



MakEY

Socio-cultural-historical & post-humanist approaches: Insights into Data Analysis

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Horizon 2020
European Union funding
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MakeY

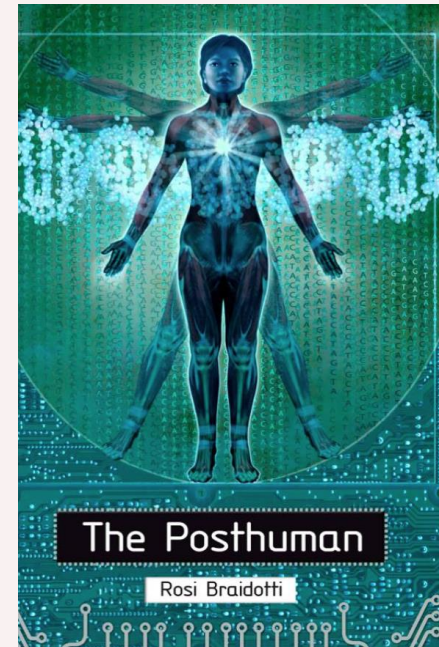
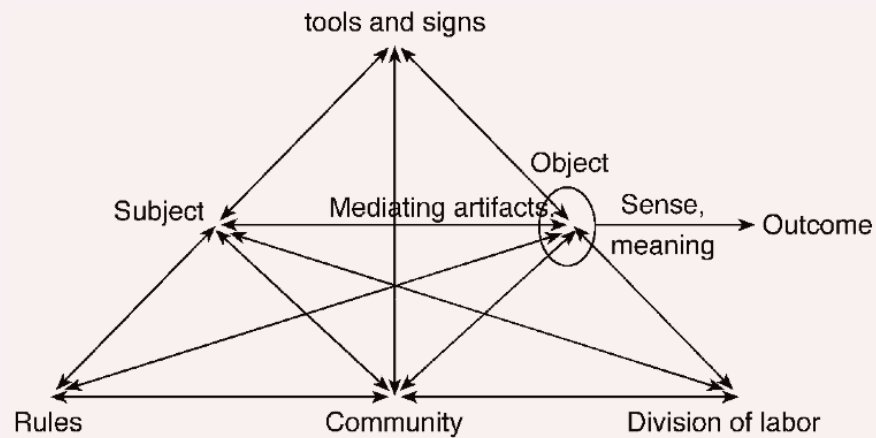
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Conceptual Framework

Cultural Historical Activity Theory



Socio-cultural-historical activity theory



- this approach received international attention in the 70s but in various frames/ contexts:
- Dutch developmental education
- German critical psychology
- American cognitive/ constructivist research
- Brazilian (Freirean) critical pedagogy
- etc. - <http://www.iscar.org/en/about>
- Leont'ev, Lisina, Luria, Rubinstein, Bozhovich, Gutkina, Venger, Gal'perin, El'konin, Davydov, Zinchenko,
- in the UK: Anne Edwards, Harry Daniels, Jan Derry

Lev S. Vygotskij


- 1896 - 1934
- Intentionality & active subjectivity (first-person point of view)
- Joint intentionality/ collective subjectivity / community of practice
- Mediation/ mediating devices, tools, artefacts
- mediating activity – *meaning vs sense* => new relations / cultural development
- Higher mental functions// humanity as an open-ended project (here one of the differences with Piaget/ Dewey who treated humans as biological organisms)



L. S. Vygotskij

«... any function in the child's cultural development appears on stage twice, that is, on two planes. It firstly appears on the social plane and then on a psychological plane.

Firstly it appears among people as an interpsychological category, and then within the child as an intrapsychological category. This is equally true with regard to voluntary attention, logical memory, the formation of concepts and the development of volition»



The following can serve as examples of psychological tools and their complex systems: language; various systems for counting; mnemonic techniques; algebraic symbol systems; works of art; writing; schemes, diagrams, maps, and mechanical drawings; all sorts of conventional signs; etc." (Vygotsky 1981, 137)

Vygotsky, L. S. 1981. The instrumental method in psychology. In J. V. Wertsch (ed.) *The concept of activity in Soviet psychology*. Armonk, N.Y.: Sharpe (pp. 134-143).




The use of signs leads humans to a specific structure of behavior that breaks away from biological development and creates new forms of a culturally-based psychological process." (Vygostky 1978, 39-40)

Vygotsky, L. S. 1978. *Mind in society: The development of higher psychological processes*. Cambridge, Mass.: Harvard University Press.

Development as drama

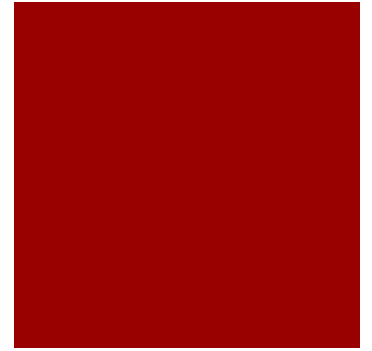


- development is a process of **QUALITATIVE CHANGE**
- category – drama – experiencing – crisis
- learning => development (as opposed to Piaget)
- children learn through their participation in institutional practice.
- children's development follows a path-way across several institutions (e.g. family, school, daycare).



According to this stance, the core of human nature and development has to do with people collaboratively transforming their world in view of their goals and purposes—a process through which people come to know themselves and their world as well ultimately come to be human (Stetsenko, 2008, p. 474)

Human nature is a process of overcoming and transcending its own limitations through collaborative, continuous practices aimed at purposefully changing the world (p. 483)



G. Zuckerman



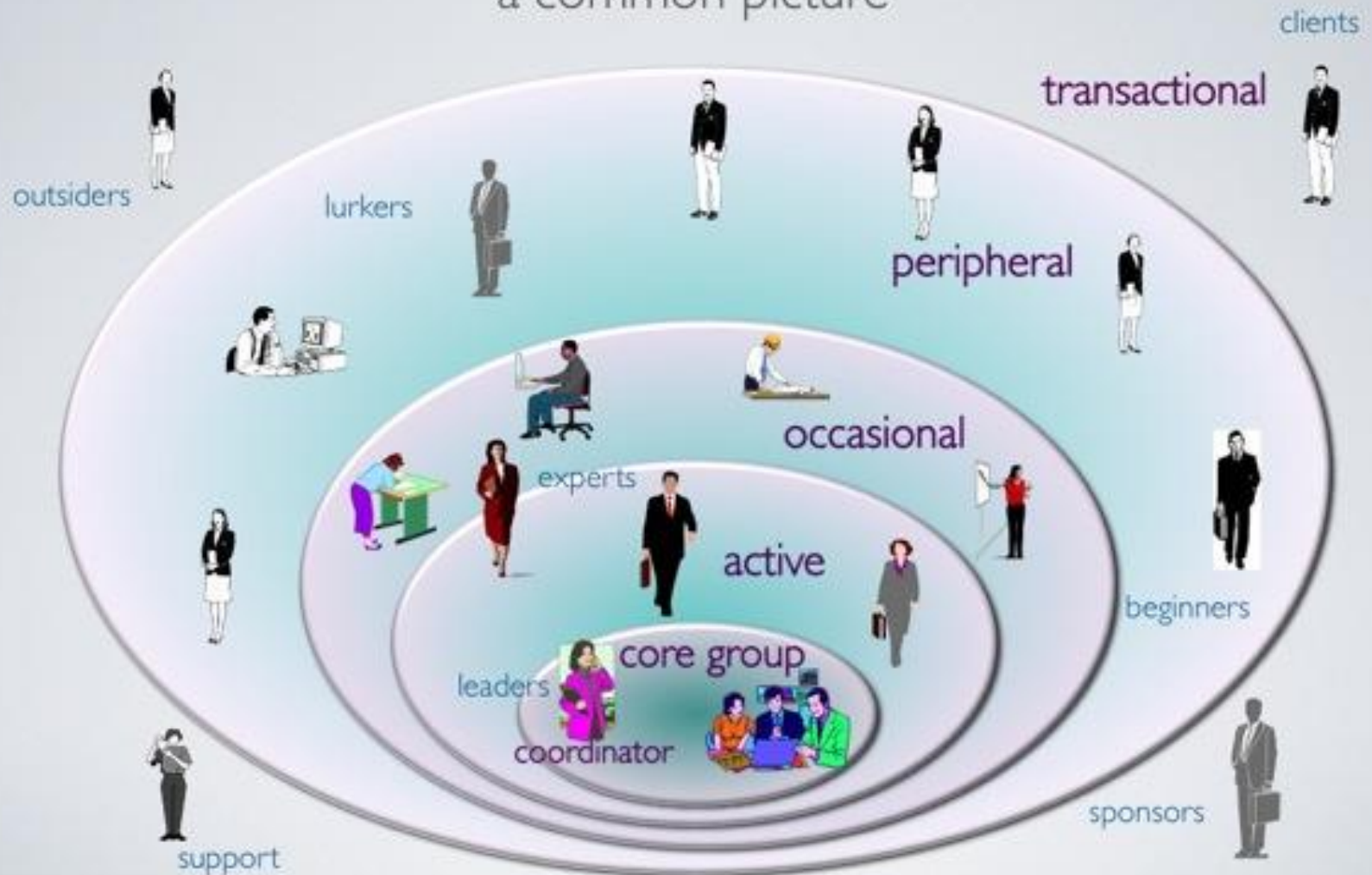
- learning (and teaching) activity is not synonym for learning – but is historically evolved + organized (rules, goals etc. – aimed for the majority of population)
- joint action as to create meaningful ways to solve problems (and eventually learn from experienced peers or adults)
- learning how to learn
- reflection, mastering general concepts => innovation

Lave & Wenger's community of practice

- Learning, cognition and communication are embedded in the practices of a community
- Commencing this apprenticeship the newcomer occupies a position of *legitimate peripheral participation*
- 'Newcomers' become 'old-timers' through a social process of increasingly centripetal participation
- Learning-in-practice : exposed to what should be learnt and skill/knowledge develop together - become shaped into old-timers
- More collective knowledge + practice view of learning - conceptualised as moving from 'newcomer' to 'old-timer'

Levels of participation

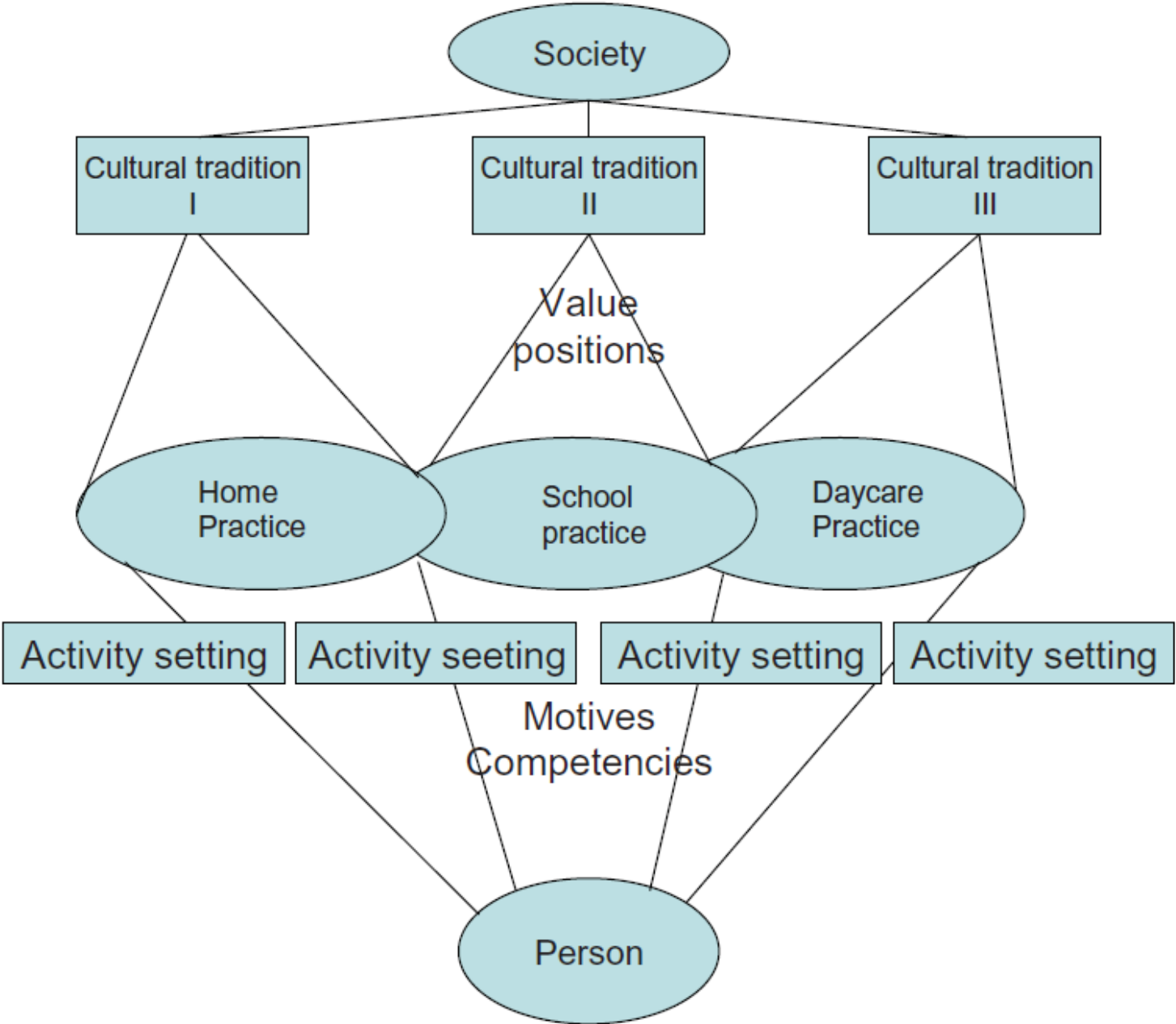
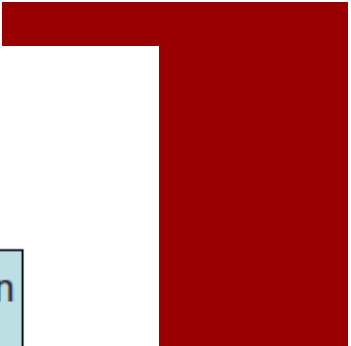
a common picture



M. Hedegaard: Institutional practices



- **Children participate in different institutions during their life. Each of these institutions plays an important role in the child's development.**
- **The social environment influences the child's development, but the child also exerts influence on his social environment.**





- **Zone of proximal development:**

“A child can always do more with the help of more competent persons than she or he can do alone.” (Hedegaard 2012, 128)

- **Social situation of development:**

“There are several age periods in a child’s life, each corresponding to different demands that children meet in their lives.”

- **Entering a new age period is indicated by crises.**

- **Leading activity / motivation**

Crisis & development

- concept of *crisis* in Vygotsky / post-Vygotskian research
- a time of intense difficulty, trouble, or danger: *the current economic crisis | a family in crisis*
- a time when a difficult or important decision must be made: a *crisis point of history*.
- the turning point of a disease when an important change takes place, indicating either recovery or death.
- from Greek *krisis*/ κρισις 'decision,' from κρινειν 'decide'

Activity settings



- “Activity settings are recurrent events located in practices based on traditions in a society’s different institutions in daily life.”
- Different persons in the same activity setting can experience different social situations.

Learning and development



- **Learning:** “Learning occurs when there is a qualitative shift in a child’s participation in an activity setting and thereby in his or her relations to other persons.”
- **Development:** “Development takes place through crises, often when the child meets new demands in new institutions or appropriates new competencies that do not fit the existing practice.”

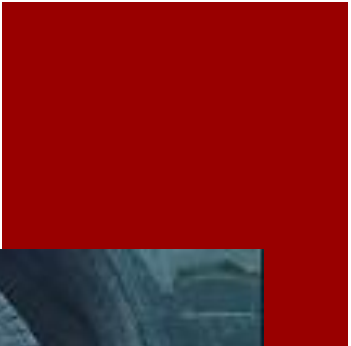
Motive orientation



- “In an educational situation it is important to be aware of the child’s motive orientation as well as directing the introduced activities toward supporting new motives.”

Questions?






- Translation/ delegation/ composition are probably more precise terms than “mediation”?
- Methodology & reflecting on alternative possibilities of material-semiotic orderings/ freedom ?

- “... bodies and children must be seen as hybrid entities, constructed through material as well as discursive practices... examining children bodies in this view becomes a matter of tracing through the means, the varied array of materials and practices involved in their construction and maintenance – and in some circumstances their unravelling and disintegration”

■ *(Prout, The Body, Childhood and Society, 1999, p. 15)*

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- [See also: https://mkontopodis.wordpress.com](https://mkontopodis.wordpress.com)

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