valentin Voloshinov’s sign concept and its potential for studying semiotic mediation of activity*
Mikael Leiman, University of Joensuu, Finland

*Revisiting Vygotsky’s Non-Classical Psychology of Language within the Metatheories of Holographic Movement and the "Third Space”*
Dorothy Robbins, Central Missouri State University, USA
B10.3. New technologies, communication, and identity

Chair: Ben Williamson, NESTA Futurelab, United Kingdom

**Talking Computer Games - a study of children’s relation to computer games in social spaces**

Pål André Aarsand, University of Linköping, Sweden

**Diversity and Online Education**

Luisa Aires, Universidade Aberta, Portugal

**Technological tools: A pathway to reach my group**

Claudia Calado, Universidade de Lisboa, Portugal
Margarida César, Universidade de Lisboa, Portugal

"wuld u like 2 b a flower wid me??": Discourses of identity-construction amongst teenagers in an educational online messageboard environment

Ben Williamson, NESTA Futurelab, United Kingdom

**Life imitating art: Fiction, imagination and the striving tourist**

Alex Gillespie, University of Cambridge, United Kingdom
Session 13  
12:00 - 13:30  
B5

B12.10 New ways of teaching-learning and technology

Chair: María J. Cala Carrillo, Universidad de Sevilla, Spain

ICT in teacher training. Understanding change through activity theory
Solveig Andersson, Goeteborg University, Sweden
Berner Lindström, University of Goeteborg, IT- University, Sweden

ICT Based Teacher Education from cultural-historical theory
Pilar Colás, Sevilla University, Spain
Juan de Pablos, Universidad de Sevilla, Spain
Santiago Romero, Universidad de Sevilla, Spain
Rafael García, Universidad de Sevilla, Spain
Rafael García, Universidad de Sevilla, Spain
Manuel Rodríguez, Universidad de Sevilla, Spain

Interdependency in teaching and learning. A study of project work and ICT
Ingvill Rasmussen, University of Oslo, Norway
Sten R. Ludvigsen, University of Oslo, Norway
B1.3. Socialization, interaction, and human development

Chair: Annoesjka Boersma

*Combining the concepts ‘communities of learners’ and ‘communities of practice’ to design learning environments that optimise learning processes of students in pre-vocational education*

Annoesjka Boersma
Wim Wardekker
Karen Krol
Anne Toorenaar
Geert ten Dam
Gert Rijlaarsdam
Monique Volman
Peter Sleegers
Femke Geijsel

*The dialectic of task based communities and communities of practice*

Joshua A. Danish, University of California at Los Angeles, USA
Noel Enyedy, University of California at Los Angeles, USA

*Communication in context of early action experiences. Preliminary analysis of multi case research between the age of 6-18 months*

Kaisa Jakkula, University of Oulu, Finland, Finland
Aili Helenius, University of Oulu, Finland, Finland

*A sociocultural and microgenetic approach to cooperation, competition and individualism*

Marilícia Witzler Palmieri, State University of Londrina, Brazil
Angela U. Branco, Universidade de Brasilia, Brazil
A7.2. Narrative construction of self

Chair: Andrés Santamaría, Universidad de Sevilla, Spain

Migration, memory and meaning: a study on collective and personal identification in rural settlements in Brazil
Silviane Barbato, Universidade de Brasília, Brazil

Self written speech: life as a narrative process
María Cabillas, Spain

Written Narratives and Verbal Thinking in the Construction of Self
Holbrook Mahn, University of New Mexico, USA

Life-narratives and autobiographical memory in gays and lesbians: the appropriation of social discourses
Arianna Sala, Universidad de Sevilla, Spain
Manuel L. de la Mata, Universidad de Sevilla, Spain
Andrés Santamaría, Universidad de Sevilla, Spain
Eva Montoya, Universidad de Sevilla, Spain
B3.8 Learning and knowledge construction in social practice

Chair: King Beach, Florida State University, USA

Developing Transitions Between Activities
King Beach, Florida State University, USA

Changing object - changing activity: An activity theoretical study of changing school practice in Sweden
Inger Eriksson, Sweden
Marie Jedemark, Lund University, Sweden

Collaborative concept formation and the re-design of school systems to create new pedagogic practices: Activity theoretical research on the transformation of learning activities in a public elementary school
Nozomi Shimada, Kansai University, Japan

Making activity theory work for empirical investigations of teaching and learning in classroom settings
Sylvia Wolfe, University of Cambridge, United Kingdom
A8.1. Methodological challenges in cultural and social research

Chair: Gregory Bedny, Essex County College, NJ, US, USA

Practical Activity Analysis & Design: Methods and Principles of the Systemic-Structural Approach

Gregory Bedny, Essex County College, NJ, US, USA
Steven Robert Harris, University of Glamorgan, United Kingdom

A mediated discursive dive in textual analysis towards deconstruction of a researcher’s certainties

Maria do Carmo Galiazzi, Universidade Federal do Rio Grande (FURG), Brazil
Roque Moraes, Pontificia Universidade Católica do Rio Grande do Sul (PUCRS), Brazil
Lígia Beskow de Freitas, Brazil

Alienation as a theoretical and methodological problem in Activity Theory

Newton Duarte, UNESP, Brazil

Collaborative Research: analyse of the Activity System based on Speech and Collaboration

Maria Otilia Guimarães Ninin, Brazil

Researching learning technologies: an AT approach

Eileen Scanlon, Open University, UK, United Kingdom
Kim Issroff, Univesity College London, United Kingdom
OS.2. A new social, scientific and technological order: psychology and cognition

Co-Chairs: Ronald João Jacques Arendt, State University of do Rio de Janeiro, Brazil
Henrique Luiz Cukierman, Federal University of Rio de Janeiro, Brazil

Psychology as a factory of selves production
Arthur Leal Ferreira, Federal University of Rio de Janeiro, Brazil

Cognition in the context of the constructivist versus constructionist debate: the actor-network theory contribution.
Ronald João Jacques Arendt, State University of do Rio de Janeiro, Brazil

Body and subjetiveness: about perception and networks
Márcia Moraes, Fluminense Federal University, Brazil

A new social, scientific and technological order: the "posthuman" condition.
Henrique Luiz Cukierman, Federal University of Rio de Janeiro, Brazil

Chair: Jennifer Astuto, USA

(Re) Producing Education Reform in a Changing World

Jennifer Astuto, USA

Transnational activities: Staying in touch through participation in Las Fiestas Patronales

Cesar Zuniga, USA

The Changing World of Young Children: Alternative Perspectives to Developmentally Appropriate Practice in Early Childhood Education

Elizabeth Matthews, USA
OS. 6. Supporting minority youth in afterschool activities of media production: Performing, forging and co/authoring identity through digital storytelling

Chair: Sonja Baumer, University of California, USA

Trobadors: A Digital Story Telling Creation Experience
Alex Pigem, University of Barcelona, Spain
Silvia Camps, University of Barcelona, Spain
Isabel Crespo, Autonomous University of Barcelona, Spain

"But you're one of us!"- making sense of ethnicity through guided participation in production of digital stories
Larz Hennig Rossen, University of California, San Diego, USA
Sonja Baumer, University of California, San Diego, USA

Playing in the Information Infrastructure: Boys Articulating Identity and Community in the Design of Personal WebPages
Kristen Radsliff Clark, University of California San Diego, USA

Adolescent Stories of Redemption: The Politics of Interpreting Adversity
Alan Davis, University of Colorado, Denver, and Health Sciences Center, USA
OS. 8. Positioning Across Texts and Contexts: Understanding the Lived Experiences of Students and Teachers

Chair: Elizabeth Birr Moje, University of Michigan, USA

Children’s Positioning Across Subject Areas in an Urban Elementary Classroom

Elizabeth Dutro, Cleveland State University, USA
Elham Kazemi, University of Washington, USA
Ruth Balf, University of Washington, USA

Social, educational and policy discourses and the positioning of teachers and students

Kathleen M. Collins, University of San Diego, USA
James Collins, The State University of New York at Buffalo, USA

Adolescents Negotiating the Literature Written for Them: How Teens and Young-Adult Texts Position One Another in Classroom Discourse

Kendra Sisserson, University of San Diego, USA
OS. 21. New dynamics of learning and partnerships in contemporary times

Co-Chairs: Mariëtte de Haan, University of Utrecht, The Netherlands
Pilar Lacasa, Universidad de Alcalá, Spain

Partnerships for learning in migration settings
Mariëtte de Haan, University of Utrecht, The Netherlands

Students’ participation in the construction of school cultural practices
Antonia Candela, Centro de Investigación y de Estudios Avanzados, México

Local meanings, identity and media discourse in a global school
Pilar Lacasa, Universidad de Alcalá, Spain
Carmen Cruz, Universidad de Alcalá, Spain

Discussing ways of participating in social practices: visually impaired children and the use of new technologies
Celma dos Anjos Domingues, Universidade Estadual de Campinas
FE/UNICAMP, Brazil
Ana Luiza Bustamante Smolka, Universidade Estadual de Campinas – FE/UNICAMP, Brazil
Adriana Lia Friszman de Laplane, Universidade Estadual de Campinas – CEPRE/FCM/UNICAMP, Brazil
OS. 47. Neuropsychological rehabilitation: cognitive and motor remediation of adult and children

Chair: José León-Carrión, Universidad de Sevilla, Spain

Functional Reorganization of the Brain after Psychological Intervention
José León-Carrión, Universidad de Sevilla, Spain

Methods of neuropsychological correction in Mexican pre-scholars with ADDH.
Luis Quintanar, Autonomous University of Puebla, México
Julia Solovieva, Facultad de Psicología, México

Prevention of learning disabilities: a neuropsychological approach
Tatiana V. Akhutina, M.V. Lomonosov Moscow State University, Russia

The rehabilitation of equilibrium after brain injury using the NEUROBIRD 3.0 biofeedback system
J. M. Barroso y Martín, Universidad de Sevilla, Spain
IS. 2. Action, thought, and self in music performance

Chair: Roger Chaffin, University of Connecticut, USA

*Coordinating thought and action in musical performance*

Roger Chaffin, University of Connecticut, USA

*Thought, Action and the Self: The dynamics of learning, performing and investigating*

Tania Lisboa, Royal College of Music, United Kingdom
Topher Logan, University of Connecticut, USA

*Beating time: the role of gesture in the development of a singer’s mental representation and performance cues*

Jane Ginsborg, Leeds Metropolitan University, United Kingdom

*The Dynamics of Embodied Cooperative Action*

Kerry Marsh, University of Connecticut, USA
B2.1 Ways of discourse, modes of thinking and forms of participation

Chair: Snezana Marinković, Yugoslavia

Playing with worlds: Semiotic remediation practices in comedy skits and pretend play
  Paul A Prior, University of Illinois, USA
  Kevin Roozen, University of Illinois, USA
  Julie A Hengst, University of Illinois, USA

Understanding Adult-child Relations within Play Pedagogy
  Beth Ferholt, University of California, USA

Constructing meanings in children’s free play
  Merja Ikonen, University of Jyväskylä, Finland

Theory of Lav S. Vygotsky and child participation
  Marinkovic Snezana, Yugoslavia
A7.1. Narrative construction of self

Chair: Eduardo Weiss, CINVESTAV, México

Reconstructive memory and collective remembering
   Andrés Haye, Universidad Católica de Chile, Chile

A Path to Understanding and Embracing Qualitative Research: Narrative Autobiographical Accounts of a Second-Generation Indo-Canadian
   Sheila Kreyszig, University of Alberta, Canada

Autobiographical memory and self-descriptions in Mexican and Spanish college students
   Lucía Ruiz Ramos, Universidad de Sevilla, Spain
   Manuel L. de la Mata, Universidad de Sevilla, Spain
   Andrés Santamaría, Universidad de Sevilla, Spain

Narration and Self in Mexican High School Students
   Eduardo Weiss, CINVESTAV, México

Life trajectories of equity-minded heterosexual couples in Mexico City
   Irma de Lourdes Alarcon Delgado, National Autonomous University of Mexico (UNAM), México
   Roberta Hill, Lincoln University, New Zealand
B3.6 Learning and knowledge construction in social practice

Chair: Riikka Pyysalo, University of Cambridge, United Kingdom

*The meaning of learning and its importance in the construction of knowledge. A university students case*

- Patricia del C. Covarrubias Papahiu, México
- Claudia C. Martínez Estrada, México

*Individual and cultural aspects for the formation of school concept.*

- José A. Liébana, Facultad de Educación y Humanidades de Ceuta, Spain
- Pilar Núñez, Facultad de Educación y Humanidades de Ceuta, Spain
- Raquel Benítez, Facultad de Educación y Humanidades de Ceuta, Spain
- Margarita Suárez, Facultad de Educación y Humanidades de Ceuta, Spain
- Begoña Fernández, Facultad de Educación y Humanidades de Ceuta, Spain
- Patricia Laguillo, Facultad de Educación y Humanidades de Ceuta, Spain
- Esther Doncel, Facultad de Educación y Humanidades de Ceuta, Spain

*Historical development of learning in and for production*

- Juha Pihlaja, University of Helsinki, Finland

*Rethinking learner agency: From individual autonomy and self-discovery to participation, risk-taking and creativity*

- Riikka Pyysalo, University of Cambridge, United Kingdom
A10.1. Qualitative research and social practice

Chair: Hassan. Zaharah, Malaysia

Subculture of A Culture
  Rana Gulzar Ahmad, Pakistan

Leadership styles of women academic leaders at one public university in Malaysia
  Hassan. Zaharah, Malaysia

  Reyes Hernandez Castilla, Universidad Autónoma de Madrid, Spain
  Raquel Vélez, Universidad de Alcalá, Spain

Environmental education transforming a school’s fraternity social actions: Study case in a public school in Ribeirao Preto -SP- Brazil
  Maria de Lourdes Spazziani, Centro Universitario Moura Lacerda, Brazil
B7.1 Citizenship in changing world

Chair: Noel Enyedy, University of California at Los Angeles, USA

Value Construction through Discourse: Conflict and/or Contradiction?
   Angela B. C. T. Lessa, Catholic University of São Paulo (PUC-SP), Brazil

The writing on the wall: graffiti and other community/school practices. An example from Brazil
   Ana Christina DaSilva Iddings, Vanderbilt University, USA

At the intersection of classroom culture and Culturally relevant pedagogy: what students’ arguments around maps reveal about how to increase student achievement within our diverse society
   Noel Enyedy, University of California at Los Angeles, USA
   Joshua A. Danish, University of California at Los Angeles, USA

Architects transforming social discourses: subjects that emerge from reconstructive written productions.
   Maurivan Güntzel Ramos, Pontific Catholic University of Rio Grande do Sul, Brazil
   Roque Moraes, Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS), Brazil
   Maria do Carmo Galiauzzi, Universidade Federal do Rio Grande (FURG), Brazil
B6.3 Literacy in changing worlds

Chair: Kristen Radsliff Clark, University of California San Diego, USA

Changing problems while exchanging positions: A microgenetic case-study
   Carla Cunha, Portugal
   Miguel Gonçalves, Minho University, Portugal

Tranccultural literacy: Diasporic spaces and identities reconsidered
   Alex Kostogriz, Monash University, Australia
   Georgina Tsolidis, Monash University, Australia

Literacy and difference: a cultural approach of the literacy practices
   Maria do Socorro Oliveira, Federal University of Rio Grande do Norte, Brazil

Integrating New Literacies into the Design of Activities for Afterschool Informal Learning Environments: A Fifth Dimension Perspective
   Kristen Radsliff Clark, University of California San Diego, USA
OS. 89. Phase-Shift: Transformation in activity system

Chair: John Findlay, University of Wollongong, Australia

Achieving group "Flow" in high performing e-learning teams: The "missing link" in Activity Theory

John Findlay, University of Wollongong, Australia
Robert Fitzgerald, University of Canberra, Australia

Periodicity of large large scale cultural transformations

John Findlay, University of Wollongong, Australia
Robert Fitzgerald, University of Canberra, Australia

Executive function: Supporting high level consulting and facilitation skills using collaborative software

John Findlay, University of Wollongong, Australia
Robert Fitzgerald, University of Canberra, Australia
OS. 11. Supporting learning for boundary crossing at work

Co-Chairs: Marianne Cerf, Bâtiment EGER, France
          Pascal Béguin, France

*Designing at the border: dialogical processes between users and designers.*

Marianne Cerf, Bâtiment EGER, France
Pascal Béguin, France

*Boundaries and boundary crossing in creating concepts for local food*

Laura Seppänen, University of Helsinki, Finland

*Recognizing the need for boundary crossing in a boundary crossing laboratory intervention*

Jaakko Virkunnen, University of Helsinki, Finland
OS. 13. Agency between trust and regulations in (virtual) networks: Balancing use and exchange value in new forms of collaborative settings

Chair: Christoph Clases, University of Applied Sciences, Switzerland

Trust in a "hybrid" commercially driven and globally distributed Free/Open Source project (OpenOffice.org)

Stephanie Freeman, University of Helsinki, Finland

Contracting in networks

Vaula Haavisto, University of Helsinki, Finland

The mediation of collaborative agency: Trust, representation and technology

Jaakko Virkunnen, University of Helsinki, Finland

On trust, new forms of collaborative agency, and the dynamics in the dynamics between motives and motivations in networks

Christoph Clases, University of Applied Sciences, Switzerland
OS. 16. Theory in method: practicing Socio-Historical research

Chair: Colette Daiute, City University of New York, USA

Participant Informants: A Method of "Stepping Out-of-Bounds"
Jabari Mahiri, University of California, USA

From Research Practice to Research Praxis: CHAT Beyond the Methodological Horizon
Miguel Zavala, UCLA, USA
Kris Guitierrez, UCLA, USA

The Socio-historical Problem of Narrative
Colette Daiute, City University of New York, USA

Problematizing Epistemology
Joseph Glick, City University of New York, USA
OS. 20. Conceptualising the complexity of the multicultural mathematics classrooms

Co-Chairs: Guida de Abreu, Oxford Brookes University, United Kingdom
          Núria Gorgorió, Universitat Autònoma de Barcelona, Campus Bellaterra, Spain

Theoretical constructs to analyse the complexity of the multicultural mathematics classroom
          Núria Gorgorió, Universitat Autònoma de Barcelona, Campus Bellaterra, Spain
          Núria Planas, Universitat Autonoma de Barcelona, Spain

The many faces of "parental involvement": immigrant parents’ reflections on mathematics education
          Marta Civil, University of Arizona, USA
          Beatriz Quintos, The University of Arizona, USA
          Jill Bratton, The University of Arizona, USA

Student’s talking, writing and thinking in language sensitive math lessons
          Dolly van Eerde, Utrecht University, The Netherlands

The dynamics of social mediation of learning and identity development in multicultural classrooms
          Guida de Abreu, Oxford Brookes University, United Kingdom

Discussant.
          Ed Elbers, Utrecht University, The Netherlands

Co-Chairs: Héctor del Castillo Fernández, Universidad de Alcalá, Spain
           Juan Manuel Fernández Cárdenas, México

Creating a digital newspaper: Children and families sharing "new literacy" practices.
   Ana Belén García Varela, Universidad de Alcalá, Spain
   Héctor del Castillo Fernández, Universidad de Alcalá, Spain

The appropriation and mastery of cultural tools in computer supported literacy practices: British primary school children constructing Web Pages collaboratively.
   Juan Manuel Fernández Cárdenas, México

Analysing the long conversation in the classroom: collaborative learning trajectories in primary school children’s computer supported literacy practices
   Judith Kleine Staarman, The Open University, United Kingdom
B3.3 Learning and knowledge construction in social practice

Chair: Marta Azevedo dos Santos, Universidade Luterana do Brasil, Brazil

Teacher identity and the culture of schooling: a research project as unifying activity system
   Elizabeth Henning, University of Johannesburg, South Africa
   Sarah Gravett, University of Johannesburg, South Africa

Becoming teacher: the beginning of the educational profession in different historical moments
   Daniela Dias dos Anjos, Brazil

The concept of Education in the teachers from Palmas, north of Brazil
   Marta Azevedo dos Santos, Universidade Luterana do Brasil, Brazil

Teachers' Knowledge Construction As A Direct Result Of Their Daily Work
   Tami Lapidot, Technion, Israel

Formation process: constructing new meanings for knowledge in medical practice and teaching practice
   Eda Maria de Oliveira Henriques, Brazil
OS. 9. Language as social practice: Expanding the analysis of discourse in complex systems

Chair: Adrian Blackledge, University of Birmingham
       Edgbaston, United Kingdom

Dialogue and Activity: a methodological gap that needs to be filled
   Neil Mercer, The Open University, United Kingdom
   Judith Kleine Staarman, The Open University, United Kingdom

‘Where every word is at home... ’1: Investigating discourse in activity
   Gill Boag-Munroe, University of Birmingham
   Edgbaston, United Kingdom

Rethinking the metaphysics of activity as system or structure
   Nick Peim, University of Birmingham
   Edgbaston, United Kingdom

Dialogic discourse: Towards a Bakhtinian analysis of activity.
   Adrian Blackledge, University of Birmingham
   Edgbaston, United Kingdom
B1.2. Socialization, interaction, and human development

Chair: Angela Rabelo Barreto, University of Brasilia, Brazil

*Early infants' understanding of an adult's profile*
  - Sachiko Amano, Kagawa Nutrition University, Japan
  - Emiko Kezuka, Gunma Prefectural Women's University, Japan
  - Atsuko Yamamoto, Kagawa Nutrition University, Japan

*Conceptualisation by some mothers of the play of their autistic children: reflections upon historical and cultural context of these conceptualizations*
  - Maria Fernanda Bagarollo, Universidade Metodista de Piracicaba, Brazil
  - Maria Inês Bacellar Monteiro, Universidade Metodista de Piracicaba, Brazil

*Promoting pretend play in impaired children: how can the adult mediator help?*
  - Luciana Hueara, Unicamp, Brazil
  - Carolina Molina Lucenti de Souza, Unicamp, Brazil
  - Cecilia Guarnieri Batista, Cepre - FCM – Unicamp, Brazil

*Socio-Historical Approach Applied to Interactions between a Feeding Infant and Nursery Teachers in a Day Care Nursery*
  - Hiroaki Ishiguro, Hokkaido University, Japan

*Young children educational practices, socio-affective development, and belief orientations: A sociocultural constructivist investigation with Brazilian teachers*
  - Angela Rabelo Barreto, University of Brasilia, Brazil
  - Angela Uchoa Branco, University of Brasilia, Brazil
B3.16 Learning and knowledge construction in social practice

Chair: T. Nevin Siders V., Universidad Pedagógica Nacional, México, México

Learning to reconfigure the object of activity: The case of the moebius-strip activity system

David Guile, University of London, United Kingdom

Activity Theory as a framework for the study of tensions arising from the implementation of an innovation in fourth grade History teaching

Ilias Karasavvidis, University of Crete, Crete Greece

Authenticity and realia: Artifacts and actions in the construction of knowledge

T. Nevin Siders V., Universidad Pedagógica Nacional, México, México

Problem-solving mechanisms within a Cultural-Historical perspective

Vladimir Spiridonov, Russian State University for the Humanities, Russia
A1.2. New Trends in Cultural-Historical theory and research

Chair: Hannele Kerosuo, University of Helsinki, Finland

Dialectics of Emotionality and Solidarity in the Praxis of Qualitative Research on Learning
Sung Won Hwang, University of Victoria, Canada
Wolff-Michael Roth, University of Victoria, Canada

Tracing consequentiality in change efforts: Narratives, paper trails and artefacts as methodological resources for bridging past, present and future
Hannele Kerosuo, University of Helsinki, Finland
Anu Kajamaa, University of Helsinki, Finland
Yrjö Engeström, University of Helsinki, Finland

Language and Self-Regulation: From Vygotsky’s and Luria’s ideas on their relationship to current research
Wanda Rodríguez-Arocho, University of Puerto Rico, Puerto Rico
A3.1. Diversity and heterogeneity of mind

Chair: Elaine Fletcher-Janzen, University of Colorado, Colorado Springs, USA

Self and society: cultural differences of meaning between Spain and Iran
   Martha Campos Perez, Spain

The Taos Pueblo Indian Children's Study: Culturally Appropriate Constructs of Intelligence, Academic Achievement, and Intervention
   Elaine Fletcher-Janzen, University of Colorado, Colorado Springs, USA

Reflective praxis across cultures: heterogeneity of mediational means of reflection in russian and american dewey schools.
   Elina Lampert-Shepel, Columbia University, USA
B12.1 New ways of teaching-learning and technology

Chair: R. Colomina, University of Barcelona, Spain

*Guiding the construction of shared meanings in learning environments with ICT*
- R. Colomina, University of Barcelona, Spain
- M.J. Rochera, University of Barcelona, Spain
- Teresa Mauri, University of Barcelona, Spain

*Dialogical interactions and the co-construction of written texts in children’s collaborative projects using ICT*
- M. Martínez, National Autonomous University of Mexico, México
- Silvia Rojas-Drummond, Autonomous University of Mexico, México
- C. Albarrán, National Autonomous University of Mexico, México
- M. Vega, National Autonomous University of Mexico, México
- M. Zúñiga, Faculty of Psychology, National Autonomous University of Mexico, México
- M. Vélez, Pedagogical University of Mexico, México

*Peers interaction, joint activity organisation and the uses of ICT for the construction of knowledge in school*
- M.J. Rochera, University of Barcelona, Spain
- R. Colomina, University of Barcelona, Spain
- Javier Onrubia, Facultad de Psicología, Spain
B8.4 Doing gender in changing world

Chair: Jesús Garcia Martinez, University of Seville, Spain

*Historias de vida género e inmigración en una comunidad de práctica/
Live Histories, gender and immigration in a practice community*
  María Teresa González Uribe, Spain

*Gender on stage: a Sociocultural Theory of sex and mediated action*
  Karin Junefelt, Stockholm University, Sweden

*Gender and violence in context: reflexively doing gender*
  Hilde Van Vlaenderen, University of KwaZulu-Natal, South Africa
  David Neves, University of KwaZulu-Natal, South Africa

*Construction of the meaning of gender violence in a sample of rural andalusian women.*
  Jesús Garcia Martinez, University of Seville, Spain
  Rafael Guerrero Gómez, University of Seville, Spain
  Carmen Tovar Sánchez, University of Seville, Spain
ICHS. Website Presentation

Co-Chairs: Hartmut Giest, Universität Potsdam, Germany
          Georg Rückriem, und
          Gesellschaftswissenschaften, Germany
September 21, Wednesday
Session 46

Models of individual functioning

Lecturer: P.P. Goudena, Utrecht University, The Netherlands
Session 47  
10:15 - 11:45  
A1

B4.6 School practices, interaction, and discourse

Chair: Mercedes Cubero Pérez, Universidad de Sevilla, Spain

Dialogue and adult education
Luisa Aires, Universidade Aberta, Portugal

Ways of discourse and modes of argumentation in adult education
Alejandro Barragán Felipe, Universidad de Sevilla, Spain
Mercedes Cubero Pérez, Universidad de Sevilla, Spain

Modes of discourse and ways of thinking: Literacy and heterogeneity of verbal thinking
Mercedes Cubero Pérez, Universidad de Sevilla, Spain

Discourse activity, transfer of learning control from the teacher to the student and the processes of shared understanding construction. some reflections
Rosa Mª Mayordomo Saiz, Barcelona University, Spain
Teresa Segués Morral, Barcelona University, Spain

Narrative discourse and school rules
Jose A. Rodríguez, University of Granada, Spain
Mª Dolores Villuendas, University of Granada, Spain
B12.3 New ways of teaching-learning and technology

Chair: Sheila W. Martins, Federal University of Santa Catarina, Brazil

*Engagement in Teacher Learning: A New Role for Computer-Mediated Communication within Informal Professional Communities*
  
  Diane Hui, Washington University, USA

*A Computer-Mediated Activity to Improve the Critical Thinking*

Sheila W. Martins, Federal University of Santa Catarina, Brazil
Augusto C. M. de Oliveira, Federal University of Santa Catarina, Brazil
Leandro J. Komosinski, Federal University of Santa Catarina, Brazil

*Knowledge construction in the network: Analyses the support of a computer mediated collaborative learning software in scaffolding processes among university students.*

Manoli Pifarre Turmo, University of Lleida, Spain
OS. 83. Educating teachers from a Vigotskian point of view

Chair: Bert van Oers, The Netherlands

A View from Inside Out: The Complexities of Teaching about Teaching
Gordon Wells, University of California at Santa Cruz, USA
Tamara Ball, University of California, Santa Cruz, USA

A Professional Development Study Group as a Vehicle for Change: Promoting Teachers’ Implementation of Five Standards for Effective Pedagogy
Lois A. Yamauchi, Japan

The Pedagogy Required to Prepare Teachers for Effective Pedagogy
Roland Tharp, University of California, USA

Innovating Classroom Practice: Co-construction of Teaching Abilities
Niko Fijma, The Netherlands
Bea Pombert, The Netherlands

The Greenlandic School Reform and what it implies for Classroom Practices and further Education for Teachers.
Karl Kristian Olsen, Greenland
B8.1 Doing gender in changing world

Chair: Mª Angeles Rebollo, Sevilla University, Spain

Gender as cultural mediation for meaning construction in educational settings
- Pilar Colás, Sevilla University, Spain
- Rocío Jiménez, Sevilla University, Spain
- Mª Angeles Rebollo, Sevilla University, Spain

Daily school experience, school book and gender construction within child subjectiveness
- Davi Marangon, Federal University of Parana, Brazil
- Leilah Santiago Bufrem, Federal University of Parana, Brazil

The Printed Media and the new man: resignifications by male teachers
- Claudia Regina Santos Ribeiro, Brazil
- Vera Helena Ferraz de Siqueira, Brazil
B9.1 Life long learning in changing worlds

Chair: Mabel Encinas, University of London, México

*Collective knowledge construction among teachers working with children with autism*
   Fia Andersson, Institute of Education in Stockholm, Sweden

*Learning communities in adult education: A possible pathway for social and academic inclusion*
   C. Courela, Universidade de Lisboa, Portugal
   Margarida César, Universidade de Lisboa, Portugal

*Teachers’ learning in the secondary school: individual learning from a sociocultural perspective*
   Mabel Encinas, University of London, México

*Listening comprehension online course for EFL public school teachers. A case study based on Activity Theory*
   Angelita Gouveia Quevedo, Brazil
B2.2 Ways of discourse, modes of thinking and forms of participation

Chair: Andreas Lund, University of Oslo, Norway

The internet goes to school: mastery and appropriation of cultural tools.
Marcelo Giordan, Universidade de São Paulo, Brazil

Appropriation as a didactic concept: language, technology, and macroacquisition
Andreas Lund, University of Oslo, Norway

Multiple ways of talking, thinking and participating in an after-school girls-only science program
Jrene Rahm, Université de Montréal, Canada
Marie-Paule Reny, Concordia University, Canada

Provocative discourse of mass communication
Valentin N. Stepanov, Russia

How the multi-camera director’s work is seen in the context of "televisual" journalism?
Tiina Rautkorpi, University of Helsinki, Finland
PA1. Theoretical and Methodological issues

Local learning practices as bridges to a new type of work and learning
Heli Ahonen, University of Helsinki, Finland

Land, activity and social consciousness
David Neves, University of KwaZulu-Natal, South Africa

The research project of creation of the integrated information system
"Dictionary of the cultural-historical concept of L.S. Vygotsky"
Vitaly Rubtsov, Moscow State University of Education and psychology, Russia
A.A. Margolis, Moscow City Psycho-Pedagogical University, Russia
Mirimanova, Moscow City Psycho-Pedagogical University, Russia
I.A. Korepanova, Moscow City Psycho-Pedagogical University, Russia
T.V. Korsunskaya, Moscow City Psycho-Pedagogical University, Russia
M.A. Safronova, Moscow City Psycho-Pedagogical University, Russia

Collaborative work and leadership:
Some perspectives on the scientific knowledge appropriation
Paulo Almeida, Escola Secundária de Leal da Câmara- Rio de Mouro, Portugal
Margarida César, Universidade de Lisboa, Portugal

Unusual Usuality: Narratives of Others
Lara A. Tauritz Bakker, University of Twente, The Netherlands
PA1. Theoretical and Methodological issues

Aging and language: the concept of compensation according to Vygotsky and Baltes.
   Lilian Juana Levenbach de Gamburgo, Brazil
   Maria Inês Bacellar Monteiro, Universidade Metodista de Piracicaba, Brazil
   Ivone Panhoca, Brazil

Understanding identity in the perspective of form and content
   Jan Selmer Methi, Bodø Regional University, Norway

Rethinking History from the interculturality
   Xavier Rodríguez Ledesma, Universidad Pedagógica Nacional México, México

A Case File Approach for Seeing the Unseen: Towards a Cultural Understanding of Low-Income Children’s Services
   Gui-Young Hong, Medical University of South Carolina, USA
   Richard A Faldowski, Medical University of South Carolina, USA

Innovative Uses of Video Ethnography in Pedagogical Research
   Beth Ferholt, University of California, USA
   Robert Lecusay, University of California, USA

Identity, subjective conflict and historical dynamics of desire: an alternative account for post-modern autonomous subject.
   Víctor Jorquera, Spain

Developing an "ethical dialogue" in my field by examining past research
   Hideaki Matsushima, Japan
PA1. Theoretical and Methodological issues

*Education, Madness and Art in the perspective Cultural-Historical*
Elaine Cristina Carvalho Moura, Paulo Rômulo de Oliveira Frota/UNESC, Brazil

*The evaluation and diagnosis of students with special educational necessities in the service network*
Alexandra Ayach Anache, Universidade Federal de Mato Grosso do Sul, Brazil
Fabiany de Cássia Tavares Silva, Universidade Federal de Mato Grosso do Sul, Brazil
Fernando Ulisses, Universidade Federal de Mato Grosso do Sul, Brazil

*The developmental process of infant imitation as cultural learning from a relational viewpoint*
Ikuko Gyobu, Ochanomizu University
2-1-1 0tsuka,, Japan
Sekihara Saki, Japan

*The several dimensions of the mind: a dialectic approach on psychology and education*
Luciana Pacheco Marques, Universidade Federal de Juiz de Fora/Brasil, Brazil
Frederika de Assis Burnier, Universidade Federal de Juiz de Fora/Brasil, Brazil
Gabriela Silveira Meireles, Universidade Federal de Juiz de Fora/Brasil, Brazil
Cristina Toledo, Universidade Federal de Juiz de Fora/Brasil, Brazil

*Discourse, style and identity: the city of Natal*
Marília Varella Bezerra de Faria, Brazil
PA1. Theoretical and Methodological issues

*Education systems and the question of national identity in Brazil: national identity formation and the globalization effects*
  Diva Chaves Sarmento, Federal University of Juiz de Fora, Brazil

*The Self in a Changing World: Generations, Identity and Autobiographical Remembering in a Socio-Cultural Perspective*
  Carolin Demuth, University of Osnabrueck, Germany
  Hiltrud Otto, University of Osnabrueck, Germany
  Petra Künsemüller, University of Osnabrueck, Germany
  Bettina Lamm, University of Osnabrueck, Germany
  Heidi Keller, University of Osnabrueck, Germany

*The Inscription of Culture and Meaning in the Interior Design of a Home*
  Peter Smagorinsky, The University of Georgia, USA
  Michelle Zoss, The University of Georgia, USA
  Honorine D. Nocon, University of Colorado, Denver, and Health Sciences Center, USA

*A interactive-dialogical school practice*
  Luciana Pacheco Marques, Universidade Federal de Juiz de Fora/Brasil, Brazil
PB3. Acting in changing worlds

*Student's learning in rural north of Brazil*
  Marta Azevedo dos Santos, Universidade Luterana do Brasil, Brazil

*Sense’s production and development of low-income children in educational context*
  Leandro Pereira Nonato, Universidade Católica de Goiás, Brazil
  Sara Marques Bringel, Universidade Católica de Goiás, Brazil
  Ronaldo Gomes, Universidade Católica de Goiás, Brazil
  Raphael Vieira Vasconcelos, Universidade Católica de Goiás, Brazil
  Mercedes Villa Cupolillo, Universidade Católica de Goiás, Brazil

*The Study of Learning Process which Stimulates "Self-Awareness"*
  Shusuke Toda, Center for Human Activity Theory, Kansai University, Japan, Japan

*Analyses of Newly Qualified Teachers’ Perspectives on Learning in Social Practice*
  Ingrid Andersson, Linköping University, Sweden

*Struggling for the proximal zone in pedagogical practise. Children between age 2 to11 in need of special support*
  Gun-Marie Wetso, Dalarna University, Sweden

*Cooperation and Learning in Construction.*
  Elsebet Frydendal Pedersen, The Technical University of Denmark, Denmark
  Allan Dam, Denmark
PB3. Acting in changing worlds

The Temporal Perception (Understanding) of Adolescent Students in a Changing Educational Situation: Ethnography of Time toward a Cultural Psychology of Temporal Perception
   Michalis Kontopodis, Freie Universität Berlin, Germany

Learning human biology in a pupil centred setting
   Mattias Lundin, University of Kalmar, Sweden

Developing scientific literacy through group interaction in science classroom
   Albertina Silva, Universidade de Lisboa, Portugal
   Margarida César, Universidade de Lisboa, Portugal

The appropriation of the writing: the affection in the rapport between teacher-student
   Adriana Franco Neme, Centro Universitário Moura Lacerda, Brazil
   Marlene Fagundes Carvalho, Centro Universitário Moura Lacerda, Brazil

Research of philosophies-in-action on a non-traditional educative experience in Central America
   Teresita Cordero Cordero, Universidad de Costa Rica, Costa Rica

The roles of enacted artifacts in two educational spaces
   Rhiannon Crain, University of California, USA
   Doris Ash, University of California, USA

High school practice as participatory regulation and development of habits
   Liljelotte Ingholt, University of Copenhagen, Denmark
PB3. Acting in changing worlds

The process of class norm sharing in Japanese elementary school: Use of class slogans as a tool for norm sharing
Mai Kishino, Ochanomizu University, Japan

Affection in speech and in pedagogical practices in children education
Valdinéa Rodrigues de Souza, Centro Universitario Moura Lacerda, Brazil
Maria de Lourdes Spazziani, Centro Universitario Moura Lacerda, Brazil

Evaluative study for comparing communicative competence promoted in the classroom and the curriculum in CONAFE project
Elizabeth Encinas-Sanchez, Centre of Research and Advanced Studies (CINVESTAV), México

Literacy education and cultural activity in a changing society
Maria Judith Sucupira da Costa Lins, Universidade Federal Rio de Janeiro-UFRJ, Brazil

Why make-believe play appeals to children? Analyzing children play as improvisation
Kashima Momoko, Hokkaido University, Japan
Kimiharu Sato, Hokkaido University, Japan

Developing home economics with the socio-cultural approach - examples from Finnish schools
Päivi Palojoki, University of Helsinki, Finland
Salla Simola, University of Helsinki, Finland

Emergence of collaborative musical expressions and coordinations of sounds by physical and verbal naming cues during the practices of the amateur orchestral
Kimiharu Sato, Hokkaido University, Japan
PB3. Acting in changing worlds

*Early mathematical development in Japanese Preschool: Teachers' mathematical support for children's free play*

  Tomomi Sakakibara, Japan

*Development Beyond the Conflict Between Scientific Concepts and the Knowledge of Everyday Experiences*

  Atsushi Tajima, University of Tsukuba, Japan

*Decentralized organizational learning in school reform*

  Jun Yasuda, Japan

*Learning in network from the Cultural-Historical Perspective: an empiric approach*

  Manuel Rodríguez, Universidad de Sevilla, Spain

*The process of class norm sharing in Japanese elementary school: Use of class slogans as a tool for norm sharing*

  Mai Kishino, Ochanomizu University, Japan
IS. 20. Socio-cultural Dynamics of Economic Processes

Co-Chairs: Jaan Valsiner, Clark University, USA
           Alexander Poddiakov, State University, Russia

  Cultural-psychological analysis of globalizing economics.
    Jaan Valsiner, Clark University, USA

  Deterioration of a sense of belonging to Kaisha (company) with the end of lifetime employment in Japan.
    Yasuji Kojima, Hokkai-Gakuen University, Japan

  Dynamics of values and strategies of teaching / learning in conditions of economic cooperation and competition
    Alexander Poddiakov, State University, Russia
OS. 15. Narrative construction of self in contested contexts

Chair: Colette Daiute, City University of New York, USA

Recorridos por la Comunidad by Indigenous, Meztiza, and Afro-Mestiza Children in Mexico
   Anne Reid, Universidad Autonoma Metropolitana, Iztapalapa, México
   Martin Packer, Dusquesne University, USA

Adolescents Narrate Self and South Asian Diaspora in Post 9/11 New York City
   Jaicy John, USA

Children's Narratives of Co-existence in Contemporary Croatia
   Colette Daiute, City University of New York, USA
   Maja Turniski, SUNCOKRET Community Organization, Croatia

Future Narrative by Potential Migrants from Honduras to the U.S
   Jana Sladkova, City University of New York, USA
A5.5. Self, identity, and culture

Chair: Hannah Lambert, University of Cambridge, United Kingdom

The formation of identities of Adult Literacy Teachers in England.
Ian Jasper, Canterbury Christ Church University College, United Kingdom

The construction of masculinity in the British military: Social representations and symbolic resources
Hannah Lambert, University of Cambridge, United Kingdom

Social and cultural factors related to the constitution of identity: a case study of working mothers and their sense of motherhood and child care
Leila Sanches de Almeida, UFRJ, Brazil

Creating a cultural world of their own: Adolescents’ exploration of identity through digital video
Sapna Taggar, University of Michigan-Flint, USA
Sharman Siebenthal Adams, University of Michigan-Flint, USA

Dialogical processes and psychotherapists: Study of the therapist’s professional self-representations and their integration in personal identity
Sofia Tavares, Portugal
Miguel Gonçalves, Minho University, Portugal
João Salgado, Instituto Superior da Maia - ISMAI, Portugal
OS. 24. Vygotsky’s Philosophical, Sociological and Educational Significance: Conceptual Questions and Issues (I)

Chair: Jan Derry, University of London, United Kingdom

L. Vygotsky and the possibility of designing psychological phenomena
Vladislav Lektorsky, Russian Academy of Sciences Moscow, Russia

On the Concept of Mediation
David Bakhurst, Queen’s University, Kingston, Ontario, Canada

Vygotsky’s Hegelianism and Abstract Rationality
Jan Derry, University of London, United Kingdom
OS. 10. The Possibilities and Constraints of Combining Research and Consulting-Experiences from New Zealand

Co-Chairs: Zlatko Bodrozic, University of Helsinki, Germany
Roberta Hill, Lincoln University, New Zealand

Between Business and Academia - the Development of a Research/Consulting Organisation in New Zealand
Zlatko Bodrozic, University of Helsinki, Germany

Experimenting with the Change Laboratory method to solve the problem of 'episodic labour' in the New Zealand horticultural sector
Roberta Hill, Lincoln University, New Zealand
Phillip Capper, Centre for Research on Work, Education and Business, New Zealand
Ken Wilson, Center for research on Work, Education and business, New Zealand
Hiltrud Otto, University of Osnabrueck, Germany

Approaches to school improvement using Developmental Work Research (DWR)
Roberta Hill, Lincoln University, New Zealand
Phillip Capper, Centre for Research on Work, Education and Business, New Zealand
Ken Wilson, Center for research on Work, Education and business, New Zealand
Session 60

OS. 12. Changing Selves in Changing Worlds: Forming identities on the fault-lines of colliding cultures

Chair: Michael J. Chandler, University of British Columbia, Canada

Suicide and the Course of Identity Development in "First Nations" and non-Aboriginal Youth

Michael J. Chandler, University of British Columbia, Canada
Travis Proulx, University of British Columbia, Canada
Jessica Flores, University of British Columbia, Canada
Erica Gehrke, University of British Columbia, Canada

The Unity of Self in a Pluralistic World

Cynthia Lightfoot, Penn State University, USA

The Amondawa of Amazonian Brazil meet Late Modernity

Vera Da Silva Sinha, The University of Portsmouth, United Kingdom
Chris Sinha, University of Portsmouth, United Kingdom
Jörg Zinken, The University of Portsmouth, United Kingdom

Social network constraints on children's emerging conceptions of the self: A trans-cultural program evaluating children's self concepts

F. Francis (Fred) Strayer, Université Victor Segalen Bordeaux 2, France
Teresa Blicharski, Université Victor Segalen Bordeaux, France

Chair: Chik Collins, University of Paisley, United Kingdom

Why "discourse analysis" cannot reveal ideology: reflections from the perspective of "the acting subject"

Peter Jones, Sheffield Hallam University, United Kingdom

Discourse, the "Acting Subject" and the Changing of the World: Reflections on a "Clyde-Built Man"

Chik Collins, University of Paisley, United Kingdom

Critical Discourse Analysis, its Critics and the Critique of Ideology: Complementing CHAT with Habermas

Michael Huspek, California State University, USA
Session 62  

10:15 - 11:45  

Chair: Falk Seeger, University of Bielefeld, Germany

**OS. 90. Semiotic mediation: theoretical and practical aspects (II)**

Signifying tools, productive signs: how to understand the sign/tool distinction?
Tarja Knuuttila, University of Helsinki, Finland

Situated action and the means of extended collaboration
Reijo Miettinen, Department of Education University of Helsinki, Finland
Jaakko Virkunnen, University of Helsinki, Finland

Generalized Holographic Visions of Vygotsky, Luria, Pribram, Eisenstein, and Vološinov
Dorothy Robbins, Central Missouri State University, USA
A10.2. Qualitative research and social practice

Chair: Désirée Motta-Roth, Universidade Federal de Santa Maria, Brazil

The biographical approach: multiple ways of listening a story, multiple others to listen to. Ontological and epistemological questions.

Macarena Domínguez, Universidad Católica de Chile, Chile
Andrés Haye, Universidad Católica de Chile, Chile

The Integration of Social and Material in the Tensions at Home. A Qualitative Study on the Dynamics of Family Members’ Gatherings at Home

Pirjo Korvela, University of Helsinki, Finland

Research on language as genre: The critical analysis of discourse in specific social practices

Désirée Motta-Roth, Universidade Federal de Santa Maria, Brazil
Patrícia Marcuzzo, Universidade Federal de Santa Maria, Brazil

Methodological challenges in cultural mediation.

Rosa García Orellán, University of Education at Distance UNED., Spain
**B4.5 School practices, interaction, and discourse**

**Chair:** Carys L. Jones, United Kingdom

*Language in Use and Language Development in a changing world: Widening Participation in Higher Education*

  Carys L. Jones, United Kingdom

*Didactic Models of Genre: an approach to the teaching of foreign languages*

  Vera Lúcia Lopes Cristovão, Brazil

*Teaching strategies in a bilingual classroom: activities and assessment.*

  César Makhlof Akl, Universidad Pedagógica Nacional, México

*Teacher´ and student´discourse at the university. Analysing relationships*

  M. del Mar Prados, Universidad de Sevilla, Spain
  Rosario Cubero Pérez, Universidad de Sevilla, Spain
OS. 22. Learning in family and community settings: issues of authenticity, identity, agency and alienation

Co-Chairs: Ruth Paradise, CINVESTAV, México
Mariëtte de Haan, University of Utrecht, The Netherlands

School knowledge and community knowledge: contrasts in meaning and relevance, according to triques living in Mexico City
Gabriela Czarny, Secretaría de Educación Pública, México, México

In between learning traditions
Mariëtte de Haan, University of Utrecht, The Netherlands

Local practices and values in raising polite children in a highland Peruvian village
Fernando Antonio García Rivera, AIDESEP-ISPPL, Iquitos, Perú, México

Aspects of personal and social experience in contrasting learning traditions: what makes the difference?
Ruth Paradise, CINVESTAV, México

Learning to work the land
Adriana Robles Valle, Centro de Investigaciones y de Estudios Avanzados, México
B8.3 Doing gender in changing world

Chair: Alejandra Salguero, Universidad Autónoma de México, México

Gender, discourse and argumentation in conflict resolution by adolescents
Miguel J. Bascón, Universidad de Sevilla, Spain

Marginality and Idealized Cultural Identities: Toward a Cultural Ecological Psychology of Gender
Ram Mahalingam, University of Michigan, USA

The image of man and woman in textbooks intended for younger children: five years later
Ana Pesikan, Institute of Psychology, Belgrade Yugoslavia
Snezana Marinković, Teacher-Training Faculty, Uzice, Yugoslavia

Meanings about being man in Mexico: experiences in gender identity
Alejandra Salguero, Universidad Autónoma de México, México
A11.2. Problems of the unit of analysis

Chair: Karin Junefelt, Stockholm University, Sweden

Problem of interpretation of children's pretend play: a new unit of analysis
Ludmila Elkoninova, Psychological institute of Russian Academy of Education, Moscow, Russia

Problems of transcription and analysis
Karin Junefelt, Stockholm University, Sweden

Units of Analysis in Vygotsky’s Analysis of Unity
Holbrook Mahn, University of New Mexico, USA

A Method of Inner Reconstruction: Interpretation of Vygotsky’s Focus on Language/Society
Dorothy Robbins, Central Missouri State University, USA
B3.5 Learning and knowledge construction in social practice

Chair: Emiliano Urteaga Urías, Universidad Autónoma de México, México

Knowledge construction and research development in a learning community
    Wanda Rodríguez-Arocho, University of Puerto Rico, Puerto Rico

Emergence of "learning community" and "learners as singularity" through boundary crossing
    Kotaro Takagi, Tokyo Gakugei University, Japan
    Kayo Matsushita, Japan
    Yoshinobu Shoy, Hokkaido University of Education, Japan

Exploring the psychological contexts that are constructed in a Community of Learning
    Emiliano Urteaga Urías, Universidad Autónoma de México, México
    Fabiola Rodríguez, Universidad Autónoma de México, México

The innovation process and the collective learning process. The analysis of dialogue between the actors in a case enterprise
    Miika Kajanus, Savonia Polytechnic, Finland
    Anne-Leena Juntunen, Savonia Polytechnic, Finland
IS. 3. Analysis of Societal Practice for Societal Development

Chair: Seth Chaiklin, Danish University of Education, Denmark

Scientific practice and everyday life: A cultural-historical perspective
   Seth Chaiklin, Danish University of Education, Denmark
   Ritva Engestrom, University of Helsinki, Finland

Capacity and context: The development of practices in different social situations
   Adrian Blackledge, University of Birmingham
   Edgbaston, United Kingdom

“Field-led” research as an alternative to “applied” research? Lessons learned from the Swiss programs DORE I & DORE II
   Anne-Nelly Perret-Clermont, Université de Neuchâtel, Switzerland
   Deniz Gyger, University of Neuchâtel, Switzerland
   Alaric Kohler, University of Neuchâtel, Switzerland
OS. 86. Vygotsky’s Philosophical, Sociological and Educational Significance: Conceptual Questions and Issues (II)

Chair: Jan Derry, University of London, United Kingdom

Beyond the metaphors of ‘acquisition’ and ‘participation: ’towards a social theory of pedagogy

David Guile, University of London, United Kingdom

Vygotsky's scientific and everyday concepts and Bernstein's horizontal and vertical knowledge structures; a comparison and its implications for the knowledge base of the curriculum

Michael Young, University of London, United Kingdom

Decolonising Memory: history, poetry and imagination in a London classroom

John Hardcastle, University of London, United Kingdom
B5.1 Argumentation, negotiation, and intercultural communication

Chair: Fernanda Coelho Liberali, Catholic University of São Paulo (PUC-SP), Brazil

Negotiation in Teacher Education Programs
   Maria Cecília Camargo Magalhães, Catholic University of São Paulo (PUC-SP), Brazil

Argumentation: tool and object in teacher education
   Fernanda Coelho Liberali, Catholic University of São Paulo (PUC-SP), Brazil

Practical epistemologies: how students perceive and pursue scientific argumentation in the classroom
   William Sandoval, University of California, Los Angeles, USA
OS. 19. Constructing cultural identities between home and school practices: the perspectives of children and adolescents

Co-Chairs: Guida de Abreu, Oxford Brookes University, United Kingdom
Sarah O’Toole, University of Brighton, United Kingdom

Explorations of the cultural identity of a mathematics learner: the case study approach
Sarah O’Toole, University of Brighton, United Kingdom
Guida de Abreu, Oxford Brookes University, United Kingdom

The development of pupils’ cultural and academic identities in supplementary and complementary schools
Evangelia Prokopiou, Luton University, United Kingdom

Cultural identity development through symbolic resources: Portuguese students in British schools
Guida de Abreu, Oxford Brookes University, United Kingdom
Hannah Lambert, University of Cambridge, United Kingdom

Bridging the theoretical positions of sociocultural and critical-developmental theory to explore the socially constructed identities of language brokers and younger carers
Lindsay O’Dell, University of Brighton, United Kingdom
Guida de Abreu, Oxford Brookes University, United Kingdom
Sarah O’Toole, University of Brighton, United Kingdom
OS. 25. Muddy Monsters and Logic Lizards: Designing technology mediated learning tools for young learners

Co-Chairs: Teresa Dillon, NESTA Futurelab, United Kingdom  
Liam Bannon, University of Limerick, Ireland

"Drag the lizard out!": Developing young children’s visual literacy in science through the online dynamic doodling program ‘Moovl’  
Ben Williamson, NESTA Futurelab, United Kingdom

Sharing muddy experiences: Mobile learners telling connected stories  
Dan Sutch, United Kingdom

Monster mayhem in the C-drive: Co-creating stories using new technologies  
Teresa Dillon, NESTA Futurelab, United Kingdom

Debating the Evidence: Mediating interactions between students in uncertain times  
Hiltrud Otto, University of Osnabrueck, Germany  
Paul Howard Jones, Graduate School of Education, USA  
Mary Ulicsak, NESTA Futurelab, United Kingdom
OS. 27. Studying Health Care in Social Practice

Chair: Ole Dreier, University of Copenhagen, Denmark

*Psychotherapy and Persons in Structures of Social Practice.*
    Ole Dreier, University of Copenhagen, Denmark

*Health and ‘The Good Life’ A personal or a social-political project?*
    Uffe Juul Jensen, Aarhus University, Denmark

*We are not alone! A family Perspective on Existential Concerns in Everyday Life*
    Lotte Huniche, University of Southern Denmark, Denmark

*Moving in and between different contexts of actions*
    Tove Borg, Denmark
OS. 32. Intertextuality in creating intercultural spaces for diverse learners

Chair: Judith Green, University of California, Santa Barbara, USA

Beyond prejudice: Thinking towards inclusion
Jean McPhail, University of Canterbury, New Zealand

Interrupting deficit discourses: A cross-case analysis of inclusive instructional contexts
Kathleen M. Collins, University of San Diego, USA

Using verbal protocol analyses as a lens on the operational and cultural literacy associated with comprehending and learning from narrative and informational text
Annemarie Sullivan Palincsar, University of Michigan, USA

Exploring opportunities to foster analytical thinking through writing: Preservice teachers consider children’s literature
Nancy Laine Marano, Southern Connecticut State University, USA
A5.8. Self, identity, and culture

Chair: Valentyna Pavlenko, Ukraine

Activity theory and the creation of self: a view from Cognitive Analytical Therapy (CAT)

Mina Bancheva, United Kingdom

Intercultural and Education Abroad Activities as a Context to Examine Self, Cultural Identities and Literacy Practices

Maria Luiza Dantas, University of San Diego, USA

How do Second Language Learners' Perceptions and Behaviours Evolve? Emergence of New Actions through Dialectic Interplay Among Multiple Identities

Heekyeong Lee, McGill University, Canada

The Study of Identity and Self-Conception from the Point of View of Activity Approach.

Valentyna Pavlenko, Ukraine
A7.5. Narrative construction of self

Chair: Rob Evans, Germany

The imaginary and research: reconstructing orality
Eugenio Camarena Ocampo, México

An own voice, multilingual selves, and narratives of place. The ‘local’ and the ‘global’ in Egyptian HE professionals' learning biographies
Rob Evans, Germany

Exploring new media design practices: Talk, inscription, gesture, and multimedia technologies
Paul A Prior, University of Illinois, USA

Self construction contextualised by family and peer
Ole Michael Spaten, Aalborg University, Denmark
OS. 48. In memory of Alexej Alexeevich Leontiev: Honoring his life and contribution to the cultural-historical activity theory.

Co-Chairs: Dmitry Leontiev, Moscow State University, Russia
Anna Stetsenko, The City University of New York, USA
B8.2 Doing gender in changing world

Chair: María J. Cala Carrillo, Universidad de Sevilla, Spain

*Do women feel comfortable in science?*
  Maria Alburquerque, University of Delaware, USA
  Eugene Matusov, University of Delaware, USA

*Doing gender in autobiographical memory*
  María J. Cala Carrillo, Universidad de Sevilla, Spain

*Gender Differences in Remembering*
  Olena Ivanova, Ukraine

*Generation, gender, and cultural identity. The trace of personal history in the construction of "us" and "them".*
  María J. Marco Macarro, Universidad Pablo de Olavide, Spain
  Jose Antonio Sánchez Medina, Universidad Pablo de Olavide, Spain
A5.1. Self, identity, and culture

Chair: Sueli Salles, Catholic University of São Paulo (PUC- SP), Brazil

Research for Transition from Gaming to Educational Activity in Multiage Children Community

Elvira Akopova, Russia

A narrative study of how school experiences have influenced and developed a person’s identity

Annlaug Flem, Norwegian University of Science and Technology, NTNU, Norway

‘Holding the course’ in a changing world: Identity as mediator in educational (non)activities

Jim Rogers, Utah State University, USA

Multicultural communities acting as monocultural schools. Can this be changed?

Sueli Salles, Catholic University of São Paulo (PUC- SP), Brazil
B10.1. New technologies, communication, and identity

Chair: Virginia Martínez Lozano, Universidad Pablo de Olavide, Spain

*Virtual Narrative and its analysis from cultural-historical theory*
  Juan de Pablos, Sevilla University, Spain
  Mª Angeles Rebollo, Sevilla University, Spain
  Olga Buzón, Sevilla University, Spain
  Raquel Barragán, Sevilla University, Spain

*Information and communications technology mediating inclusive learning: a study of practice using a socio-cultural activity theory approach*
  Peter Hick, University of Manchester, United Kingdom

*Evaluation of the South African Continuing Professional Development (CPD) Information System using Activity Theory Analysis*
  David Makola, Cape Peninsula University of Technology, South Africa

*AT-based requirements engineering method as a starting point of software engineering*
  Irmeli Minkkinen, University of Kuopio, Finland
PSS. 1. Schooling and generational changes in Guatemalan and Mexican

Co-Chairs: Rebeca Mejía-Arauz, México
Barbara Rogoff, University of California Santa Cruz, USA

Pablo Chavajay, University of New Hampshire, USA
Cathy Angelillo, University of California, USA

A Cultural/Historical View of Schooling across Generations of Guatemalan Mayan Children
Barbara Rogoff, University of California Santa Cruz, USA
Maricela Correa-Chavez, UCSC, USA

Mexican cultural topography: Cultural continuity and transformation in the practice of indigenous Mexican traditions
Behnosh Najafi, UCSC, USA
Rebeca Mejía-Arauz, México
Barbara Rogoff, University of California Santa Cruz, USA

Maternal schooling and changes in children’s participation at home in three Mexican cultural groups
Rebeca Mejía-Arauz, México
Barbara Rogoff, University of California Santa Cruz, USA
PSS. 3. Theory Building and Methodological Conundrums in Site-Based Research: The Lab of Learning and Activity

Chair: Mark A. Clarke, University of Colorado, Denver, and Health Sciences Center, USA
IS. 8. Social and individual subjectivity from the standpoint of historical cultural psychology

Chair: Fernando Luis González Rey, Pontificia Universidade Católica de Campinas, Brazil

Ego - Ecology and the Meaningful Word: Meeting Vigotsky in Mid-Way
Maritza Zavalloni, University of Montreal, Canada

Theoretical conceptions of subjectivity have political implications
Carl Ratner, Institute for Cultural Research & Education, USA

La creatividad a partir de la perspectiva histórico-cultural de la subjetividad
Albertina Mitjans Martinez, Universidade de Brasília, Brazil

Subjectivity in Social Interaction
Gerard Duveen, University of Cambridge, United Kingdom

Social and individual subjectivity: A cultural-historical approach
Fernando Luis González Rey, Pontificia Universidade Católica de Campinas, Brazil
OS. 69. Cultural Psychology. Some theoretical and methodological problems

Chair: Gilberto Pérez, Universidad Autónoma de México, México

Key elements in Cultural Psychology: The role of meaning and social practice
- Mercedes Cubero Pérez, Universidad de Sevilla, Spain
- Manuel L. de la Mata, Universidad de Sevilla, Spain
- Andrés Santamaría, Universidad de Sevilla, Spain

Cultural Psychology and Critical Hermeneutics
- Javier Serrano, University of Barcelona, Spain

The situated nature of sociocultural research: a case from Mexico
- Gilberto Pérez, Universidad Autónoma de México, México
- Juan J. Yoseff, Universidad Nacional Autónoma de Mexico, México
- Alejandra Salguero, Universidad Autónoma de México, México
- Irma de Lourdes Alarcon Delgado, National Autonomous University of Mexico (UNAM), México
Session 86

OS. 34. Trust: Putting voices on the floor

Co-Chairs: Fran Hagstrom, University of Arkansas, USA
          Karin Junefelt, Stockholm University, Sweden
OS. 39. The Improvisational and Performance Aspects of Play

Chair: Lois Holzman, East Side Institute for Group and Short Term Psychotherapy, USA

The Performing Subject(s)
Lois Holzman, East Side Institute for Group and Short Term Psychotherapy, USA

Pretend Play as a Life-span Developmental Activity
Artin Goncu, University of Illinois at Chicago, USA
Anthony Perone, University of Illinois at Chicago, USA

(Re) Learning How to Play Together
Carrie L. Lobman, Rutgers University, USA
OS. 49. Intersubjectivity at Stake. A transversal concept to understand the relationship between identity, technology, and human activity

Chair: M. Beatrice Ligorio, University of Bari, Italy

**Intersubjectivity in a web-forum**
- M. Beatrice Ligorio, University of Bari, Italy
- Paola Francesca Spadaro, University of Bari, Italy
- Antonio Iannaccone, University of Salerne, Italy

"Then, does it mean that it is like this, it is like this?": Sensemaking process during crisis episodes
- Susanna Annese, University of Bari, Italy
- M. Beatrice Ligorio, University of Bari, Italy

**Constructing a shared understanding in a new technological environment: A situated and comprehensive approach to ICT in educational settings**
- Michèle Grossen, University of Lausanne, Switzerland
- Jean-François Perret, University of Lugano, Switzerland

**Is discourse still gender biased when mediated by computer?**
- M. Beatrice Ligorio, University of Bari, Italy
- Mininni Giuseppe, University of Bari, Italy
OS. 44. Narratives or ways of discourse in human subjectivity

Chair: Marta Kohl de Oliveira, Universidade de São Paulo, Brazil

_Narrative and discourse: examining the conceptual scope and theoretical implications_

Ana Luiza Bustamante Smolka, Universidade Estadual de Campinas – FE/UNICAMP, Brazil
Elizabeth dos Santos Braga, Universidade São Francisco, Brazil

_Autobiography, narrative and life cycles_

Marta Kohl de Oliveira, Universidade de São Paulo, Brazil
Teresa Cristina Rego, Universidade de São Paulo, Brazil
Julio Groppa Aquino, Universidade de São Paulo, Brazil

_Self-construction in a process of "becoming teacher"_

Zilma de Moraes Ramos de Oliveira, Universidade de São Paulo, Brazil
Ana Paula Soares da Silva, Universidade de São Paulo, Brazil
Fernanda Moreno Cardoso, Pontifícia Universidade Católica de São Paulo, Brazil

_Narrative as weave of some inter-relations between language and memory_

Fernanda Miranda da Cruz, Universidade Estadual de Campinas, Brazil
A2.1. Cognition in social practices

Co-Chairs: Joshua A. Danish, University of California at Los Angeles, USA
Noel Enyedy, University of California at Los Angeles, USA

Deducing competent practice from theory: The social practices of newly qualified Swedish teachers
Sven Andersson, Linköping University, Sweden
Ingrid Andersson, Linköping University, Sweden

The affection in the child and its cognitive implications: a study with children in the first grade.
Ercília Maria Brunelli Zagatti Pedro, Centro Universitário Moura Lacerda, Brazil
Marlene Fagundes Carvalho Gonçalves, Centro Universitário Moura Lacerda, Brazil

Mediation of students’ ideas through representational activities
Joshua A. Danish, University of California at Los Angeles, USA
Noel Enyedy, University of California at Los Angeles, USA

Effects of types of figures and patterns of movement on attributing mental states to moving figures
Masuo Koyasu, Kyoto University, Japan
Asuka Tatsuwa, Kyoto University, Japan

Generating strategies of concepts and the zero-tendence grafic
Emiliano Salvador Sánchez Rodríguez, Universidad Autonoma de San Luis Potosí, México
Tomás Ubaldo Iracheta Lazcano, Universidad Autonoma de San Luis Potosí, México
B2.4 Ways of discourse, modes of thinking and forms of participation

Chair: Elizabeth Henning, University of Johannesburg, South Africa

*Teachers’ discourse about Health Education: meanings and social roles*
M Cristina Cohen, Federal University of Rio de Janeiro, Brazil, Brazil
Isabel Martins, Federal University of Rio de Janeiro, Brazil, Brazil

*Learning and information ecologies as scaffold*
*In a first encounter with elearning programmes*
Elizabeth Henning, University of Johannesburg, South Africa

*Equations and manipulatives: How National Science Foundation Funded Graduate Student Teaching Fellows author worksheets and enact hands-on science activities in US Middle Schools.*
Philip Henning, USA

*Living and signifying the color of skin*
Ana Gabriela Pedrosa Andriani, School of Education - UNICAMP, São Paulo, Brazil

*Portfolio as a pedagogical tool in higher education. Forms of participation*
Line Wittek, Oslo University College, Norway
A9.1. Theoretical and methodological problems in Activity Theory

Chair: Alexander Zinchenko, Russia

Methodological challenges in cultural mediation
Rosa García-Orellán, Universidad de Educación a Distancia UNED, Spain

Notes on the Concept of Culture in the Enlightenment and Counter-Enlightenment and Contemporary Implications for Activity Theory
Joseph Keith, USA

Human activity and multiple mediations
A. Rizzo, University of Siena, Italy
S. Pozzi, University of Siena, Italy
L. Save, University of Siena, Italy
M. A. Sujan, University of Siena, Italy

Potentiality, speech and method in conceptualization of the psychology’s speech
Juan Manuel Sánchez, Universidad Autónoma de México, México
Fabiola Rodríguez, México
Emiliano Urteaga Urias, Universidad Autónoma de México, México

Nostalgia: A Dialog between Memory and Knowledge
Alexander Zinchenko, Russia
B3.10 Learning and knowledge construction in social practice

Chair: Klaus-Peter Schulz, Chemnitz University of Technology, Germany

- **Competence transfer and professional leadership education**
  Øystein Ballo, Tromsø University College, Norway

- **Rethinking Approaches of Organizational Development and Consultancy—a Cultural Historical Perspective**
  Zlatko Bodrozic, University of Helsinki, Germany

- **Stress and school experiences**
  Ofelia Desatnik Miechimsky, Universidad Nacional Autónoma de México UNAM, México

- **Surviving school within profound social crisis: Students’ perspective on problems, supports and coping strategies**
  Jelena Pesic, Belgrade University, Yugoslavia
  Ivana Stepanovic, Belgrade University, Yugoslavia

- **The conflict of learning activity of individuals and organizational settings**
  Klaus-Peter Schulz, Chemnitz University of Technology, Germany
**B6.2 Literacy in changing worlds**

**Chair:** Mar Mateos, Universidad Autónoma de Madrid, Spain

*Reflexive evaluation and educational meanings: bridges of dialogue between teachers and students*

José Felipe Esquivelzeta Rabell, Universidad Autónoma de México, México  
Emiliano Urteaga Urías, Universidad Autónoma de México, México  
Juan Manuel Sánchez, Universidad Autónoma de México, México  
Iván Trujillo Pisanty, Universidad Autónoma de México, México

*Linking home and school literacy in an inner city Reception class*

Anthony Feiler, University of Bristol, United Kingdom

*The use of reading and writing as epistemic tools at university: a case study*

Mar Mateos, Universidad Autónoma de Madrid, Spain  
E. Martín, Universidad Autónoma de Madrid, Spain  
Isabel Cuevas, Universidad Autónoma de Madrid, Spain  
R. Villalón, Universidad Autónoma de Madrid, Spain

*Creation of an imbalance in the quest for a balance: Informal to formal literacy education, families and teacher awareness in the zone of proximal development during emergent literacy*

Denise Newnham, Switzerland

*Family support to initial literacy learning in low-performing primary schools*

María Eugenia Ziliani Illanes, Pontificia Universidad Católica de Chile, Chile
B14.2 Intervention programs in institutions (design and assessment).

Chair: Flora Cornish, University of Cambridge, United Kingdom

Stakeholders as collaborator-adversaries: A case study of the fractured activity systems of a community development project in Calcutta

Flora Cornish, University of Cambridge, United Kingdom

Organizing change: accomplishing continuity and knowledgeability in an IT support team

Ann Charlotte Eklund, Göteborg University, Sweden

Intervention model about prevention and rehabilitation of motorboat disability

Fabiola Rodríguez, México
Teresa García, México
Angélica Herrera, México
Mónica Herrera, México
Solía Hernández, México
Alicia Sandar, México

Subjects in social intervention. Participatory research into the organisational transformation of the public sector

Esteban Ruiz Ballesteros, Universidad Pablo de Olavide, Spain
Montserrat Rosa Caro, Universidad Pablo de Olavide, Spain

"Mirror" The Remediation Program for the Development of Self-Knowledge and Harmonisation of Self-Esteem and External Appraisals in People with Intellectual Disabilities

Jelena Vahakuopus, Finnish Association on Mental Retardation, Finland
Alexander Melikhov, Finnish Association on Mental Retardation, Finland
OS. 50a. Play Art Theory: From Play to Art - From Experience to Insight (I)

Co-Chairs: Ana Marjanović-Shane, Cultural Educational Center ZMAJ, USA
Ljubica Beljanski-Ristić, Centar za kulturu Stari Grad, Yugoslavia

*Play Art Drama workshop: interactive participant observant drama workshop*

  Ljubica Beljanski-Ristić, Centar za kulturu Stari Grad, Yugoslavia
IS. 13. Autobiographical Memory in Cultural Perspectives

Chair: Katherine Nelson, CUNY Graduate Center, USA

*Individual and Cultural Memory: A Balancing Act?*
  Katherine Nelson, CUNY Graduate Center, USA

*Cultural Dimensions of Autobiographical Memory, Autobiographical Dimensions of Cultural Memory*
  Mark Freeman, College of the Holy Cross, USA

*The Role of Autobiographical and Public Memories in the Construction of Self and Identity*
  Qi Wang, Cornell University, USA

*Autobiographical Memory, Communicative Memory, Cultural Memory*
  Harald Welzer, Kulturwissenschaftliches Institut, Germany

*To be announced; traveling between jobs.*
  Elaine Reese, University of Otago, New Zealand

Co-Chairs:  Sarah Eagle, University of Bristol, United Kingdom  
Malcolm Reed, University of Bristol, United Kingdom

Young children learning with technology in the home: Can we design a tool to shape an experience?  
Sarah Eagle, University of Bristol, United Kingdom

Distributing agency: developing pedagogical activity to meet the challenge of an inner-city secondary school.  
Malcolm Reed, University of Bristol, United Kingdom

Technologies and the transformation of learning: what is the role of knowledge?  
Rosamund Sutherland, University of Bristol, United Kingdom
B4.4 School practices, interaction, and discourse

Chair: Ross Fisher, University of Exeter, United Kingdom

*Good to talk? Perceptions of talk in school*
  Ross Fisher, University of Exeter, United Kingdom

*Student Thought and Classroom Language: Educational Value of Dialogic Interactions*
  Alina Reznitskaya, Montclair State University, USA

*Discursive inquiry on the co-construction of meanings in a community of learning*
  Dolores Nefertiti Morales Cruz, Universidad Nacional Autónoma de México, México
  Juan Manuel Sánchez, Universidad Autónoma de México, México
  Emiliano Urteaga Urías, Universidad Autónoma de México, México
  Fabiola Rodríguez, Universidad Autónoma de México, México

*Discourse analysis as a metadidactical transformative tool to more collaborative inquiry environments in elementary science classrooms*
  Kokkotas Panagiotis, National and Kapodistrian University of Athens, Grece
  Piliouras Panagiotis, National and Kapodistrian University of Athens, Grece
A5.6. Self, identity, and culture

Chair: Vladimir Zinchenko, Russia

*If we had soap like them...*
  Monica Abels, Universitaet Osanbrueck, Germany

*Creating a web site: Identity in ethics and aesthetics*
  Héctor del Castillo Fernández, Universidad de Alcalá, Spain
  Ana Belén García Varela, Universidad de Alcalá, Spain
  Pilar Lacasa, Universidad de Alcalá, Spain

*The sexuality of the youth: accommodation and resistance in Brazilian literature and cinema.*
  Vera Helena Ferraz de Siqueira, Brazil
  Nilma Gonçalves Lacerda, Brazil

*Psychescapes” Identity of Our Times. Myth and Transculturality*
  Andrzej Pankalla, Centrum Edukacji INKANTACJE, Poland

*Geterogenesis of creative acts*
  Vladimir Zinchenko, Russia

Chair: Pauline Gibbons, University of Technology Sydney, Australia

*Becoming a historian: mediating History in a secondary classroom*
Tina Sharpe, Australia

*Mediating creative agency in second language writing*
Michael Michell, Department of Education, Australia

*Mediating language and learning of science*
Jennifer Hammond, University of Technology Sydney, Australia
OS. 37. Innovative Frameworks for the study of Organisational Structures and Processes of the 21st Century

Chair: Louise Hawkins, Central Queensland University, Australia

Planning for facilitation of virtual meetings: A CHAT-based framework for planning
   Louise Hawkins, Central Queensland University, Australia
   Greg Whymark, Central Queensland University, Australia

Socio-Technical Systems: from individual transaction to situated community activity systems
   Helen Hasan, University of Wollongong, Australia

Developing a conceptual model to describe the work of knowledge workers: reconciling actions, tasks, and activities
   Jim Callan, Central Queensland University, Australia
   Greg Whymark, Central Queensland University, Australia

Defining the Scope of an Activity
   Peter Larkin, University of Wollongong, Australia

Tasks or Activities as a Unit of Analysis for Knowledge Management
   Henry Linger, University Wollongong, Australia
   Helen Hasan, University of Wollongong, Australia
OS. 52. Bridging learning contexts

Co-Chairs: Charles Max, University of Luxembourg, Luxembourg
           Jill Robbins, Monash University, Australia

Constructing a third space to enhance literacy learning in multicultural pre and primary classrooms
   Charles Max, University of Luxembourg, Luxembourg
   Brigitte Stammet, University of Luxembourg, Luxembourg

The interlacing of everyday knowledge and schooled learning: A socio-historical analysis of family enactments of literacy and numeracy versus early childhood teachers’ perceptions of learning in home contexts
   Marilyn Fleer, Monash University, Australia
   Jill Robbins, Monash University, Australia

Language learning in preschool at the interplay of home and school practices
   Patrick Sunnen, University of Luxembourg, Luxembourg
   Danielle Petesch, University of Luxembourg, Luxembourg
September 21, 2005

Session 104  18:00 - 18:30  A1

REGION MEETINGS

ROOM A1. Japan & Korea
   Kiyoshi Amano, Chuo University, Japan

ROOM A2. Australia, China, Indonesia, New Zealand, Singapore, & Vietnam
   Irina Verenikina, University of Wollongong, Australia

ROOM A3. Canada & USA
   King Beach, Florida State University, USA

ROOM A5. Argentina, Chile, Costa Rica, Cuba, Mexico, Puerto Rico, Uruguay, & Venezuela
   Antonia Candela, Centro de Investigación y de Estudios Avanzados, México

ROOM A6. Brasil
   Ana Luiza Bustamante Smolka, Universidade Estadual de Campinas – FE/UNICAMP, Brazil

ROOM A7. Denmark, Germany, Greenland, Island, & Norway
   Seth Chaiklin, Danish University of Education, Denmark

ROOM B4. Finland & Sweden
   Jaakko Virkunnen, University of Helsinki, Finland

ROOM B5. Ghana, India, Irland, South Africa, The Nederlands & United Kingdom
   Harry Daniels, University of Bath, United Kingdom

Special Event
REGION MEETINGS

Chair: ,

*ROOM B6. Azerbaijan, Georgia, Russia, Servia and Montenegro, & Ukraine*

Vladislav Lektorsky, Russian Academy of Sciences Moscow, Russia

*ROOM B7. Portugal & Spain*

Juan D. Ramírez Garrido, Universidad de Sevilla, Spain

*ROOM B8. France, Greece, Italy, Luxembourg, Swizerland, Israel, & Lebanon*

Maria Serena Veggetti, University of Rome 1, Italy
SECTION MEETINGS

Room A6. Dialectical Psychology
Alexander Surmava, Russian State University for Humanities, Russia
Newton Duarte, UNESP, Brazil

Room A1. Activity-Theoretical Information Technology Design
Steven Robert Harris, University of Glamorgan, United Kingdom

Room A2. Cultural Functional Neuropsychology
Fran Hagstrom, University of Arkansas, USA

Room A3. Developmental Psychology and Childhood
Mariane Hedegaard, University of Copenhagen, Denmark
September 21, 2005

Wednesday

Session 106

19:00 - 19:30

A7

Students Meeting
September 22, Thursday
Cultural-Historical tradition of child development

Lecturer: Mariane Hedegaard, University of Copenhagen, Denmark
A5.7. Self, identity, and culture

Chair: Sunil Bhatia, Department of Human Development, USA

*Culture and Self in the Global world: Mapping a Transnational Cultural Psychology*
  Sunil Bhatia, Department of Human Development, USA

*Power, Essentialism, Culture and Folk Sociology*
  Ram Mahalingam, University of Michigan, USA

*Racial Identity in the International Context and Racial Identity as a Nonlinear Dynamic System: Alternative Explanations*
  Renée A. Middleton, Auburn University, USA
  M.S. Bengü Ergüner-Tekinalp, Auburn University, USA
  M.A. Elena Petrova, Auburn University, USA

*Aesthetic experience: a medium to construe citizenship in the visual culture.*
  Eunice Yoshiura, Universidade Estadual Paulista (UNESP), Brazil
B4.7 School practices, interaction, and discourse

Chair: Carol Macdonald, University of the Witwatersrand, South Africa

Boundary crossing between local schools and web-based learning management systems in teacher education
Thuridur Johannsdottir, Iceland

Developing critical internet literacy in an inquiry-oriented curriculum
Els Kuiper, Vrije Universiteit Amsterdam, The Netherlands
Monique Volman, Vrije Universiteit Amsterdam, The Netherlands
Jan Terwel, Vrije Universiteit Amsterdam, The Netherlands

CHAT in Bilingual Education: A Primary School Case study from South Africa
Carol Macdonald, University of the Witwatersrand, South Africa

Social mediation and diversity in communicative multimedia settings
Soraya Sánchez Valverde, Universidad de Alcalá, Spain
Laura Méndez Zaballos, UNED, Spain
B4.1 School practices, interaction, and discourse

Chair: Rosario Cubero Pérez, Universidad de Sevilla, Spain

Education discourse: building and legitimating knowledge in the classroom

Rosario Cubero Pérez, Universidad de Sevilla, Spain
Mercedes Cubero Pérez, Universidad de Sevilla, Spain
Andrés Santamaría, Universidad de Sevilla, Spain
Manuel L. de la Mata, Universidad de Sevilla, Spain
M. del Mar Prados, Universidad de Sevilla, Spain
Alejandro Barragán Felipe, Universidad de Sevilla, Spain
Miguel J. Bascón, Universidad de Sevilla, Spain
Josue García Amián, Universidad Pablo de Olavide, Spain

‘I am right and you are wrong!’. Analysing students’ knowledge claims in secondary science education

Anniken Furberg, InterMedia, University of Oslo, Norway
Hans Christian Arnseth, University of Oslo, Norway

Study teaching in dialogue, what is mediating the activity?

Stefan Njord, University of Malmö, Sweden
Claes Malmberg, University of Malmö, Sweden
Gunilla Svingby, University of Malmö, Sweden

Verbal interaction style between teacher and students and its relation to learning of high school students: An initial discussion

Verónica Alejandra Villarroel Henríquez, Pontificia Universidad Católica de Chile, Chile
A7.3. Narrative construction of self

Chair: Jesús García Martínez, University of Seville, Spain

The Interpersonal Transaction Group as a dialogical instrument in therapy and communitarian interventions.

Jesús García Martínez, University of Seville, Spain

Cultural Resources and Narrating Self-Related Experience in Times of Illness

Linda C Garro, University of California, USA

The Dialogical self: Balancing identity acts during study and residence abroad

Jane Jackson, Chinese University of Hong Kong, China

Self’s dialogical management of self’s complexity a new research model

Catarina Rosa, Minho University, Portugal
Filipa Duarte, Minho University, Portugal
Miguel Gonçalves, Minho University, Portugal

Reconstructing the abuse experience: A semiotic analysis

Maria Teresa Delo Rio Albornoz, Pontifificate Catholic University of Chile, Chile
B3.9 Learning and knowledge construction in social practice

Chair: Margaret Brooks, University of New England, Australia

Creating a space for Social Consciousness: The unique potential of the arts for learning
Louise Ammentorp, USA

The social construction of knowledge through drawing
Margaret Brooks, University of New England, Australia

The creation of artistic learning overcoming traditional school learning: An activity-theoretical research on incubation of after school educational activities
York Date, Kansai University, Japan, Japan

The content of and contexts for arts, craft and design within Swedish vocational education
Viveca Lindberg, Stockholm Institute of Education, Sweden
B12.4 New ways of teaching-learning and technology

Chair: Joanne Hardman, University of Cape Town, South Africa

An activity theory approach to analysing computer usage in primary school mathematics classrooms.
  Joanne Hardman, University of Cape Town, South Africa

In search of potentials in learning processes in relation to literacy and computers
  Anders Jansson, Stockholm Institute of Education, Sweden

The computer/Internet in the voices of future pedagogues: one relationship in formation
  Olívia Paiva Fernandes, Brazil
  Maria Teresa de Assunção Freitas, Brazil

Practices of Teacher Guidance in the Computer Supported Collaborative Learning
  Pirita Seitamaa-Hakkarainen, University of Joensuu, Finland
  Kai Hakkarainen, University of Helsinki, Finland
  Marianne Bollström-Huttunen, Helsinki Board of Education, Finland
  Ritva Engeström, University of Helsinki, Finland
PB1. Acting in changing worlds

Surfing.com: a work about the role of the computer/internet mediation in the construction of the young’s subjectivity
Yara Pôrto de Paula Lima, Brazil
Maria Teresa de Assunção Freitas, Brazil

Necesidad y utilización de los medios de comunicación y las nuevas tecnologías: desarrollo y lenguaje.
Pilar Núñez, Facultad de Educación y Humanidades de Ceuta, Spain
Raquel Benitez, Facultad de Educación y Humanidades de Ceuta, Spain
José A. Liébana, Facultad de Educación y Humanidades de Ceuta, Spain

Objectification, prototypes and stories in developing computer work means from the standpoints of the subjects
Bettina Törpel, IT University of Copenhagen, Denmark

Stand by Me: Can we change minds to change worlds?
Ana Oliveira, Universidade de Lisboa, Portugal
Margarida César, Universidade de Lisboa, Portugal

The affective and cognitive contradictions experienced by parents in the socialization of their children: the case of Mexico City
Maria Antonieta Covarrubias Terán, National Autonomous University of Mexico (UNAM), México

Collaborative software tool and change of educational culture
Teemu Leinonen, University of Art and Design Helsinki, Finland
Essi Ryymin, University of Tampere, Finland
Kati Korhonen, Finland
PB1. Acting in changing worlds

XMCA: An International Internet Discussion List for Cultural-Historical Activity Theorists and Students
Steve Gabosch, USA
Natalia Gajdamaschko, Simon Fraser University, Canada
Kristen Clark, University of California, USA
Carol Macdonald, University of the Witwatersrand, South Africa

Re-creating collective memory in "Xakriabá" culture
Carlos Henrique de Souza Gerken, UFSJ, Brazil
Isis Aline Vale Teixeira, UFSJ, Brazil

Modulating role of social support in the family adaptation of persons with autism
Pilar Pozo Cabanillas, UNED, Spain
Laura Méndez Zaballos, UNED, Spain
Encarnación Sarriá Sánchez, UNED, Spain

Testimony as multi-layered social interaction: A socio-cultural approach to forensic conversation in criminal cases
Kotaro Takagi, Tokyo Gakugei University, Japan

Narratives of Late-placed Children about Their Adoption Process
Lilian de Almeida Guimarães Solon, USP, Brazil
Nina Rosa do Amaral Costa, USP, Brazil
Maria Clotilde Rossetti-Ferreira, USP, Brazil

Motherhood and fatherhood discursive practices in a late adoption process
Nina Rosa do Amaral Costa, USP, Brazil
Maria Clotilde Rossetti-Ferreira, USP, Brazil
PB1. Acting in changing worlds

Adoption and fostering: discursive practices in a Brazilian context
Maria Clotilde Rossetti-Ferreira, USP, Brazil
Nina Rosa do Amaral Costa, USP, Brazil

Self-study of Vygotskian Applications in Teacher Education
Anastasia P. Samaras, USA

A study on child’s playing: relations between the psychomotor development and the psychological functions
Julia Aparecida Bianchi Peretti, Moura Lacerda University, Brazil

The relationship between the development of musical abilities and the acquisition of reading and writing skills
Martha Vieira Guerreiro Rodrigues PERES, Centro Universitário Moura Lacerda., Brazil
Marlene Fagundes Carvalho, Centro Universitário Moura Lacerda, Brazil

Corporate Learning Network - as structure, boundary crossing activity, and culture
Ingunn Hybertsen Lysø, Norwegian University of Science and Technology, Norway
Hege Christin Stenhammer, Bodø University College, Norway

Children of the Moon: The representation of family in institutionalized children excluded from the familiar life
Sheila Daniela Medeiros dos Santos, Brazil

Becoming an artist: a case study of the young artist in the identity crisis
Sachiko Uchida, Japan
PB1. Acting in changing worlds

*A Dialogue-Based Approach For Evaluating Educational Software*

  Flavia Peres, Federal University of Pernambuco, Brazil
  Luciano Meira, Federal University of Pernambuco, Brazil

*The children’s acquisition of the communication styles in triadic family interactions*

  Kayoko Uemura, Japan
  Hiroko Kasuya, Bunkyo Gakuin University, Japan

*Caregiver’s Dialogic Attitude Transcending the Frontal Lobe and Cognitive Function in People with Dementia*

  Nobumoto Tajima, Tokyo University of Foreign Studies, Japan

*The study of task instructions in language teaching*

  Dora Riestra, Argentina

*The children’s play in the family context*

  Aino Ugaste, Tallinn University, Estonia
PB2. Acting in changing worlds

   Maria Regina Namura, Brazil

A Production Floor Dilemma: Transitions of Time and Space
   Gun-Britt Wärvik, Göteborg University, Sweden
   Rita Foss, Uppsala university, Sweden

Rewrite like pedagogic action: does the other’s sight about the text orient the rewrite?
   Marialva do Socorro Ramalho de Oliveira de Almeida, Brazil

Formation in the citizenship of the young people in the secondary school in Mexico
   Lucía Rodríguez McKeon, México

Health Psychology : from the bio-psycho-social model to the embodied-socio-psychological model
   Marie Santiago-Delefosse, Lausanne University, Switzerland

The transformation of Human Resource Developers’ Work. A case study
   Marika Schaupp, Finland

Art as an alternative for the reconstruction of communication in individuals with brain injury
   Cláudia G. Simas, Brazil

Ukrainian Studentship as a Subject of Sociocultural Transformation
   Ludmila Elkoninova, Psychological institute of Russian Academy of Education, Moscow, Russia
PB2. Acting in changing worlds

*Cognitive rehabilitation: is it useful?*
Raquel P Balmaseda, University of Sevilla, Spain
Myrtha O’Valle, University of Sevilla, Spain
Julian Durán, University of Sevilla, Spain
José León-Carrión, Universidad de Sevilla, Spain

*Social subjectivity at a day-care institution: first reflections on a ‘creche’ in Brasilia’s suburbs*
Cristina M. Madeira-Coelho, Universidade Católica de Brasília, Brazil

*Reading Workshops with Deaf People: Interactional and Linguistic Processes*
Ana Claudia Balieiro Lodi, Methodist University of Piracicaba, Brazil

*The feminine presence in the Marist Institute (1817-1853): the worldwide repercussions*
Iran de Maria Leitão Nunes, Brazil

*Aphasias’ rewritting: the relation between cognition and social practices*
Heloísa de Oliveira Macedo, Brazil

*Access to the workplace and disability: the point of view of adults with autism*
Macarena Moreno, Federación Autismo Andalucía, Spain
Rosa Álvarez, Spain
Silvia Lobatón, Spain
Ana Mª López, Universidad de Sevilla, Spain
Miguel Rojano, Spain
David Saldaña, Universiad de Sevilla, Spain
PB2. Acting in changing worlds

Seeking to improve the playing activity of autistic children: a study on the concept of social, semiotic and instrumental mediation.

Maria Fernanda Bagarollo, Universidade Metodista de Piracicaba, Brazil
Maria Cecilia Carareto Ferreira, Universidade Metodista de Piracicaba, Brazil
IS. 15. Educational and Therapeutic Implications of Cultural-Historical Activity Theory

Co-Chairs: Carl Ratner, Institute for Cultural Research & Education, USA
Mercedes Villa Cupolillo, Universidade Católica de Goiás, Brazil

The Historical-Cultural perspective: the Affective-Cognitive Therapy (ACT) applied to drug and alcohol abuse problems

Jairo Werner, Rio de Janeiro State University, Brazil
Cristina Milanez Werner, Heloisa Marinho Research Institute, Brazil

Contributions of Activity Theory to teachers' theory and practice

José Carlos Libâneo, Goiás Federal University and Catholic University de Goiás, Brazil

Sense Production of Learning Difficulties

Mercedes Villa Cupolillo, Universidade Católica de Goiás, Brazil

An action reflexion action methodology in inter familiar context

Vannuzia Leal, Catholic University of Goiás, Brazil

Learning disabilities: new perspectives on its understanding

Maria Carmen Tacca, University of Brasília, Brazil

Contributions of Vygotsky’s work to reconceptualizing "Attention Deficit/Hyperactive Disorders" (ADHD), in the field of child psychiatry

Jairo Werner, Rio de Janeiro State University, Brazil
OS. 33. Anchoring research with children and young people in a sociocultural framework: Methodological considerations and methodical challenges

Chair: Liv Mette Gulbrandsen, Oslo University College, Norway

Being a child - growing older: Making sense of and in self-creating processes throughout childhood and youth

Liv Mette Gulbrandsen, Oslo University College, Norway

Doing research with children in vulnerable situations. Methodological and ethical challenges

Tine Jensen, Norwegian center for studies on violence and traumatic stress, Norway
Anne Solberg, NOVA - Norwegian Social Research, Norway
Oddbjørg Skjær Ulvik, Oslo University College, Norway

"You just be a child...and leave the rest to me...". Mothers’ and children’s stories about everyday life in local Norwegian communities

Ruth Toverud, Centre of Child and Adolescent Mental Health, Norway

"As long as I do proper things I can decide" Making sense of migrant children’s self-making processes

Hilde Lidén, Norway

The life mode approach to children’s development

Agnes Andenæs, Norway
OS. 29. Socio-cultural constructions of the school-aged learner in the changing worlds of digital media: new forms of marginalisation?

Chair: Ola Erstad, University of Oslo, Norway


Ola Erstad, University of Oslo, Norway

*Screening Youth: digital literacies, learning and media culture*

Julian Sefton-Green, London University, United Kingdom

*Cultural studies of young people and the media: new patterns of inclusion and exclusion?*

Helen Nixon, University of South Australia, Australia
OS. 40. Language, culture and activity: CHAT and the integrational view

Chair: Peter E Jones, Sheffield Hallam University, United Kingdom

Signs and activity: the integrational view
    Nigel Love, University of Cape Town, South Africa

Cultural patterns, verbal signs: rethinking origins
    Stephen Cowley, University of Hertfordshire, United Kingdom

Semiotic mediation, creativity and the acting subject in integrational perspective
    Peter E Jones, Sheffield Hallam University, United Kingdom

Co-Chairs: Anton Havnes, Oslo University College, Norway
Clive Kanes, Griffith University, Australia

Knowledge at Work in Inter-Disciplinary and Inter-Professional Collaboration.
Critical case-based reflections on emergent models in academia and industry

Christoph Clases, University of Applied Sciences, Switzerland

Writing as an object-oriented activity. Development of the new writing genre in Finnish higher education.

Pirjo Lambert, Helia Business Polytechnic, Finland
Liisa Vanhanen-Nuutinen, Helia Business Polytechnic, Finland

SOAP at work; new partnerships between schools and teacher training institutes

Johan van der Sanden, Eindhoven University of Technology, The Netherlands
Audrey Seezink, Eindhoven University of Technology, The Netherlands
Ruurd Taconis, Eindhoven University of Technology, The Netherlands

Portfolio assessment as boundary structure

Anton Havnes, Oslo University College, Norway

Contextualising emotions in work-based tutoring dialogues

Anneli Sarja, University of Jyväskylä, Finland
Sirpa Janhonen, University of Oulu, Finland
OS. 91. Semiotic mediation: theoretical and practical aspects (III)

Chair: Reijo Miettinen, Department of Education University of Helsinki, Finland

Reasoning with maps in the territory of early arithmetic
Falk Seeger, University of Bielefeld, Germany

The Emergence of Literacy: A Dialectical Materialist Reading of the Sign
Wolff-Michael Roth, University of Victoria, Canada

Vygotskian and Peircean approaches to mediated activity
Sami Paavola, Department of Psychology University of Helsinki, Finland
Kai Hakkarainen, University of Helsinki, Finland
A7.4. Narrative construction of self

Chair: Maria Timmons, Graduate School of Education, USA

"American Fish": Multiple Lenses, Multiple Narratives
   Wally Ingebritson, American School in Japan teacher, Japan

Semiotic Analysis of Dialogues with Child’s Sexually Abused Non-offending Mothers.
   Maria Elisa Molina Pavez, Psychologist Pontificate Catholic University of Chile, Chile

The understanding of social incongruence: the use of mental verbs
   Javier Ortega-Rivera, Univerisdad de Sevilla, Spain
   Rosario Ortega, University of Cordoba, Spain
   Andrea Smorti, University of Florence, Italy
   Rosario Del Rey, University of Seville, Spain

The use of metal verbs in autobiographical stories
   Javier Ortega-Rivera, Univerisdad de Sevilla, Spain
   Rosario Ortega, University of Cordoba, Spain
   Andrea Smorti, University of Florence, Italy
   Virginia Sánchez, University of Seville, Spain
B12.8 New ways of teaching-learning and technology

Chair: Ingeborg Krange, University of Oslo/ Telenor R&D, Norway

*Education as the creation of microcultures. From a local community to a virtual network*

Marc Bria, DEHISI, Universitat Autònoma de Barcelona, Spain
Isabel Crespo, Autonomous University of Barcelona, Spain
José Luis Lalueza, Universitat Autònoma de Barcelona, Spain

*Social and cognitive influences of the technology in a virtual classroom*

Teresa Guasch, Universitat Oberta de Catalunya (UOC), Spain
Elena Barbera, Universitat Oberta de Catalunya (UOC), Spain
Anna Espasa, Universitat Oberta de Catalunya (UOC), Spain
Antoni Badia, Universitat Oberta de Catalunya (UOC), Spain

*Students’ and their teachers’ knowledge construction in a networked 3D learning environment. Everyday and scientific concepts.*

Ingeborg Krange, University of Oslo/ Telenor R&D, Norway
Sten R. Ludvigsen, University of Oslo, Norway

*Education and Technology: learning as mediated by the Virtual Discussion Forum*

Bruna Sola Ramos, Brazil
Maria Teresa de Assunção Freitas, Brazil
B3.14 Learning and knowledge construction in social practice

Chair: Yuki Fujino, Japan

The pedagogic practice as space of knowledge construction: memories and narratives of learning experiences
Maria Elizete Guimarães Carvalho, Brazil

The innovation process and the collective learning process. The analysis of dialogue between the actors in a case enterprise
Miika Kajanus, Savonia Polytechnic, Finland
Anne-Leena Juntunen, Savonia Polytechnic, Finland
B3.11 Learning and knowledge construction in social practice

Chair: Isabel Solé, Facultad de Psicología. Universidad de Barcelona, Spain

*Individual appropriation of thoughts from shared feelings*
Valéria Amorim Arantes, Universidade de São Paulo, Brazil
Genoveva Sastre Vilarrasa, Universidad de Barcelona, Spain

*Appropriation of cultural tools in an asynchronous computer mediated dialogue*
Claes Malmberg, University of Malmö, Sweden
Stefan Njord, University of Malmö, Sweden
Gunilla Svingby, University of Malmö, Sweden

*Interpersonal appropriation of learning instruments: summarising to learn*
Isabel Solé, Facultad de Psicología. Universidad de Barcelona, Spain
Mariana Miras, Dpto. de Psicología Evolutiva y de la Educación, Spain
Marta Gracia, Facultad de Psicología. Universidad de Barcelona, Spain

*The Transition of Children’s Motives in Teacher-Supported Collective Drama Play*
Yuki Fujino, Japan
OS. 74. Cultural Historical Activity Theory: Current State of the Art, Problems, and Future Developments

Chair: Wolff-Michael Roth, University of Victoria, Canada

On the evolution of activity theory
  David Bakhurst, Queen’s University, Kingston, Ontario, Canada

Accomplishments and unfulfilled promises of cultural-historical activity theory
  Michael Cole, UCSD, USA

The model of activity system as a germ cell for activity theory
  Yrjö Engeström, University of Helsinki, Finland

Theorizing human activity: CHAT and pragmatist conception of practice
  Reijo Miettinen, Department of Education University of Helsinki, Finland

Writing the dialectic: Against reifications of dualism
  Wolff-Michael Roth, University of Victoria, Canada
OS. 62. Advances in the Understanding of Second Language Acquisition: Learning, Teaching, and Testing Second Languages from a Vygotskyan Perspective

Chair: Eduardo Negueruela, University of Massachusetts, USA

Material foundations for second language acquisition: gesture, metaphor, and internalization
James P. Lantolf, Penn State University, USA

Dynamic Assessment of Oral Proficiency Among L2 Learners of French
Steven G. McCafferty, USA

Teaching and Researching Second Language Development from a Conceptual Perspective
Matthew E. Poehner, Penn State University, USA
Eduardo Negueruela, University of Massachusetts, USA
Session 128  
11:45 - 13:15  
B2

IS. 11. Cultural and linguistic diversity in the educational system

Co-Chairs:  Robert Maier, University of Utrecht, The Netherlands  
Dieneke Ruiter, University of Utrecht, The Netherlands

Participants.
Ana Luiza Bustamante Smolka, Universidade Estadual de Campinas – FE/UNICAMP,  
Brazil
Antonia Candela, Universidad Autónoma de México, Mexico,  
Jaan Valsiner, Clark University, USA
José Sanchez Medina, Pablo de Olavide University, Spain
Wim Hoppers, University of Stockholm, Sweden
Mariëtte de Haan, Utrecht University, The Netherlands
Ed Elbers, Utrecht University, The Netherlands
OS. 42. Trajectories of interaction for the creation of shared understanding in classrooms

Co-Chairs: Judith Kleine Staarman, The Open University, United Kingdom
Ingvill Rasmussen, University of Oslo, Norway

*Peer group work, ICT and the practice of copying*
Ingvill Rasmussen, University of Oslo, Norway

*Students’ conceptual practice: Productive disciplinary interactions in a learning trajectory*
Ingeborg Krange, University of Oslo/ Telenor R&D, Norway

*Intertextuality in primary school children’s joint construction of meaning*
Judith Kleine Staarman, The Open University, United Kingdom

*Primary science through collaboration*
Lyn Dawes, United Kingdom
OS. 58. Everyday and school situations: Which communities?

Co-Chairs: Christiane Moro, U. Nancy 2, France
           René Rickenmann, Université de Genève, Switzerland

Situated learning, development and conceptual integration
Chris Sinha, University of Portsmouth, United Kingdom

Constitution of two classroom microcultures in a situated perspective
Lucie Mottier-Lopez, Université de Genève, Switzerland

Album reading activity in everyday and in school situations between rupture and continuities
Christiane Moro, U. Nancy 2, France

Didactics in art education and appropriation of cultural objects in classroom
René Rickenmann, Université de Genève, Switzerland
OS. 35. Beyond communities of practice: language, power and social context

Chair: Mary Hamilton, Lancaster University, United Kingdom

*Literacy practices underpin communities of practice*
  David Barton, Lancaster University, United Kingdom

*Reification, Actor network Theory and the dynamics of social interaction*
  Mary Hamilton, Lancaster University, United Kingdom

*Language and Power in Communities of Practice*
  Karin Tusting, Lancaster University, United Kingdom
B3.1 Learning and knowledge construction in social practice

Chair: Terttu Tuomi-Gröhn, Helsinki University, Finland

*Education between recovery and integration in the inclusive labour market*

John Bertelsen, Resouce Center for Special Needs Education, Sweden

*Developmental transfer as a goal of collaboration between school and workplace*

Terttu Tuomi-Gröhn, Helsinki University, Finland

*Meta-competence: Learning in Multiple Contexts*

Brady Wagoner, University of Cambridge, United Kingdom
Dana Walker, University of Northern Colorado, USA
Honorine D. Nocon, University of Colorado, Denver, and Health Sciences Center, USA
OS. 46. Learning New ‘Ways of Being’ in Professional Practice: working in the boundary zones

Co-Chairs: Jane Leadbetter, University of Birmingham, United Kingdom
Anne Edwards, University of Birmingham, United Kingdom

Creating New Forms of Interprofessional Practice in Distributed Networks

Paul Wiseman, University of Birmingham, United Kingdom
LA Telford, University of Birmingham, United Kingdom
LA Wrekin, University of Birmingham, United Kingdom
Anne Edwards, University of Birmingham, United Kingdom

Professional learning through object transformations: Using Developmental Work research methodology during a Creative Partnerships Project

Allan Soares, University of Birmingham, United Kingdom
Jane Leadbetter, University of Birmingham, United Kingdom

Changing medical practice: A sociocultural analysis of information provision in cancer care

Nicholas James, University of Birmingham, United Kingdom
Annie Young, University of Birmingham, United Kingdom
Jan Derry, University of London, United Kingdom
Rubina Rahman, University of Birmingham, United Kingdom

Transformation of co-developing activity systems. Co-configuration and the formation of a collective object.

Cecilie F. Jahreie, University of Oslo, Norway
Sten R. Ludvigsen, University of Oslo, Norway
B4.8 School practices, interaction, and discourse

Chair: J. E. Akhurst, University of York, United Kingdom

Building networks to enhance psychology learning and teaching
J. E. Akhurst, University of York, United Kingdom

Arab Psychology: Myth and Reality
Mohamed Elhammoumi, Al-Imam Muhammad IbnSaud Islamic University, Saudi Arabia
Ahmed Aljubaili, Al-Imam Muhammad IbnSaud Islamic University, Saudi Arabia
Hathal Alotaibi, Al-Imam Muhammad IbnSaud Islamic University, Saudi Arabia

Analysis of the formative process in the psychology career (Iztacala UNAM): teachers & students point of view.
Miguel Angel Martínez Rodríguez, México
Ana Elena del Bosque Fuentes, FACULTAD DE ESTUDIOS SUPERIORES IZTACALA, UNAM, México
Amado Raúl Rodríguez Tovar, FACULTAD DE ESTUDIOS SUPERIORES IZTACALA, UNAM, México

How to improve competencies of academics? Case of the Faculty of Agriculture, University of Belgrade
Ana Pesikan, Faculty of Philosophy,, Yugoslavia
Vesna Poleksic, University of Belgrade, Yugoslavia
Slobodanka Antic, University of Belgrade, Yugoslavia
B1.1. Socialization, interaction, and human development

**Chair:** Carmen Moreno, Universidad de Sevilla, Spain

*Parenting, temperament and behavior problems among preschoolers: A cultural difference?*

Usha Barahmand, Mohaghegh Ardebili University, Iran  
Ali Delavar, Allameh Tabatabaee University, Iran

*Family culture and adolescents’ lifestyles in Spain*

Carmen Moreno, Universidad de Sevilla, Spain  
Victoria Muñoz, Universidad de Sevilla, Spain  
Pedro Pérez, Spain  
Inmaculada Sánchez, UNED, Spain

*Fatherhood as a relational learning process*

Alejandra Salguero, Universidad Autónoma de México, México  
Gilberto Pérez, Universidad Autónoma de México, México

*Parent-Child Interaction as a Factor of Formal Thinking Development*

Ivana Stepanovic, Belgrade University, Yugoslavia
OS. 61. Dialogism and cognitive processes in teaching learning settings. How voices of others shape one another mind through semiotic mediation

Co-Chairs: Nathalie Muller Mirza, Université de Neuchâtel, Switzerland
Valérie Tartas, University of Toulouse, France

Web-based technology for a dialogical cross-cultural approach
M. Beatrice Ligorio, University of Bari, Italy

From micro to meso levels of analysis to trace learning and development in successive argumentative activities
Baruch Schwarz, The Hebrew University of Jerusalem, Israel
Idith Mani-Ikan, The Hebrew University of Jerusalem, Israel

What is changing during argumentative activities mediated by a TIC? How dialogism could help us to better understand learning processes
Valérie Tartas, University of Toulouse, France
Nathalie Muller Mirza, Université de Neuchâtel, Switzerland
Anne-Nelly Perret-Clermont, Université de Neuchâtel, Switzerland
Jean-François de Pietro, IRDP, Switzerland

Who is the Expert, who is the Novice? An Experimental and Interlocutory Analysis of Learning in Dyads
Sophie Lambolez, University of Neuchâtel, Switzerland
Pascale Marro, University of Neuchâtel, Switzerland
Raffaella Rosciano, University of Neuchâtel, Switzerland
B13.1 Sociocultural approaches to therapy practices

Chair: Pedro R Portes, University of Louisville, USA

The therapeutic speech therapy process in the mentally deficient: the social-cultural focus
   Ana Paula de Freitas, Brazil
   Joyce Alves da Costa, Brazil
   Débora Dainez, Brazil

Creating Zones of Emotional Development in Social Therapy
   Lois Holzman, East Side Institute for Group and Short Term Psychotherapy, USA

Issues in Cultural Historical Theory for Psychotherapy and Counseling
   Pedro R Portes, University of Louisville, USA
A10.3. Qualitative research and social practice

Chair: Michael Doyle, University of Salford, United Kingdom

Activity Theory and Information Technology Design: Toward a Third Generation HCI

Olav Bertelsen, University of Aarhus, Denmark
Steven Robert Harris, University of Glamorgan, United Kingdom

Sheep-shank or bow-line? Articulating the shape and purpose of the ‘knot’ in collaborative activity, and unravelling it back at the ranch

Michael Doyle, University of Salford, United Kingdom

The Consent of Discontent: Teens, Intercultural Communication, and the Duality of Media Use

Toi James
B3.12 Learning and knowledge construction in social practice

Chair: Marija Barkauskaite, Vilnius Pedagogical University, Lithuania

Crisis as development and social condition in adolescence-- the compensatory strategies: research and theory based upon the works of Lydia Bozhovich

Deborah Alvarez, Bowling Green State University, USA

Developmental crisis of teen-age as the challenge of teachers’ work

Marija Barkauskaite, Vilnius Pedagogical University, Lithuania
Rima Zilinskaite, Vilnius Pedagogical University, Lithuania

Thought and Activity Content of Education as the Basis of Self-Determination Ability Development of Senior Teenagers

O.I. Glazunova, Russia

Chair: Fran Hagstrom, University of Arkansas, USA

Remediating discourse practices and distributed functional systems after brain injury
Julie A Hengst, University of Illinois, USA
Melissa C. Duff, University of Illinois, USA

The Development of Narrative in Deaf Children: The Context of the Group and the Importance of Sign Language
Cristina Broglia Feitosa de Lacerda, Methodist University of Piracicaba, Brazil
Ana Claudia Lodi, Methodist University of Piracicaba, Brazil
Sueli Aparecida Caporali, Universidade Metodista de Piracicaba, Brazil

Applying Theory Principles to Clinical Practice: Stuttering and Vygotsky
Derek E. Daniels, Bowling Green State University, USA

The development of language of a non-speaking child by means of the Picture Communication Symbols
Regina Yu Shon Chun, Brazil
Taís Tábata Trevizor, Brazil

Caring for the Elderly With and Without Disabilities: Present and Future Roles for Speech Pathology
Ivone Panhoca, Brazil

The Aged: Language and Memories
Lilian Juana Levenbach de Gamburgo, Brazil
Maria Inês Bacellar Monteiro, Universidade Metodista de Piracicaba, Brazil

Theme A7 Narrative construction of self

Chair: Fran Hagstrom, University of Arkansas, USA

Embodyment: The link between language and emotions in therapy sessions
  Joseph P Agan, University of Arkansas, USA
  Fran Hagstrom, University of Arkansas, USA

Health Promotion in Speech and Language Pathology: The Journalism Student’s Knowledge of His Voice
  Luciana De Moraes Alves Dos Santos, Brazil
  Maísa Helena Sanches, Brazil
  Regina Yu Shon Chun, Brazil
  Emilse Aparecida Merlin Servilha, Brazil

Reflexes of the social image in the constitution of deficient subjects in the speech therapy group
  Ana Paula de Freitas, Brazil
  Evani Andreatta Amaral Camargo, Universidade Metodista de Piracicaba, Brazil
PSS. 4. Cultural Historical theory contributions to the study of learning disorder

Chair: Silvana Calvo Tuleski, Teacher at Maringá State University, Brazil

Historical Cultural Theory and Defectology: in search of the development of individuals with or without disabilities
Sonia Mari Shima Barroco, UNESP, Brazil

The work of a teacher in a world in transformation: an analysis from the Historical Cultural Theory
Marilda Gonçalves Dias Facci, Maringá State University (UEM), Brazil

Contributions of the Historical Cultural Theory for the Problematization of the Attention Deficit/Hyperactivity Disorder (ADHD) Diagnosis
Nadia Mara Eidt, Brazil
Graziela Lucchesi Rosa da Silva, Brazil

Development of the superior cortical functions and the problems in school learning
Silvana Calvo Tuleski, Teacher at Maringá State University, Brazil

Contributions of the Historical Cultural Theory to the comprehension of family relations nowadays
Graziela Lucchesi Rosa da Silva, Brazil
IS. 9. Play, drama and life

Chair: Pentti Hakkarainen, Institute of Education, Finland

Creative acts in the construction of self
Milda Bredikyte, University of Oulu, Finland
Pentti Hakkarainen, Institute of Education, Finland

Playworld as a tool for supporting children’s self-understandings
Sonja Baumer, University of California, USA
Beth Ferholt, University of California, USA
Robert Lecusay, University of California, USA
Tiger Rowen, University of California, USA

Extending narrative learning through combining different modes of art activities
Kiyotaka Miyazaki, Waseda University, Japan

Development of imagination through dramatic play with adults
Hiroaki Ishiguro, Hokkaido University, Japan

Narrative playworld as a resource for the construction of self
Pauliina Rainio, University of Helsinki, Finland
IS. 1. Narrative, memory, and cultural practices

Chair: Michael Bamberg, Clark University, USA

Specific Narratives, Schematic Narrative Templates and the Quest for Identity
James Wertsch, Washington University in St Louis, USA

Children learn to present the self in conversations with parents about the past
Katherine Nelson, CUNY Graduate Center, USA

Being strong - being wrong? Identity talk in migrant adolescent males in Germany
Wolfram Fischer, Univerität Kassel, Germany
Martina Goblirsch, Univerität Kassel, Germany

The function of "small stories" in the identity construction of pre-adolescent males
Michael Bamberg, Clark University, USA
A5.4. Self, identity, and culture

Chair: Alberto Rosa, Universidad Autónoma de Madrid, Spain

Collective Memory: Patterns and Manifestations
R.R. Garagozov, Azerbaijan

Between official narrative and Counter-memory: Students’ narratives of the "Great Aliyah"
Tsafrir Goldberg, Hebrew University, Israel

Making sense of narratives of the past. Effects of the Form and Personal Culture in the Repeated Remembering of National Histories
Alberto Rosa, Universidad Autónoma de Madrid, Spain
Ignacio Brescó, Universidad Autónoma de Madrid, Spain
William Jiménez, Universidad Autónoma de Madrid, Spain

Autobiographical reconstruction of traumatic experiences and the role of community
Andrea Smorti, University of Florence, Italy
Chiara Matteini, University of Florence, Italy
Olivia Del Buffa, University of Florence, Italy

Identity, historic memory, and stigma
José María Valcuende del Río, Universidad Pablo de Olavide, Spain
Angel del Río Sanchez., Spain
OS. 38. Intersubjectivity in the Classroom Collective and interdependent Educational Arenas

Chair: Mariane Hedegaard, University of Copenhagen, Denmark

*Intersubjective space, positioning and metacontracts for inclusion/exclusion in the class-room*
   
   Karsten Hundeide, University of Oslo, Norway

*An expanded analysis of ‘the learning situation’. An activity theoretical and ecological approach*
   
   Jytte Bang, University of Copenhagen, Denmark

*Children’s Perspectives on their own Development: ‘Next year we are small, right?’*
   
   Pernille Hviid, University of Copenhagen, Denmark
OS. 51. Looking at action research through the lens of sociocultural activity theory

Co-Chairs:  Synnøve Matre, Sør-Trøndelag University College, Norway
Michal Zellermayer, Levinsky College of Education, Israel

Critical Events in Teachers' Collaborative Inquiry
  Michal Zellermayer, Levinsky College of Education, Israel

Teacher research in progress. Preparation of a project
  Caroline Liberg, Uppsala University, Sweden, Sweden

Talk, text and thinking together: Action research in a third grade classroom
  Synnøve Matre, Sør-Trøndelag University College, Norway
  Helg Fottland, Sør-Trøndelag University College, Norway

Action Research and Developmental Work Research: changing people, changing practices
  Neil Spicer, University of Birmingham, UK, United Kingdom
  Anne Edwards, University of Birmingham, United Kingdom
Session 147 14:45 - 16:15 B7

OS. 54. School, media and community literacies as sites for the construction of social identities in a changing world

Co-Chairs: Luiz Paulo Moita Lopes, Universidade Federal do Rio de Janeiro, Brazil
Marilda Cavalcanti, Brazil

The Impact of Changing Policy Contexts on the Opportunities for Learning to Be Literate in Social Science

Judith Green, University of California, Santa Barbara, USA
Audra Skukauskaite, University of California, Santa Barbara, USA
Elizabeth Yeager, University of California, Santa Barbara, USA
Maria Lucia Castanheira, Universidade Federal de Minas Gerais, Brazil

The person in the doing. Negotiating the experience of self

Maria Clara Keating, Faculdade de Letras da Universidade de Coimbra, Portugal

Literacy and the construction of ethnic identities: a view based on post-colonial theories

Marilda Cavalcanti, Brazil
Jackeline Rodrigues Mendes, Brazil

Media literacy in classroom practices: positioning and re-positioning genders and sexualities

Luiz Paulo Moita Lopes, Universidade Federal do Rio de Janeiro, Brazil
Branca Falabella Fabrício, Brazil
OS. 65. Challenges to International Educational Collaboration: The EU-FIPSE Fifth Dimension Case

Co-Chairs: Honorine D. Nocon, University of Colorado, Denver, and Health Sciences Center, USA
Berthel Sutter, Blekinge Institute of Technology, Sweden

Cooperation in International Project Groups: Boundary Crossing in the EU Arena
Marie Hemming, Blekinge Institute of Technology, Sweden

Marc Bria, DEHISI, Universitat Autònoma de Barcelona, Spain
Silvia Camps, University of Barcelona, Spain
Amaya Cazorla, Autonomous University of Barcelona, Spain
Isabel Crespo, Autonomous University of Barcelona, Spain
Jose Luis Lalueza, Universitat Autònoma de Barcelona, Spain
Txell Portell, Autonomous University of Barcelona, Spain

Through Others’ Eyes: Learning from Difference in an International Educational Collaboration
Alan Davis, University of Colorado, Denver, and Health Sciences Center, USA

Idiocultural Development in the Contemporary 5th Dimension Community --The Significance of Collaboration and Isolation.
Lars Rossen, University of California, USA
OS. 65. Challenges to International Educational Collaboration: The EU-FIPSE Fifth Dimension Case

Co-Chairs:  Honorine D. Nocon, University of Colorado, Denver, and Health Sciences Center, USA
            Berthel Sutter, Blekinge Institute of Technology, Sweden

Evaluating the EU-FIPSE Exchange

Honorable D. Nocon, University of Colorado, Denver, and Health Sciences Center, USA
Berthel Sutter, Blekinge Institute of Technology, Sweden
Bill Blanton, University of Miami, USA
A1.1. New Trends in Cultural-Historical theory and research

Chair: I.A. Korepanova, Moscow City Psycho-Pedagogical University, Russia

*The "dominant" in the work of Vygotsky*
  
  Wolfgang Jantzen, University of Bremen, Germany

*Towards a new understanding of the "Zone of proximal development"*
  
  Wolfgang Jantzen, University of Bremen, Germany

*The structure and the contents of the zone of the proximal development*
  
  I.A. Korepanova, Moscow City Psycho-Pedagogical University, Russia

*Vygotsky and Whorf: Development and Diversity in the Linguistic Mediation of Thought*
  
  John A. Lucy, Committee on Human Development, USA

*How to understand the rise and the decline of trust in hybrids? Methodological considerations on and empirical results of the analysis of trust-building in network-based activity systems.*
  
  Christoph Clases, University of Applied Sciences, Switzerland
  Albert Vollmer, Institute of Work Psychology, United Kingdom
  Theo Wehner, Institute of Work Psychology, United Kingdom
  Reinhard Bachmann, University of London, United Kingdom
A9.3. Theoretical and methodological problems in Activity Theory

Chair: Mohammed-Aminu Sanda, Luleå University of Technology, Sweden

*Marx's conception of activity and the labour process and its implications for Activity Theory today*
  Peter E Jones, Sheffield Hallam University, United Kingdom

*Evolution of project paradigm and idea of schematisation*
  Feodor Morozov, Russia

*The prerequisites for creation of single Psychological Theory*
  Sviatoslav Moskvichov, The Psychology Institute of the Ukrainian Academy, Ukraine

*Engeström’s "Analysis of Contradiction" as an Evaluation Tool for Management Practice Implementation in Organizations*
  Mohammed-Aminu Sanda, Luleå University of Technology, Sweden
  Ylva Fältholm, Luleå University of Technology, Sweden

*The new definition of psyche based on ideas of Spinoza, Vygotsky and Ilyenkov*
  Alexander Surmava, Russian State University for Humanities, Russia
A5.3. Self, identity, and culture

Chair: Beatriz Macías, Universidad Pablo de Olavide, Spain

Conflicts of identity and visions of hope: survival, fears and affronts of a marching continent
    Harold K. Assou-Dodji, Africa

Identity Transformation and Intercultural Adaptation
    Natalia Ivanova, Yaroslavl State Pedagogical University, Russia

Problem of the person’s identity in the modern world
    A. Suleymanyan, Moscow-state Psychological-Pedagogical University, Russia

Construction of a Cultural Identity through "rationality persuasion" and "effective persuasion"
    Beatriz Macías, Universidad Pablo de Olavide, Spain
B2.3 Ways of discourse, modes of thinking and forms of participation

Chair: Laura Herrera, Universidad Autónoma de Madrid, Spain

*Composing uncertain identities: Story, culture, and history in emergent constructions of social justice educators*

Alfredo Artiles, Arizona State University, USA  
John Palmer, Colgate University, USA  
Lynn Liao Hodge, University of Alabama, USA

*Exploring collaborative music making practices in nonformal settings*

Teresa Dillon, NESTA Futurelab, United Kingdom

*Considerations about amateurs in the experience of Fahrenheit 9/11*

Laura Herrera, Universidad Autónoma de Madrid, Spain

*Children’s ways of signifying the family. A study of Foster Care program*

Ana Gabriela Pedrosa Andriani, School of Education - UNICAMP, São Paulo, Brazil  
Ana Luiza Bustamante Smolka, Universidade Estadual de Campinas – FE/UNICAMP, Brazil  
Daniela Peterle, School of Education - UNICAMP, São Paulo, USA

*The cultural knowledge of Brazilian makers of ash soap expressed by an ethnographic hypermedia narrative designed to develop intercultural activities in chemistry classes*

Paulo César Pinheiro, Universidade de São Paulo, Brazil  
Marcelo Giordan, Universidade de São Paulo, Brazil
A2.2. Cognition in social practices

Chair: Fernando Gabucio, Spain

Discrimination and uses of mental and metalinguistic verbs: from contextualized comprehension to spontaneous use

Fernando Gabucio, Spain
Fanny Lichtenstein, Universidad de Barcelona, Spain

It might not even be a shape that has a name. An exploration of an intermental development zone in a corpus of child-parent telephone dialogues

Julia Gillen, The Open University, United Kingdom
Catherine Ann Cameron, University of British Columbia, Canada

Significant Moments: Children’s Speech-Drawing and Creative Activity

Julia M. Matuga, Bowling Green State University, USA

True Stories, Storied Truth: Stitching Narrative and Logico-Scientific Discourse Together in an Age of "Spin"

Joseph L. Polman, University of Missouri-St. Louis, USA

A continuous resurgence of Fenix: Shared discourse reconstructions through written productions

Roque Moraes, Pontificia Universidade Católica do Rio Grande do Sul (PUCRS), Brazil
Maria do Carmo Galiazzi, Foundation Federal University of Rio Grande, Brazil
Maurivan Günzel Ramos, Pontific Catholic University of Rio Grande do Sul, Brazil
B3.4 Learning and knowledge construction in social practice

Chair: Helen Bound, University of Tasmania, Australia

Discourses and participation in collaborative activity
Helen Bound, University of Tasmania, Australia

Learning together in preschool: helping and getting help
Maritta Hännikäinen, University of Jyväskylä, Finland

Social realities in a learning group: Looking at group construct knowledge and how it is used between gender
Jamilah Mustafa, Universiti Kebangsaan Malaysia, Malaysia

Tools for thinking together:
Learning System Dynamics Modeling with Supportive Artifacts
Maria Larsson, Lund University Cognitive Science (LUCS), Sweden
Mats Svensson, Lund University, Sweden

Improvisation: A tool for developing collaborative group work
Carrie L. Lobman, Rutgers University, USA
IS. 17. Children's Learning through Intent Participation

Co-Chairs: Barbara Rogoff, University of California Santa Cruz, USA
Rebeca Mejía-Arauz, México

Coordination among European American Middle-Class and Mexican-Descent Siblings Engaging with a Science Exhibit
Barbara Rogoff, University of California Santa Cruz, USA
Cathy Angelillo, University of California, USA

Cultural Variation among Mexican Children in their Structure of Participation in an Informal Learning Activity
Rebeca Mejía-Arauz, México
Amy Dexter, UCSC, USA
Barbara Rogoff, University of California Santa Cruz, USA

Cultural Variation in Helping among US European- and Mexican-heritage Children
Behnosh Najafi, UCSC, USA
Barbara Rogoff, University of California Santa Cruz, USA

Third-party Attending in Mayan Children Whose Mothers Vary in Extent of School
Barbara Rogoff, University of California Santa Cruz, USA
Maricela Correa-Chavez, UCSC, USA
OS. 17. Theoretical and methodological developments at the Centre for Sociocultural and Activity Theory Research Universities of Bath and Birmingham UK.

**Co-Chairs:** Harry Daniels, University of Bath, United Kingdom
Anne Edwards, University of Birmingham, United Kingdom

**Exploring ‘Division of Labour’: an important analytical tool for understanding new forms of professional learning within multi-agency working**

Jane Leadbetter, University of Birmingham, United Kingdom
Paul Warmington, University of Birmingham, United Kingdom

**Resilient Practice for Resilient Children: creating capacity for relational agency in preventative services**

Anne Edwards, University of Birmingham, United Kingdom
Ruth Evans, University of Birmingham, United Kingdom

**Subject Position And Discourse In Activity Theory**

Harry Daniels, University of Bath, United Kingdom

**Where is the history in socio-cultural activity theory research?**

Anna Popova, University of Bath, United Kingdom
B12.6 New ways of teaching-learning and technology

Chair: Deborah Peach, Central Queensland University, Australia

Fifth Dimension in school? Digital games as tools and learning as a hidden outcome

Georgiana Danet, Blekinge Institute of Technology, Sweden
Berthel Sutter, Blekinge Institute of Technology, Sweden

Teaching portfolios as means of student teachers’ professional development

Trond E. Hauge, University of Oslo, Norway

Cost efficiency versus quality service: Using CHAT as a tool for understanding change and transformation in work practices

Deborah Peach, Central Queensland University, Australia

Internet as a cultural tool for teacher's interaction

Lilian Starobinas, Brazil

A technology and learning lab as a tool-producing tool for the promotion of learning activity

Berthel Sutter, Blekinge Institute of Technology, Sweden
Björn Stille, Blekinge Institute of Technology, Sweden
A6.1. Semiotic mediation and meaning construction

Chair: Frances Rock, Roehampton University, United Kingdom

Knowledge representation and the new cultural tools for writing and reading
  Manuel Francisco Aguilar-Tamayo, México

Constructing the person in "artificial" dialogues: three case studies of older adults with autism using narrative enforcement
  K. Lyng, University of Oslo, Norway
  E. Grindheim, University of Oslo, Norway

‘It’s not the police telling you’: Acting subjects appropriating mediational means in the police station
  Frances Rock, Roehampton University, United Kingdom

Inter-activity system analysis and computer-mediated communication
  Steven Thorne, The Pennsylvania State University, USA

Dialoguing Bartlett: Expanding the method of repeated reproduction by accessing semiotic mediation
  Brady Wagoner, University of Cambridge, United Kingdom
OS. 92. Semiotic mediation: theoretical and practical aspects (IV)

Chair: Jussi Silvonen, University of Helsinki, Finland

*How to change your mind? Argument mapping as a tool to mediate conflicts*

- Michael Hoffmann, Georgia Institute of Technology, USA

*Mediators and mediated action in public policy controversies*

- Jonna Kangasoja, University of Helsinki, Finland
- Lasse Peltonen, Helsinki University of Technology, Finland

*Immaterial and Affect Labor in the Changing and Enduring Worlds of Patient Care and Health Systems: from Spinoza to radical Italian sociology and ethics in relations*

- Judith Gregory, University of Oslo, Norway
- Margaret Yard, New York University, USA
- Stanley Aronowitz, City University of New York, USA
OS. 36. Participation in Complex Change Processes: Activity Theory and Reflexive Ethnography

Co-Chairs:  Mervi Hasu, Finnish Institute of Occupational Health, Finland
            Merja Helle, University of Helsinki, Finland

Ethnography in Expansion - Emergent Trends and Future Challenges
    Mervi Hasu, Finnish Institute of Occupational Health, Finland
    Merja Helle, University of Helsinki, Finland
    Hannele Kerosuo, University of Helsinki, Finland

Researchers and Subjects as Collaborators in Interdisciplinary Inquiry
    Michele Minnis, The Utton Center for Transboundary Resources, USA
    John-Steiner Vera, University of New Mexico, USA

Ethnography as Involvement: Researching Change for the Long Haul
    Honorine D. Nocon, University of Colorado, Denver, and Health Sciences Center, USA

Interruption and Development in a Changing Organization and the Traces of interactive Research
    Kristina Westerberg, Umeå University, Sweden
OS. 53. A Collage of Activity Systems supported by Modern Socio-technical Tools

Chair: Joseph Meloche, University of Wollongong, Australia

*A Contextual approach to design and development of Interfaces for Search Engines, using Activity Theory, as the basis for design decisions*

Joseph Meloche, University of Wollongong, Australia

*Operating in the Network Centric Environment through the Lens of Activity Theory*

Leoni Warne, Australia
Irena Ali, Australia

*The Affordances Of Computer Play In Developing Children's Ability for Abstract Thinking*

Irina Verenikina, University of Wollongong, Australia
Jan Herrington, University of Wollongong, Australia

*An exploratory study of information provision for Intensive Care health Units in NSW.*

Joseph Meloche, University of Wollongong, Australia
Michelle Mok, University of Wollongong, Australia
OS. 50b. Play Art Theory: From Play to Art - From Experience to Insight (II)

Co-Chairs: Ana Marjanović-Shane, Cultural Educational Center ZMAJ, USA
Ljubica Beljanski-Ristić, Centar za kulturu Stari Grad, Yugoslavia

Play Art Theory workshop: discussion of the processes observed in the drama workshop with a presentation of the authors’ theory of play as a symbol construction zone

Ana Marjanović-Shane, Cultural Educational Center ZMAJ, USA
September 22, 2005  Thursday

Session 163  18:00 - 19:00  Main Hall A

Members Meeting

Chair: Seth Chaiklin, Danish University of Education, Denmark
September 23, Friday
¿Cuántas especies humanas inteligentes han existido? La evidencia de Atapuerca. (How many intelligent human species have existed? The evidence of Atapuerca).

Lecturer: Ignacio Martínez, Spain
OS. 57. Semiotic systems, meaning and development

Co-Chairs: Christiane Moro, U. Nancy 2, France
            Chris Sinha, University of Portsmouth, United Kingdom

The notion of « Figures of Meaning », a way to approach the major thesis of Thought and Language

Michel Brossard, U. de Bordeaux, France

Social organised activities, semiotic systems and development of language

Christiane Moro, U. Nancy 2, France
            Cintia Rodríguez, Universidad Autonoma de Madrid, Spain

Meaning Construction: A dialogue between Vygotsky and Bakhtin about meaning and sense

Roxane Helena Rodrigues Rojo, LAEL/PUC-SP, Brazil

Practice, Process and Sign in Meaning Construction

Chris Sinha, University of Portsmouth, United Kingdom
OS. 59. Revitalizing community through re-uniting-with: three cases of community change with intervening CHAT

Chair: Yuji Moro, University of Tsukuba, Japan

Action Research in the Split-in-Two Situation of a Community: Merger into a Large City or Maintenance of Independence
Toshio Sugiman, Kyoto University, Japan

Educational Tools for Disaster Mitigation: Exploring Collective Activity Theory
Tomohide Atsumi, Osaka University, Japan

ICTS system design for activities in local communities
Masako Nakamura, Musashi Institute of Technology, Japan
Naoki Ueno, Musashi Institute of Technology, Japan
OS.87. Acting in changing worlds: the role of dialogue in education

Chair: Gordon Wells, University of California at Santa Cruz, USA

Dialogic inquiry in the elementary years
Gordon Wells, University of California at Santa Cruz, USA
Rebeca Mejía-Arauz, México

Including means "adding": inclusive education through learning communities
Ignasi Puidellívol, Campus Mundet, Psg, Spain

The dialogics of reading and the creation of cultural meanings
Marta Soler, Universitat de Barcelona, Spain

Science as dialogue: enabling children to use language to understand science
Neil Mercer, The Open University, United Kingdom
OS. 78. Lessons from Vygotsky’s project for sociocultural practices of today: Issues of history, ideology and social justice.

Co-Chairs:  
Anna Stetsenko, The City University of New York, USA  
Dusana Podlucka, The City University of New York, USA

An application of Vygotsky’s Sociocultural-historical framework for understanding the historical nature of psychological processes: A case study of classroom teaching and learning practices in Venda, South Africa.

Edward Muthivhi, Wits University, South Africa

Combatting Poverty in Scotland's Poorest Communities: How can Cultural Historical Activity Theory be brought to bear?

Chik Collins, University of Paisley, United Kingdom

After-school Program as an activity system of promoting (or not) learning as a leading activity of school children

Dusana Podlucka, The City University of New York, USA

Learning and Development in a Group Home for Boys

Eduardo Vianna, The City University of New York, USA
OS. 85. Cultural-historical roots and philosophical contexts of the cultural-historical psychology

Co-Chairs: Nikolai Veresov, University of Oulu, Finland
Rene van der Veer, Leiden University, The Netherlands

Cultural development in terms of drama: hidden message of Vygotsky
Nikolai Veresov, University of Oulu, Finland

Vygotsky and Werner
Rene van der Veer, Leiden University, The Netherlands

Spinoza - Vygotsky - Ilyenkov
( theoretical principles of L.S. Vygotsky’s doctrine)
Alexander Surmava, Russian State University for Humanities, Russia
IS. 4. Intervention Research as a Theoretical Tool of
Cultural-historical Activity Theory

Co-Chairs: Michael Cole, UCSD, USA
          Yrjö Engeström, University of Helsinki, Finland

  Toward a methodology of formative interventions
    Yrjö Engeström, University of Helsinki, Finland

  Intervention, activity system analysis and practices in the field of
  HIV/AIDS
    Mary van der Riet, University of KwaZulu-Natal, South Africa

  Narrative interventions and developmental experiments
    Pentti Hakkarainen, Institute of Education, Finland
    Sonja Baumer, University of California, San Diego, USA

  Modelling activity systems for learning in action research interventions:
  the groundlessness of systems thinking.
    Christine Schweighart, University of Warwick, United Kingdom
IS. 23. Multiplicities in the zone: Native language and culture in bilingual learning contexts

Co-Chairs: Olga A. Vásquez, University of California, San Diego, USA
Richard Duran, University of California, USA

Language and Information and Communication Technologies: Critical Tools for a Globalized World
Olga A. Vásquez, University of California, San Diego, USA

Teatro del Oprimido: A Context for Mediating Sociocritical Literacies
Kris Gutierrez, University of California, USA

Links Between School and Cultural Adaptation of Immigrant Students
Pedro R Portes, University of Louisville, USA

Latino Immigrants' Projection of Identity and Culture Mediated by Computer Technology
Richard Duran, University of California, USA
Rosina Wright-Castro, University of California, USA
B9.2 Life long learning in changing worlds

Chair: Clive Kanes, Griffith University, Australia

Technologies of cultural development: freedom and control
Clive Kanes, Griffith University, Australia

The contribution of CHAT in analysing vocational e-training of older workers.
Maria Cristina Migliore, London University, United Kingdom

Sustainability in Primary African Education: A Theoretical Analysis of a District Wide Innovation
Carol Macdonald, University of the Witwatersrand, South Africa
B3.13 Learning and knowledge construction in social practice

Chair: Eugene Matusov, University of Delaware, USA

Ontological Teaching
Eugene Matusov, University of Delaware, USA
Maria Alburquerque, University of Delaware, USA

The Present Condition and Tasks of Curriculum Reform for Teacher Training in Japan: The Student Teaching System that Integrates a Practical Experience with the Theoretical Study
Yuriko Kinoshita, Osaka Kyoiku University, Japan
Yoshihiro Tedori, Osaka Kyoiku University, Japan
Shinji Nakano, Aichi University of Education, Japan

Activity Theory in Changing World of the Ukrainian Teacher Education
Tetyana Koshmanova, Ivan Franko National University of L’viv, Ukraine

Productive Learning Practice - A Theoretical Discussion
Sølvi Lillejord, University of Bergen, Norway
Olga Dysthe, University of Bergen, Norway
B12.7 New ways of teaching-learning and technology

Chair: Bridget Somekh, Manchester Metropolitan University, United Kingdom

Promoting tertiary learning strategically to meet today’s multicultural students’ needs.

Chris D’Souza, Australian Catholic University, Australia
Kate Crawford, Australian Technology Park, Australia

Interaction in the Classroom: reflections on intercultural education from ethnographical observation

Adriana Patiño Santos, Universidad Autónoma de Madrid, Spain
Irina Rasskin Gutman, Universidad Autónoma de Madrid, Spain

Acting in a multicultural classroom

Carina Siqués, Universitat de Girona, Spain
Ignasi Vila, Universitat de Girona, Spain

The Power of Mediating Technologies and the Culture of Schooling: Can Strategic Interventions Enable Change?

Bridget Somekh, Manchester Metropolitan University, United Kingdom
B10.2. New technologies, communication, and identity

Chair: Christine Owen, University of Tasmania, Australia

Making non-formal and informal learning visible through the creation of an electronic portfolio

Anna Maria Ajello, University La Sapienza of Rome, Italy
Cristina Belardi, University La Sapienza of Rome, Italy

Using new technologies (or emergent technologies) in teaching-learning of foreign languages.

Ladimiro A. Urdaneta H., Venezuela

Learning, automation and interaction: the case of Australian air traffic control

Christine Owen, University of Tasmania, Australia

"Emma Bovary, c’est moi”. Uses of symbolic resources for everyday change

Tania Zittoun, of Cambridge, United Kingdom
B4.2 School practices, interaction, and discourse

Chair: Adriany Mantovan Lima, Cepre-FCM-Unicamp, Brazil

*Deaf students in Integration Classrooms: interactions with hearing teachers and classmates*

Celeste Azulay Kelman, State University of Rio de Janeiro, Brazil
Angela U. Branco, Universidade de Brasilia, Brazil

*Introducing children with special needs to literature: strategies to improve participation in group activities*

Adriany Mantovan Lima, Cepre-FCM-Unicamp, Brazil
Marina Biscuola de Sordi, Cepre-FCM-Unicamp, Brazil
Cecilia Guarnieri Batista, Cepre - FCM – Unicamp, Brazil

*Inclusive assessment as a strategy to attend pedagogically students with learning disabilities*

Mila Naranjo, University of Barcelona, Spain
Javier Onrubia, Facultad de Psicología, Spain
Marc Lafuente, University of Barcelona, Spain
Anna Engel, University of Barcelona, Spain
B3.7 Learning and knowledge construction in social practice

Chair: Farida Abdulla Khan, University of Delhi, India

The Nature of Learning Communities: Mathematics Teaching in a Primary Classroom
Farida Abdulla Khan, University of Delhi, India

Moving together towards mathematical knowledge
Ana Matos, Universidade de Lisboa, Portugal
N. Branco, Universidade de Lisboa, Portugal
N. Santos, Universidade de Lisboa, Portugal
Margarida César, Universidade de Lisboa, Portugal

Aiming for shared objects in a multicultural home economics classroom
Salla Simola, University of Helsinki, Finland
Päivi Palojoki, University of Helsinki, Finland

Sociomathematical norms in Lebanese classrooms and their relationship to higher order critical thinking in students: Some different conceptual starting points for mathematics teaching and learning
Samar Zebian, American University of Beirut, Lebanon
OS. 66. Collaborating in Diversity: Expanding Educational Resources through Dialogue

Chair: Honorine D. Nocon, University of Colorado, Denver, and Health Sciences Center, USA

Mexican-US transnationalism: Expanding learning environments
Maria Thomas-Ruzic, University of Colorado, Denver, and Health Sciences Center, USA
Louisa M. Greathouse-Amador, Benemérita Universidad Autónoma de Puebla, México
Rosa G. Montes, Benemérita Universidad Autónoma de Puebla, México

Shere Rom at school: The development of literacy by minority children through collaborative learning and technology
Amaya Cazorla, Autonomous University of Barcelona, Spain
María José Luque, Universitat Autònoma de Barcelona, Spain
Txell Portell, Autonomous University of Barcelona, Spain

Parents on the inside: Diversity, roles and relationships in parent-initiated curricular reform at a Southern California public school, 1995-2000
Virginia Gordon, University of Colorado, USA
Honorine D. Nocon, University of Colorado, Denver, and Health Sciences Center, USA

Negotiating the Slippery Slope of University-School Collaboration
Mark A. Clarke, University of Colorado, Denver, and Health Sciences Center, USA
Honorine D. Nocon, University of Colorado, Denver, and Health Sciences Center, USA
Phillip White, University of Colorado at Denver, USA
OS. 56. The life of children across different social practices

Chair: Anne Morin, at the University of Education, Denmark

Doing learning trajectories together - a child perspective on educational arrangements of special education
   Anne Morin, at the University of Education, Denmark

Developing pedagogical competences in everyday communities
   Lisbeth Pedersen, University of Southern Denmark, Denmark

Children’s social communities of practice studied through children’s transition from big kindergarten children to small school children.
   Anja Hvidtfeldt Stanek, Roskilde University, Denmark

The everyday life of children in family and day care institution. Children’s participation across different social practices.
   Dorte B. Kousholt, Roskilde University, Denmark

Communities and their significations for coherence in life
   Charlotte Højholt, Roskilde University, Denmark
**OS. 63. The School of Tomorrow: Teaching and Technology in Local and Global Communities**

**Chair:** Monica Nilsson, School of Management  
Blekinge Institute of Technology, Sweden

*Communities for intercultural education: Interweaving practices*
Isabel Crespo, Autonomous University of Barcelona, Spain  
José Luis Lalueva, Universitat Autònoma de Barcelona, Spain

*A bridge to new inter-institutional learning practices - A school/university coalition*
Monica Nilsson, School of Management  
Blekinge Institute of Technology, Sweden  
Berthel Sutter, Blekinge Institute of Technology, Sweden

*Learning in virtual and non-virtual communities*
Tine Jensen, Roskilde University, Denmark

*The role of networks in the School of Tomorrow*
Honorine D. Nocon, University of Colorado, Denver, and Health Sciences Center, USA
OS. 67. Designing information and communication technology as tools and media of human practice

Chair: Leena Norros, Technical Research Centre of Finland, Finland

Between technical rationality and situatedness -- knowledge in designing technical artifacts
  Kari Kuutti, University of Oulu, Finland

When an activity is not enough: the meso level of analysis of technological design and implementation
  Janne Lehenkari, University of Helsinki, Finland

Instrumental genesis and its use in design
  Pascal Béguin, France

Redefining Access: mapping the practices and artifacts of Linux kernel development
  Matt Ratto, KNAW-Royal Netherlands Academy of Arts and Science, The Netherlands

Mediums in the making - evolvement of tools in practice bound imaginaries
  Sampsa Hyysalo, University of Helsinki, Finland

Instrumental genesis in ecological design of ICT-artefacts
  Leena Norros, Technical Research Centre of Finland, Finland
Session 182
11:45 - 13:15
A6

OS. 75. At the Intersection of Cognition, Culture, and Self: Exploring Theoretical Terrain and Methodological Dilemmas

Chair: Leslie Rupert Herrenkohl, University of Washington, USA

Learning to know, learning to be: How epistemologies and identities make each other up
Eli Gottlieb, Mandel Institute, Israel  
Leslie Rupert Herrenkohl, University of Washington, USA

Creation of practice and appreciation of persons intertwined: Through a method of formative fieldwork
Chikako Toma, Kyushu University, Japan

Immanent Cognition
Alexandra Michel, University of Southern California, USA  
Stanton Wortham, University of Pennsylvania, USA
OS. 81. Self development from a Sociocultural perspective

Co-Chairs:  Angela U. Branco, Universidade de Brasília, Brazil
            João Salgado, Instituto Superior da Maia - ISMAI, Portugal

Self continuities and discontinuities: Some contributions from Dialogical Self and Network of Meanings perspectives
            Ana Paula Soares da Silva, Universidade de São Paulo, Brazil

The conversational construction of family self and identity in parents-child - psychologist consultations in a Paediatric clinic for developmental disabilities
            Marilena Fatigante, Università di Roma “La Sapienza”, Italy
            Alessandra Fasulo, Università di Roma “La Sapienza, Italy
            Clotilde Pontecorvo, Università di Roma “La Sapienza, Italy

Between you and I: Affectivity and motivation in a dialogical self
            João Salgado, Instituto Superior da Maia - ISMAI, Portugal

Culture and affect in the construction of the Self System
            Angela Uchoa Branco, University of Brasilia, Brazil
            Ana Flávia Madureira, University of Brasilia, Brazil
IS. 5. ICT based learning: from technopedagogical design to practices of use

Chair: César Coll, Facultad de Psicología, Spain

The analysis of patterns of interaction and knowledge construction in online learning environments: a methodological proposal.
- Benilde García, Facultad de Psicología, México
- Alfonso Bustos, Facultad de Psicología, México
- Susana Espíndola, Facultad de Psicología, México
- Alejandro Miranda, Facultad de Psicología, México
- Luis Márquez, Facultad de Psicología, México

Teacher education and professional development: Ten years of ICT integration and what?
- Thérèse Laferrière, Universite Laval, Ste-Foy, Canada

Video-game narratives: a "walk-through" of children’s popular culture and formal education
- Pilar Lacasa, Universidad de Alcalá, Spain
- Rut Martínez, Universidad de Alcalá, Spain

Analyzing actual uses of ICT in formal educational contexts: a socio-cultural approach
- Javier Onrubia, Facultad de Psicología, Spain
- Teresa Mauri, University of Barcelona, Spain
- César Coll, Facultad de Psicología, Spain
IS. 18. Ways of seeing, modes of knowing

Co-Chairs: Ana Luiza Bustamante Smolka, Universidade Estadual de Campinas – FE/UNICAMP, Brazil
Antonia Candela, Centro de Investigación y de Estudios Avanzados, México

Knowledge appropriation in inclusive learning environments
Adriana Lia Friszman de Laplane, Universidade Estadual de Campinas – CEPRE/FCM/UNICAMP, Brazil
Cecilia Guarnieri Batista, Cepre - FCM – Unicamp, Brazil
Lucila Moraes Cardoso, State University of Campinas, Brazil
Mara Rúbia de Almeida Santos, State University of Campinas, Brazil

Ways of learning and making sense: a study on knowledge elaboration with visually impaired children
Joana de Jesus de Andrade, UNICAMP, Brazil
Ana Luiza Bustamante Smolka, Universidade Estadual de Campinas – FE/UNICAMP, Brazil

Teaching Practices within experimental activities: integrating a blind student
Gabriela B Naranjo Flores, México

Learning how to teach English to blind and partially sighted students. An Activity Theory based study
Lívia Maria Villela de Mello Motta, Pontificia Universidade Católica de São Paulo and Faculdade Sumaré, Brazil

Images and Human Activity in the contemporary world
Angel Pino, Brazil
B11.1 Working place and new technologies

Chair: Anja Mursu, University of Kuopio, Finland

*Analysing technological sustainability in organization: an activity-theoretical approach*

Anja Mursu, University of Kuopio, Finland

*Social Organization of Access to Knowledge and Boundary Objects: The case of repair technicians of copy machine*

Naoki Ueno, Musashi Institute of Technology, Japan

*The use of electronic patient records in coordinating health care work*

Thomas Winman, University of Trollhättan-Uddevalla, Sweden
Hans Rystedt, Göteborg University, Sweden
Roger Säljö, Göteborg University, Sweden
A4.1. Emotion and subjectivity in culture

Chair: Tia Gitte Bondesen Hansen, Aalborg University, Denmark

USA under attack?! Observations from the formation of a collective memory-to-be.

Tia Gitte Bondesen Hansen, Aalborg University, Denmark

Forms of drama, dramatising processes and the cultural construction of sense and meaning

Anton Franks, University of London, United Kingdom

Reflections about subjectivity in a historical-cultural perspective: the Subject and the Language’s Subject

Cristina M. Madeira-Coelho, Universidade Católica de Brasília, Brazil

The concept of emotion under scrutiny: a discussion of present day positions

Lavinia L. S Magiolino, UNICAMP, Brazil
A3.2. Diversity and heterogeneity of mind

Chair: Dilshad Rahat Ara, University of Melbourne, Australia

*Reconstructing identity in the vernacular built environment: a case of the hill dwellers in the Chittagong hills*

Dilshad Rahat Ara, University of Melbourne, Australia

*Development of a new writing genre in Finnish Polytechnics*

Pirjo Lambert, Helia Business Polytechnic, Finland
Liisa Vanhanen-Nuutinen, Helia Business Polytechnic, Finland

*Life-span perspectives on the diversity and heterogeneity of mind.*

Ivy Schousboe, Denmark
B4.9 School practices, interaction, and discourse

Chair: Iryna Staragina, Ukraine

*Writing together: Analysis of writing teaching in a U.S. bilingual education program with Mexican origin children*
  Yolanda De la Garza López de Lara, México

*Project method of education as a psychological reconstruction method of ontogenesis of writing skills creation*
  M.V. Khozieva, Russia

*The types of finalisedness of younger schoolchildren’s written speech*
  Iryna Staragina, Ukraine
B6.1 Literacy in changing worlds

Chair: Xiao Cheng, Lancaster University, United Kingdom

Spanish Speaking Immigrants: Performing Identities within Literacy Practices
  Angela Arzubiaga, Arizona State University, USA
  Ana Christina DaSilva Iddings, Vanderbilt University, USA

Taking Responsibility for One's. Actions in Japanese Political Dramas
  William Bradley, Ryukoku University, Japan

Academic reading in changing contexts: does it mean the same in UK as in China Reading research from a combined NLS and activity theory perspective
  Xiao Cheng, Lancaster University, United Kingdom

Something old, or something new: how literacy is conceptualized in the new curricula of South East European countries
  Jasmina Moskovljević, University of Belgrade, Yugoslavia

Main contradictions of literacy development in elementary, secondary and higher education in Venezuela: An analysis based on cultural historical activity theory and genre theory
  Arturo Yañez, Venezuela
OS. 55a. New findings and trends on private speech research (I)

Co-Chairs: Jose Antonio Sánchez Medina, Universidad Pablo de Olavide, Spain
Ignacio Montero, Universidad Autónoma de Madrid, Spain

Development and Functional Significance of Private Speech in Children with Autism
   JoDe Paladino, Illinois State University, USA
   Laura Berk, Illinois State University, USA

The speech/action relationship. New data on Vygotsky's hypothesis.
   Ignacio Montero, Universidad Autónoma de Madrid, Spain
   M.J. de Dios, Universidad Autónoma de Madrid, Spain

Private speech activity: The key to dialogical thinking
   Peter Feigenbaum, University of Medicine and Dentistry of New Jersey, USA

Structure and function of private speech in illiterate adults
   David Alarcón Rubio, Universidad de Sevilla, Spain
   Jose Antonio Sánchez Medina, Universidad Pablo de Olavide, Spain
OS. 80. Contradictions in Activity

**Co-Chairs:** Hanna Toiviainen, University of Helsinki, Finland
Paul Warmington, University of Birmingham, United Kingdom

*Contradiction and the individual-psychological perspective on activity*
Steven Robert Harris, University of Glamorgan, United Kingdom

*Exploring contradictions for collective learning*
Auli Pasanen, University of Helsinki, Finland
Hanna Toiviainen, University of Helsinki, Finland
Anna-Liisa Niemelä, University of Helsinki, Finland
Yrjö Engeström, University of Helsinki, Finland

*The primary contradiction of information society?*
Jussi Silvonen, University of Helsinki, Finland

*From activity to labour: commodification, labour power and contradiction in activity theory*
Paul Warmington, University of Birmingham, United Kingdom
OS. 84. Collectively shared activity: theoretical foundations and practical applications

Co-Chairs: Maria Serena Veggetti, University of Rome 1, Italy
Vladislav Lektorsky, Russian Academy of Sciences Moscow, Russia

Mediation as a means of changing collective activity
Vladislav Lektorsky, Russian Academy of Sciences Moscow, Russia

Reflection as the main road to conscious personality
Maria Serena Veggetti, University of Rome 1, Italy

Socio-cognitive conflict revisited
Anne-Nelly Perret-Clermont, Université de Neuchâtel, Switzerland

An operating genesis of learning cognitive activities of those collectives participating in studies
Vitaly Rubtsov, Moscow State University of Education and psychology, Russia
Arkady Margolis, Moscow State University of Education and psychology, Russia
OS. 76. Discussing teaching practices and classroom interactions from different points of view: Interactional Ethnography, Bakhtinian Speech Genres and Didactic Transposition

Chair: Glais Sales Cordeiro, University of Geneva, Switzerland

Constructing Opportunities for Being Social Scientists in 5th Grade: An Interactional Ethnographic Approach

Judith Green, University of California, Santa Barbara, USA
Laura Hill-Bonnet, University of California, Santa Barbara, USA
Elizabeth Yeager, University of California, Santa Barbara, USA

Methodological issues on discursive analysis of classroom interactions as speech genres

Roxane Helena Rodrigues Rojo, LAEL/PUC-SP, Brazil

Methodological issues on the analysis of French L1 teaching practices: A didactic approach

Glais Sales Cordeiro, University of Geneva, Switzerland
Bernard Schneuwly, Université de Genève, Switzerland
OS. 72. Activities and Experience in Lifelong Learning for Professionals

Chair: Ragnheidur Karlsdottir, Norwegian University of Science and Technology, Norway

"I’m an Autodidact". The Coaching Behaviours of a Professional Norwegian Football Coach
  Håvard Åsvoll, Norwegian University for Science and Technology, Norway

Reflective Leadership and Change Management
  Ingunn Hybertsen Lysø, Norwegian University for Science and Technology, Norway

Writing as a Mediating Tool in a Leadership Program
  Kristian Firing, Nord-Trøndelag University College, Norway

"To Change or not to Change". How Professionals cope with the Digital Change in Higher Education
  Hege Christin Stenhammer, Bodø University College, Norway
A11.1. Problems of the unit of analysis

Chair: Cecilie F. Jahreie, University of Oslo, Norway

Scripts and Staged Expedition of Activity Development in Different Fields of Work: Dialectical and Dramaturgical Methodology of Competences Development

Yuriy Gromyko, Russia

Development of categories in and between multiple activity systems. An analysis of student teachers’ conceptions of project work

Cecilie Jahreie, University of Oslo, Norway
Eli Ottesen, University of Oslo, Norway

Dependence of Action Quality on the Circumstances of the Exploratory Execution of Action

Iya V. Rekhtman, Russia
Elena V. Vysotskaya, Russia

Engeström’s Triangular Model as a Representation of an Organization’s Activity System

Mohammed-Aminu Sanda, Luleå University of Technology, Sweden
Ylva Fältholm, Luleå University of Technology, Sweden
IS. 6. Analysing institutional effects within the framework of cultural historical activity theory

Chair: Harry Daniels, University of Bath, United Kingdom

Analyzing institutional effects: First steps in the development of a language of description

Harry Daniels, University of Bath, United Kingdom

Critical Learning Transforming Pedagogic Practice from Within: An Activity-Theoretical Analysis of Institutional Effects in Intervention Research in Schools

Katsuhiro Yamazumi, Kansai University, Japan

Creating Conditions for Learning Across Organisations

Anne Edwards, University of Birmingham, United Kingdom

Activity Theoretical Stances To Organizational Sensemaking

Ritva Engeström, University of Helsinki, Finland

"...And A Diagnosis Can Sort Of Help You To Be Strong As A Parent."
Child Identity, Parenting, And Institutional Agendas

Roger Säljö, Göteborg University, Sweden
Eva Hjörne, Göteborg University, Sweden
IS. 14. The hidden asymmetries: a methodological concern

Chair: Anne-Nelly Perret-Clermont, Université de Neuchâtel, Switzerland

Could you, please, be politically correct when you are speaking about disabled people? About the strength and the specificity of discourse in the field of disability.

Myriam Winance, CERMES, France

Data production as a moral practice: questions and answers as accounting practices.

Åsa Mäkitalo, Göteborg University, Sweden

The status and specific features of social work research in the canon of the social sciences and humanities

Christine Labonté-Roset, Germany

How to take into account asymmetries? A tentative in cultural psychology

Nathalie Muller Mirza, Université de Neuchâtel, Switzerland
B12.5 New ways of teaching-learning and technology

Chair: Donna Russell, University of Missouri-Kansas City, USA

The application of Activity Theory in Development of the Educational Software
Lisiane Cézar de Oliveira, Federal University of Santa Catarina, Brazil
Leandro J. Komosinski, Federal University of Santa Catarina, Brazil

A Computational Framework for Collaborative Learning Inspired by Activity Theory
Paula Renata dos Santos Ferreira, Brazil
Lisiane Cézar de Oliveira, Federal University of Santa Catarina, Brazil
Leandro J. Komosinski, Federal University of Santa Catarina, Brazil

AcCent: An Activity Theoretical Framework for Web-based Systems Development
Amanda Quek, Engineering and Technology Staffordshire University, United Kingdom
Hanifa Shah, Engineering and Technology Staffordshire University, United Kingdom
Alan Eardley, Engineering and Technology Staffordshire University, United Kingdom

How Educators Acquire Innovations: Using Activity Theory to Understand Efforts to Implement Innovative Educational Environments
Donna Russell, University of Missouri-Kansas City, USA
B4.3 School practices, interaction, and discourse

Chair: Beth Harry, University of Miami, USA

*Gender and ethnicity in Textbook and Practice.*
*Language Courses for Immigrants in Sweden*

Marie Carlson, Göteborg University, Sweden

*Knowledge Transmission, Ethnocentrism, and the Discourse of Inclusion: "Integration is Very Nice, but..."

Beth Harry, University of Miami, USA

*Expanding young ethnic minorities possibilities for learning within education*

Line Lerche Mørck, Danish University of Education., Denmark
B1.5. Socialization, interaction, and human development

Chair: Hans Knutagård, RFSL Rådgivningen Skåne, Sweden

Super Users Dual Role as End-User Developers and Knowledge Activators

Hege-René Hansen, InterMedia
University of Oslo, Norway
Leif Chistian Lahn, University of Oslo, Norway

Activity and development. Artefact construction and subjects constituting

Johann Henry, France
Michèle Grosjean, France

Anti-gay violence. A personal development

Hans Knutagård, RFSL Rådgivningen Skåne, Sweden

Relations between the adolescent’s self-image and difficulties in reading and writing

Maria Virginia Lúcio, Centro Universitário Moura Lacerda, Brazil
Marlene Fagundes Carvalho Gonçalves, Centro Universitário Moura Lacerda, Brazil

Hooking-up

Philip J. Rosenbaum, University of Cambridge, United Kingdom
B11.2 Working place and new technologies

Chair: Jan Douglas, University of Tasmania, Australia

*Working in an Information and Technological Age - the influences on people’s workplace well-being: Preliminary findings of a PhD Study*

Jan Douglas, University of Tasmania, Australia

*On the meaning of knowledge at work: Professional knowledge and expanding learning in restructuring education and health institutions in Europe*

Rita Foss, Uppsala university, Sweden
Lindblad Sverker, Uppsala university, Sweden

*Future-oriented artefacts in multiprofessional teamwork*

Jiri Lallimo, University of Helsinki, Finland
Hanni Muukkonen, University of Helsinki, Finland
Lasse Lipponen, University of Helsinki, Finland
Kai Hakkarainen, University of Helsinki, Finland
B14.1 Intervention programs in institutions (design and assessment).

Chair: Ignasi Vila, Universitat de Girona, Spain

A Developmental Project: Facilitating Changes in Research and Scholarship
   Pam Gibbons, Australian Catholic University, Australia
   Kate Crawford, Australian Technology Park, Australia

Parent education programs as sites for cultural negotiation: a case study
   Alejandra Salguero, Universidad Autónoma de México, México

Design and evaluation of a training programme for families in Catalonia
   Jesús Vieytes, Lliga Catalana contra el càncer, Spain
   Ariadna Lleonart, Universitat de Girona, Spain
   Ignasi Vila, Universitat de Girona, Spain
   Judith Oller, Universitat de Girona, Spain
   Moisés Esteban, Universitat de Girona, Spain
   Pilar Monreal, Universitat de Girona, Spain

AILEM Programme: a long-term intervention to promote literacy learning in low-performing primary schools in Chile
   Malva Villalón, Pontificia Universidad Católica de Chile, Chile
   Margarita Silva, Pontificia Universidad Católica de Chile, Chile
   Paz Baeza, Pontificia Universidad Católica de Chile, Chile
   Pierina Zanocco, Pontificia Universidad Católica de Chile, Chile
   Emy Suzuki, Pontificia Universidad Católica de Chile, Chile
   Pilar Cox, Pontificia Universidad Católica de Chile, Chile
OS. 55b. New findings and trends on private speech research (II)

Co-Chairs: Jose Antonio Sánchez Medina, Universidad Pablo de Olavide, Spain
Ignacio Montero, Universidad Autónoma de Madrid, Spain

About the content/form question in private speech. Some data from a pragmatical and dialogical perspective.
Lorena P. Medina, Universidad Católica de Chile, Chile
Ignacio Montero, Universidad Autónoma de Madrid, Spain

Formal schooling and memory actions in adults: the role of private speech in mediating organization and memory
Emiliano Salvador Sánchez Rodríguez, Universidad Autonoma de San Luis Potosí, México
Manuel L. de la Mata, Universidad de Sevilla, Spain

Dynamics between self-regulation and hetero-regulation during a communicative referential task
Conchi San Martín Martínez, Universidad de Barcelona, Spain

Rethinking egocentric speech. Towards a new hypothesis
Karin Junefelt, Stockholm University, Sweden
OS. 73. Uses of objects and semiotic mediation in impaired children

Co-Chairs: Cintia Rodríguez, Universidad Autónoma de Madrid, Spain
Cecilia Guarnieri Batista, Cepre - FCM – Unicamp, Brazil

The importance of the use of objects in the early detection of the Autism
Alexandra Pardos, Universidad Autónoma de Madrid, Spain
Cintia Rodríguez, Universidad Autónoma de Madrid, Spain

The relation of language with other semiotic systems: the case of a blind child with developmental alterations
Michelle Alessandra Silva, Brazil

First symbols in a Down’s Syndrome girl
Cintia Rodríguez, Universidad Autónoma de Madrid, Spain
Pedro Palacios, Universidad Autónoma de Aguascalientes, México
Jorge Vázquez, Universidad Autónoma de Nuevo León, México

The search of "buds of development" in impaired children: Semiotic Mediation in action
Cecilia Guarnieri Batista, Cepre - FCM – Unicamp, Brazil
OS. 77. Creativity and critical thinking in classroom dialogues.

**Co-Chairs:** Baruch Schwarz, The Hebrew University of Jerusalem, Israel  
Rupert Wegerif, University of Southampton, United Kingdom

*Describing and promoting creative classroom dialogues*
  Rupert Wegerif, University of Southampton, United Kingdom

*Mechanisms of internalization/externalization: a return to prayer*
  Jaan Valsiner, Clark University, USA

*The relationship between creativity and critical thinking*
  Baruch Schwarz, The Hebrew University of Jerusalem, Israel
OS. 79. The essence of activity theory approach in psychology and its realization

Chair: N.F. Talizina, Moscow State University, Russia

*The essence of activity theory approach.*

N.F. Talizina, Moscow State University, Russia

*Activity theory approach for identification of difficulties of pre-scholar and primary school pupils.*

N.G. Salmina, Moscow State University, Russia

*The principles of experimental computerized technique of teaching of foreign language.*

L.F. Oboukhova, Moscow State University, Russia
A.V. Porshnev, Moscow State University, Russia

*Activity theory approach in neuropsychological practice.*

Yulia Solovieva, Universidad Autonoma de Puebla, México
Luis Quintanar, Autonomous University of Puebla, México
OS. 70. The Social Construction of Values

Chair: Josep Ma Puig Rovira, Universidad de Barcelona, Spain

*Design Practices and Construct Settings*
Josep Ma Puig Rovira, Universidad de Barcelona, Spain

*The Social Construction of Values and School Democracy*
Ulisses F. Araújo, Universidade de São Paulo, Brazil

*Service-Learning as a Practice in Values Education*
Xus Martín García, University of Barcelona, Spain

*Cognition, Emotion and the Construction of Values*
Valéria Amorim Arantes, Universidade de São Paulo, Brazil
B3.2 Learning and knowledge construction in social practice

Chair: Bregje de Vries, University of Twente, The Netherlands

Practical activities as a mediator in learning primary school science
   John Cripps Clark, United Kingdom

The personalization of learning science: Letting children reflect together.
   Bregje de Vries, University of Twente, The Netherlands

‘Playing’ with Scientific Inquiry
   Jennifer Goldberg, Fairfield University, USA

Time for education: Ontology, epistemology and discursiveness in teaching fundamental scientific topics.
   Vasilis Kokkotas, University of Athens, Grece
   Katerina Plakitsi, University of Ioannina, Grece

Learning in a scientific practice as crossing communities
   Rieko Sawyer, Japan
IS. 10. New learning cultures – new challenges for CHAT

Chair: Hartmut Giest, Universität Potsdam, Germany

"Culture of learning" or "learning culture"? Commenting a difference
Johannes Erdmann, Germany
Georg Rückriem, und
Gesellschaftswissenschaften, Germany

New learning cultures in teacher training
Hartmut Giest, Universität Potsdam, Germany

Analysing contradictions in learning activities in relation to vocational education
Ines Langemeyer, Freie Universität Berlin, Germany
Peter Musaeus, Aarhus University, Denmark

"A New Learning Culture" in primary education?
Johann Pehofer, Stiftung Pädagogische Akademie Burgenland, Austria
IS. 26. Golden Key Schools in Russia: Legacy of Vygotsky as Practiced by his Family

Chair: Dorothy Robbins, Central Missouri State University, USA

*Video: Remembering Father*
Gita L Vygodskya, Russia

*The Unity of Vygotsky’s Non-Classical Psychology Related to Educational Practice in Russia*
Elena E. Kravtsova, Russian State University for the Humanities, Russia

*Continuous Cognitive and Affective Development within Vygotsky’s understanding of Will and Transformation*
Gennadi G. Kravtsov, Russian State University for the Humanities, Russia

*Observations of Vygotskian Theory put into Practice in the Kravtsov Model of the Golden Key Schools in Russia*
Dorothy Robbins, Central Missouri State University, USA
A1.3. New Trends in Cultural-Historical theory and research

Chair: V.B. Khoziev, Russia

Mediation in forming activity
V.B. Khoziev, Russia

Development of complex thinking in coordinated actions of preschool children.
T.V. Korsunskaya, Moscow City Psycho-Pedagogical University, Russia
Vitaly Rubtsov, Moscow State University of Education and psychology, Russia

Psychology as mediated and mediating activities: Shared depictions, scientific cultural boundaries, work practices and material relationism
Tomás Sánchez Criado, Universidad Autónoma de Madrid, Spain

'I sing the body political': Performance of 'bodies/identities' in organizational politics against smoke.
Tomás Sánchez Criado, Universidad Autónoma de Madrid, Spain
Laura Herrera, Universidad Autónoma de Madrid, Spain

Categorizing Objective Meaning in Interacting Activity Systems
Lars Taxén, Campus Norrköping, Linköping University, Sweden
B1.4. Socialization, interaction, and human development

Chair: Ivana Stepanovic, Belgrade University, Yugoslavia

Forms of social behavior and their linguistic correlates within the Iranian context
Behrooz Azabdaftari, Azad University, Iran

Context and problems in learning and communication of refugee children
Zora Krnjaic, Belgrade University, Yugoslavia

Social interaction and activity regulation: The use of language in interpersonal conflicts
Virginia Martínez Lozano, Universidad Pablo de Olavide, Spain
Jose Antonio Sánchez Medina, Universidad Pablo de Olavide, Spain
P.P. Goudena, Utrecht University, The Netherlands

ICT project-working for a purpose: Collaborative teaching and learning of adult literacy in a technology-rich environment
Nicola Shelswell, Coleg Morgannwg School of Basic Skills, United Kingdom

The Place of Education in Students’ Value System in the Context of Social Crisis
Ivana Stepanovic, Belgrade University, Yugoslavia
Jelena Pesic, Belgrade University, Yugoslavia
A5.2. Self, identity, and culture

Chair: Cynthia Klingler, Universidad Nacional Autónoma de México, México

Brown Sahibs, "People of Color" and American Karma: Analyzing Difference in Diaspora Cultures
  Sunil Bhatia, Department of Human Development, USA

Mexican Weavers: Life Changes and Challenges
  Cynthia Klingler, Universidad Nacional Autónoma de México, México

The construction of ethnic boundaries in classroom interaction
  Kevin M Leander, Vanderbilt University, USA
  Mariëtte de Haan, University of Utrecht, The Netherlands

Capitalizing on the celebration of the Umatilla culture
  Jacob K. Puzey, USA

Female Managers in Brazil: The Difficult Art of Conciliating Career and Family
  Maria Lúcia Rocha-Coutinho, Federal University of Rio de Janeiro, Brazil
A8.2. Methodological challenges in cultural and social research

Chair: Dagny Stuedahl, University of Oslo, Norway

How far can future work activity be foreseen?
François Daniellou, Université Victor Segalen Bordeaux 2, France

Building historical narratives based on documents from the family archives. A social experiment with Brazilian children.
María Auxiliadora Schmidt, UFPR, Brazil
Tânia María Braga García, Brazil

A virtual object of real work: Some observations from a commercial Free Software project
Juha K. Siltala, University of Helsinki, Finland

Aligning heterogeneities
Dagny Stuedahl, University of Oslo, Norway
Ole Smørdal, University of Oslo, Norway
Judith Gregory, University of Oslo, Norway
Terje Planke, University of Oslo, Norway

Interrogating the effectiveness of snowball sampling. Rethinking agency, institutions and power in social research.
Sam Wong, University of Bradford, United Kingdom
A6.2. Semiotic mediation and meaning construction

Chair: Futoshi Hiruma, Kansai University, Japan

Professionals, Dyslexia and focus group discussions in Ethnographic and Action Research an issue in Teacher Education
Lena Gejer, Sweden

The problem of discoursing in activity
Futoshi Hiruma, Kansai University, Japan
Tamara Ball, University of California, Santa Cruz, USA
Gordon Wells, University of California at Santa Cruz, USA

Communication, conflict, and the negotiation of social identities in geographically distributed social practice
Kevin O’Connor, University of Washington, USA

Hybrid agency as hybrid practices
Jaana Pirkkalainen, University of Helsinki, Finland
Heli Kaatrakosk, University of Helsinki, Finland
Yrjö Engeström, University of Helsinki, Finland

Intermediate productions in informal studying practices: tensions, potentials and transformations
Carmen Torres, Universidad de la República, Montevideo - Uruguay, Uruguay
B12.9 New ways of teaching-learning and technology

Chair: Lisa Tripp, University of Southern California, USA

Competencies of pre-school group educator ensuring child’s good feeling and preparation for school
  Vitolda Glebuviene, Vilnius Pedagogical University, Lithuania
  Ona Monkeviciene, Vilnius Pedagogical University, Lithuania
  Kristina Stankeviciene, Vilnius Pedagogical University, Lithuania
  Aldona Tarasoniene, Vilnius Pedagogical University, Lithuania

Modern information technology in education. Lessons learned from a twenty year old Swedish school project
  Bengt Grensjö, Umeå University, Sweden
  Berthel Sutter, Blekinge Institute of Technology, Sweden

Theorizing the Networked Classroom: A Sociocultural Analysis of Student Response Systems
  William R. Penuel, Canada
  Louis Abrahamson, Canada
  Jeremy Roschelle, Canada

Challenges in Media Education Pedagogy: How ”learning to be critical” doesn’t always transfer across contexts and what we might do about it
  Lisa Tripp, University of Southern California, USA
Session 218  18:15 - 18:45  A4

Newsletter Meeting

Chair: Seth Chaiklin, Danish University of Education, Denmark
Session 219  
18:45 - 19:30  
Meeting Room

Executive Commitee Meeting

Chair: Seth Chaiklin, Danish University of Education, Denmark
September 24, 2005

September 24, Saturday
September 24, 2005  Saturday

Session 220  9:00 - 10:00  Main Hall B

Voices of collective remembering

Lecturer:  James Wertsch, Washington University in St Louis, USA
B12.2 New ways of teaching-learning and technology

Chair: Gary Motteram, University of Manchester, United Kingdom

*Emotion and Learning: a Forgotten Contour in E-Learning?*
  Nicki Hedge, University of Glasgow, United Kingdom
  Deneka MacDonald, University of Glasgow, United Kingdom

*Exploring e-learning in China through the concepts of ‘boundary objects’ and ‘crystallisation’.*
  Gary Motteram, University of Manchester, United Kingdom

*Networked expertise enhancing e-learning in a pedagogical community*
  Essi Ryymin, University of Tampere, Finland

*Co-docence: a way of doing investigation on educational-learning processes*
  Homero Daniel Vazquez, Universidad Autónoma de México, México
  Emiliano Urteaga Urias, Universidad Autónoma de México, México
  Juan Manuel Sánchez, Universidad Autónoma de México, México
  Dolores Nefertiti Morales Cruz, Universidad Nacional Autónoma de México, México
B3.17 Learning and knowledge construction in social practice

Chair: Anne Moen, University of Oslo, Norway

Written restitution: a tool to sustain expansive learning
Valentina Ghione, University “La Sapienza”, Italy

The Practice of Leadership in Elementary Schools: How the subject matters in interactions among leaders, followers, and their situation.
James P. Spillane, USA

Learning and construction in trajectories of recovery. New opportunities for multiple actors
Anne Moen, University of Oslo, Norway
Judith Gregory, University of Oslo, Norway
Ole Smørdal, University of Oslo, Norway

The pedagogic practice as space of knowledge construction: memories and narratives of learning experiences
Maria Elizete Guimarães Carvalho, Brazil
IS. 7. Studying wildfire and amoeba-like activities

Co-Chairs: Yrjö Engeström, University of Helsinki, Finland
Georg Rückriem, und
Gesellschaftswissenschaften, Germany

Graffiti as activity system
Georg Rückriem, und
Gesellschaftswissenschaften, Germany

The activities of skateboarding, birding, and the red cross: commonalities and contrasts
Jonna Kangasoja, University of Helsinki, Finland
Yrjö Engeström, University of Helsinki, Finland
A9.2. Theoretical and methodological problems in Activity Theory

Chair: Mikala Hansbøl, The Danish University of Education, Denmark

Learning Movements Across Physical and Virtual Contexts of Activity  
Mikala Hansbøl, The Danish University of Education, Denmark

Contradictory interaction between activity systems. Two cases of new technology health care projects  
Hans Kyhlbäck, Blekinge Institute of Technology, Sweden  
Guohua Bai, Blekinge Institute of Technology, Sweden  
Berthel Sutter, Blekinge Institute of Technology, Sweden

Emerging the ZPD in "Narrative Communities": As a metaphor of the general/clinical theory of supportive activities for human development  
Yoshinobu Shoy, Hokkaido University of Education, Japan

Building bridges between the islands of Artefact, Embodiment, and Social Interaction  
Tarja Susi, University of Skövde, Sweden  
Jessica Lindblom, University of Skövde, Sweden

Agency-Structural Theory Explaining Post-Soviet Transformation: Social Practices and the Meso-Level of Societal Changes  
Svitlana Babenko, V.N.Karazin Kharkiv National University, Ukraine
B3.15 Learning and knowledge construction in social practice

Chair: Helena Korp, Sweden

Fair grading in a decentralised school system. A Swedish example
Helena Korp, Sweden

Experimental tasks performance as reproduction of the modes of classroom learning: A South African case study
Edward Muthivhi, Wits University, South Africa

Smuggling learning into the school context: Resolving the conflict between schooling and genuine education (a response to John Ogbu)
Mark Smith, University of Delaware, USA
Renee Hayes, University of Delaware, USA
Eugene Matusov, University of Delaware, USA
B5.2 Argumentation, negotiation, and intercultural communication

Chair: Eugene Matusov, University of Delaware, USA

*What do tourists think about us? Problems of Intercultural Communication.*
Olga Blanco Carrión, Universidad de Córdoba, Spain

"*Culture has no internal territory*: Culture as dialogue"
Eugene Matusov, University of Delaware, USA
Mark Smith, University of Delaware, USA
Maria Alburquerque, University of Delaware, USA
Keren Lilu, University of Delaware, USA

*Racing Academy: Games, Identity and vertical and horizontal curricula*
Martin Owen, NESTA Futurelab, United Kingdom
Ben Williamson, NESTA Futurelab, United Kingdom
Richard Sandford, United Kingdom
Carl Gavin, Lateral Visions, United Kingdom
OS. 60. Dynamics of action in situation: Children's learning through play and collaboration.

Chair: Yuji Moro, University of Tsukuba, Japan

The Dynamics of the situation definition
Dong-Seop Park, Pusan University, University of Tsukuba, Japan
Yuji Moro, University of Tsukuba, Japan

Emergence of creativity and improvisational conversation at pretend play
Kimiharu Sato, Hokkaido University, Japan
Momoko Kashima, Hokkaido University, Japan

Discussant
James Wertsch, Washington University in St Louis, USA
OS. 88. Learning for object-oriented interagency in distributed activity fields

Co-Chairs: Katsuhiko Yamazumi, Kansai University, Japan, Japan
Jianzhong Hong, Lappeenranta University of Technology, Finland

Transition to co-configuration work as creation of a heterogeneous culture of learning
Merja Helle, University of Helsinki, Finland
Yrjö Engeström, University of Helsinki, Finland

Learning in and for interschool working to promote creativity
Harry Daniels, University of Bath, United Kingdom
Jane Leadbetter, University of Birmingham, United Kingdom

Cultural interaction and interagency in organizational learning and knowledge construction
Jianzhong Hong, Lappeenranta University of Technology, Finland
Lehua Cheng, Zhongshan University, China

School Reformation based on expansive learning of teachers in collaborative work:
The challenge of interschool project between a junior high school and elementary schools in Japan
Yuko Hosaka, University of Hyogo and Center for Human Activity Theory, Japan
OS. 64. Money as a cultural tool and East Asian children: Toward cultural psychology of differences

Chair: Noboru Takahashi, Osaka Kyoiku University, Japan

Money as a mediational tool and children's life world
Noboru Takahashi, Osaka Kyoiku University, Japan
Tatsuya Sato, Ritsumeikan University, Japan

How does children’s pocket money become "my money"?: Understanding development of children’s self-consciousness and "my money"
Toshiya Yamamoto, Maebashi Kyoai Gakuen College, Japan
Chengnan Pian, China University of Political Science and Law, China

Giving and Exchange: Typology of ‘ogori (treating)’ in Korea
Seon-Ah OH, Maebashi Kyoai Gakuen College, Japan

How children achieve independence from parents through the use of pocket money: Results of the survey in Osaka
Kazuko Takeo, Tokyo University of Science, Japan
OS. 68. Sociocultural approach to sociocultural academia: Reproduction of exclusion policies and practices in the context of institutional transformation.

Co-Chairs: Edward Muthivhi, Wits University, South Africa
Eugene Matusov, University of Delaware, USA
September 24, 2005  Saturday

Session  231  

11:45 - 12:30  

Main Hall B

Prerecorded conference of JEROME BRUNER

Chair:  Juan D. Ramírez Garrido, Universidad de Sevilla, Spain
CLAUSURE

Chair: Juan D. Ramírez Garrido, Universidad de Sevilla, Spain

Closing remarks from the President of the Congress
Juan D. Ramírez Garrido, Universidad de Sevilla, Spain

Greetings from the next President of the ISCAR Congress

Closing Remarks from the former President of the ISCAR Executive Committee
Seth Chaiklin, Danish University of Education, Denmark

Greetings from the new President of the ISCAR Executive Committee