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## INTRODUCTION

This international seminar aims at enhancing the dialogue between the fields of theory and research inspired by Vygotskian works on defectology in relation to educational and clinical practices. This choice is based on the idea that such studies are a thread that runs through all of Vygotsky's work and deserves special attention due to the contribution it brings for a deeper understanding of his entire theory.

Among the theoretical frameworks that were elaborated during the 20th century and continue to guide research in psychology and education, the cultural-historical perspective seems to have been the one with least influence on educational practice. However, various concepts and principles developed by Lev Vygotsky and his collaborators (the cultural-historical "school") are the grounds for current conceptions of child psychic development and the structure of the human mind.

There are several reasons that could explain this asymmetry:

- some of Vygotsky's works were censored during the Stalinist period because they were considered to be not in line with historical and dialectical materialism;
- the dissemination of Vygotsky's thought in the rest of the world took place in a misguided way due to inaccurate translations of his writings and within the framework of a socio-cognitivist interpretation of such writings;
- it is a very complex process to design a research (or document a practice) that adopts a cultural-historical perspective, making it less attractive than other theoretical and methodological frameworks.

A restricted and superficial knowledge of Vygotskian thought and the difficulties in reading practices from a Cultural-historical perspective represent a barrier to understand the transformative potential of this paradigm. However, today - as in the early 1900s - the work of Vygotsky and his research group offers many insights to interpret and address the epistemological and social crises of the contemporary human sciences. This gap between theory and practice becomes paradoxical when we look at issues of inclusion in formal education. On one hand, the theoretical elaboration is indebted to the cultural-historical perspective while, on the other hand, cognitivist and behaviorist interventions remain prevalent when it comes to promote inclusion in formal education.

Nevertheless, Vygotsky's work has offered various stimuli for:

- rethinking diagnoses, reflecting on the labeling process,
- interpreting deficits from a developmental perspective,
- setting up an interprofessional and multidisciplinary perspective,
- understanding the role of cultural mediation,
- and positioning the participation of families and children within the system of knowledge construction processes.

The 9th Vygotsky International Seminar will be dedicated to a critical reading of the texts collected in *The Fundamental problems of Defectology*. These studies allow to identify the elements that define the whole structure of the Vygotskian thought and that still today are a crucial reference to allow us to reflect on inclusion processes: the nature of the mind and its social construction, the central role of concept formation, the dialectical method, the role of cultural mediation, the historicity of human beings.

## **INVITED SPEAKERS**

## Vygotsky, the “difficult childhood”, and the normal-pathological dilemma

Luciano Mecacci

Università degli Studi di Firenze - Italia

**Abstract:** In the early twentieth century no psychological theory rejected the idea that the human mind develops in close interaction with the environment. The difference between the various theoretical trends was in the greater or lesser weight attributed to environmental factors compared to genetic ones. However, in these theories the environment was conceived in an abstract way, while for Vygotsky the environment has a cultural-historical connotation that is highly specific. One cannot extrapolate the development investigated in a given cultural-historical context to assume it as the normal development, as the reference point of comparison for other contexts (here is the main point of the criticism of Piaget and his “Swiss child”). The thesis of the cultural-historical nature of the variety of psycho-developmental patterns was introduced by Vygotsky since his first psychological studies. In a first phase of his research Vygotsky had to deal with children with disabilities of sensory and cerebral origin, with cognitive and affective disorders, with forms of social maladjustment resulting in juvenile delinquency, and finally with the phenomenon of *besprizornye* (literally: unprotected children). This whole spectrum of childhood, called “difficult childhood” (*trudnoe detstvo*), was the starting point for subsequent research on the so-called “normal” development. However, this issue was addressed by Vygotsky from a perspective that rejected any normative assumption (what is normal vs. what is abnormal) which would have had serious effects on social integration. This fundamental characteristic of Vygotsky’s theory - “a child whose development is impeded by a defect is not simply a child less developed than his peers but is a child who has developed differently” (Vygotsky, 1929) - was ignored by Western researchers until a few decades ago due to the particular diffusion of his works from the 60s of the past century - a knowledge aggravated by the previous interventions of the Soviet censorship on Vygotsky’s works.

## **Vygotsky's cultural-historical theory and defectology: restoring links**

Nikolay Veresov

Monash University - Australia

**Abstract:** Research and clinical practice in the field of defectology is a significant part of Vygotsky's scientific legacy. In the current literature, however, defectological studies and cultural-historical theory (CHT) are discussed separately from each other. Vygotsky's defectological research was one of the sources of the creation of the general CHT and therefore provides a key to a more comprehensive understanding of this theory. Three key findings from the research and clinical practice in the field of defectology are of interest: 1) Secondary disability which was further developed as a concept of social environment as a source of psychological development: 2) Roundabout ways of overcoming disability further improved in the concept of two lines of development and 3) Incongruence that was developed into theoretical concept of cultural sign as a psychological and “tool and principle of signification that is creation and use of signs”. On the other hand, the main concepts of CHT influenced significantly the understanding of the nature of developmental defects and the development of new methods of special education.

## **Beyond Inclusion: Vygotsky's Compassionate Defectology**

Peter Smagorinsky

University of Georgia - United States

**Abstract:** Vygotsky was among the early Soviet psychologists who adapted German “defectology” to the Soviet project. The name “defectology” might suggest that its psychologists regard children with special needs as defective. As adapted by Vygotsky, however, it is a compassionate field in which children affected by a decade of endless war in Eastern Europe - blinded, deafened, and cognitively impaired by explosives - were not viewed in deficit terms. Rather, Vygotskian defectologists are concerned with creating more supportive developmental environments for them. In other words, to Vygotsky, a deaf child is only hampered by people who treat them as deficient. His solution was to change the thinking of the people surrounding children who had lost capabilities considered normal. The problem of the deaf, he asserted, is a social problem requiring not repair of deficits, but changes in how people treat one another. His defectology was thus about defects in able-bodied people's thinking, and his approach was grounded in compassion for them and critical attention to the assumptions and actions of able-bodied people who assume that lacking a typical function makes one inferior.

## **Vygotsky's legacy in Defectology: A reflection on its current relevance**

Daniele Nunes Henrique Silva

University of Brasilia - Brazil

**Abstract:** "Pathology is the key to understanding development, while development is the key to understanding pathological changes". (Vygotsky, 2022, p. 236). This is the thread that runs through the proposal of this conference. To this end, we will begin with the defective texts written by Vygotsky between 1924 and 1935, dealing chronologically with the following concepts: 1. the quantitative and qualitative approach to disability; 2. the social dimension of the defect and its impact on personality formation; 3. supercompensatory processes and alternative developmental pathways in ontogeny; 4. the complex dimension of diagnosis, among others. In this context, the aim is to articulate these concepts with the epistemological foundations of Vygotsky's theory. These are : 1. the fundamental and structural transformations - according to which the process of development must be conceived -; 2. the laws of development of the higher psychic functions; 3. education as artificial development; 4. culture as a condition of development and; 5. the dialectical (and therefore contradictory) relationship between biological development, on hand, and psychic development, on the other. Finally, the aim is to show how Vygotsky's argumentative emphasis fits into a contemporary perspective of emancipation from an educational project based on historical-dialectical materialism and Spinoza's monism.

## **Beyond inclusion? Enabling and constraining motives in transformative agency processes**

Annalisa Sannino

Tampere University - Finland

**Abstract:** Inclusion has become a fashionable term to display political correctness. Its widespread and often instrumental use might be discouraging rather than supporting collective transformative agency in the broad domains of activities pertaining to special education and social pedagogy. This keynote addresses the Vygotskian concept of secondary deficit and the activity-theoretical concepts of transformative agency and motives to argue that the term inclusion cannot be appropriately used for largely isolated initiatives and procedures. This is because the term itself implies a comprehensive approach, requiring us to argue who are to be included into what and why. Although isolated initiatives and procedures can also be beneficial in specific cases, within a broad perspective they usually have impact primarily in terms of sensitizing the civil society to avoid the dominant tendencies of pitying vulnerabilities or condemning differences. The potential of "the politics of inclusion" lies in two interconnected pursuits. The first one pertains to the creation of specific pathways for the representatives of the target groups of these politics to gain access to services and get involved in meaningful activities to address, if not overcome, their condition of vulnerability. The second pursuit pertains to the development of cross-sectoral and cross-hierarchical coalitions which would ensure smooth functioning of the pathways, without obstructions and representatives of the target groups falling into inter-institutional cracks. The latter is the most complex challenge to the realization of inclusion and might be part of the reason why the utility and effectiveness of practices and notions of inclusion are being increasingly questioned.

## **Disability and the cultural nature of the zone of proximal development**

Louise Bøttcher

AARHUS University - Denmark

**Abstract:** Vygotsky made the statement that the problems associated with disability arise from the social reality of the impairment rather than the impairment in itself (Vygotsky, 1993p. 126-127). However, this statement should not be understood as if Vygotsky thought of disability as social barriers only, such as held forth by the social model approach to disability. The defect – or impairment in a more modern term, affects development, not just as a social category, but as a specific impairment. The disability has a nature, it has a severity that enforces itself on the child's social situation of development. The disability or specific diagnosis of the child can be important. However, diagnoses and disability categories might be too broad for our analysis. Vygotsky with his special pedagogy did not address deafness per se, but rather the impairment in communication caused by deafness. Therefore, the cultural-historical theoretical understanding of disability focuses on social distortions – even as the analysis takes the particular impairment into consideration. The social distortions have their source in particular impairments but cannot be predicted from them. The presentation will depart in this visionary idea and through examples of children and young people with communicational disability, elaborate a cultural-historical understanding of sources of developmental delay, problems created by asynchrony with the socio-cultural age periods and developmental opportunities, and possibilities for resolving developmental crises.



# **The Biosocial Foundation of Defectology: Examining Deaf Pedagogy in Sociohistorical Contexts**

Michael Skyer

University of Tennessee - United States

**Abstract:** In *Fundamentals of Defectology*, Vygotsky (1993) succinctly argues: “There is not a single instance where the biological can be separated from the social” (p. 92). Although Defectology discretely examines social, biological, psychological, and methodological categories, its core argument is that none exist in isolation; instead, they flow as complex interactions, which produce traceable cultural histories. In kind, defectology, pedagogy, and deaf pedagogy result from biological and social dimensions of human experiences coming into contact and generating syntheses that transcend their parts. Given Vygotsky’s polymathic genius, it’s worth examining his biosocial claims about human developmental potential. I delimit my scope to critical disability and deaf education studies (e.g., defectology), and focus on understanding how the evolving science of deaf pedagogy is catalyzed by sociohistorical forces (e.g., power and self-determination) and axiology (e.g., ethics and aesthetics). For Vygotsky, deaf pedagogy works toward the sublation of deafness. Researchers and teachers must holistically examine the interactions and dialectics that flow together as sociocultural, psychological, discursive, developmental, and educational sub-processes. Research about deaf pedagogy, therefore, rests on biosocial foundations, where deafness is situated in and constructed by conflicts of culture, history, and socio-politics, including structural dilemmas and methodological dissensus.

## **PARALLEL SESSIONS**

**CULTURAL-HISTORICAL PERSPECTIVE ON EARLY  
CHILDHOOD EDUCATION**

## **The problem of age in children with intellectual disabilities**

Ana Paula de Freitas  
Universidade São Francisco

Daniele Nunes Henrique Silva  
Universidade de Brasília

**Abstract:** The study is based on Vygotsky's defectological and pedological studies and mobilizes the concepts of social situation of development, environment and perijivanie. The aim is to understand how the child-school-family relationship is interwoven in the psychological development of children with disabilities in school and family contexts. The field research takes place in a public Early Childhood Education Center (SP/Brazil) and focuses on a girl with Down's Syndrome, aged 3. The data was collected through observations of school situations recorded in a field diary and audio-recorded narrative interviews with the child's teacher and mother. The analysis is of an explanatory nature, in line with the cultural-historical theoretical-methodological perspective. The results indicate that the concrete conditions of the social environment (school and family) have an impact on the child's developmental possibilities. It is considered that the problematization of pedological elements in the ontogenetic particularities of children is a fundamental element for thinking about effective educational strategies to promote developmental paths.

**Keywords:** Defectology, Pedology, Social Development Situation, Perejivanie, Child with disabilities

### **Extended Summary**

This study addresses the issue of the psychological development of children with disabilities, focusing on the central role of the environment. In his formulation of the general law of development, Vygotski (1995) clarifies that higher psychic functions develop on two levels: first in the individual's relationship with their social environment and then in the conversion of this to the intrapsychic level. The author emphasizes that the true source of psychic development is the child's social reality, in other words, the possibility of what is social becoming something individual, the subject's own (Vygotski, 1996). Here, ontogenesis is understood as a complex and dialectical process, because internalization is not mechanical, nor even quantitative or cumulative, but dynamic and contradictory, implying revolution, evolution, involution, crises and qualitative transformations of the entire higher psychic functional system. Vygotsky (2018, p.85) states that "in the child's development, what must be obtained in the end, as its result, is given, from the beginning, by the environment". The social environment is taken as the source of the development of new psychic formations. The particularities of the environment direct the constitution of the particularities of the child's personality. In his pedological studies, produced between 1931 and 1934, the author was concerned with understanding the role of the environment at different stages of development. From the description of a clinical case of three siblings of different ages, who experienced their relationship with their

alcoholic mother in different ways, Vygotsky (2018, p. 77) concludes that "the same situation in the environment, the same event that affects different people who are at different age stages, has a different influence on the development of each of them". In other words, each child had a different experience of the event, due to each particular social development situation. For the author, pedological changes - which are distinct from chronological transformations - involve children at different times; in periods (first, third, seventh year and adolescence) of crisis and stability that alternate in ontogenesis, and should be analyzed in the light of the concrete conditions of the child's context - and not just from their internal dispositions. By focusing on this child-environment unity, Vygotsky was interested in understanding how the child at a certain pedological age attributes meaning and relates affectively to the event experienced: *perejivanie*. We can understand that in the course of the different periods, new psychic formations are produced, which match the social situation of the child's development and, in this way, the particularities that make up the personality are not biologically determined, but take on a social character. As a result, Vygotski (1997) points out that there are different ways of constituting the human being, as opposed to a concept of development based solely on organic/biological conditions. From Vygotski's perspective, this argument provides important elements for thinking about the social development of children with disabilities. For him, disability should be understood based on the possibilities for development that are present in social relationships; in the inclusion of people with disabilities in different experiences and cultural practices that are made available by the environment. In this study, we intend to problematize the specificities of the development of children with intellectual disabilities, critically questioning the pedological ages presented by Vygotski. We aim to present conceptual arguments that can bring new contributions to the relationship between Vygotski's defectological and pedological studies; after all, there are specificities in the development process of children with disabilities that need to be considered. This means that pedological moments may vary and may not be organized in the same way with children considered normal. We know that Vygotski's elaborations on children with disabilities and their educational possibilities are fruitful, allowing us to emphasize the environment as a central vector for the emergence of new developmental paths. In this study, we focus on a child with Down's Syndrome, aged three, who attends nursery school. We reflect on the social situation of this child's development, in the school context and also based on his family history. Taking into account pedological and defectological issues, we asked: what aspects of the relationships experienced at school and in the family have an impact on the child's social development situation? To answer this question, we sought to investigate the relationship between the child's peculiar condition, the pedagogical possibilities of the school, the family (the environment) and how these elements intertwine ontogenetically, with a view to the psychic development of these children at a pedological age considered critical by Vygotski. The empirical study, which is still in progress, is being carried out in an Early Childhood Education Center (Brazil), with a girl with Down Syndrome, a child with age 3 to 8m, referred to here as Lua. She hasn't developed oral language and uses some gestures and actions as a way of relating: clapping, saying goodbye, pulling, pushing, grabbing. Lua is already walking, which makes it easier for her to move around the school and get closer to her peers and teacher. During the months of October and November 2023, we carried out observations of school situations, recorded in a field diary, and narrative interviews with the teacher and the child's mother, recorded on audio tape. The initial results show that: the child's development is still at an earlier stage than that of a 3-year-old child considered normal; Lua attends school only three times a week, interfering with her

participation in pedagogical activities and; Lua is recognized by the teacher and peers more on the basis of her organic condition than on the basis of her developmental possibilities - which can be revealed by her excessive care, such as: holding the child, stroking the child, feeding her, etc. Lua's singularities need to be understood in their complexity: to the primary particularities, derived from Down's Syndrome, are added secondary complications, which result from the concrete conditions that the social environment presents to her. Given these aspects, problematizing the pedagogical elements in ontogenetic particularities is a fundamental element in thinking about effective educational strategies to promote alternative development routes.

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## Vygotskij's studies and the icelandic educational context: possibilities for early childhood teaching work

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**Abstract:** this article discusses collective teaching work in a preschool in the centre of the Icelandic capital, Reykjavík. The professionals working in this educational unit have been discussing, theoretically and methodologically, based on the cultural-historical perspective (Vygotsky, 1927/1996; 1929/2000; 1926/2010; 1924/1927/1928/2021), the dilemmas and challenges including children with an autism report. Vygotsky's theoretical studies have motivated teachers to analyse the situations experienced in this preschool. The author's works have become a praxeological reference for in-service teacher training (Souza; Schlindwein, 2023). Events throughout the kindergarten are converted into episodes, which allow for the permanent evaluation of teaching work aiming to enhance the development of each child (Vygotsky, 1929/2000). In other words, in-service teacher training is based on problematizing and investigating what is experienced; real experiences have been translated into essential tools for planning and assessment teaching practice. For this paper session, four episodes were chosen for in-depth analysis, highlighting the relevance of Vygotskian studies on defectology. The discussion of the concepts of the child and difficult childhood (Vygotsky, 1928/2021) guides the analysis of the episodes and indicates possibilities for in-service training. The analyses have shown that teaching relationships which take play as a pedagogical principle are examples of mobilizing discussions for teachers, strengthening inclusion, and in-service training. The aim of making the school a democratic space is achieved through the collective organization and evaluation of the education on offer. Thus, a scientific investigation of the educational reality can transform how teachers relate to children, childhood, and education.

**Keywords:** Childhood, Icelandic preschool education, In-service teacher training, Cultural-historical psychology

## Extended Summary

The practice of teaching, in early childhood education, is discussed in this paper session to problematize in-service teacher training. The teacher's work in an early childhood education institution in Iceland's capital, Reykjavík, is analyzed through the studies of Vygotsky (1986 - 1934). The cultural-historical perspective underpins the teaching work of the teachers at the institution mentioned above and is also the theoretical and methodological scope of this paper session. It assumes that Vygotskian studies are a theory and method (Vygotsky, 1927/1996; 1931/2012) for teaching in childhood. Thus, a methodological reflection on the teaching profession requires an understanding of the concept of the method as a path to be followed (Souza; Schlindwein, 2023). It means the teacher's role is to plan teaching work with pedagogical intent based on a scientific observation of the children's needs, desires, and learning possibilities. Souza and Schlindwein (2023) point out that "[...] an attribution to the work of teaching is the teacher, in an authorial way, organizes the path wished to follow to achieve the teaching objectives" (p. 313). Accordingly, the defectological studies of Vygotsky (1928/2021) help preschool teachers to organize their working methods based on the concept of education as a possibility, organizing a meaningful, inclusive, and democratic educational environment. Vygotsky (1928/2021), when referring to the education of disabled children, shows us the process of learning and development of the human being is based on a study of the child concerning their social context of insertion: "After all, we must study not the defect, but the child with a particular defect. For this reason, the integral study of the child's personality concerning the surrounding environment must be the basis of all research" (p. 117). In our view, the Vygotsky defectological studies are a reference for discussing, evaluating, and planning teaching work with disabled children, but also with those who have the standard development cycle, because: "[...] perspectives open up before the pedagogue when he recognizes that the defect is not just a minus, a lack, a weakness, but a plus, a source of strength and abilities, and that there is some positive meaning in it!" (Vygotsky, 1927/2021, p. 64). In this way, the social relationship is recognized as a means of compensating for the limitations imposed by disability and thus overcoming disability. Focusing on inclusive education, we are motivated to problematize the possibilities of the social environment of early childhood education (Vygotsky, 1928/2018) to create learning possibilities that translate into meaningful experiences for disabled children. It is considered that the concepts of scientific observation (Vygotsky, 1927/1996), play (Vygotsky, 1930/2009), meaningful environment and experience (Vygotsky, 1928/2018) provide a possible basis for the theoretical and methodological organization of teaching work. Therefore, the problematization of educational reality based on Vygotsky's theoretical and methodological assumptions translates into a method for analyzing praxis and is also the methodology used to analyze the data in this article. Four episodes which record the play of disabled children who mark the teachers from the point of view of their teacher training were selected for in-depth analysis and discussion. A collective reflection on real situations experienced with the children based on Vygotskian studies was established as the method for analyzing the teacher's practice in this preschool. The analysis of the episodes indicates that children's play and social relationships in their cultural context are essential for developing the higher function of imagination (Vygotsky, 1930/2009) and can be translated into a means of overcoming disability. The teachers note that collective work strengthens the organization of an individualized educational environment, highlighting that planned and proposed play with pedagogical intent can be a method of overcoming disability or learning



difficulties. In addition, teachers have been developing real in-service training, organized collectively for, in and with the educational reality, based on their own teaching experiences (Vygotsky, 1928/2018). In dialogue with Souza and Schlindwein (2023), it is recognized that: “[...] problematizing teaching work from a methodological point of view means recognizing teaching relationships as a space for learning and professional training” (p. 31). This inspires the organization of authorial pedagogical work, systematized from reflection and theoretical analysis of the specificities of each context. From this perspective, children participate in the organization of teaching relationships (Souza; Schlindwein, 2023) and can recognize themselves as active subjects in the maintenance and transformation of society. By signaling that disability can be understood as a possibility, Vygotsky (1928/2021) inspires us to consider the most significant challenges encountered in teaching work can also be interpreted as a possibility for social transformation, as well as an opportunity for individual, for both the teacher and the child, transformations.

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## **Defectology studies in the work of early childhood teachers**

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**Abstract:** This study, based on Vygotsky's theoretical and methodological contributions on defectology and pedology (produced between 1924 and 1935), investigates teaching relationships in early childhood education in contexts in Brazil and Iceland, noting a post-pandemic increase in children diagnosed with autism. The aim is to reflect on the environment in the learning process of children with reports of disabilities or disorders. Vygotsky highlights disability as a mobilizing force for transformation and the importance of the social environment in compensating for difficulties. The study analyzes specific cases: one in Reykjavík, with children of different nationalities, including those diagnosed with autism, and another in a Brazilian city in Santa Catarina, with an emphasis on dramatic play. The analysis, based on the Vygotskian approach, reveals the transformative power of social relations in the ontogenetic development of children. The results highlight the importance of teacher training, scientifically based on theories of human development, to organize the environment in such a way as to anchor children's relationships with others and to design educational conditions that promote cultural development.

**Keywords:** Autism, Childhood, Defectology, Pedology, Teaching Relationships

### **Extended Summary**

In the present work, the theoretical and methodological contributions on defectology and pedology made by Vygotsky between 1924 and 1935 guide the investigations into the work of early childhood education teachers. The post-pandemic school reality has produced a phenomenon that is repeated in these different spaces: the increase in the

number of children diagnosed with autism (autism spectrum disorder - ASD, in Brazil). The aim of this panel is to problematize the teaching relationships experienced in different educational contexts, in Brazil and Iceland, in order to reflect on the environment and its possibilities for intervention in the learning and development process of children with reports of disabilities and/or disorders. In this context, the human being is understood as a possibility; the disability as a mobilizing force for transformation and the social environment as decisive in compensating for the specific difficulties imposed by the disability: "[...] the defect is not only fragility, but also strength. In this psychological truth lies the alpha and omega of the social education of disabled children" (Vygotskij, 2021, p. 69). The organization of teaching work based on these principles is capable of "[...] opening up a broad path to overcompensation and overcoming the defect. To do this, we need to master the social direction of these processes" (Vygotskij, 2021, p. 84). It is therefore argued that early childhood education plays a key role as a prospective path of development for children with disabilities. For this discussion, we selected episodes that reveal the dilemmas and challenges of teaching in everyday school life, with children with or without reports. The analysis was based on Vygotsky's theoretical and methodological contributions and indicates the transforming power of social relations in children's ontogenetic development.

One of the studies was organized in an early childhood education institution in the Icelandic capital Reykjavík. It shares the experience of a group of children aged between two and three, of five different nationalities. In this group, two children were being monitored by a multidisciplinary team to make a diagnosis and a third was being monitored according to the autism diagnosis finalized by a medical professional. Two episodes were selected which discuss learning situations through the social relationships experienced by this group of children, highlighting the importance of the teacher's scientific observation of the individualities of human beings, with a focus on organizing an educational environment that enhances the learning and development processes of each child (Vygotskij, 1996, 2009). The situations analyzed indicate how much the teacher's training, with solid scientific and practical training, helps to organize the environment in such a way as to design educational conditions that allow new ways for children with disabilities to participate in social practices.

The other teaching project analyzed here took place in an early childhood education institution in Brazil, in a city on the coast of Santa Catarina. The study was carried out with a group of 28 children between the ages of 3 and 4. Of this group, 4 children have been diagnosed with ASD and receive extra-curricular support from a specialized teacher who attends to them individually for two hours a week. These four children are also seen by health professionals outside of school (psychologist, speech therapist and occupational therapist). The premise of this work was the understanding of drama as a pedagogical action and the dramatic play intentionally carried out by the teacher.) Dramatic play is understood as playing out characters, social roles, various emotions or different imaginative contexts, such as stories or plots. In addition to the children playing with and for themselves, it can also take place through the adult who proposes the situations to be experienced. The adult can use, among many elements, characterizations, and/or objects, and/or the expressiveness of their body in a state of dramatic play. Two episodes were analyzed, in which the teacher was a character, provoking the reaction of the children with ASD, in relation to the play proposal, and with the group of children in the class. This analysis problematizes the dramatic event as a way of promoting proximal development, mobilizing the child to participate, to get involved with the proposal and with the other children. The interpretation of the general law of cultural development, as suggested by Veresov (2004, 2019),

contributes to the analysis. The results reflect the importance of the collective "as the fundamental source of compensation" (Vygotskij, 2019, p. 306). In this sense, it is understood in this text that the developmental possibilities of children with disabilities imply a social responsibility to organize the environment, hence the importance of the work carried out by early childhood education teachers.

**EXPLORING VYGOTSKY'S LEGACY IN SPECIAL AND INCLUSIVE  
EDUCATION**

# **Vygotskij on drama and defectology: compensation, creation, disability, and education.**

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**Abstract:** This session of articles presents an essay on the relationship between drama and Vygotskij's defectological studies, using the concepts of compensation and creation as a basis. Supported by Yaroshevsky (1989), Del Rio; Alvarez (2007) and Veresov (2004, 2016, 2019), who highlight the dramatic approach in Vygotskijan psychology, social conflicts and dramatic dynamics in the formation of the human psyche are emphasised. This research focuses on Vygotskij's work from 1924 to 1934, highlighting the foundations of defectology. Interested primarily in the drama of human existence, Vygotskij concentrated on studying children with disabilities, intending to understand the peculiarities of the development of higher psychological functions beyond those considered within the parameters of supposed normality. The author highlights the importance of compensation (which we equate with the creation process) and emphasises the unity of the laws of development, both in children with typical and atypical behaviour. This paper argues that drama permeates Vygotskij's entire output, including his studies on defectology, orientating his approach and research towards social education and the development of children with disabilities. The analysis proposes an in-depth understanding of the connections between theatre and Vygotskij's defectological contributions. It uses a methodology that studies the author's productions and their foundations during the mentioned period.

**Keywords:** Drama, Defectology, Compensation, Creation, Education

## **Extended Summary**

This paper presents an essay on drama and Vygotskij's defectological studies, problematising the concepts of compensation and creation. Yaroshevsky (1989), Del Rio; Alvarez (2007), Veresov (2004, 2016, 2019) emphasise a Vygotskijan dramatic psychology in their studies. Yaroshevsky (1989) states that Vygotskij (1929/2000) has an approach that tries to understand and study human higher psychological processes through drama and social relations. This approach recognises that personality and higher psychological functions are formed in conflicts that occur in the social context, emphasising the importance of social roles and dramatic dynamics in the formation and development of the human psyche. Del Rio and Alvarez (2007) praise the role of drama and argue that, for Vygotskij, throughout his life and intellectual production, there is a dramatic organization that provides an understanding of human psychology, an explanation of human nature, the development of historical consciousness, and the (overcoming) of the tragic feeling of life. For the authors, Vygotskij was interested in

the drama of human existence, and the drama of his own life (and the process of death) mobilised his studies and productions. Veresov (2004, 2016, 2019) discusses drama as a hidden zone of the Zone of Proximal Development (ZPD) when interpreting the general genetic law of cultural development and that the dramatic event is the driving force. In our analyses, drama permeates Vygotskij's production, from his well-known critique of Hamlet (1915-1916/1999) to references to defectology in later texts. And the studies of the authors mentioned here reinforce our position. We agree that drama guided the research of the Soviet author who, through this perspective, undertook the task of understanding human constitution and psychic functioning intertwined with socio-cultural dynamics. Vygotskij was interested in studying children with disabilities, individuals placed by society as "abnormal," aiming to unravel the peculiarities of the functioning of higher psychological functions. He was interested in drama, the drama of the human being, the "to be or not to be," which permeates a perspective outside linearities, patterns, or labels. In the author's words, "development is the struggle of opposites. Only this understanding guarantees a truly dialectical investigation of the process of child development." (Vygotskij, 2019, p. 380). Therefore, his focus on defectological studies was directed toward social education and the developmental potential of children with disabilities. Beyond the tragedy that some disability could measure and that would receive the spotlight in the performance on the stage of life, i.e., in social life, the creation of conditions for overcoming disabilities would be the preliminary plot. Vygotskij started from his central thesis about human development, which takes place in social relationships, in their challenges and conflicts (dramas), to broaden the concept of compensation to promote the prospective development of people with disabilities and their inclusion in the cultural context. He dedicated himself to analysing compensation from a historical materialist and dialectical perspective, emphasising the importance of understanding that compensation processes start from the premise of the unity of the laws of development, both in children with typical development and those with "atypical" development. Vygotskij (2019) emphasises that, concerning the general rule of development, for children with disabilities, the general principles are the same as for children considered to be without disabilities. Drama is experienced independently of a person's biological conditions and is, at the same time, an opportunity for creation. In this sense, compensation can be seen as a process of creating the person and the social organisation. In summary, this paper session is based on Vygotskij's work, considering the relationship between drama and his defectological studies. Regarding methodology, we have opted for an approach involving the study of Vygotskij's productions, emphasising the texts from 1924 to 1934. This study is expected to provide a deeper understanding of the connections between drama and Vygotskij's defectological contributions and extend to reflections on a social education that aims at the potential of children. Keywords: drama, defectology, compensation, creation, education.

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## **Teaching Work and Interfaces of Inclusive Special Education: Historical-Cultural Theory**

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**Abstract:** This study aims to analyze teaching within the scope of Special Education through the lens of Vygotsky's Cultural-Historical Theory (Vygotsky, 1924-1234/2019). This lens reveals a new perspective on education as a humanizing and transformative force, since it views man as a historical and social subject under the assumptions of Defectology studies. As a method, it anchors itself on investigating the essence of our concrete reality with the guidance of Historical Materialism, Marx (1989), since it views humanity through an ontological and non alienated lens, and allows an investigation of the pseudo-concreteness of the phenomenon. As a result, we highlight the teaching work in Inclusive Special Education as a promoter of development through the view of spontaneous and scientific knowledge. The appropriation of cultural heritage stands out when compared to higher/cultural mental functions, compensatory processes and indirect paths of teaching and learning.

**Keywords:** Teaching, Inclusive Special Education, Historical-Cultural Theory

### **Extended Summary**

According to the assumptions of Cultural-Historical Theory (Vygotsky, 1924-1934/2019) and historical materialism (Marx, 1989), we perceive labor as an ontological category of social beings. Therefore, men are birthed into a society that presents the necessity of transforming nature to ensure their survival in the social context, appropriating themselves of cultural instruments developed throughout history. Consequently, the study of subjective development implies a deep dive on the comprehension of social phenomena and the dialectical relation between the phylogenesis and ontogenesis of humanity. That is to say, development doesn't occur only in a natural (biological) or hereditary way, but mainly through the creative action of man, who finds himself in a humanization process through cultural (social) development, provoking the creation of cultural needs and motives. Within the context of education, the field of teacher's training presents the teacher's function as "teaching something to someone" (Roldão, 2007). Scholars of the Cultural-Historical Theory (Arce, Varotto and Silva, 2011) defend usage of the term "teaching", which was historically constructed in the educational context, related to the teaching activity of the teacher and learning activity of the student. Other researchers (Prestes, 2012) think of the term "instruction" as something more than teaching, presenting it as a smooth transition through the different stages of development. This process would only occur in the gradual change from the elementary functions (of a biological order) into higher/cultural functions (perception, memory, logic, voluntary attention, predictive

will, language with a communicative function and conceptual thinking, etc.), of neoformations, such as imitation, creative imagination and mastery of conduct through the appropriation of cultural heritage (Scientific Knowledge). We highlight that, within the scope of Inclusive Special Education, the transition of elementary functions into higher/cultural functions relates to the concept of social compensation. Historically, compensation was first understood as the emergence of a sensory function that could overcome another “defective” sensory function (term utilized according to the historical context). The current concept is related to the context of social compensation, in which an elementary function transforms into a higher function through neural plasticity. Therefore, the problematic function can be reorganized, producing new functions. The defect, which biologically appears as an obstacle to development, can be compensated through indirect paths and the usage of cultural tools historically created by man. Constructed at all times within an educational context (Vygotsky, 1924-1934/2019). In this sense, to identify a “problem” in a function, it deems necessary to comprehend the importance of the zones of proximal/imminent development as a concept. “What the child is capable of doing with the help of adults” (Vygotsky, 2016, p.112). Therefore, everything a child is incapable of doing by themselves, but can learn under the orientation or collaboration of another, more experienced individual. To Vigotsky (2021), there’s significant differences between the process of proximal/imminent development of a typical and atypical subject (terms utilized according to historical context). The author also emphasizes that each person presents different zones of proximal/imminent development, and that the identification of said zones is important for us to know the child’s future developments. Here lies the most important axis of teaching in the organization of its work: the identification of the zones of proximal/imminent development, and of the learning necessities of each atypical or typical child. Through a good diagnostic evaluation, the teacher will be able to foresee the developmental possibilities, and organize their planning (plan of action) with the systematization of teaching elements. Historically, teachers within Inclusive Special Education carry out assignments that often underestimate the children’s learning capabilities, and in other occasions ignore the curriculum as an official document that represents scientific knowledge constructed by humanity through time. In other words, our cultural heritage. Consequently, the development of the aforementioned human qualities is also abandoned, and teaching consolidates itself as daily repetitive practices, without any clear intention or theoretical support. Teaching within Inclusive Special Education must promote development in accordance with curricular guidelines, and with aspects that involve the systematization of teaching elements, through planning and evaluations. Teaching or instruction in Inclusive Special Education must develop spontaneous and scientific concepts in accordance with the current teaching stage, observing previous knowledge that the student acquired through cultural means, and identifying those that are within the zones of proximal/imminent development. All of this must happen so new cultural and social experiences can be presented, and serve as drivers of cultural development through higher/cultural functions and new formations, through compensatory processes, that enable the creation of indirect paths for learning-teaching.

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# **The impact of Type 1 Diabetes Mellitus diagnosis in the educational context: students' narratives**

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**Abstract:** The present work stems its objective from Vygotsky's idea of development. For the author, development occurs within the culture based on social relations, that will also influence its course. The present work seeks to understand how Type 1 Diabetes Mellitus (DM1) diagnosis affects children's education and aim to analyse the meanings produced about their experience in school context. Living with DM1 produces in young children what they believe to be a more limiting world. Therefore, the process of adapting to a chronic illness during childhood is influenced by social elements that subjectively mark the child's experience and is permeated by phases whose feelings change throughout development. Literature review shows that schools in general are not prepared to meet the needs of children with diabetes and are not able to create a completely safe and comfortable environment for those individuals to develop. For the means of this research, data is still in construction and analysis in a preliminary phase.

**Keywords:** Historical-Cultural Theory, Diabetes Mellitus, School, Child Development

## **Extended Summary**

Vygotsky brings us an idea of development based on the conception of an active organism, whose higher psychological functions are formed based on social relations and interactions with the environment. When it comes to child's development, construction of reality starts from the relations with others and is gradually internalized by them. This will vary according to origins, culture, class and, as discussed in the present work, physical health conditions.

According to this perspective, we can reflect on social variables to which children DM1 are presented: the treatment of chronic health conditions cuts across several areas of the patient's life and requires routine care that interferes with their daily school life and, therefore, interferes with the social conditions to which these children are subjected. This research was carried out aiming to delve deeper into the topic.

An analysis of previous research about the the shows that schools are not prepared to meet the needs of children with diabetes. We make this statement based on research by Gabriel Amorim et al (2021), who carried out a survey with 105 people with DM1, reached through a survey online. Of those interviewed, 73% stated that their educational institutions were not prepared to accommodate their specific needs and

58.09% indicated that the people around them misunderstood some symptoms of hyper and hypoglycemia.

Frequent monitoring of capillary blood glucose, care regarding nutrition and administration of insulin doses are just the beginning of an extensive care routine. As school is the place where the child spends most of their days, school hours will always be marked by this uninterrupted treatment and, therefore, the educational space must be safe and its professional team should be prepared to receive this child and be able to meet their needs (Nass, 2019).

In regards to the educational environment in its physical aspect, the lack of a team of health professionals who can monitor the child and the physiological part of their treatment is one of the issues (MARTINS, 2021). In a study carried out in an endocrinology outpatient clinic in the city of Fortaleza, Maria Oliveira, et al (2016) reports show that, at moments, children themselves are responsible for this at school. This situation often causes annoyance in children, who does not understand the seriousness of the disease or makes them deny their condition.

It is not only a disease with physiological consequences for the child's physical body, but it also addresses the educational and psychological aspects that this child faces at school and which are understudied. Therefore, it is necessary to delve deeper into the issues surrounding Diabetes Mellitus for children in school environment so that we can bring to light the issues regarding the inclusion of children with DM1 in school environment.

In this work, we intend to understand the meanings produced by children about the occurrence of DM1 at school and its impact on the school environment. To this end, we intend to carry out a qualitative investigation, based on semi-structured interviews, with students who are regularly enrolled in schools in different regions of Brasília (DF). Two individuals have been found suitable for participating in the interview: A ten-year-old child from the public school system and a six-year-old from the private school system.

We chose four guiding questions for this research, characterizing it as a semi-structured interview. A semi-structured interview uses the question only as a guiding tool for the interview, allowing the participant and the researcher to express themselves freely. Through qualitative research, we sought to consolidate subjective data that can more fully cover the details involved in the participant's perception of DM1 in schools. In addition to the questions, playful dynamics will be carried out with subjects to subsequently observe how this diagnosis is imprinted, including in their playful world.

Preliminary results show that these children do not feel comfortable undergoing the necessary treatment in the school environment. One of them gave up participating in the research before the start of the interview out of embarrassment at letting her classmates find out about her diagnosis, a fact that showed how the stigma surrounding different chronic diseases still creates social embarrassment for many patients. Furthermore, the fact that the child's eating routine is changed represents a significant loss of socialization with their peers. This loss causes deep psychological distress and feelings of social exclusion.

As school is the child's largest socialization environment, it is essential that we understand how this environment is crossed by personal issues in their lives. The living conditions of these children are always being influenced by the continuous treatment of their illness and, therefore, mark their development in different areas. It is essential that we listen to the desires of these same children so that we can build an inclusive education within our society.

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# Analyse de prescriptions pour une école inclusive à partir des travaux de Vygotskij sur la défectologie

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**Abstract:** En Suisse, ces dernières années, les injonctions ministérielles visant la mise en œuvre d'une école inclusive n'ont cessé d'augmenter (déclaration CCIP, 2003). Ces propositions ne sont pas sans conséquences. En effet, nous assistons à de plus en plus de signalements d'enfants considérés comme ayant besoin d'une aide particulière, et ceci dès les premiers jours d'école (Dutrévis & al., 2022). L'objectif de cette présentation est de relire les documents prescriptifs en vigueur dans notre contexte (canton de Vaud en Suisse) à la lumière des écrits de Vygotskij en défectologie. Nous espérons ainsi mieux comprendre les conceptions qui sous-tendent ces prescriptions. Cette analyse nous permettra de porter un regard critique sur le contexte actuel et sur les injonctions en matière d'inclusion. Enfin, cette communication permettra de proposer des pistes pour penser autrement le concept d'inclusion dans notre région et à le faire évoluer dans une perspective qui prennent en compte les travaux de Vygotskij, dans une perspective historico-culturelle.

**Keywords:** Déflectologie, inclusion, Difficultés d'apprentissage, Elèves différents, Développement

## Extended Summary

En Suisse, ces dernière années, les injonctions des ministères à propos d'école inclusive n'ont cessé d'augmenter (CIIP, 2003). Ces propositions s'inscrivent dans une perspective déclarée en accord avec la pédagogie universelle (Bergeron & al., 2011) qui postule qu'il y aurait des modalités de travail qui conviendraient à tous les élèves alors qu'elles ont généré une augmentation significative des signalements d'élèves considérés comme nécessitant des aides particulières dès les premiers jours d'école (Dutrévis & al., 2022). Plus concrètement, dans le canton de Vaud, ces injonctions se sont matérialisée dès 2019, par la mise en consultation un projet du ministère de l'éducation pour une école à visée inclusive. Ce projet « a pour but de fixer les principes et conditions d'une école à visée inclusive répondant aux besoins spécifiques de tous les élèves » notamment en demandant d'établir une évaluation de chaque enfant nécessitant une aide particulière (État de Vaud, Concept 360°, 2019). Sa mise en œuvre s'est faite progressivement avant d'être généralisée dès décembre 2023.

L'objectif de cette présentation est de mieux saisir les conceptions qui sous-tendent ce projet pour tenter de comprendre les conséquences de cette politique. Ainsi, nous présenterons tout d'abord les éléments clés de ce projet (principes, dispositifs, prescriptions données aux enseignant·e·s et aux établissements scolaires, etc.). Nous

décrivons également quelques conséquences des premières mises en œuvre de ce projet dans les établissements scolaires du canton de Vaud (notamment l'augmentation importante des signalements d'élèves auprès des psychologues et des pédopsychiatres ou encore l'épuisement annoncé par les enseignants).

Concernant les travaux de Vygotskij en déféctologie (Kozulin, 1990 ; Smagorinsky, 2012 ; Vygotski, 1993 ; Vygotskij, en préparation), nous retiendrons certains aspects qui nous semblent pertinents pour analyser le projet d'école à visée inclusive du canton de Vaud.

1) Le concept de « défaut ». Les « défauts » biologiques font partie de la diversité humaine et c'est donc l'environnement culturel qu'il faut adapter à cette diversité plutôt que chercher à transformer les individus considérés souvent comme différents (Vygotski, 1993 ; Vygotskij, en préparation). Ceci permettra notamment de questionner la perspective qui transforme la différence en déficit et qui considère toute difficulté d'apprentissage comme un trouble.

2) Les différences entre enfants, « leurs défauts », sont souvent considérés comme des problèmes de l'individu pris isolément, alors qu'il s'agirait plutôt d'un manque de concordance entre l'individu et son environnement culturel (Vygotski, 1993 ; Vygotskij, en préparation). Dans la perspective de Vygotskij, le défaut est plutôt un problème relationnel qu'une caractéristique de l'individu. Il pourrait donc s'agir de déplacer l'évaluation de l'élève vers les relations qu'il rencontre afin d'agir sur cette relation pour permettre à l'enfant de surmonter les obstacles qu'ils rencontrent et de s'intégrer dans la société. Ainsi, pour Vygotskij (1931-34/2018), il ne s'agit pas de considérer soit l'enfant, soit son environnement, mais bien la relation entre les deux, la manière dont l'enfant fait l'expérience de son environnement.

3) Les liens entre l'affect et l'intellect (la pensée). « L'unité de l'affect et de l'intellect est la position de base sur laquelle, comme une pierre angulaire, la théorie de la nature de la faiblesse d'esprit congénitale chez l'enfant devrait être construite. » (Vygotski, 1993 ; Vygotskij, en préparation). Il ne s'agit donc pas de mettre en avant l'une de ses dimensions pour analyser les difficultés de l'enfant (qu'elles soient physiques, sensorielles notamment, ou mentales) et pour intervenir auprès d'eux mais bien de les prendre en compte de manière intégrée. Vygotskij (op. cit.) ajoute que « les processus affectifs et intellectuels représentent une unité, mais non pas une unité fixe et permanente. Elle se transforme, Et l'essentiel pour l'ensemble du développement psychologique est précisément le changement de rapport entre l'intellect et l'affect ».

4) Les incapacités primaires et les incapacités secondaires. Les premières sont des incapacités physiques (par ex. surdité) ou mentales (par ex. retard mental) qui peuvent être surmontées par des médiations appropriées. Les secondes sont des incapacités psychologiques qui viennent s'ajouter aux premières et qui se manifestent, par exemple, par un sentiment d'infériorité, de marginalisation ou encore l'impression d'être anormal (Vygotski, 1993 ; Vygotskij, en préparation). Cette perception de soi-même peut être prévenue ou dépassée à la fois par l'accompagnement, le soutien mis en place dans l'environnement social dans lequel l'enfant est intégré mais également et surtout par un changement de regard et d'attitude des personnes qui interagissent avec l'enfant.

5) La prise en charge des enfants « anormaux » doit être intégrale et s'appuyant sur le potentiel de l'individu considéré dans globalité, ses ressources et en tenant compte de son contexte culturel. Il s'agit de trouver des médiations différentes de celles mises en œuvre avec les enfants normaux (par ex. le Braille pour les aveugles, le langage des signes pour les sourds) permettant à l'enfant de développer une pleine et entière estime de soi (Vygotski, 1993 ; Vygotskij, en préparation).



Ensuite, à la lumière de ces éléments mis en avant par Vygotskij, nous porterons un regard critique sur le projet d'école à visée inclusive du canton de Vaud. L'analyse portera sur trois axes : 1) la conception de l'enfant-l'élève ayant des difficultés d'apprentissage ou un « handicap » (sensoriel ou mental) ; 2) les prescriptions faites dans le cadre de ce projet à l'égard des enseignant·e·s et des établissements scolaires ; 3) le modèle d'intervention proposé auprès de ces élèves ainsi que les modalités de sa mise en oeuvre dans le cadre scolaire.

Enfin, nous ferons quelques propositions pour une école à visée inclusive fondée sur les réflexions de Vygotskij et suggérerons quelques leviers à activer pour transformer le projet d'école à visée inclusive du canton de Vaud.

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**OTHERNESS, INCLUSION, AND COLLECTIVE PARTICIPATION:  
ANALYSIS OF THREE SETTINGS IN THE LIGHT OF THE WORK OF  
VYGOTSKIJ ON DEFECTOLOGY**

# Co-constructing technological tools and design to learn space with students and people with visual impairments

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**Abstract:** Research on visual impairment and space mainly consider the study of spatial knowledge in adults and in individual problem-solving situations. Few studies especially in real-life collaborative situations of route sharing, and even fewer from a developmental perspective have addressed the effects of social interactions on the spatial performance of visually impaired (VI) children, adolescents or adults. As a developmental researcher in psychology, we conduct a research project in collaboration with researchers from computer science, accessibility technologies and with institutions and educators from VI field and with VI or blind children, adolescents and adults. This action- and collaborative- research project aims to clarify the spatial frames of reference mobilized in collaborative navigation tasks depending on age and vision level, on the one hand, and, on the other, to develop tools- mainly technological ones- to enhance autonomy in VI people regarding spatial challenges they faced when they move. Two tools will be presented as a process (from the origins of ideas to their creation and uses with VI people in social condition of learning) and discussed from a Vygotskian perspective regarding collaborative and technological-based education: an interactive map to support both the work of a locomotion instructor and the learning space knowledge of a blind girl, and a collaborative game between two VI peer to learn how to guide others from one point to another. The results will be presented and discussed in the light of work in the field of spatial cognition development, collaborative technologies and visual impairment.

**Keywords:** Collaborative Learning Technologies, Action-Research Projects, Learners With Visual Impairments, Interactive Maps

## Extended Summary

*Research topic.* According to the WHO, the number of visually impaired people (VIPs) is expected to double by 2050 due to aging, with significant consequences on autonomy and quality of life. Vision disorders affect 1.7 million people in France. What can be done to enable visually impaired people to develop autonomy in their spatial activities (e.g. daily travel)? The ACCESSPACE project (Learning space by collaborating: what verbal and technological aids?) aims to highlight the spatial challenges emerging in collaborative situations in children, adolescents and adults with visual impairments. The project involves the construction of interactive devices to support both collaboration between learners or learner and instructor.

*Theoretical framework.* Vygotsky's work on defectology is a precious resource to review critically research on visual impairment and space in learning settings. It mainly leads to the conclusion that most research in psychology studies spatial knowledge in adults and in individual problem-solving situations. There are few studies in children, especially in real-life collaborative situations of route sharing, and even fewer from a developmental perspective. However, it has been shown that children from 5 and 9 y.o perform better on spatial tasks when interacting together than when working alone (Viana et al. 2016). Moreover, few studies have addressed the effects of social interactions on the spatial performance of visually impaired (VI) children, adolescents or adults. Furthermore, developmental studies differ on the order of acquisition of spatial skills. For example, the developmental sequence of landmarks then routes then map representations (Siegel & White, 1975) is currently debated: a parallel development of these spatial representations during the resolution of spatial displacement, memory and localization tasks is rather evidenced but children (6-7 years), elderly subjects (80-89 years) and VIs would have more difficulties with the allocentric than with the egocentric framework (Nys, et al. 2015; Ruggiero et al., 2016). Furthermore, the use of interactive and multi-sensory cognitive technologies can facilitate spatial learning in VI children (Giraud et al. 2017), and as in the field of cooperative or collaborative learning (Molinari et al., 2021), these devices can also support cooperation, which is known to be conducive to learning. Studies are needed to clarify (1) the different spatial frames of references mobilized in collaborative navigation tasks and (2) to identify the most appropriate spatial cues for navigation in a 3D model, depending on age and vision level and (3) to co-construct technologies which support both the development of spatial and collaborative knowledge and skills.

*Methodology/research design.* The method of this research is based on observation of practices mainly in one institution where VI or blind children and adolescents are supported around different dimensions. Here we focused on the spatial domain and support regarding VI or blind adolescents and adults. Two situations are under-studied and share both the same research design: the use of maps (interactive maps) in order to support spatial navigation and guiding strategies to reach the right place. A collaborative spatial game for two players has been proposed to dyads of teenagers and adults of all ages and visually impaired dyads. One of the players, the guide, has a map of the village which shows the start, the finish and the areas to avoid to play the game. He/she must plan the route (only one path is possible in each task) and give instructions to guide the second player, the explorer. The latter is in front of an interactive 3D model of the same village. Thus, the guide proposes the navigation through verbal indications, the explorer follows them and intervenes when necessary. The players have to complete four successive routes of increasing difficulty.

*Expected conclusions/findings.* One of the most important results is that guiding verbally with maps and moving on maps consequently offer really good opportunities to learn about spaces without any risks. In such spatial experiences, both VI people or visual people learn from their past experiences with the maps. Another aspect that we would like to discuss is about the methodology and the necessity of back and forth between observations of everyday situations and quasi-experimental design collaborative games in order to develop co-conception of learning situations between researchers and users.

*Theoretical and educational relevance.* These examples of the uses of maps to help finding his/her own way are good examples to support social interactions mediated by signs (and sign of signs) in order to learn (here space). It can be useful both as a way

to sensitize adolescents to VI people in participating in such research as well as to help VI people to find their way. More generally, we may discuss the uses of maps and interactive maps to think about space, time but also about ideas or arguments as creative tools can be defined as rich educational spaces to promote learning and knowing each other's perspectives which are key dimensions in collaborative learning.

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## Photovoice and the differences discourse in education

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**Abstract:** The photovoice approach provides a potential generative tool in educational settings to address what in Vygotskij's work are identified as three key challenges concerning (1) the overcoming of a "deficiency" perspective by favouring a framing of "disabilities" in terms of differences, (2) issues of social stigma, and (3) fair participation in social activities. Through photovoice children and youth are encouraged to observe and express their views both individually and through dialogues and collective productions, particularly when it comes to challenging social and cognitive dynamics within formal and nonformal education.

This presentation discusses the available scoping and systematic literature reviews in this field paying attention to action-research perspectives that favour dialogic education and the role of learning technologies.

**Keywords:** Diversity, Learning Technologies, Photovoice

### Extended Summary

*Research topic/aims.* The photovoice approach provides a potential generative tool in educational settings to address what in Vygotskij's work are identified as three key challenges concerning (1) the overcoming of a "deficiency" perspective by favouring a framing of "disabilities" in terms of differences, (2) issues of social stigma, and (3) fair participation in social activities. Through photovoice children and youth are encouraged to observe and express their views both individually and through dialogues and collective productions, particularly when it comes to challenging social and cognitive dynamics within formal and nonformal education.

*Theoretical framework.* The photovoice approach originated in the early 1990s in China and was documented by Caroline Wang and Mary Ann Burris (1997). This use of photography makes it possible to open up spaces of observation and communication not immediately conditioned by the words, concepts, and cultural references of those who facilitate collective dialogue processes. In the past, it did so by making the taking and printing of photographs accessible to groups of people who otherwise would not have had access to them. With the advent of mobile 'phone' devices, nowadays taking photographs has become more accessible and is a pervasive and mass activity that has forced the use of social media heavily centred on the use of photographs and videos such as YouTube, TikTok, Instagram, etc. (Santinello, Surian, Gaboardi, 2022).

*Methodology/research design.* This work presents a systematic review involving three online databases: ERIC, Scopus and Web of Science. It involves (1) Establishing a search strategy based on keywords that reflect the study core criteria, i.e. the words: education, disability, photovoice, technology, (2) Selecting studies, (3) Study analysis. The focus on technology will specifically take into account the practice and impact of

the use of three types of technologies, namely online collective writing software, instant messaging software/apps and online interactive boards.

*Expected conclusions/findings.* For some years now, we have been recording that the use of cameras and the face-to-face work that was typical of photovoice is being integrated by the use of digital devices – especially the smartphone – and by the possibility of sharing photographs (and short videos) digitally. The key factor to bear in mind is the usability of these platforms by all participants in the photovoice process. An area of digital tools, very close to the spirit of democratisation of knowledge from which photovoice has taken its inspiration, is that of collective writing. The most widely used of these is the shared text file with Google Drive, which allows for plural writing in both synchronous and asynchronous mode, and for jotting down comments and suggestions in different parts of the text, leaving a trace in Drive of the changes made. This can be useful for fine-tuning texts and captions and for involving people who are not part of the group that took the photographs, but who can offer data and informed opinions on specific points.

*Theoretical and educational relevance.* Yañez-Urbina and colleagues (2018:7) highlight how, in the school context, photovoice proves effective in research paths that do not neglect to devote photographs and observations on the school itself, starting with the emotions that pupils and students relate to the different school spaces and the places and occasions in which they feel their participation in decision-making and learning processes is encouraged or not. When appropriately facilitated, a photovoice process can be an opportunity for interaction between people with different degrees of affinity who share an initial activity of individual choice of images that flow into a space of listening, dialogue and, potentially, collective narration. This approach makes it possible to set up both educational and research projects concerning "diversity" and, in particular, different abilities, giving the concept of "inclusion" the valence not only of working "for" people with disabilities, but "with" these people who, through methodologies such as photovoice, can take on a key role in defining the contents and modalities of the research, helping to make explicit the power relations and what puts people in a position to speak "for" people with disabilities (Jurkowski, 2008).

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# **Adopting a sociocultural and sociocritical approach in conceiving a programme in digital literacy for adults**

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**Abstract:** Digital technologies are increasingly pervasive in various aspects of our daily lives, influencing administrative practices, education, leisure, and professional spheres. Situated at the core of significant political and economic issues, their uses also involve psychosocial considerations. For certain individuals, particularly those in vulnerable situations such as migrants, the less skilled, or the elderly, a lack of proficiency in digital skills can contribute to exclusion. In our role as educators in the field of adult education, it was crucial for us that our students acquire knowledge related to these issues and be capable of implementing training programs that align with them. In this presentation, we introduce a training program developed with and for master's students in education, adopting a socio-cultural and dialogical approach in the psychology of learning. We initially outline the structure of the training programme and its theoretical foundations, drawing on Vygotskian perspectives and contemporary “socio-critical” approaches to technology. Subsequently, we analyse the students' outputs, revealing the tensions between a technocentric perspective and an emancipatory approach.

**Keywords:** Digital Skills, Education For Adults, Training, Social Interactions, Narratives

## **Extended Summary**

*Research topic/aims.* Digital skills have become increasingly fundamental in various aspects of everyday life and civic participation. However, we observe that the training and research in the field of digital literacy are generally guided by a technocentric approach, neglecting the examination of concrete social practices. Additionally, they often fail to adequately consider the political and ethical implications of these uses (Collin & Brotcorne, 2019). Today, some researchers are striving to develop a more critical and emancipatory approach in numeracy education. In the context of adult education, it is crucial to engage in discussions about these issues, prompting students to develop strategies that take these considerations into account with a "sociocritical" perspective.

*Theoretical framework.* Many authors consider that the mastery of digital skills constitute key challenges for successful socio-economic integration (Brotcorn & Valenduc, 2009). Indeed, there is a correlation between a low level of digital skills and sociodemographic characteristics such as education level, professional category, and migratory status. Therefore, digital exclusion primarily affects individuals who are already at risk of exclusion in other domains. Nowadays, a few studies seek to describe and understand the issue of digital skills from a critical perspective in contrast to dominant discourses marked by a focus on technology (Tricot et al., 2003), market

values, individual skills, and exogenous logics that do not consider the practices, experiences, and needs of the concerned audiences (Collin et al., 2016; Muller Mirza & Perret-Clermont, 2009). The Kairos collective (Collin et al., 2022), for instance, develops in an interesting way a sociocritical approach based on two main dimensions: 1) the importance of considering informal uses of digital technology in all aspects of individuals' lives; 2) the application of a critical approach to digital uses, starting from the observation that technologies are not neutral but convey values derived from the contexts in which they emerge (Jobert, 2019).

*Methodology/research design.* Inspired by this theoretical framework, we designed a course targeted at master's students in adult education titled "Digital Skills and Social Justice Issues / Developing Emancipatory Approaches in Adult Education". The course spanned a semester, comprising four sessions of three hours each, with 25 students. As a validation requirement, students generated a written document of approximately 15 pages describing an imaginary training program focused on teaching digital practices in a specific domain. Our aim was to lead students to transcend an individual-centered approach, expanding the discourse on digital skills to encompass institutional and political dimensions, thereby fostering a critical perspective. In order to align our instructional and research approach with a sociocultural and dialogical framework (Bruner, 2003; Grossen & Muller Mirza, 2019; Muller Mirza & dos Santos Mamed, 2021; Vygotsky, 2012/1934), we employed pedagogical tools geared toward the collective development of students' experiences and their active participation in conceptual and action-oriented tool production. The instructional structure was organized around four key steps, 1) composing a narrative of the experience (positive or otherwise) of learning digital skills and engaging in collective discussion, 2) reading articles and analyzing them within a collaborative learning framework using the jigsaw technique, supplemented by relevant theoretical contributions, 3) transforming the studied concepts based on personal experiences and theoretical inputs to collectively define what we termed "sociocritical principles," subsequently guiding the construction of training programs, 4) producing a work, specifically the description of a "sociocritical" training program in the field of adult education. In small groups of two or three, students presented their outputs to other groups, fostering discussion and critique.

*Expected conclusions/findings.* Our analysis will focus on two types of data: the first pertains to the description of the training program and how students collaboratively developed discussions around narratives, articles, and sociocritical principles. We will show how the content of articles and personal experiences organizes, intertwines, and responds to formulate sociocritical principles and written productions. Subsequently, we will scrutinize the texts produced by students, examining how they incorporated sociocritical principles into the development of their training programs. Does the text reflect an understanding and integration of these principles into the training program? We will highlight some identified challenges in this integration and engage in a discussion regarding them.

*Theoretical and Educational Relevance.* In a context where digital literacy permeates all social practices, it is crucial to advance research on adult practices and foster innovations in adult education. We believe that the contributions of a sociocritical approach, coupled with those of a sociocultural approach, bring significant insights to this field. We will discuss the theoretical and methodological implications of the implemented training and research framework.

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## **ABLEISM AND SOCIAL DISABILITY MODELS FOR INCLUSION**

## **Ableism and dominant temporality.**

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**Abstract:** The paper explores the intricate interplay between a stadia perception of time and its profound influence on the formation of identity. Lev Vygotskij offers valuable insights into the construction of identity within temporal constructs. His work on the social and cultural aspects of cognition, particularly his exploration of the role of cultural mediation, provides a robust framework for understanding how individuals and communities shape their identities within historical and societal contexts. Vygotskij's work further illuminates the socio-cultural dimensions surrounding the notions of "normal" and "pathological".

The central objective of this study is to delve deeper into the concept of a historical multiverse and multi-dimensional temporalities. This exploration serves to demonstrate how unidirectional interpretations of temporality, deeply rooted in normative paradigms, play a pivotal role in any normocentric project.

Drawing upon Vygotskij's examination of the "normal" and the "pathological" in human development, we gain a lens through which we can grasp how these normative constructs have historically underpinned the subjugation of non-Western cultures and individuals with disabilities. In doing so, the author encourages readers to embrace a nuanced perspective that challenges prevailing assumptions, thereby fostering a deeper comprehension of the intricate relationships among temporal constructs, identity formation, and socio-political power dynamics.

**Keywords:** Ableism, Multidimensional Temporalities, Developmental Psychology, Identity Formation

### **Extended Summary**

This research delves into the intricate relationship between temporality, identity formation, and power dynamics, offering a comprehensive examination that transcends disciplinary boundaries. Our primary aim is to understand how temporal constructs shape identities and influence power structures, with a particular focus on the intersection of disability studies, history, and sociocultural theory, notably inspired by Lev Vygotskij's insights.

*Theoretical Framework.* The theoretical underpinning of this research draws from multiple disciplines, creating a rich tapestry of perspectives. Lev Vygotskij's sociocultural theory serves as a foundational framework for comprehending the socio-cognitive aspects of identity formation. In addition to Vygotskij, historical and philosophical perspectives are interwoven to elucidate how Western modernity has imposed a singular, linear conception of history, which has become normative worldwide.

*Research Design.* Our research design combines historical analysis, philosophical inquiry, and qualitative methods to address the research objectives. We examine historical records, philosophical texts, and relevant literature, tracing the evolution of temporal constructs and their influence on identity formation. We explore how Vygotskij's sociocultural theory, particularly the concepts of cultural mediation, can help us understand identity formation within different temporal contexts. Qualitative analysis techniques are employed to dissect the complex relationship between temporality and identity. We examine the socio-cultural dimensions of what is deemed "normal" and "other" in the context of identity formation, drawing on historical and philosophical sources to illuminate these constructs.

*Expected Conclusions/Findings.* Through our comprehensive exploration of the complex interplay between temporality, identity, and power dynamics, we anticipate uncovering several key findings. We expect to demonstrate how the imposition of a singular and linear conception of history, largely promulgated by Western modernity, has played a pivotal role in shaping not only individual but also collective identities. This normative perspective, which has categorized nations and individuals as "underdeveloped", has perpetuated Eurocentric viewpoints, marginalizing non-Western cultures and individuals with disabilities. Our findings will underscore the importance of transcending this normative historical perspective to foster a more equitable and inclusive society. We anticipate showcasing the detrimental effects of adhering to a teleological and assimilationist model, where the categorization of humanity into advanced, backward, or residual forms perpetuates social hierarchies and stifles the multiplicity of trajectories that a more authentic universalism should acknowledge.

*Theoretical and Educational Relevance.* The theoretical and educational relevance of our research is manifold. By bridging various disciplines and incorporating Lev Vygotskij's sociocultural theory, our study enriches the theoretical discourse surrounding identity formation, temporality, and power dynamics. In an educational context, our research advocates for a paradigm shift. We emphasize the significance of challenging normative perspectives within educational practices to promote greater equity and social justice. By recognizing the socio-cultural dimensions of normative constructs like "normal" and "other," educators can create inclusive learning environments that value diverse trajectories of human development.

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# **Anti-ableism practices in school education: contributions from cultural-historical psychology**

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**Abstract:** This research aimed to identify and discuss the possible contributions of Cultural-Historical Psychology to overcoming ableism in school education. To do so, first of all, a broad bibliographic-documentary survey was carried out in the field of special education in Brazil referenced in Historical-Cultural Psychology and published between 2001 and 2021 in the country's main digital databases. Sixty-one works were identified, including books, book chapters, articles, papers from events, dissertations, and theses. Secondly, a survey of works on Historical-Cultural Psychology cited and referenced in the survey carried out in the first phase of the research was conducted. In this process, six (6) main works were identified, namely: 1) The Social Formation of the Mind: the development of higher psychological processes; 2) Volume 5 of the Selected Works; 3) Language, development and learning; 4) Thought and language; 5) The development of the psyche; and 6) Fundamentals of neuropsychology. Thus, based on what we call the "classic works" of Cultural-Historical Psychology, we sought to deepen our knowledge of its contributions to the development of individuals, particularly our knowledge of the socio-historical conception of disability presented mainly in the work Fundamentals of Defectology by Lev Semionovich Vygotskij (1896-1934).

**Keywords:** Ableism, Disability, Cultural-Historical Psychology, Special Education, Inclusive Education

## **Extended Summary**

*Introduction.* This research aimed to identify and discuss the possible contributions of Historical-Cultural Psychology (HCP) to overcoming ableist practices in school education. The project was developed as part of a broader project entitled "Disability, ableism and emancipatory theories." In this project, we problematized ableism based on the intersectional and emancipatory contributions of HCP, intending to develop research and practices that go against the process of oppression and social segregation experienced by people with disabilities, in line with the political struggle for justice and the guarantee of human rights.

The first stage of this project involved a broad bibliographic-documentary survey of works in the field of special education in Brazil referenced in HCP and published between 2001 and 2021 in the country's main digital databases. Sixty-one works were identified, including books, book chapters, articles, event papers, dissertations, and theses. Secondly, a survey was carried out of the HCP works cited and referenced in the first phase of the research. In this way, based on what we call the "classic works" of HCP, we sought to identify and discuss the possible contributions of this theory to overcoming ableist practices in school education.



*Methodology.* This research is characterized as a bibliographical-documentary survey. Based on a survey of works in the field of special education in Brazil referenced in HCP and published between 2001 and 2021 and made freely available in the country's main digital databases, six (6) works were identified and selected, namely:

1. Vygotskij, L. S. A formação social da mente: o desenvolvimento dos processos psicológicos superiores. Organização de Michel Cole. Tradução de José Cipolla-Neto. 7. ed. São Paulo, SP: Martins Fontes/Selo Martins, 2007.
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Thus, based on our reading of the aforementioned works, we sought, in a more comprehensive synthesis process, to use the concepts of disability, education, and teaching and learning in the works investigated to discuss their contributions to the development of anti-ableist practices and research in school education.

*Results and discussion.* Main Contributions. Conception of Disability – Adopting the understanding of the human being developed by Vygotskij based on the cultural-historical perspective of human development means conceiving of disability as a human condition that brings singularities to the development process, but which is by no means an impeding diagnosis. Thus, as disability operates as a "deviation from the pattern" of biological development, it alters the natural path of rooting in culture, since "the gradual character and logical order of the process of insertion into civilization are conditioned by the gradual character of organic development" (Vygotskij, 2022, p. 53). The culture historically accumulated by humanity has developed within this gradual logic, that is, based on a biological constancy of maturation, and, in this sense, its instruments presuppose the correlated development of the "intellect, organs and functions proper to man" (Vygotskij, 2022, p. 53). According to the author, biological maturation is a secondary factor in the development of higher psychological functions, i.e. it is a passive process that is not sufficient to describe the phenomena that lead to typically human development. With this in mind, for the author, man is essentially a socio-historical-cultural being, in other words, the fruit of the culture historically produced by the environment in which he is inserted. Conception of Education: When addressing the issue of the formative process of children with disabilities, Vygotskij points out a fundamental factor: the dual role of disability. According to the author, disability acts on development in two different ways, generating a complication of development through traditional ways of appropriating culture and, on the other hand, stimulating alternative ways of compensating for the difficulties caused by the disability. Following this understanding of the action of disability on development, the author establishes a postulate "[...] any defect gives rise to stimuli for the formation of compensation" (Vygotskij, 2022, p. 34). In this sense, the education of children with disabilities should be based on the enabling paths that compensation provides for overcoming the obstacles imposed by the disability, because "simultaneously with the disability, there are also psychological tendencies of the opposite orientation" (Vygotskij, 2022, p. 78). The compensation process should be used as an educational

strategy for development, as the possibilities generated by difficulties indicate alternative paths for development. Conceptions of Teaching and Learning: Vygotskij is severely opposed to psychological theories that treat learning as a solely external process, parallel to development. For him, learning does not use the results achieved by development, but advances its course and changes its direction (Vygotskij, 2019). Regarding this relationship, the author states that "The maturation process prepares and enables a certain learning process, while the learning process stimulates, so to speak, the maturation process and advances it to a certain degree" (Vygotskij, 2019, p. 106). The conception of learning that understands that it must accompany the child's development is mistaken and misses opportunities to provide leaps in development because according to the author, good learning is that which goes ahead of development.

*Conclusions.* By adopting a perspective of the global development of the human being, Cultural-Historical Psychology, as a critical theory based on historical-dialectical materialism, rejects unilateral conceptions that attribute development solely to biological maturation. Therefore, in cases where the biological conditions deviate from the pattern through a disability, development is not conditioned to inferiority compared to people without disabilities, because when it comes to the human being, a socio-historical-cultural being, the conditions for development are set through culture for everyone, and will occur in a particular way from individual to individual. In this way, it is assumed that the understanding of disability developed by the historical-critical conception and contemplated in the theoretical-practical efforts proposed by Historical-Cultural Psychology subsidize measures of implications of the theory focused on cognitive development that expose the importance of compensation as an alternative path of development, linked to learning conditions that advance development and enhance the zone of imminent development.

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## **Diagnosis based on Historical-Cultural Theory: a look beyond marks**

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**Abstract:** The issue of diagnosis permeates the universe of numerous areas, especially within the scope of medicine and psychology, but also pedagogy, given its impact in the school context. Over the years, classifications and diagnostic manuals have been updated as new disorders, syndromes and diseases emerge. The nomenclatures and criteria, which come from these manuals, mark the different developments with a focus on disabilities, and limitations. However, they become the central reference to guide professionals in practice. On the other hand, L. S. Vygotskij discusses the diagnostic perspective with a framework that goes in the opposite direction to current postulates; more qualitative than quantitative. Either: more positive, in terms of development, than negative. In this sense, this article aims to analyze the issue of diagnosis from the Historical-Cultural Theory based on a revised bibliographical analysis of defectological studies. We observe, from this perspective, that diagnosis must be understood as a means and not an end, moving away from labels that demarcate only disability, without considering the possibilities, in order to boost non-hegemonic developments, as an instrument that directs towards alternative paths, whether in a clinical or pedagogical context. It becomes relevant to understand how a diagnosis is used in contemporary times, particularly in educational spaces. It is also interesting to contribute to the topic, especially by questioning the significant increase in the pathologization of atypical developments.

**Keywords:** Diagnosis, Historical-Cultural Theory, Disability, Pedology, Vygotskij

### **Extended Summary**

In today's society, it is possible to observe a significant growth, in the last 10 years, in the incessant search for diagnoses (Frances, 2016) Classifications and manuals, such as the Diagnostic and Statistical Manual of Mental Disorders – DSM-5-RT (APA, 2023), are updated as new disorders, syndromes and diseases appear. In this sense, there is a growing dissatisfaction with this current system, even if still timid (Ribeiro & Marteleto, 2023). This is because, like a vicious cycle, not only this market emerges around the diagnosis and its apparent immediate solution, but its use as a sentence for all that non-hegemonic development (Abreu & Ribas, 2023), even if to guarantee rights (Ribas, 2021). The consequence, among many, is the difficulty in containing the prejudice that falls on people with a diagnosis.

In general, we observe that these diagnoses end in themselves. In other words, its “indiscriminate use commonly achieves only one result: the label, a brand” (Ribas, 2020, p. 219). These nomenclatures and criteria, which come from these manuals

(APA, 2023), mark the different developments with a focus on disability, limitations and, thus, become the main reference to guide professionals in practice.

On the other hand, Historical-Cultural Theory, especially with the contributions of the Belarusian psychologist L. S. Vygotskij (1896-1934), has discussed, since the last century, the look at diagnosis in a direction contrary to current postulates (Vygotsky, 1931/2019). In this sense, this article aims to understand the issue of diagnosis based on a revised bibliographical analysis of Vygotskij's defectological studies.

For critical analysis, we focus on the text "The diagnosis of development and the pedological clinic of difficult childhood" (1931/2019), which makes up the posthumous work entitled "Tome V - Fundamentals of Defectology" (Vygotsky, 1924-1934/2019). It is important to highlight that this text brings together the debate between defectology and pedology, which allows us to delve even deeper into the topic. In this sense, the text "Second class. The definition of the method in pedology", which makes up the "7 Lessons of L.S. Vygotskij – On the foundations of pedology" (1933-1934/2018), also demanded attention and prominence, considering that this is the core of the pedological problem problematized in its radicality.

In the interlocution of these two texts, we observed that the diagnosis, from the pedological clinic, must be understood as a means and not an end, moving away from labels that mark only the disability. For Vygotskij (1933-1934/2018; 1931/2019), the diagnosis must be used to become an instrument to find developmental possibilities, whether in a clinical or pedagogical context, investigating, in addition to biological issues, the different factors that make up human development: social-cultural-historical.

We emphasize that Vygotskij (1931/2019) does not ignore the importance of a "system of established concepts, with the help of which the diagnosis itself is determined" (p. 438), but for the pedological clinic it is important to go beyond appearance – the symptoms, their characterization and nomenclatures – and understand the essence of development processes. Vygotskij (1931/2019) even clarifies that "if we resort to diagnosis in the proper sense of that word, we will see that current practice distinguishes between several types of developmental diagnosis" (p. 433).

For Vygotskij (1933-1934/2018; 1931/2019), based not only on these defectological studies but also on pedological ones, the diagnosis should be used as a "possibility to imagine, to have an idea of the path of development" (Vygotsky, 1933-1934/2018, p. 55). Furthermore, he highlights that "comparison is the main method with the help of which we can obtain our knowledge about the character and trajectory of child development" (p. 54). But he points out that this comparison must be between "the child himself and himself at different stages of his development" (Vygotsky, 2018, p. 54). For the author (Vygotsky, 1931/2019), therefore, "the discovery of relationships and the mechanism of development continues to be the main and fundamental task, without whose solution pedological research cannot be called scientific research" (p. 426). Thus, pedological research needs to follow different moments, in a systematic way, so that the diagnosis becomes a bridge that aims to boost development (Vygotsky, 1931/2019).

We understand that this debate is of utmost relevance. Vygotskij (1933-1934/2018; 1931/2019) radically distances himself from how diagnosis is used in contemporary times, especially in educational and clinical spaces, which demands attention and care. In this sense, we believe that the pedological clinic is revolutionary and necessary today to move in the opposite direction to labels and brands that contribute nothing to plural human development.

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## **Autism from a Cultural-Historical perspective**

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**Abstract:** This study aims to present reflections on autism theoretically grounded in Vygotskij's contributions, particularly considering *The Foundations of Defectology*. To this end, it addresses the characterization of autistic people's developmental processes and behaviors by critically discussing how the biomedical hegemonic propositions on autism interfere with their development in diverse ways. It critically examines how the normalizing perspectives of learning interfere with the psychological development of people with this disorder, exposing the contributions of the Historical-Cultural Theory in establishing a new paradigm for the understanding of the theme. The methodology used a qualitative approach, with a theoretical, bibliographic, and contextualized character of Vygotsky's works and texts by related contemporary authors. Thus, the study contributes to new understandings of such disorder, exploring the notions of development and language and how such concepts contribute to a successful praxis with autistic subjects.

**Keywords:** Autism, Historical-Cultural Theory, Language and Development, School Inclusion

### **Extended Summary**

According to Prizant and Fields-Meyer (2023), changes in understanding have been constant since the first publications on Autism. This is due to research that expands the participation and protagonism of autistic people, many of which are carried out by autistic researchers. According to the Centers for Disease Control and Prevention (CDC) of the United States of America (USA), currently the world's leading reference on the prevalence of autism, there was a 22% increase in 2023 compared to the previous scientific study published in 2021. Today, the prevalence is one autistic child aged 8 for every 36 non-autistic children. Autism is currently characterized by researchers from cultural-historical theory and Vygotskij's defectology studies as a rhythm and symbolic organization distinct from other people, causing social communication experiences with numerous barriers, the lack of accessibility in communication, and the organization and sequence of activities coming from a capacist society prevent autistic children from developing according to their ways, making it impossible for them to fully participate and cooperate in culture. In addition to the barriers in the processes of signification, autistic children face constant situations of sensory disorganization which occurs due to a difference in the processing of information received by the senses. The more significant the difference in the processes of signification concerning those historically conventionalized, the greater the barriers to social communication and consequently to the development, insertion, and appropriation of culture, requiring the necessary amount of support to mediation and assistive technology (Prizant et al., 2006; Olinger, 2010). In his

Foundations of Defectology, Vygotskij (1993) states that disability is a social problem. This proposal suggests that the autistic experience is perceived in the psychological field as a result of relationships that impose a less valid social position on the autistic person. Vygotskij (1993) argues that atypical development is marked by psychological processes that, based on culture and history, make it possible to understand the diversity of human forms of development. For him, in traditional developmental theories, people with ontogenetic differences are mostly seen from a quantitative approach, which focuses on what the person cannot do - their limitations. However, in cultural-historical theory, children are co-participants in their development process. The view, previously focused on the lack of skills or deficits, is now oriented toward their learning possibilities. Vygotskij (1978) states that the development of thought is determined by language and the child's socio-cultural experience. The child's growth depends on mastery of the social means of thought, i.e., shared language. It emphasizes the relationship between thought and language and the interrelationship between the two. Vygotskij (2000) points to meaning as the constitutive feature of the word. In this way, it is considered a discourse phenomenon; it is a generalization transformed into a concept. The generalization and the concept are an act of thinking; therefore, a phenomenon of thought. However, the meaning of the word is only a phenomenon of thought insofar as it is signified, and this happens in social relations through everyday use in the construction of concepts collectively. The child's thinking begins as a whole and confused, needing to find in language its expression in a word. However, as it transforms into language, thought restructures and changes. As we speak, thought is reorganized, acquiring a new, increasingly complex version. In this epistemological direction, thought and language are dialectically related despite having different roots. Therefore, attention must be paid to every manifestation of the autistic child's communication, offering other or complementary means and routes for participation and cooperation. Autistic people with complex communication needs benefit from augmentative and alternative communication and simple language. To this end, it is essential to provide spaces for social interaction for the spontaneous and mediated expression of language with specific instruments if necessary because the subject is constituted via social relationships established with their peers and educators through communication, regardless of their form of expression. The first step is to be together in the same physical space. The second step is for them to do the same activities, supplemented by educational accessibility as necessary. Children need to be in a relationship with the world through mediating action. Vygotskij (1993) opposes attempts to biologize conceptions of the development of children with disabilities because, according to him, this is not only biological but also social; their insufficient development is essentially due to the lack of adequate, quality special education. As such, we must be attentive to adopting a particular concept of development, as this will influence procedures, techniques, the unfolding of pedagogical practice, and, consequently, its results.

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**CHANGE LAB AND REFLECTIVE LEARNING IN COLLABORATIVE  
COMMUNITIES**

# **Internship as a collective learning journey: a Change Lab involving students, faculties, professionals**

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**Abstract:** The relationship between learning and transformation in complex contexts of practice can be understood through a dialogue between theories that allow to conceptualize the relationship between epistemic change and the transformation of conditions of oppression (personal, inter-subjective and systemic) permeating norms and institutions. Activity Theory and its applications make it possible to observe the link between transformative learning, social dimensions and collective agency, offering a model that allows for the analysis of collective actions and their dynamic evolution. Human activity contexts are thus considered potential spaces for "expansive learning." Expansive learning occurs when people involved in a collective activity reconceptualize the object and motive of the activity itself, moving toward a renewal of existing practices.

Basing on transformative learning theory and activity theory, the paper explores the undergraduate internship in Education as an activity system and focuses on the multi-method research carried on within a ChangeLab carried aimed to design a new model of internship accompaniment involving students, faculties and professionals. The system and its evolution are analyzed with a specific focus on the material and symbolic positioning of students, in order to understand both the individual trajectories of learning and participation, and the institutional conditions that position them in the internship, defining a space for their voices and perspectives on the experience.

**Keywords:** Expansive Learning, Change Lab, Collaborative Activity Systems, Higher Education, Internships

## **Extended Summary**

The university internship is considered one of the main contexts for educators to learn how to become a professional through experience. Which specific learning process does the internship constitute for developing skills and consolidating professional identity between the academic context and services? What critical issues and what resources emerge in the accompaniment processes between universities and host institutions? The paper explores the undergraduate internship in Education as an activity system that involves undergraduate students in Education (engaged in training as early childhood and community educators), institutional actors at the University (undergraduate course board, faculties, tutors) and professional educators acting as supervisors in the internship within the educational services.

Cultural-Historical Activity Theory (CHAT) has focused attention on the importance of conflict and contradiction in learning, and of re-conceptualization of contents, norms and practices putting at the center the “activity” as a collective endeavour.

Our research is focused on a complex object that needs to be observed both as a transformative learning process as organizational learning, involving the whole system that is engaged in training the students in Education. This ecology is understood as an activity system, a context of joint human activity that can support expansive learning, initiated when people involved in a collective activity transform the activity system itself, through the reconceptualization of their object and motive for the activity, embracing a broader horizon of possibilities than the previous activity model (cfr. Engeström, 2001, p. 137).

Activity systems are also sites of contradictions, seen as possibilities for understanding and transforming activity itself. Contradictions are "historically accumulated structural tensions within and between activity systems" (Engeström, 2001, p. 137). They generate discomfort and conflict, but also attempts at innovation. Within this model, Engeström and Sannino (2010) developed a transformative research methodology called "Change Lab" : researchers, practitioners and key actors in a system interact starting from their "common object" of work and through their interaction expand and refine it, thus elaborating new courses of action that are progressively consolidated.

#### *Research object and questions.*

The internship system of one Italian University and its evolution are analyzed with a focus on the material and symbolic positioning of students, to understand both the individual trajectories of learning and participation, and the institutional conditions that position them in the internship, defining a space for their voices and perspectives on the experience. What role do they act in the formative ecology of the internship? What contradictions can we detect if we analyze the positioning of students in the framework of the Activity System?

Shardow and Doel suggest recognizing students as agents of self and context transformation, protagonists in the relationships and actions of inter-institutional formative partnerships that they simultaneously investigate and help to construct. What tools, spaces, norms and relationships can enable trainees to take on this mandate and form themselves within it?

#### *Method.*

The multi-method study consists of a descriptive phase and a transformative research phase, oriented to produce a model of internship accompaniment based on the research and participation of university teachers and tutors, tutors from host institutions, and students.

The research activities were divided into two macro-phases with a total duration of 24 months, thanks to the constant participation of 35 trainees, 25 mentors, and 7 academics.

In the first phase, a questionnaire (82 responses) was disseminated among the students to survey their views on orientation, planning, service entry, and the areas of experience and skills they had explored. The interviews and focus groups aimed to deepen the ongoing internship experience through shared analysis of critical incidents and elaboration of the accompanying practices.

A questionnaire was distributed to the supervisors in the educational settings through the University Internship Office (130 responses), and 4 focus groups were conducted to discuss resources and critical issues of the interconnection between the University

and the institutions, as well as the supporting practices implemented by the internship institutions.

During the second year of the research, following the method of transformative research (Virkkunen, Shelley Nenham, 2020), three Change Lab meetings were organized with students, professionals, and faculties aimed to identify and discuss contradictions and to design a new model of internship accompaniment. The data analysis was carried out in a participatory manner: different artistic languages (poem and drawings) were used with the group of students for an initial re-elaboration of the data (Edwards, R., & Weller, S. 2012); the group of Change Lab participants followed the main stages of the Activity System method (mirror data, analysis of contradictions, reformulation of the object, hypotheses of change, etc.).

### *Main results and discussion.*

The internship is widely regarded by students as a genuine turning point in the educational journey. The research reveals profiles of students who seek answers to essential questions in the internship experience: 'Who am I? What do I know how to do? How do I put my academic learning to good use? Am I really fit for this work?' A dimension of the self is explicitly named, in a transformative journey that traverses fear, loneliness, radical dilemma while opening to the unexpected. In particular, analyzing with the students their symbolic and material postures, the dimensions of invisibility and smallness, silence and disequilibrium emerged recurrently as ways of living the internship experience.

A complex interpretation of these positionings is possible if we look at internship as a system from the students' perspectives. First, it emerges how students dispose of resources and tools of different kinds (educational, professional, subjective). However, in the overall picture, these opportunities are weakened by a lack of clarity about explicit and implicit rules, the use and purpose of the tools, as well as a scarcity of relational spaces of both academic and professional reflexivity.

Being at the center of various asymmetrical relationships in terms of age, experience, hierarchy, students particularly suffer the effect of discontinuity and gaps between elements in the system. The first ChangeLab meeting was devoted to the students' reflective posture, and it emerged, for example, a difficulty for the university and service staff to recognize a student's role beyond the "passive, reluctant" trainee, in contrast, and in the discussion other perspectives could emerge.

Authorizing oneself to speech is not an easy path. As Teresa, a student, says: "What can make me feel authorized to speak is being given responsibility. If I am given a margin of autonomy and responsibility I can take a space to say what I am doing, where I stand. Feeling that I am given responsibility also gives me a voice".

Through the discussion with the students, the focus shifted to the conditions of legitimacy of the trainee's voice. The analysis of the contradictions showed how the focus of the problem could be transformed: it is not a matter of acting on an alleged poverty of tools and skills of the trainee but on the qualitative and collective transformation of the organization of the internship which, to date, does not provide enough space for shared elaboration of meaningful experiences neither at most of the intercepted services nor at the university. Thanks to the students' speaking out, faculty members and tutors became aware of their respective functions in relation to this critical aspect of the accompaniment process.

To take up the metaphor of internship as a collective journey through the zone of proximal development of the activity, we find how in this process we have crossed "the distance between the present everyday actions of the individuals and the historically new form of the societal activity that can be collectively generated as a

solution to the double bind potentially embedded in the everyday actions. (Engeström, 1987, p. 174).

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# A systematic review of change laboratory and formative interventions

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**Abstract:** Within Cultural Historical Activity Theory (CHAT), the Change Laboratory is a consolidated methodology for promoting social change and innovation; together with the 5th dimension and the Clinic of Activity is considered a formative intervention. This paper sets to map worldwide the publications (articles, conference proceedings and book chapters) on the Change Laboratory and formative interventions between 1996 and 2022 using Zotero and VOSviewer. The explorative research questions set to: a) map the landscape of the publications by visualising the research groups; b) find key terms and their possible relationships; c) identify a distinction in the use of formative interventions and Change Laboratory.

**Keywords:** Cultural Historical Activity Theory, Systematic Review, Change Laboratory, Formative Intervention

## Extended Summary

*Aims.* Within Cultural Historical Activity Theory (CHAT), the Change Laboratory is a consolidated methodology for promoting social change and innovation (Engeström et al., 1996; Virkkunen & Newnham, 2013). The Change Laboratory was put forward in 1996, and later Engeström (2011) explained that the Change Laboratory (together with the fifth dimension and the clinic of activity, Sannino, 2011) is a type of formative intervention. Yet, the relationship between Change Laboratory and formative intervention is unclear. While a systematic review of Change Laboratory in Africa has been recently published (Winberg et al., 2023), this paper aims at a mapping worldwide the papers on the Change Laboratory and formative interventions by considering the literature between 1996 and 2022. Using Zotero and VOSviewer, the explorative research questions set to:

- A) map the landscape of the publications by visualising the research groups;
- B) find key terms and their possible relationships;
- C) identify a possible distinction in the use of formative interventions and Change Laboratory.

*Methodology.* This study was conducted from the two authors who made separate searches from July to August 2023. The papers analysed were found on EBSCO (424 records); Web of Science (1251 entries) and Scopus (707 records); and Pro Quest (461 entries). The search string was: ("change lab\*" or "formative intervention") and ("activity theory" or CHAT or "expansive learning" or "activity system" or "contradiction" or "double stimulation" or ascending or "germ cell" or "transformative agency" or "object"). Other 17 papers came from the mailing list of CHAT group. To be considered, a paper had to be either a journal article, a conference proceeding or a book chapter. Publications such as books, theses, and other grey literature were ruled out. Only full texts were considered, and at least the abstract had to be in English. To avoid duplicates, the authors made an Excel table with all titles. For a paper to be

considered, a first screening was made on title, abstract and key words. When it was not still clear if the paper had to be considered, the screening was performed in the whole text to appraise that the methodology was either a formative intervention or a change laboratory. Each paper was screened independently from each author to appraise that not only they contained formative intervention or change laboratory, but that they were situated into CHAT. The full papers were imported to Zotero and classified according to the year. The missing elements were completed (abstract, title, year) and 21 copies found. The total number of papers considered was 287.

*Results.* Two main centres are identified. One is based in Finland with Engeström and Sannino as pivot, and with connections within Finland (with Virkkunen, Kerosuo, Kajama) and outside (for example Bal in the USA). The other centre is based in Brazil with Querol as pivot. Outside these two centres there are 21 unconnected groups.

*Emerging themes.* The subsequent analysis inspected abstracts and titles to find co-occurrences between keywords. The words selected in the analysis occur no less than 25 times; 68 terms were extracted, of which 11 were ruled out as common use words (time, use, way) or directly related to publication jargon (article, paper, chapter).

- Cluster 1 process 190, change laboratory 160, change 156, expansive learning 129, work 114, approach 109, action 98, tool 83, model 80, transformation 77, concept 82,
- Cluster 2 analysis 148, contradiction 117, intervention 141, formative intervention 113, transformative agency 87, data 73, agency 79, double stimulation 56
- Cluster 3 practice 200, development 189, research 179, learning 159, knowledge, methodology 106, chat 48, cultural historical activity theory 71, object 65, activity system 60
- Cluster 4 Activity 230, teacher 215, school 147, student 130, education 126, project 62, need 60, collaboration 54.

*Discussion.* This part offers a tentative identification of the meaning of the clusters of keywords.

- Cluster 1 relates to the Change Laboratory and inspects expansive learning as change process. With an accent on materiality (tool, model) and on concept formation.
- Cluster 2 deals with formative interventions as study of contradictions and transformative agency through double stimulation.
- Cluster 3 could relate to the methodological aspects and research aspects within cultural historical activity theory, and the development of knowledge.
- Cluster 4 deals with contextual application, especially in educational settings, involving teachers and students, the community and asking for collaboration.

*Conclusions.* The literature on Change Laboratory and formative interventions is growing rapidly, and this paper made a first systematic review. First bibliographic analysis suggests that two main research groups publish on the topic: one based in Finland with ramifications in other countries and another in Brazil, other researchers publishing in small and “closed” groups. The second analysis on text data (titles and abstracts) identified four clusters in which keywords systematically occur together. One cluster relates to the change laboratory with a focus on expansive learning, another cluster on formative intervention with transformative agency and double stimulation. The third cluster relates to the methodology, while the fourth to the educational context where most of the interventions have been carried out. Further

research will have to prove this clustering and show its evolution over time to detect possible trends. While this research shows already the growing trends of the importance of transformative agency and double stimulation in formative interventions, other research streams appear underrepresented. Expansive learning as concept formation will have to be considered more by CHAT researchers, also given the importance CHAT attributes to materiality. Another missing element in the clustering are 4th generation studies with multiple and interconnected formative interventions, and the emerging themes of fighting inequalities and promoting social justice (Sannino, 2020), which will certainly in the near future change the landscape of the Change Laboratory and formative interventions.

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# **TADS and enabling educational communities. Schooling as a conflicting activity for people with ADs.**

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**Abstract:** This research explores the transformative impact of chronic illness diagnoses on adolescents, particularly those with autoimmune diseases (ADs), during a critical period of identity formation. Despite the rising prevalence of autoimmune diseases, the everyday and educational challenges faced by adolescents with ADs remain widely overlooked. Informed by the Cultural-Historical Activity Theory framework, the study centres on the conflicts of motives experienced by these adolescents as it influences their schooling and neighbouring activities. Focusing on the Italian context and three distinct educational models, it aims to trace the emergence of transformative agency by double stimulation within and beyond the school settings of chronically ill adolescents. By adopting a post-qualitative approach, the study chronologically explores the educational experiences of three young adults with ADs in the metropolitan area of Venice. The data is collected through archival research and semi-structured interviews and examined through documentary analysis. The young adults, their teachers and classmates are interviewed with vignettes to obtain key information. The study anticipates that transformative agency develops through the co-construction of second stimuli by the adolescents and the participants to their schooling and neighbouring activities. The study expects to reveal insights into how educational concepts centred on chronically ill youths can permeate various social sectors and inform future interventions for fostering transformative agency in disabling schools.

**Keywords:** CHAT, Transformative Agency, Adolescents with ADs, Inclusive Ecological Framework

## **Extended Summary**

Being diagnosed with a chronic illness in adolescence often proves an unforeseen and transformative event, demanding a complete life restructuring (Stenberg et al., 2019). During this crucial period for the formation of a young person's identity and aspirations, such diagnosis can gravely disrupt the process. Despite the steady increase of autoimmune diseases across Europe in recent years (+19.1%), the systemic challenges adolescents with ADs face remain widely overlooked (Miller, 2021). In fact, the adoption of thoroughly new lifestyles tends to be a crucial yet conflicting experience for these young people: while seeking emotional, medical, and educational support to alleviate the chronic distress, they also pursue their desire for personal autonomy (Righetti et al., 2013). This tension emerges clearly through their schooling activity as it is reoriented by the educational models meant to address the needs of students in disabling situations. As we centre on the Italian context, these models

develop on distinct policy and conceptual principles (Ianes, Demo, Dell'Anna, 2020): from an early emphasis on integration (L. 517/77) and individualised assistance (L. 104/92), through the promotion of inclusion (DL. 66/17; DL. 96/19), and towards the prospect of respectful coexistence (Ianes, Demo, 2023). However, the everyday conflict of motives faced by young students with ADs remains regardless of the expansion of their schooling activities and reverberates through them differently over time. As the needs for educational support and autonomy clash, also novel opportunities to overcome the systemic tension arise. In fact, it is this very struggle that may become the source of agentic changes first in the schooling and then in the neighbouring activities of the adolescents. Therefore, the study aims to trace the conflicts of motives faced by young students with ADs, and how it can catalyse collective transformations in schools, health institutions, families, and peers. It does so, by reconstructing the emergence of transformative agency within and beyond the schooling activities of chronically ill adolescents across the developmental phases of the three educational models. The following question serves as the starting point of our research proposal: How can transformative agency develop throughout the schooling activities of young students with autoimmune diseases?

The project and the understanding of agency it adopts is informed by the Cultural-Historical Activity Theory Framework. CHAT helps explain how collective human activity reshapes reality through material, symbolic, and social mediation in specific cultural and historical contexts (Engeström & Sannino, 2021). Agency is thus conceived as distributed between the subjects and the other components of the activity in which they partake. It unfolds as the transformative process by which individuals and collectives form and systematically apply second stimuli to overcome conflicts of motives (Sannino 2022, p. 3). Through these recursive phases of decision and implementation, the participants expand the object orienting their activity and develop transformative agency by double stimulation – TADS (Engeström et al., 2023). The study seeks to integrate this view of agency into a conceptual framework that builds on the four founding principles of school inclusion (Mel Ainscow 2020): its processual nature; the focus on the need-state of the most vulnerable; the orientation towards the placement, learning, and participation of these subjects; and thus the identification and removal of obstacles, conflicts, and dysfunctions they encounter, whether physical, cultural or socio-political. The resulting notion of disability, as defined by the bio-psycho-social and UDL models (UN, 2006; WHO, 2018; Ianes Dell'Anna, 2020), implies that agentic changes in disabling school settings can occur only if the expanded educational community undertakes systemic actions. In this view, transformative agency may emerge as the necessary second stimuli are co-constructed by the schooling and neighbouring activities. The research employs a post-qualitative approach (Marcelli, Morselli, 2022) to chronologically explore the educational experiences of chronically ill adolescents in specific school settings within the metropolitan area of Venice. The embedded critical case (Yin, 2018) consists of three units of analysis, corresponding to the schooling activities of three young adults with ADs. Besides them, the participants are selected amongst their high school teachers and their high-school classmates. In order to compare their experiences with different education models and to avoid interfering with sensitive situations, only high school graduates will be included in the study. The data collection is split into two stages: the first focuses on the ways in which the conflict of motives - autonomy vs support - is defined and addressed by the different educational models. The second centres on the potential and obstacles for developing TADS in the selected school settings based on the implementation of these models over time. Both phases integrate the inspection of school archives with semi-structured interviews and this data is examined iteratively

through documentary analysis (Bohnsack, Pfarr, Weller, 2010). The interviews with the young adults with ADs, one of their teachers, and one of their classmates are conducted with the help of vignettes created by the researchers. This offers two clear advantages: the depiction of disabling or empowering situations provides opportunities to sensitively extract key information; this can trigger transformative experiences for the people interviewed (Sampson, Johannessen, 2020; Skilling, Stylianides, 2020).

Adolescents diagnosed with chronic illnesses find themselves in need of reorganising their schooling activities, a conflicting state in which they seek both educational support and autonomy. The study anticipates that TADS is catalysed by second stimuli co-constructed between them and the participants to the schooling and neighbouring activities, such as the caregivers, families, and peer communities of the young students with ADs. It also expects that different educational settings influence how adolescents and other participants engage in the negotiation process, primarily because the basic conflict of motives is interpreted according to principles and models that develop over time. Further results may indicate how new educational concepts defined by interacting activities centred on chronically ill youths can expand across social sectors or levels of governance. Ultimately, tracing historical cases in which educational settings experienced agentic changes based on the need-state of adolescents with AD can inform future formative interventions to foster TADS in disabling schools.

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**THE ROLE OF THE SCHOOL IN VYGOTSKIJ'S ARTICLES AND THE  
CURRENT APPROACH TO THE PARADIGM OF INCLUSIÓN**

# **Assessment of Affective-Cognitive Processes: Interregulation, Shared Awareness and Attention - Contributions of Vygotsky's Work to the Discussion of Diagnosis in the Field of Medicine**

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**Abstract:** When confronted with the difficulties inherent in the investigation of human behavior, medical knowledge establishes the possibility of etiological indeterminism and privileges clinical descriptions and diagnostic guidelines, based on the assumption that behavior is necessarily conditioned by organic and functional mechanisms. This work attempts to contribute to the critical discussion of the diagnosis in the field of child psychiatry. Under the hegemonic view, mental and behavioral functioning in terms of attention and self-regulation in “Attention deficit hyperactivity disorder” are considered as a mere consequence of a deficit or functional neurological disorder of the person, negative phenomena, devoid of any meaning as a psychological fact, confirming the “tendency of understanding the psychical in the light of biology”, that is, the reduction of the psychological to the physiological, also pointed out by Vygotsky. Analytical categories of interregulation and shared attention were used to evaluate affective-cognitive processes (higher psychological functions) of a student referred by the school with suspected ADHD. In line with Werner’s previous studies, the analyses indicated the importance of shifting the focus of evaluation from the individual to ongoing intersubjective processes, and that signs of hyperactivity, impulsivity, and inattention do not characterize a specific disorder or intrinsic primary deficit. It can be concluded that the diagnosis of ADHD, increasingly present in medical reports sent to schools, while considering higher psychological functions as a product dissociated from social relations, contributes to the growing phenomenon of pathologizing child behavior, making it more challenging to address the true causes of students' school difficulties.

**Keywords:** ADHD, Attention Deficit Hyperactivity, Interregulation, Pathologizing, School Difficulties

# **Schooling of students with disabilities and teaching relationships in the light of Historical-Cultural Theory**

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**Abstract:** The National Policy on Special Education from the Perspective of Inclusive Education currently underway in Brazil is a significant milestone in the history of special education, as it provides for the enrollment of students with disabilities in regular schools. This has led to a considerable increase in the number of students enrolled in mainstream schools. However, the education offered to this public has not enabled them to develop to their full potential and school learning is still a problem to be overcome. In general, the specific characteristics of students with disabilities are understood by teachers exclusively as being caused by organic conditions. Because they don't know how to deal with these students, teachers end up excluding them from activities or investing in adaptations that don't promote the development of their potential. The question that guides this text is: What pedagogical knowledge is necessary for teachers in the ordinary classroom to be able to teach students with disabilities? I use cultural-historical theory to point out that pedagogical knowledge in relation to the possibilities of teaching and learning for students with disabilities needs to be understood in the light of the explanatory principles elaborated by Vygotsky in his quest to understand the process of becoming human in concrete life situations. His theses on the social nature of development and semiotic mediation resonate as fundamental in guiding this knowledge, since they allow us to affirm that the social and semiotic dimension drives the modes of development of any person, including those with disabilities.

**Keywords:** Historical-Cultural Theory, Inclusion Education, Development, Teaching Relationships

## **Extended Summary**

At the global level, the proposal for inclusive education emerged mainly in the 1990s and since then has forged changes in the way education is conceived and planned for students with disabilities, mobilizing different social actors: governments, educators, families, and people with disabilities. In line with the global movement, Brazil is weaving its inclusive policies around the principles of human rights, which is a step forward given the history of education for people with disabilities in the country, which has been characterized by neglect on the part of public bodies and educational provision in non-governmental institutions and special rooms in ordinary schools (Jannuzzi, 2006). The National Policy on Special Education from the Perspective of Inclusive Education (Brasil, 2008) is a significant milestone in the history of special education, as it provides for the enrollment of students with disabilities in the regular school system. This has led to a considerable increase in the number of these students in ordinary schools. However, it is clear the education offered to this public has not enabled them to develop to their full potential and school learning is still a problem to

be overcome. Within school institutions, in general, we have seen "the presence of these students as an accessory, without affecting the school's project, which is reflected in making minor adjustments to the learner and assigning this responsibility almost exclusively to the teacher" (Góes, 2004, p. 69). In terms of curriculum proposals for all students, we are faced with a standardized curriculum, which prevents the diversity of students in the classroom from being catered for. Teachers generally exclude students with disabilities from activities because they don't know how to deal with their different organic conditions, or they end up investing in curricular adaptations, with simplified and decontextualized activities that don't promote the development of the potential of students with disabilities. So the question arises: what pedagogical knowledge do teachers in the ordinary classroom need in order to be able to teach students with disabilities? In this text, I am guided by cultural-historical theory to point out what I consider to be pedagogical knowledge in relation to the possibilities of teaching and learning for students with disabilities. According to Vygotsky (1995), the constitution of higher psychic functions takes place in interactions with others in the group, in other words, in social interaction, through the process of semiotic mediation, which, together with the thesis of the social nature of development, are the explanatory principles of the cultural-historical approach.

The idea that "through others we constitute ourselves" (Vygotsky, 2000, p. 24) is central to understanding that the development of higher psychic functions necessarily occurs through semiotic mediation, through the word of the other. In this sense, the school context can be fruitful in situations of sharing, exchange and collective work, mediated by language and different technical-semiotic instruments, i.e. instruments created in/by human culture, and which carry meaning. In this sense, meaningful teaching relationships are essential if students are to have effective opportunities to learn at school. In the case of students with disabilities, it is important for educators to understand that the explanatory principles of human development proposed by Vygotsky are the same for all people. Vygotsky (1997) argues that the education of people with disabilities needs to be oriented not towards the organic deficit, but towards the multiple social possibilities of possible paths for development. The organic deficits or specificities present in students with disabilities cannot be seen as impediments to the development process and, therefore, cannot constitute a barrier to school education. In his text "The collective as a factor in the development of children with disabilities", Vygotsky (1997) affirms the importance of the other, of the group, of socio-historical conditions for the development and constitution of people with disabilities. For Vygotsky, collective forms of collaboration are the source from which higher psychic functions are born. This leads us to reflect on the role of the social group in envisioning and planning effective conditions for new ways for children with disabilities to participate in different social practices, such as school education. The idea behind this is the concept of compensation discussed by Vygotsky at different points in his studies on disability. Of the Vygotskian elaborations on the notion of compensation, I would highlight those that point to the collective and collaborative ways in which children relate to their social group, ways that sustain the production of meaning; I would also highlight the idea that the condition of disability demands continuous modes of interaction and mediation guided by technical-semiotic instruments, making use of auxiliary resources and alternative paths whenever necessary. Thus, I believe that pedagogical knowledge for teaching students with disabilities needs to be understood in the light of the explanatory principles elaborated by Vygotsky (1995, 2000) in his quest to understand the process of becoming human in concrete life situations.



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## **Attention-deficit hyperactivity disorder (ADHD) in the classroom: Vygotskian contributions to teaching from a critical diagnostic perspective**

### **Trouble déficit de l'attention avec ou sans hyperactivité (TDAH) en classe : Contributions vygotkiennes à l'enseignement d'un point de vue diagnostique critique**

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**Abstract:** La communication présente une recherche préliminaire menée auprès d'enseignants d'une petite ville du sud du Brésil, portant sur les défis rencontrés dans l'enseignement aux élèves atteints du trouble de déficit de l'attention avec ou sans hyperactivité (TDAH) et les adaptations nécessaires pour optimiser leur apprentissage. L'augmentation des diagnostics dans le monde soulève des préoccupations, notamment quant aux disparités sociales et aux difficultés de diagnostic chez les filles et les enfants de milieux défavorisés. Au Brésil, une loi a récemment introduit des mesures pour accompagner les apprenants atteints de troubles d'apprentissage, mais ces mesures restent insuffisantes, ne garantissant ni l'accompagnement spécialisé ni la formation adéquate des enseignants. Cette recherche explore comment la théorie historico-culturelle vygotkienne peut éclairer la compréhension du TDAH et proposer des interventions éducatives adaptées. La méthodologie de recherche comprend un questionnaire et des entretiens collectifs avec les enseignants, ainsi qu'une formation-intervention basée sur les textes de Vygotski. Les premières réponses des enseignants confirment un manque d'orientations spécifiques pour l'enseignement efficace des élèves atteints de TDAH, avec des difficultés à identifier les moments d'insécurité des apprenants et à différencier ces moments des difficultés d'apprentissage. Le travail collaboratif et interdisciplinaire au sein des écoles est également entravé par la surcharge de travail des enseignants. En résumé, cette recherche vise à mieux comprendre les besoins des élèves atteints de TDAH et à développer des approches pédagogiques adaptées en s'appuyant sur la théorie vygotkienne, tout en soulignant la nécessité d'un soutien institutionnel et d'une formation continue pour les enseignants.

**Keywords:** TDAH, enseignement, adaptation pédagogique, théorie vygotkienne, formation des enseignants

#### **Extended Summary**

At L'objectif de cette communication est de présenter une recherche, en phase initiale, conduite auprès d'un groupe d'enseignants d'une petite ville au sud du Brésil sur les difficultés rencontrées dans l'enseignement à des élèves atteints du trouble de déficit d'attention avec ou sans hyperactivité (TDAH) et les adaptations nécessaires pour rendre efficace leur apprentissage.

Le TDAH est un trouble neurodéveloppemental défini par des niveaux nuisibles d'inattention, de désorganisation et/ou d'hyperactivité-impulsivité (DSM-V, 2014, p. 32)<sup>1</sup>. L'augmentation du nombre de diagnostics, dans le monde entier - on estime environ 3,5 à 5,6% d'enfants atteints du TDAH en France<sup>2</sup>, 5 à 8% au Brésil<sup>3</sup>, et les nombres varient entre 6% et 16%, selon l'état aux États-Unis<sup>3</sup> -, soulève des questions. D'une part, cette hausse est liée à la reconnaissance d'un trouble qui pourrait porter préjudice au développement social, scolaire ou professionnel des personnes atteintes. D'autre part, certains chercheurs soulignent les disparités dans le nombre de diagnostics en fonction de l'origine sociale des enfants, le nombre de diagnostics étant moins élevé chez les filles, les enfants de milieux défavorisés et de groupes ethniques minoritaires, ce qui pourrait advenir d'examen cliniques qui ne prennent pas en compte le contexte social complexe/complète de vie des enfants.

Puisqu'il ne s'agit pas d'un handicap mental, la loi brésilienne ne prévoyait, jusqu'à récemment, aucune intervention spéciale dans l'encadrement des élèves atteints du TDAH dans l'espace scolaire. En 2021, la loi 14.254 a déterminé que tout apprenant ayant un trouble d'apprentissage - TDAH, dyslexie ou autre - devrait recevoir un "accompagnement intégral" dans les systèmes de santé et d'éducation afin de permettre "l'identification précoce du trouble, l'acheminement de l'apprenant vers un diagnostic, le soutien scolaire dans le réseau d'enseignement, ainsi que l'appui thérapeutique spécialisé dans le réseau de santé". Cependant, cette loi s'est avérée insuffisante pour garantir l'accompagnement spécialisé à l'enfant et la formation nécessaire aux enseignants, car elle ne donne pas d'indications précises, comme les lois qui garantissent, par exemple, l'accompagnement d'un enseignant spécialisé.

Bien que le TDAH n'ait pas été reconnu à l'époque de Vygotskij, nous nous proposons, dans cette étude, d'explorer comment la théorie historico-culturelle vygotskienne peut fournir des éléments de compréhension de ce trouble, ainsi que des alternatives d'intervention en situation scolaire. Autrement dit, considérant le rapport dialectique milieu-enfant, nous nous concentrerons notamment sur le rôle de l'école dans la construction de ressources et d'approches pédagogiques adaptées au raisonnement et au comportement des enfants atteints du TDAH, dans le but de constituer "un milieu qui opère en fonction de la dynamique de développement" (Pino, 2010, p.747).

Parmi les écrits vygotskiens, nous nous appuyerons sur :

- La notion de milieu et de son influence sur le développement, telle qu'elle apparaît dans le quatrième cours "*Le problème du milieu dans la pédologie*" (1933-34/2018);
- La discussion à propos du développement de l'attention volontaire, présente dans *L'Histoire du développement des fonctions psychiques supérieures* (1931/2021).
- Les notions de "détour" et de "compensation" en défectologie, que nous trouvons dans "*Défaut et compensation*" (1927/2022).

Cette recherche qualitative, qui se trouve actuellement à sa phase initiale, a une visée développementale. Dans un premier temps, les enseignants ont été invités à remplir un

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<sup>1</sup> <http://www.institutopebioetica.com.br/documentos/manual-diagnostico-e-estatistico-de-transtornos-mentais-dsm-5.pdf>

<sup>2</sup> Selon les données de la HAS - Haute Autorité de Santé, disponibles sur: [https://www.has-sante.fr/jcms/c\\_2025618/fr/trouble-deficit-de-l-attention-avec-ou-sans-hyperactivite-td-ah-reperer-la-souffrance-accompagner-l-enfant-et-la-famille-questions-/-reponses](https://www.has-sante.fr/jcms/c_2025618/fr/trouble-deficit-de-l-attention-avec-ou-sans-hyperactivite-td-ah-reperer-la-souffrance-accompagner-l-enfant-et-la-famille-questions-/-reponses) <sup>3</sup> Selon les données du Ministère de la Santé, disponibles sur: <https://www.gov.br/saude/pt-br/assuntos/noticias/2022/setembro/entre-5-e-8-da-populacao-mundial-a-presenta-transtorno-de-deficit-de-atencao-com-hiperatividade>

<sup>3</sup> Selon les données du CDC - Center for Disease Control and Prevention, disponibles sur: <https://www.cdc.gov/ncbddd/adhd/data.html>

questionnaire portant sur leur perception du TDAH, le comportement des élèves atteints et leurs méthodes d'apprentissage. Ensuite, des entretiens collectifs seront organisés avec les enseignants pour discuter des pratiques pédagogiques existantes, des difficultés et des possibilités d'adaptation pour les élèves atteints de TDAH. Enfin, une formation-intervention sera organisée, à partir de l'étude des textes vygotskiens supra cités, afin que les enseignants puissent construire ensemble des ressources pour mieux répondre aux besoins d'apprentissage des élèves.

Les premières réponses des enseignants au questionnaire élaboré confirment notre hypothèse principale : bien que ces élèves disposent souvent d'attestations du trouble, il existe un manque d'orientations spécifiques pour rendre leur apprentissage plus efficace. Certains enseignants ont du mal à identifier les moments d'insécurité des apprenants et à les différencier des situations de difficulté dans l'apprentissage. D'autres, remarquent une meilleure participation des apprenants en classe dans les situations où les apprenants ne se sentent pas contraints de présenter des résultats. Enfin, le manque de travail collaboratif et interdisciplinaire au sein de l'école, dû à la surcharge de travail des enseignants, est pointé comme un facteur qui complexifie la recherche d'alternatives pédagogiques.

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**REFLECTIVE METHODS AND TOOLS FOR TRANSFORMATIVE  
EDUCATION**

# Co-constructing motive, object, and instruments through reflective school inclusive practices

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**Abstract:** An obstacle to transformation from artefact to instrument in the inclusion activity system is the centralization process that provides, from a top-down approach, operational tools to act in an abstract and normative inclusion model. In this process, teachers suffer a progressive limitation of their own agency and expertise with consequences on the motive and object of the activity. Adopting the lens of the Cultural-Historical perspective, the lack of participation of teachers in the instrument creation process is a barrier to construct the object of their work as a meaningful motive (Engeström, 2018). The presentation, referring to a Vygotskian instrument-mediated activity concept, will be focused on contradictions emerging from the contextualised inclusive practices to stress the dynamic between ‘personal view’ and ‘system view’ (Norman, 1991), ‘technocentric’ and ‘anthropocentric’ perspective (Lomov 1977), intrinsic and extrinsic approach (Rabardel & Béguin 2005). The research aims to investigate how a reflective teacher tool guides teachers in identifying motive and object of their inclusive activities.

**Keywords:** Reflection, Motive, Instrument, Agency Teacher

## Extended Summary

*Research topic/aims.* The research aims to investigate how a reflective teacher tool guides teachers in identifying motive and object of their inclusive activities.

*Theoretical framework.* In the field of special education and more generally in the Italian school system, recent legislation (2017; 2019) has introduced a new artefact to achieve the full inclusion of all students, particularly those with disabilities: Functioning Profile and the new model of Individualised Education Plan based on ICF framework. Despite the legal obligation and significant effort in teachers training, the use of both artefacts struggles to become part of inclusive processes. The absence of multi-professional teams and the poor dissemination of the bio-psycho-social model are two of the main causes preventing these artefacts from becoming instruments of the inclusive activity system at school. A further obstacle to this transformation is the centralization process that has gone so far as to provide, from a top-down approach, not only the guidelines, but also the operational tools to act in an abstract and normative inclusion model. In this process, teachers suffer a progressive limitation of their own agency and expertise with consequences on the motive and object of the activity. Adopting the lens of the Cultural-Historical perspective, the lack of participation of teachers in the instrument creation process is a barrier to construct the object of their work as a meaningful motive (Engeström, 2018).

The presentation, referring to a Vygotskian instrument-mediated activity concept, will be focused on contradictions emerging from the contextualised inclusive practices to stress the dynamic between ‘personal view’ and ‘system view’ (Norman, 1991), ‘technocentric’ and ‘anthropocentric’ perspective (Lomov 1977), intrinsic and extrinsic approach (Rabardel & Béguin, 2005).

*Methodology/research design.* The research is conducted with a group of primary school teachers with experience in special and inclusive education. It adopts a qualitative design using the case studies approach to explore the 'how' or 'why' questions concerning the phenomenon of interest (Yin, 2018).

In the last two years, the group (6 teachers and 2 researchers) met monthly to discuss at each meeting a case developed along the lines suggested by Lincoln and Guba (1985) on the substantive case study: 1) presentation of the problem; 2) description of the setting; 3) description of the processes observed; 4) significant elements.

Every case (written and/or video recorded) represents a mirror data to explore hidden dimensions and reflect on the strategies that were adopted.

*Expected conclusions/findings*

- Identify relevant dimensions of the inclusive practices in a situated context.
- Develop analytic and reflective competences.
- Connect the teacher's experience with Vygotskij's defectology studies.

*Theoretical and educational relevance.* The paper contributes to document the practices that are implemented in formal education within inclusion policies. Its dialogical approach is reflected in the research methodology that encourages reciprocity by having teachers discussing with colleagues the situations presented following a common structure, share ideas and doubts, and promote reflection by connecting the individual action to an analysis of the school system, taking into account how to contribute to turn the present contradictions into potential boosters of teachers' agency development. The study has been an opportunity to support the teacher's role as instrument designer. The analysis and reflection on the process of turning an artefact into an instrument allow participants to co-construct the object of the inclusive activity and share common meaning making on what inclusion means in the everyday schooling situations.

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# Les verbalisations sur le travail d'enseigner et leur rôle dans le développement professionnel des enseignants

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**Abstract** La formation des enseignants est l'objet d'un bon nombre de recherches issues de différents courants théoriques et méthodologiques. En partant d'une conception vygotkienne du développement, notre recherche a pour but d'étudier le processus de développement professionnel de jeunes enseignants de langue française, de manière à contribuer à leur formation. En nous basant sur deux cadres théoriques qui mobilisent des concepts proposés par Vygotski (1997), l'Interactionnisme socio-discursif (Bronckart, 1997) et la Clinique de l'Activité (Clot, 1999), nous avons conçu un dispositif de formation qui part de la pratique et vise à la transformation de la situation de travail. Dans ce dispositif, les difficultés sont d'abord verbalisées dans des réunions pédagogiques ; on procède ensuite à des filmages de ces difficultés; après cela, on fait des entretiens en auto-confrontation simple et croisée (Faïta, Vieira, 2003) avec deux enseignants ; pour finir, les films des cours et des auto-confrontations sont objet de discussions dans des réunions. Dans cette communication, nous présenterons des données de ce dispositif de formation, en mettant en évidence une des difficultés : l'usage de la L1 quand on enseigne une L2. Nous illustrerons, les difficultés, conflits et dilemmes de deux jeunes enseignants par rapport à l'usage de la L1 dans l'enseignement du français comme une manière d'inclure des apprenants dans le processus d'apprentissage. Pour conclure, nous proposerons une réflexion sur le rôle de ce dispositif pour le développement professionnel de jeunes enseignants, en mettant l'accent sur le rôle du langage comme un instrument (Vygotski, 1997) dans ce développement.

**Keywords:** Développement Professionnel, Enseignants, Clinique De L'activité, Formation, Langage

## Extended Summary

La formation des enseignants est l'objet d'un bon nombre de recherches issues de différents courants théoriques et méthodologiques, certains plus axés sur les modèles de transmission des savoirs (Bulea, Bronckart, 2010), d'autres plus axés sur des modèles basés sur l'analyse des pratiques (Bulea, Bronckart, 2010). En partant d'une conception vygotkienne du développement des personnes, notre recherche a pour but d'étudier le processus de développement professionnel de jeunes enseignants de langue française, de manière à contribuer à leur formation. Pour ce faire, nous nous sommes appuyées sur les concepts vygotkiens de zone de développement proche et d'instrument, ainsi que sur l'importance accordée par Vygotski (1997) au langage dans le développement des individus, dans le but de comprendre comment l'usage du langage pour parler du travail permet que les enseignants apprennent des aspects de leur métier. En nous basant sur deux cadres théoriques qui mobilisent des concepts proposés par Vygotski (1997),

l'Interactionnisme socio-discursif (Bronckart, 1997) et la Clinique de l'Activité (Clot, 1999), nous avons conçu un dispositif de formation qui part de la pratique, par le biais d'une intervention sur les difficultés des enseignants dans le travail d'enseigner, et vise à la transformation de leur situation de travail. Dans ce dispositif, on adopte la méthode de l'auto-confrontation (Faïta, Vieira, 2003) pour proposer d'abord une intervention qui, ensuite, produit des données de recherche. Ainsi, les difficultés sont d'abord verbalisées dans des réunions pédagogiques ; on procède par la suite à des filmages de ces difficultés en salle de classe ; après cela, on fait des entretiens en auto-confrontation simple et croisée avec deux enseignants ; pour finir, les films des cours et des auto-confrontations sont objet de discussions dans des réunions pédagogiques, de manière que les difficultés initiales soient discutées et que les enseignants trouvent des moyens de les résoudre. Dans cette communication, nous présenterons des données issues de ce dispositif de formation, en mettant en évidence une des difficultés des enseignants : l'usage de la L1 quand on enseigne une L2 (le français en l'occurrence). Après avoir précisé le contexte à l'origine des données, c'est-à-dire un cours libre de français comme langue étrangère (FLE), associé à une université et dans un contexte de formation d'enseignants, nous montrerons les différents volets du dispositif de formation, ainsi que la méthode de l'auto-confrontation (Faïta, Vieira, 2003) dont nous nous servons afin de susciter un débat sur le travail d'enseigner. Par la suite, nous illustrerons, à partir de l'analyse d'un extrait d'auto-confrontation, les difficultés, conflits et dilemmes de deux jeunes enseignants par rapport à la question de l'usage de la L1 dans l'enseignement du FLE. Le fait d'interdire, de permettre ou de promouvoir l'usage de la L1 dans l'enseignement d'une L2 suscite un débat lié à l'inclusion ou à l'exclusion de certains apprenants – et de certains enseignants – par rapport au processus d'enseignement-apprentissage, étant donné que les manières d'apprendre – et d'enseigner – sont différentes. Dans ce sens, le recours à la L1 peut être plus nécessaire ou plus important pour certains apprenants que pour d'autres, ce qui conduit à comprendre qu'interdire la L1, comme il est question dans quelques contextes et dans quelques méthodologies d'enseignement-apprentissage des langues étrangères, pourrait les exclure du processus d'apprentissage. Ainsi, l'analyse des données pourra montrer comment les enseignants agissent pour inclure des apprenants dans le processus d'apprentissage, en reprenant un débat ancré dans l'histoire des méthodologies d'enseignement-apprentissage des langues étrangères. Pour l'analyse des extraits transcrits, on se sert des catégories énonciatives, discursives et linguistiques proposées par l'Interactionnisme socio-discursif (Bronckart, 1997). Cette analyse nous permettra aussi de montrer comment le langage se constitue comme un instrument psychologique puissant, pour reprendre Vygotski (1997), en vue de penser le travail d'enseigner. Elle nous permettra également d'aller plus loin dans l'interprétation des notions de « conflit » et « dilemme », dans une conception vygotkienne, et de leurs rapports au métier d'enseigner. Pour conclure, nous proposerons une réflexion sur le rôle de ce dispositif de formation pour le développement professionnel de jeunes enseignants et pour la transformation de leur situation de travail. Les résultats de cette recherche permettent d'envisager d'autres façons de concevoir la formation des enseignants, de manière à ce qu'ils soient les protagonistes de leur processus de développement professionnel.

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## **Teacher noticing: inclusive teacher practices observation in the collective.**

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**Abstract:** Teacher noticing has become a prominent construct in teacher education and professional development research. Teachers' professional development devices are based on their ability to observe, share, and reflect on their teaching practices. The activity of noticing some specific practices, in particular those in relation to inclusion, can be refined by collective activity.

In this paper, we adopt a socio-cultural perspective to investigate the teachers' act of noticing classroom practices, particularly those oriented towards inclusion.

Considering this approach, we are interested in developing a reflection on the teachers' position as an observer of inclusive practices and how this position could impact students' learning.

To support the reflections, we collected audio recordings of 25 teacher students attending a teacher education course and their final reflexive written products.

From the data analysis, we identify three positions of the teacher who acts as an observer of the students, an observer of his practices with the students, and the meta-perspective as an observer of the environment conditions, including own actions.

The implication of the results of this study will contribute in improving and guiding teachers' observation and their noticing ability related to inclusive practices.

**Keywords:** Teacher noticing, inclusive practices, environment, positions, collective

### **Extended Summary**

Observing means acquiring information from a primary source obtained through the sense organs. In science, observation can also involve recording data using instruments. In education, classroom activity is full of situations observed by teachers on a daily basis. Teachers can observe a lot at each given moment. However, teachers have to choose what to focus on and how to interpret and move their activity in reference to students' learning. This attentional work of observation is referred to as teacher noticing. Teacher noticing has become a prominent construct in research on teacher education and professional development (for a review, König et al., 2022). They also consider how the socio-cultural perspective associated with professional teacher noticing is far less frequent than a stand-alone approach and is recently associated with quantitative studies. Different teacher professional development devices, both for student teachers and in-service teachers, are based on the teacher's ability to observe, share and reflect on their own teaching practices as for self-

confrontation interview or the lesson study (Nielsen, 2023). Teachers' noticing, therefore, could become a skill that can be developed and refined by the teacher collectively engaged in the activity of sharing practices. Rainio and Hofmann (2021) discuss how professional learning conversations enable teachers to locate themselves as agentic concerning their practices, however challenging. The conversation about practices could lead to better noticing of teacher practices, in particular of inclusion, both thanks to reformulation and dialectical comparison. More research is needed on what enables such expansive developments. The activity of noticing some specific practices, in particular those in relation to inclusion, can be refined by collective activity. In this paper, we adopt a socio-cultural perspective to investigate the teachers' act of noticing classroom practices, particularly those oriented towards inclusion. To teach, says Mauduit (2003), "is to call attention by signs" (p. 23), "to invite attention to one's words [...] to new things by means of new signs" (p. 39). Schneuwly and Leopoldoff Martin (2022) develop the Vygotsky perspective on teaching as a way to direct students' attention on an object of activity with the teacher accompanying, regulating, and directing pupils' activity: "The two processes - making the object present and pointing to it, showing its particular characteristic and dimensions - are indissolubly linked, defining each other: teaching constitutes a process of double semiotization" (p. 5). Considering this approach, we are interested in developing a reflection on the teachers' position as an observer of inclusive practices and how this position could impact learning. Therefore, the research questions leading this study are: How do teachers locate themselves as an agentic observer of inclusive practices? How could teacher noticing enable enriched inclusive teaching and consequently impact the learning conditions? To support the reflections, we collected audio recordings of 25 teacher students attending a teacher education course and their final reflexive written products. During the course participants were required to identify one challenging teaching situation in their classroom practice and share it with the whole classroom collective. The final reflexive written product comprises five pages of the reconstruction and analysis of the teaching challenge revised in light of the collective discussion. From the verbatim and the final written products, we identify three teacher dialogical positions (Hermans & Gieser, 2011; Ligorio, 2009) who act as: a) students' observers, b) observers of the practices with the students, and c) from a meta-perspective as an observer of the environment conditions, included own actions. To better clarify, we offer one or two examples for each dialogical position, based on excerpts selected from our data.

- As students' observer. Example 1: "The situation I am going to talk about now concerns a student with the profile of a child with attention disorders, but no diagnosis has been made. Student in question quickly loses concentration".
- As teaching practices observer. Example 2: "I have decided to place this student beside my desk, isolated, to work easily with him. I also noticed that giving him responsibilities, questioning, and letting him ask for help, mobilizes himself in the tasks. To meet his need to move or have something in his hands, I gave him a ball to have in his hands during classes".
- As a meta-observatory of the practices with students. Example 3: "By discussing with my peers, I was able to define how to optimize my group work, I must propose shorter tasks." Example 4: "In class management, I think I have progressed in noise management. Before, I had the tendency to raise my voice exactly like them. Now, I am sweeter, I speak slowly, and I use a sweet and low voice to ask students to pay attention. I use my hands, too. I think I have learned something new about how to handle the noise".

The three levels of teacher noticing will be used to analyze quali-quantitatively the data. The results, in general, show a great variety in the use of the three levels by the teacher, each contributing in a specific way to elaborate on inclusive practices. The implication of the results of this study will be to improve and guide teachers' observation and their noticing ability related to inclusive practices. Finally, the observation process will be discussed and considered a regulation process in teaching. The work is in progress, and more results will be shared in the oral communication.

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## **EMERGING CHALLENGES IN A TRANSFORMATIVE ERA**

## **Professional reconversions of highly qualified female workers in western societies**

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**Abstract:** Abstract: The contemporary Western historical, social, and cultural context proposes a central place for the integration of the individual into the world of work. This integration has an essential social and psychological function for the constitution of the psychosocial identity of individuals, and consequently for their development, health, and disease processes. This process is even more important for women, for whom historical inequalities of opportunities, performance evaluation, and professional careers face more difficulties than for the case of their male correspondents. We propose, in this context, to contribute to the explanation of why highly educated and qualified women (academic certificates levels 7 and 8 in the case of French participants) decide to go toward professional reconversion which implies both withdrawal of previously occupied social place and salary reduction, supposedly compensated by an amplification of affective gains linked especially to family context, including quality of life improvement and maternal availability.

**Keywords:** Professional Career, Gender, Professional (Re)Conversion, Professional Dilemmas Compensatory Strategies

### **Extended Summary**

*Research topics.* Data reported here are based on French observation of recent years, during which there has been a growing number of women retraining for teaching careers in INSPE (Institut National Supérieur du Professorat et de l'Éducation - Monin & Rakoto-Raharimanana, 2019; Rakoto-Raharimanana & Monin, 2019). Highly qualified and enjoying a rewarding social position, these women leave their first professional careers for a teaching profession. Some others, with a similar identity and socio-professional profile, choose to abandon a prestigious first career or reduce their professional involvement to a part-time regime, to devote themselves to their families and sometimes to offer homeschooling. We proposed as a research target a better understanding of what meaning should be given to this observed trend of bifurcation towards the professions of "care". Observed triggering events of this bifurcation are most often combined with motherhood, which is a complex issue of contradictory social representations (Fischer, 2020) for women in contemporaneity.

*Theoretical framework.* The work of French sociologists Christian Baudelot and Roger Establet (Baudelot & Establet, 1990) had already brought to our attention the role of



the different periods of socialization of Western girls, in particular, that of schooling, in the incorporation of their domestic domination. These sociologists considered that this was the driving force behind the complete or partial, momentary or definitive renunciation of the professional logic promised by their brilliant achievement during the school period. We intend here to better understand the weight of the current social forces that act on these women and build this bifurcation, in particular the transformations of the world of work. The ideas of "centrality of work" and "well-done job" (Clot, 2008) are equally important here, given the experiences of subjective conflicts experienced by these women. The gendered division of family and labor, to which they subscribe leads them to favor mothering, to establish themselves as sufficiently good mothers, as proposed by Donald Winnicott (Winnicott, 1965). This ideal must be composed with their professional full-time career, which is potentially the source of what French author Georges Politzer called a dramatic collision (Politzer, 2003). Women who are the focus of this study are faced with a personal dilemma: being a sufficiently good mother and performing a well-done job that should be enough to build up their professional careers. Most of these women refer to the need to develop a "second nature" devoted to the family tasks of education and domestic routines. Data already available indicate that the justifications for their choice - "*to see my children grow up*" - would lead these women to be ascribed to their femininity, leaving to the man the role of the one who maintains the nobility of masculinity. This complacency, as constitutive of the feminine habitus, can be linked to the social representation of the gendered division of labor. All this is not new - quite the opposite. The point to be explored is related to the fact that, after the entry of women into careers of psychosocial and economic relief, after the Second World War and until the beginning of the 21st century, this seems to be undergoing processes of questioning, in terms not only of time-sharing of domestic work and professional demands but also in terms of the whole personal biography of women. From a psychological perspective, Lev S. Vygotsky emphasizes that for the understanding of human development, it must be taken into account that this development is not linear, but based on events of crises and collisions (Vygotski, 2014). These crises and collisions will be perceived by the individual in the context of an experience of lived experience traversed by emotions and affect.

*Research design and expected results.* A corpus of transcriptions of the biographic narratives collected from 20 highly educated women from diverse national contexts was submitted to interpretative analysis by five trained researchers, sharing a list of aspects to guide their analysis. The result of this interpretative work was submitted to a collective discussion, to identify psychosocial variables that should impact women's family and work lives and should help to better explain what leads the participant women to branch off from their primary professional career. The results of this first stage of the research will be summarized in our presentation (Acioly-Régnier and colleagues, 2021). A mixed method analysis is therefore proposed here to potentiate a more holistic and complex interpretation of the data.

*Theoretical and educational relevance.* This research project was based on the consideration of diverse cultural (national) contexts, in terms of participants and researchers themselves. On the other hand, perspectives from Psychology (and especially Psychology of Labor Activity) and Sociology of Education tried to dialogue among them, to provide a transdisciplinary approach. Aspects linked to labor, careers, and psychosocial identities, and their importance in explaining mental health, crossed to aspects related to gender, are crucial in the contemporary approach of human development.

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# **Migration, Literacy and Defectology: A case study of a disabled adolescent in a Brazilian primary school.**

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**Abstract:** Migration's global rise is evident in Florianópolis, southern Brazil, fostering a diverse community encompassing various cultures, languages, religions, and ethnicities. This paper examines a case study conducted in a public primary school that explores the intersection of migration, literacy, and disability from the perspective of cultural-historical psychology. The study, which was recorded in 2022 and involved Pedagogy students recording data, aims to provide insights into this phenomenon. For the purposes of this article, we have chosen to analyze the case of Anna, a 16-year-old teenager with Down Syndrome who was born in Colombia. Anna had been living in Brazil for just over one year and was attending the third year of elementary school. It is worth noting that student mobility has been on the rise in the state of Santa Catarina, although the state's education departments have yet to provide data on this phenomenon. For migrant children such as Anna, disabilities exacerbate the educational demands. Proficiency in the first language is linked to learning a second language, specifically Portuguese. Those with Down Syndrome can acquire proficiency in more than one language but may encounter linguistic difficulties. Educators should address the emotional and social challenges that transitioning between countries, languages and cultures poses for students. Specific interventions are necessary for students with disabilities. Transforming cultural and disability diversity into an educational advantage is a vital obligation. As per Vygotsky (2022), language mastery is a fundamental psychological function that determines the fate of all cultural development.

**Keywords:** Defectology, Migration, Literacy, School, Vygotsky

## **Extended Summary**

Today's inclusive education model places a responsibility on educational institutions to address classroom diversity resulting from varying cognitive, social, cultural, and linguistic profiles. To respond to this diversity, curricular adaptations which facilitate the achievement of curricular objectives are necessary. Demographic changes, specifically the rise in migration from various regions to the island of Florianópolis in Brazil, have led to a significantly diverse student population in terms of language, culture, religion, and ethnicity, contributing to the abandonment of linguistic homogeneity.

Therefore, this study focuses on the literacy experience of Anna, a 16-year-old adolescent with Down Syndrome (DS) who speaks Spanish as her primary language.

Anna is presently enrolled in her third year of elementary education at a school located in Brazil. The case was discovered during the observation of a pedagogic practicum conducted by Pedagogy degree students at Universidade Federal de Santa Catarina in 2022. The intervention carried out with Anna at the school resulted in data that will be analyzed based on the theoretical and methodological foundations of cultural-historical psychology. The study entailed classroom observation of students, which led to the identification of the challenges Anna encountered.

Initially, Anna did not participate in classroom activities and exhibited no interest in involvement. She abstained from speaking during class, and her conduct received observation for some time. Nevertheless, a casual interview was conducted with Anna in Spanish, during which she expressed comfort with the meeting. It is noteworthy that the researcher and Anna both speak Spanish, which was helpful in identifying that the student's speech conditioning was preserved. This discovery was vital in realizing that the lack of verbal expression in the classroom was attributed to other underlying issues. It was remarkable that despite facing some challenges, Anna exhibited proficiency in her mother tongue and literacy skills. It was to be expected that his literacy in his mother tongue was conditioned by the DS. DS is characterized by substantial limitations in intellectual and adaptive functioning. Individuals with the condition often encounter language-related challenges, such as difficulties with enunciation, organization of the mental lexicon, and grammar. Nonetheless, most children with DS manage to acquire reading skills, although their proficiency in decoding and comprehension activities is uneven, with the latter being more deficient (Rabazo Méndez, M. J & Gómez Acuña, M., 2018, p.65). The primary goal of the interaction with Anna was to enable her to communicate in her mother tongue and share her school experiences. Anna acknowledged that Portuguese was challenging for her to learn and that she lacked interest in acquiring the language, leading her to refrain from using it. Nevertheless, she conveyed her wish to make friends at school and engage in conversation during breaks.

Anna's case poses considerable challenges arising from three primary factors: migration, literacy, and disability. An absence of knowledge about her prior academic progress coupled with low levels of proficiency in her first language presents a major hurdle.

The development of children with disabilities is socially conditioned in two ways: the social recognition of the disability is one aspect of their societal development, and the second aspect is the social tendency to compensate by adapting to the conditions of the environment created for those fitting the normal human type (Vygotskij, 2022, p.42). Anna, by voluntarily depriving herself of speech, isolates herself from social experiences and excludes herself from all forms of communication. The lack of a human language and the inability to become proficient in language pose one of culture's most significant challenges. (Vygotsky, 2022, p. 74). Language plays a pivotal role in social and cultural development, and the absence thereof endangers cultural and social progression. Anna's disability alienates her from social interactions as she lacks means of communication.

Education is frequently situated in contexts where different languages and writing systems coexist. Migrant children, like Anna, experience not only adjustments to language and country, but also to educational demands. The language of school for migrant students may be a secondary or tertiary language, but their proficiency in written language could be primary. Anna's disability affects her literacy in her mother tongue. Can individuals acquire a second language (L2) without prior knowledge in reading and writing the first language (L1)? Is it possible for individuals with learning

disabilities to acquire more than one language? How significant are the disparities between the first language and the school language?

According to James Cummins (1989), the acquisition of an L2 is linked to competence in the L1, resulting in linguistic interdependence. Specific aspects of a language are acquired when learned, and a general conceptual and linguistic competence is developed which aids in the acquisition of other languages. The competence in the L1 is instrumental in determining the ability to learn an L2. The transfer of literacy processes is influenced by the context in which the first language (L1) is used, differentiating between oral and written modalities. Formal contexts (written) facilitate greater transfer between languages than when L1 is exclusively used for communication, yet this does not guarantee enhanced L2 performance for academic purposes. Individuals with DS are capable of learning multiple languages, but often encounter difficulties in terms of grammar and language acquisition. Anna's inadequate progress in Portuguese literacy prompts an inquiry into her proficiency level in her first language and its impact on learning a second language.

In conclusion, education should adopt a creative and positive approach to understanding the emotional, frustrating and challenging experiences that students may encounter when adapting to new countries, languages and cultures. Additionally, specific strategies employing intellectual disability should be implemented to support school development. The fate of all cultural development depends on whether you dominate the language as a fundamental psychological tool. (Vygotsky, 2022, p. 80) We need to transform known and recognized diversity -in this instance, pertaining to culture and disabilities- into a pedagogical opportunity.

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# Where Is My Mind: Experiments in the Cultural-Historical Tradition

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**Abstract:** In this paper, I discuss the development and implementation of a modern research agenda rooted in experiments from the cultural-historical tradition. I begin by providing an overview of the epistemological understandings of the agenda and then discuss five works that have been central to the research agenda. The agenda is educationally relevant as it emerges from the initial observations made by Vygotsky in *The Fundamentals of Defectology* and seeks to resolve contradictions in the modern, mainstream study of interventions meant to support children with differences in development. The current findings have supported a critical analysis on the broad influence of Capitalism within the American system and the failure for current intervention to appreciate the distinct experiences that characterize the lives of children.

**Keywords:** Cultural-Historical Theory, Structural-Systemic Epistemology, Intervention, Children with Disabilities

## Extended Summary

*Research topic/aims.* In this paper, I discuss the development and implementation of a modern research agenda rooted in experiments from the cultural-historical tradition as developed by Vygotsky and Luria. The fundamental aim came from exploration of contradictions inherent to mainstream conceptualizations of differences in development (i.e., disability) which is then internalized in perspectives on methodology and interventions intended to help children.

*Theoretical framework:* All papers/presentations related to the agenda, and that are discussed within the current paper for this conference, are characterized by structural systemic epistemology, a term which internalizes the dialectical, structural understanding of development from Vygotsky and Luria. The epistemology contains four essential assumptions: There are four basic assumptions to the epistemology: (1) there is an external world, (2) the external world is organized, (3) we can know the external world beyond appearances and (4) the world is material.

Within this understanding a complex whole, is characterized by certain parts, which are in certain relationships which can be applied to the study of development of the higher psychological functions. The parts of that whole and relationships within it are distinguishable, but they are not separable. At the point of merger, both the whole and their parts are qualitatively changed. In short, we cannot study the whole or its parts in isolation from each other.

Within the over-arching agenda, this theoretical understanding was primarily applied through Vygotsky's observations in *The Fundamentals of Defectology* that the course of development for "the child with a defect achieves this in another way, by another course, by other means" and the stipulation that the study of defects development cannot proceed from a purely negative formulation.

*Methodology/research design.* Toomela identifies four categories of experiments in the cultural-historical tradition: descriptive observation, a dialectical exploration in dialogue with the author and other authors to identify areas of contradiction and resolution; observations in a constrained setting, in which a researcher observes a subject's behavior for analysis and formulation within development theory (e.g., Vygotsky-Sakharov Block Experiment); cause-effect experiments, intended to identify an efficient cause and analyze qualitative changes within the structure of the task (e.g., double-stimulation); and constructive experiments, the development of intervention to remediate differences in development on the basis of a structural understanding.

Within the agenda I discuss in this current paper, the first experiment relied on descriptive observation. I placed different mainstream authors into dialogue on the subject of system intervention utilized in American schools and Western concepts of toxic stress and executive function to identify contradictions in the approach to experiments involving intervention. Then, in my dissertation, two book chapters and a journal article, I implemented observations in a constrained setting. Participants within these studies were presented with a list of potential research questions and asked to analyze the relevance of the questions based on another list. Vocalized responses were then analyzed and formulated within theoretical concepts underlying the development of higher psychological. Finally, within this current paper, I also discuss potential applications of constructive experiments to implement interventions for children considered to have disabilities.

*Expected conclusions/findings.* In the first paper, using descriptive observation, I identified stipulations for a course of study meant to understand how differences in development are addressed through intervention in public schools. These stipulations were that: in collaboration with children, and within a mutual, theoretical framework, researchers can focus on personal experience and exclude variables meant to be a proxy for experience.

In my dissertation, I focused on the experiences of adults that provided educational interventions for young children during the pandemic. Five themes emerged during analysis: alterations to intervention on the basis of qualitatively different social relationships; alterations to intervention on the basis of qualitatively different material conditions; conditions of the pandemic, in relationship to earlier professional experience, as internalized in current perceptions of professionalism; vocalized responses about emotions characterized by the conditions of the pandemic in relationship to alterations of intervention; future orientation is characterized by concerns about educational practice and children's experiences. Then, in the two book chapters and journal articles, analysis revealed the appropriateness of experiments in the cultural-historical tradition and relationships between word meaning structure and inner speech as well as relationships between affectivity and learning.

I expect that the findings from these experiments can be extended to a set of constructive experiments to introduce interventions for children in public schools. I hypothesize that these interventions, designed by Akhuntina on the basis of Luria's identification of functional units, can address children's differences in development through a collaborative approach that leads qualitative changes in development.

*Theoretical and educational relevance.* The agenda discussed in this paper centers cultural-historical theory, nested within structural-systemic epistemology and through the use of experiments in the cultural-historical tradition. That factor is theoretically relevant as it does not require a deviation from the initial work of Vygotsky or Luria (as in CHAT) but rather a continuation of that earlier work to deepen the understanding of higher psychological function. Importantly, through the inclusion of experiments in

the cultural-historical tradition, this research agenda avoids the necessity of adopting the popular types of experiment that dominate mainstream psychology.

The agenda is educationally relevant as it emerges from the initial observations made by Vygotsky in *The Fundamentals of Defectology* and seeks to resolve contradictions in the modern, mainstream study of interventions meant to support children with differences in development. The current findings have supported a critical analysis on the broad influence of Capitalism within the American system and the failure for current intervention to appreciate the distinct experiences that characterize the lives of children.



# Direct Inclusion and Participation: On Newly Arrived Migrant Children's Participation in School

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**Abstract:** An increasing number of children move with their parents to live in another country. Upon arriving in Denmark, these children are categorized as 'newly arrived migrant children', whether they migrate because of war, work, or other factors. Since the summer of 2016, several municipalities across Denmark have closed reception classes from grade 0 to 6 and instead enrolled newly arrived migrant children directly in Danish teaching practices without knowing the language. While there are many reasons for doing so, we have little knowledge about the extent to which and how these children participate in Danish schools without speaking the local language. The presentation is based on my PhD project and investigates this knowledge gap.

Research on the topic is driven by discussions about the advantages and disadvantages of the two reception models: reception class or direct inclusion. The discussions centre on the placement of these children in school. Instead of asking where the children are enrolled, this presentation zooms in on what newly arrived migrant children are enrolled in and how adults around newly arrived migrant children can support their participation. Combining Vygotsky's notion of the zone of proximal development with Gibson's notion of affordance, the aim of this presentation is to explore a possible pedagogical practice of non-language-based participation by posing the question: how can we organize the environment to afford newly arrived children's participation in school?

**Keywords:** Newly Arrived Migrant Children, Children's Perspectives, Participation, Zone of Proximal Development, Affordance

## Extended Summary

*Research Topic.* Children moving to Denmark and starting school are categorized as 'newly arrived migrant children' (EVA, 2016a). Since the 1970's, children migrating to Denmark have been enrolled in segregated reception classes where they are taught Danish as a second language and get to know Danish school culture before starting in regular classes (Bøgsted-Møller, 1976; Kristjánsdóttir & Pérez, 2016). Following the reception of Syrian refugees in 2015, nearly half the municipalities in Denmark closed these reception classes and started enrolling newly arrived migrant children directly in regular class with local school children (Rambøll, 2015 & 2018; Kristjánsdóttir & Pérez, 2016; EVA, 2016a; Rask, 2017). This reception model is termed 'direct inclusion' (EVA, 2019). While newly arrived migrant children migrate for many reasons (work, war, or other factors), they share an inability to speak the local language and have limited knowledge of local school culture. Current Scandinavian research on newly arrived migrant children tend to focus on analysis and critique of legislation and

implementation of the two reception models (Aronsson & Cekaite, 2006; Blob, 2004; Bunar, 2010, 2015; Bunar & Juvonen, 2022; Enemark, 2024; Enemark & Buchardt, 2023; Fejes & Dahlsted, 2020; Gunnthórsdóttir & Ragnarsdóttir, 2020; Harju-Autti & Mäkinen, 2022; Horst & Gitz-Johansen, 2010; Kristjánsdóttir & Timm, 2007; Kristjánsdóttir & Pérez, 2016; Nilsson & Axelsson, 2013; Rask, 2017; Shahwan, 2011; Tajic, 2022; Tajic & Bunar, 2020). Thus, most Danish research in this field favours adults' perspectives on newly arrived migrant children starting school and seem to forget to ask the children themselves. The presentation is based on my PhD thesis which aims to take newly arrived migrant children's perspective to understand how they can move towards participation in Danish school life without speaking Danish and coming from very different school cultures.

*Methodology and Research Design.* The project is an empirical study of four newly arrived Ukrainian refugee children (age 5-6 years old) included directly in regular class in grade zero (first year of school) in Denmark. For one year (October 2022 to October 2023), I followed these four children and the rest of the class from arriving at school in the morning (7:45 am) until they were picked up from afterschool program in the afternoon (2:30 - 4 pm). Further, I followed their transition from grade zero to first grade. During the participatory observations, I talked with both Ukrainian and Danish children, teachers, pedagogues, and parents. In addition, I have participated in several meetings with the head of the school, the administration, other local teachers, and the school's Danish as a second language team.

*Theoretical Framework.* The presentation bases its theoretical framework on the cultural-historical interpretation of the relation between child and environment, taking children's learning and development as a process of participation in cultural practices (Hedegaard, 2008a; Rogoff, 1990, 2003; Vygotsky, 1929/1991, 1935/1991). In line with this theoretical perspective, the environment is understood here as both social and material. Understanding newly arrived migrant children as standing midst a change of environment, the presentation points to how possible arrangements of the social and material school environment both during classroom activities and playground activities can ease newly arrived migrant children's participation in the new environment. As these children do not understand the local language, we need a non-language-based theoretical framework to take the children's perspective on starting school in a new country. Thus, the cultural-historical theoretical framework is combined with Gibson's theory of perception (Bang, 2008, 2009; Heft, 1988, 2005; Gibson, 1986; Pedersen, 2015). Gibson's ecological approach to visual perception describes how locomoting animals view action possibilities when moving through their environment. For newly arrived migrant children, this would e.g., entail possible actions for participating in activities in the classroom or during play at the playground. Gibson talks about 'the invitational character of the environment' when describing how affordances of the environment present the environment as open or closed for actions. Following this logic, the presentation analyses how invitations from the environment become available to the child, even as this child doesn't speak the local language, by opening possibilities for the child to participate.

*Expected Conclusions, Theoretical and Educational Relevance.* By combining these two theoretical positions, this study's main contribution is to develop a vocabulary, or should we say, a perspective for teachers and other practitioners to adopt when including newly arrived migrant children in schools. This perspective will help teachers and practitioners to extend the children's zone of proximal development through guided participation in school activities, even as these children's participation

are hindered by a language barrier. The presentation, then, explores a possible pedagogical practice of non-language-based participation by posing the question: how can we organize the environment as opening for newly arrived children's participation in school?

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**LANGUAGE, NARRATIVES AND CONSCIOUSNESS IN CULTURAL-  
HISTORICAL PERSPECTIVE**

## **Writing as a psychological instrument in times of crises. What do diarists learn?**

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**Abstract:** In a Vygotskian perspective, higher psychological functions originate through the use of psychological instruments (Vygotskij, 2012/1934). While Vygotskij focused on the study of language as a semiotic system, enabling communication with others and transforming the subject using the instrument, writing and self-writing are also considered psychological instruments. In this paper, we adopt a sociocultural and dialogical approach, following authors such as Vygotskij, Bakhtin, and Bruner (2003), to examine the role of writing in personal journals written over more than 20 years (Muller Mirza, Zittoun & Gillespie, 2019). We will particularly analyze episodes in which the authors trace how societal crisis have affected their personal lives. Specifically, we will focus on episodes written during the COVID-19 pandemic and study two intimate journals, one written by a man and the other by a woman. Through a dialogical analysis, we will demonstrate that writing serves as both an object of reflection (the authors explicitly articulate its importance at critical moments in their diary) and an instrument that allows them to make sense of their experience, reconfigure their knowledge, and their relationship with others and themselves, especially in times of crisis.

**Keywords:** Psychological Instrument, Writing, Development, Social Crisis, Dialogical Approach

### **Extended Summary**

*Research topic – aims.* As part of a research project (nccr - on the move), we are analyzing diaries written over a period of more than 20 years, and examining the way in which societal crises shape and reconfigure the thoughts and emotions of the people who write them (Muller Mirza, Zittoun & Gillespie, 2019). Our aim is to examine the role of writing in personal journals, with a particular focus on analyzing episodes where the authors reflect on how societal crises have impacted their personal lives (Fassin, 2022; Zittoun, 2013; Zittoun et al. 2009). This study is grounded in a Vygotskian perspective, which posits that higher psychological functions originate through the use of psychological instruments. While Vygotskij emphasized the study of language as a semiotic system, enabling communication with others and transforming the subject using the instrument, writing and self-writing are also considered psychological instruments. In this paper, our main question will be: How do diarists orchestrate different 'voices' and generate new meanings and a reflexive stance on their experience, particularly when that experience is linked to a 'societal crisis'? How does writing function as a tool for making sense of these experiences of crisis?

*Theoretical framework.* The theoretical framework of this research adopts a sociocultural and dialogical approach, drawing on the works of authors such as Lev Vygotskij, Bakhtin, and Jerome Bruner. In a Vygotskian perspective, higher psychological functions originate through the use of psychological instruments. According to Bruner (2003), when we tell (and write) stories, two modes coexist, narrative and paradigmatic: thought, emotion, and action are articulated in a unified whole, allowing the transformation of individual sentiment into a social form.

*Research design.* The methodological frame of this study is inspired by a dialogical methodology that considers a personal journal as a dialogical space in which different voices meet and oppose each other. This approach is influenced by the works of Hermans, Grossen, and Valsiner. The data for this research are derived from two written journals, one by a 71-year-old man (Brickpaver) and the other by a 56-year-old woman (Gingersnap). Gingersnap is a 56-year-old woman who recounts her experiences, focusing more on a description of her daily life and the emotions she feels. Her life is characterized by mobility and recurrent changes of location, jobs and relationships. Brickpaver is a 71-year-old man who analyzes societal events with a critical eye. For him, a major event marked by bereavement runs through the spheres of his life and colors the other social crises he experiences, that of AIDS. A search of words on the semantic field of COVID-19 made in Atlas.ti enabled us to identify when they mentioned the pandemic, writings that we later analyzed qualitatively by reading.

*Findings.* The findings of the study reveal distinct characteristics in the writing of the two individuals. The Brickpaver's writing is characterized by regular references to other episodes of his life and to readings, where different lived experiences are juxtaposed, dialogued with, and distanced from each other. On the other hand, Gingersnap's writing is predominantly characterized by the present time and the expression of emotions. The mobilization of a sociocultural and dialogical frame provides a theoretical foundation for understanding the psychological processes involved in personal writing. This approach allows for a nuanced exploration of how individuals use writing as a psychological instrument for sense-making and self-expression in the face of societal challenges. The findings not only shed light on the individual experiences of the authors but also provide insights into the broader implications of societal events on personal narratives and reflections.

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# **Isadora, between exclusion and power: contributions from Vygotskij and Espinoza**

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**Abstract:** This work is based on studies on consciousness and the constitution of self-image, based on studies carried out by Vygotskij. This is a biographical study, in which I seek to understand aspects of the daily life of the social structure in which I, Isadora, constitute myself and am inserted. I try to understand how the social, cultural and historical relationships that contributed to my development impacted my self-image and life choices. The work presents a collection of memories from my school career, in which the school (represented by teachers, technicians and management) labeled my difference as a flaw, a defect, or a deviation. I was repeatedly referred for medical treatment to establish, through a report, a label that defined me. Psychiatrists, neurologists, and psychologists have never labeled my differences as one side. However, the exclusive look teachers and colleagues had on me made me believe I was different and strange. When I entered university and participated in a teaching initiation scholarship program, I could redefine my value and power. Based on Vygotskij's (2010) studies on the environment and its importance for human development, we seek to understand how family, teachers and schoolmates can mediate a process of exclusion or social transformation. We also draw on Vygotskij's contributions to emotions and affect theory and how the human being is a unit in which affective relationships decisively affect conceptual thought.

**Keywords:** Conscience, Inclusive education, Cultural-historical perspective, School and childhood.

## **Extended Summary**

This work aims to problematize the environment (Vygotskij, 2018) as an important tool in the humanization process (Vygotskij, 1929/ 2000). The aim is to understand how social, cultural and historical relationships mark human development and impact each person's self-image and life choices. It starts from the principle, with support from Vygotskian studies, that humanization is a process marked by the social relationships that each person establishes with their cultural environment (Vygotskij, 1929/2000). In this way, we understand that school marks the process of humanization of the person, as it is the social institution in which children are inserted in their

childhood systematically and regularly. Experiences (Vygotskij, 2018) at school, understood as those that profoundly impact us and transform our condition of being in the world, translate into a foundation for the formation of consciousness about who we are and for the constitution of each person's self-image. Based on these ideas, we question: how have Brazilian public schools been concerned with the process of children becoming aware of themselves and working towards the construction of an inclusive, democratic and equal society? Souza and Schlindwein (2023) highlight that: "Thus, the role of the teacher is that of organizer of teaching relationships and the school is interpreted as a space that mobilizes social transformations, after all, it is a collective space and only in the collective can the human being transform oneself and the world (Vygotskij, 2013; 2000). We believe that the teaching relationships in which teachers organize so that students are participants in their human development processes and are encouraged to reflect on themselves in social contexts are mobilizing a transformation of the Brazilian educational and social reality, which is so unequal and amplified in the context of a global pandemic" (p. 104). Thus, inspired by the ideas of Vygotskij (2013), which indicate the importance of the collective for transformation among people in society, it seems promising to question the possibilities of organizing Brazilian public education considering the school as a space that mobilises these transformations. Isadora's life story, shared and analyzed in this paper session, mobilizes us to discuss the impact of the social environment (Vygotskij, 2018), especially school experiences, on the constitution of the human being. Based on Isadora's reports about her live school and entry into university, we analyze how educational institutions and the social and cultural relationships experienced in these spaces can translate into mediating instruments of exclusion or potential enhancers of the process of social transformation. This is research in which Isadora participates in problematizing her life story, transforming her experiences as a student into an object of investigation. She indicates that: "[...] I will start from my personal and subjective experience to exemplify the impact that the environment had on my life and which continues to impact me. I intend to analyze a collection of memories in this study, relating it to the concept of social, cultural, environment, and experience proposed by Vygotskij (1930/2000; 2018) to understand what constituted me as human and as the environment in general. subjectively impacts the lives and childhoods of other individuals." As a child, in school contexts, Isadora was often labeled as different for her isolated behavior. Teachers and adults responsible for their learning process often indicated possibilities for medical and psychological monitoring to obtain a conclusive diagnosis. Isadora was thought of as an autistic child, but the many medical and psychological follow-ups were not enough for the girl to receive a diagnosis. Isadora says: "These labels made me feel strange and out of place in the contexts I was part of. At university, in the studies on the human constitution, based on Vygotskij, I started to think about who I was and problematize the environment in which I learned to be human. Vygotskij, when citing that "[...]we become ourselves through others" (Vygotskij, 1999, p. 56), reminded me of my childhood and invited me to study how social, cultural, and historical relations contributed to my development and impacted my self-image and choices." Entering the Pedagogy course was essential for Isadora to become aware of her humanization process. Currently, in a teaching and research placement working with primary school children, Isadora observes that: "Precisely because I work in pedagogical support, the children I'm working with remind me totally of my childhood, even though they are children with different histories, experiences and personalities. I still end up seeing a bit of 'Isadora' in them; I end up seeing that Dorinha (as they used to call me) who was excluded and seen as different. Today, I offer them everything Dorinha would have liked to have received". This is a

work of a biographical nature, in which studies on defectology (Vygotskij, 2021) and Vygotskian pedology (Vygotskij, 2018) contributed to Isadora recognizing her achievements and potential.

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## **Psychic suffering in experimental pathopsychology and cultural-historical theory: a clinical case**

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**Abstract:** This study aims to analyze the phenomenon of psychological suffering from the theoretical and methodological bases of Historical-Cultural Psychology and Experimental Pathopsychology. The latter understands psychological illness as a process of disorganization and/or disintegration of the psyche, and investigates the reasons for these manifestations, considering the theory of human psychological development, based on Historical-Cultural Psychology. This work is characterized as a real clinical case study. It involves a woman undergoing psychotherapy, whose main complaints revolved around her frustration as a professional and her personal achievements, as well as her grief at the death of her father. Based on this, the following categories of analysis were chosen: I. psychic suffering; II. psychic disorganization and disintegration; III. concept of overcompensation; IV. work. We inferred that the suffering experienced by the person in question stems from the misalignment between the expectations of social roles and the person's individual needs. Once the contradiction is made, there is a psychic disorganization that reorganizes her higher psychological functions in such a way that her perception of the world leads her to a depressive state. There is also a lack of mediating processes that direct and enhance their abilities to meet the needs imposed by the capitalist context. Work, on the one hand, is a creative activity and essential for becoming aware of reality, but under the aegis of capitalism it acts as a producer and enhancer of suffering.

**Keywords:** Cultural-Historical Theory, Psychic Suffering, Experimental Pathopsychology, Case Studies

### **Extended Summary**

The theme of psychological suffering is, in psychological science, generally seen as a consequence of alterations in the functioning of the psyche. What changes, essentially, is the interpretation regarding this psyche and the implications of these alterations in reality. In this sense, our aim is to analyze the phenomenon of psychological suffering

based on the theoretical and methodological assumptions of Historical-Cultural Theory and Experimental Pathopsychology. This work starts from the possible interplay between Vygotsky and Zeigarnik, demonstrating points of convergence between the theories. Historical-Cultural Theory and Experimental Pathopsychology, rooted in Vygotsky and Zeigarnik's collaboration since 1931, advocate a historicized interpretation of the psyche. Studying cases like schizophrenia, aphasia, Alzheimer's, Parkinson's, and Pick's disease, presented in "Notebooks" (Vygotsky, 2018a, translated by René Van Der Wers), they view the psyche as historically constructed, qualitatively altered in development. Vygotsky emphasizes the "catastrophic character of the struggle, the dynamic and dialectical process between the world and the person, and the person's interior" (Vygotsky, 1925/2023), influencing health/illness processes. From an ontological standpoint, work modifies nature, creating instruments and mediating relationships. In the capitalist model, productive forces alter work morphology, impacting the psyche's functioning (Marx, 2014/1867). Zeigarnik develops Experimental Pathopsychology, emphasizing activity's role in psyche formation based on Leontiev's ideas. Highlighting its hierarchical structure, including needs, motives, and complex mediation (Silva, 2021), Zeigarnik analyzes a sick person's issues within the entire personality's dynamic context, shaped by personal history and conflicts (Silva & Tuleski, 2015). In contrast to Vygotsky's General Psychology, which explores psyche formation laws, Pathopsychology, per Zeigarnik (1979), focuses on structure and laws, underscoring the creative dimension of compensatory processes in cultural practices. The process of appropriating and understanding reality is mediated in relationships with other people, determined by concrete historical factors. Compromised by human activity in the process of illness, personality is affected. Evaluation should not be limited to physiological and descriptive processes but should explore changes in personality and behavior based on social and historical factors. In suffering, there is a decrease in common needs, disorganization, and disintegration of the psyche. Therefore, pathological processes should be analyzed considering the forms of action. These theoretical perspectives offer a comprehensive view of psychological suffering, integrating historical, social, and individual elements. Understanding these processes is crucial for a more complete and effective approach in the clinical context and in understanding the complexities involved in the development and dissolution of the psyche. In this line, a clinical case is methodologically presented for the analysis of the category of psychological suffering and its social dimension, based on psychotherapeutic sessions with a patient of one of the authors of the work, under the approach of Historical-Cultural clinic. Clara's therapy began on April 28, 2023, and continues to the present moment (November 2023). Session reports and therapist notes made during the sessions were used. The analysis was based on the concepts of Historical-Cultural Psychology and Experimental Pathopsychology, addressing aspects of self-image, recognition of emotions, and the promotion of mediating experiences aiding development. We analyzed the case of Clara, a 29-year-old lawyer in psychotherapy for six months, whose central complaint is professional dissatisfaction. Initially a public servant, her trajectory is marked by shattered expectations in expected social roles, including the absence of competitive exams, a planned marriage, and material possessions. Aggravating her suffering, Clara becomes unemployed during the therapeutic process. Contradictions arise: despite unemployment, Clara disliked her previous job and sought opportunities in law, aligned with her dreams. Her negative self-perception compromised interviews and resume submissions. From the perspective of Experimental Pathopsychology, focusing on social history (Vygotsky 1934/2023; Zeigarnik, 1969/1979), instead of eliminating depressive symptoms, the investigation

focused on understanding changes in Clara's personality. In one session, reconstructing the resume was proposed as a mediating resource. Her communication skills, integration of formal knowledge, and professional trajectory were highlighted. The exercise resulted in two job offers in the desired field. Mobilizing positive emotions in the mediated analysis of the resume prompted new approaches from Clara to herself and the world. In summary, Clara faces a professional and existential crisis, manifested in psychic disintegration and depressive symptoms. The therapeutic approach, guided by Experimental Pathopsychology, not only focused on symptoms but explored the reconfiguration of Clara's personality and behavior, aligned with her social history. The strategic use of the resume as a mediating tool highlighted her potentials, generating positive impacts in her search for professional reintegration. Despite the immense contribution of L. S. Vygotsky to the development of General Psychology, his theory is still strictly attributed – in Brazil – to studies focused on Education and Developmental Psychology. Little is said about the Historical-Cultural clinical approach and the contributions of Bluma Zeigarnik in the study and work with mental disorders, which are still commonly approached from a descriptive, categorical, and biomedical perspective. In this way, the discussion about a clinic under such lenses has theoretical and educational relevance. Beyond clinical work that seeks to adjust the individual to social norms and adapt them to oppressive contexts, the clinic from this perspective can work on the potentials of individuals and contribute to their strengthening in the face of adverse situations engendered by the capitalist system, focusing on all aspects of their life and constitution, and not just on illness.

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## **VYGOTSKY AND THE PROBLEM OF INTELLECTUAL DISABILITY**

## Défis, divergences et réflexions dans les traductions du texte 'Le problème du retard mental'

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**Abstract:** L'étude présentée résulte de notre participation en tant qu'interprètes à un groupe d'études avancées sur les textes vygotskiens à propos de la défectologie, composé de chercheurs suisses, brésiliens et italiens. L'objectif de cette étude est d'analyser les différences entre les traductions du texte "Le problème du retard mental" en quatre langues occidentales - portugais, anglais, français et espagnol -, ainsi que d'observer comment les choix terminologiques, les reformulations et d'autres éléments présents dans les traductions peuvent affecter la compréhension du texte original. Nous partons de l'hypothèse que l'analyse de ces textes peut révéler un conflit de critères dans les choix de traduction, entre la rigueur terminologique et les adaptations nécessaires du texte pour un lecteur d'une autre langue, d'une autre culture et d'une autre époque. À partir de la lecture comparée des quatre versions du texte, nous chercherons à répondre à trois questions centrales : Y a-t-il des divergences significatives dans les choix terminologiques entre les traductions ? Quelles explications informatives sont fournies au lecteur par chaque édition du texte ? Comment les textes actuels réinterprètent-ils les termes anciens pour la contemporanéité académique ? Nous espérons que cette étude contribuera à la réflexion sur les enjeux qui pèsent sur le processus de traduction de ces textes fondamentaux.

**Keywords:** Traduction et Interprétation, Différences Terminologiques, Textes Vygotskiens, Défectologie

### Extended Summary

L'étude qui donne lieu à cette présentation est le résultat de notre participation en tant qu'interprètes à un groupe d'études avancées des textes vygotskiens sur la défectologie, composé de chercheurs suisses, brésiliens et italiens. Tout au long des rencontres, nous avons été confrontées à des difficultés d'interprétation qui étaient également présentes dans les choix de traduction des textes lus par les chercheurs du groupe. En particulier, la lecture des traductions du texte "Le problème du retard mental" en quatre langues - français, anglais, portugais et espagnol - nous a permis d'identifier des différences dans les choix de traduction qui peuvent conduire à des compréhensions différentes, voire erronées, des concepts abordés par Vygotskij. Ces différences seront abordées lors de



notre communication qui vise à présenter une analyse comparative des traductions du texte vygotkien.

À titre d'exemple, examinons dans les extraits suivants l'utilisation des termes "imagination" et "fantaisie". Dans un même paragraphe, qui explore les études de Lewin (Levin en français), les mots de Vygotskij sont repris de manière considérablement différente selon la traduction (mots soulignés par les auteures):

“Levin estime que la caractéristique de ces enfants est leur manque d'imagination. Cela ne signifie pas qu'ils sont dépourvus de représentations” (1994, p.211).

“Lewin considera que la característica más esencial de estos niños es la falta de fantasia. Esto no significa que carezcan de representaciones” (1997, p.258).

“Lewin believes the most essential characteristic of these children is the absence of fantasy. This does not mean that they lack ideas” (1993, p.228).

“Lewin considera a falta de fantasia como a característica essencial dessas crianças” (2022, p.341).

Dans les exemples, nous constatons qu'il y a une différence dans l'utilisation de imagination/fantasia/fantasy/fantasia et représentations/representaciones/ideas, ainsi qu'une fluctuation entre cette caractéristique "essentielle" ; de plus, encore dans ce début de paragraphe, nous constatons l'omission de la deuxième phrase dans la traduction en portugais.

Notre étude repose sur l'hypothèse que le processus de traduction de tout texte implique une lecture interprétative du texte original et un conflit de critères dans les choix de traduction, entre la rigueur terminologique et les adaptations nécessaires du texte pour un lecteur d'une autre langue, d'une autre culture et d'une autre époque. Autrement dit, alors que certaines traductions choisissent de rester plus rigoureuses en termes de correspondance, dans les langues cibles, avec les mots et les constructions syntaxiques utilisés dans le texte original, malgré les questions qu'elles peuvent soulever chez les lecteurs, d'autres cherchent à adapter le texte original aux paramètres de sa réception dans les langues cibles, risquant ainsi de déformer le sens originel.

Notre recherche s'interroge sur quelques questions fondamentales : i) existe-t-il et quel type d'explication informative est fournie au lecteur par chaque édition ? ; ii) existe-t-il des divergences significatives dans les choix terminologiques entre les traductions de ce texte ? ; et iii) comment les textes actuels réinterprètent-ils et actualisent-ils les anciens termes pour la contemporanéité, compte tenu du panorama actuel du monde académique ?

À la lumière de ces questions, l'objectif de cette recherche est d'analyser les différences entre les traductions du texte "Le problème du retard mental" en quatre langues, ainsi que d'observer comment les choix terminologiques, les reformulations et d'autres éléments présents dans les traductions peuvent affecter la compréhension du texte original.

La méthode d'analyse adoptée consiste en une lecture comparée des textes, mettant en évidence les différences terminologiques, les reformulations syntaxiques, les omissions et les ajouts qui peuvent influencer le sens des textes. En outre, les éventuels paratextes ajoutés seront relevés, tels que les notes de traduction et les préfaces des traducteurs, qui expliquent les choix effectués au cours du processus de traduction. Les textes sélectionnés pour cette étude sont les suivants: The Problem of Mental Retardation, publié en 1993 dans The collected works of L. S. Vygotsky. Volume 2 - The Fundamentals of Defectology ; Problématique de l'arriération mentale, publié en 1994 dans Défectologie et déficience mentale ; El problema del retraso mental, publié en 1997 dans Obras Escogidas - Tomo V : Fundamentos de Defectología ; et O

problema do atraso mental, publié en 2022 dans Obras Completas - Tomo Cinco : Fundamentos de Defectologia.

Nous faisons l'hypothèse que la difficulté de traduire certains termes, surtout si l'on considère le contexte de réception dans une communauté académique en constante évolution et avec une vision de l'éducation inclusive qui a également changé, ajoute de la complexité au processus. Les différences repérées dans les quatre versions du texte indiquent la possibilité de fluctuations terminologiques qui ouvrent la voie à des interprétations divergentes et nuisent à la compréhension des textes. Nous cherchons donc à contribuer à une compréhension approfondie des défis rencontrés dans les traductions vygotkiennes et à une réflexion sur la manière de rendre ces textes fondamentaux plus accessibles et compréhensibles dans différents contextes académiques.

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## Le problème du retard mental, "manifesto" de la version finale de l'approche vygotkienne

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**Abstract:** Le texte sur le retard mental, publié en 1935, de façon posthume, est un texte qui, comme nombre de textes vygotskiens dans le domaine, articule étroitement la réflexion sur le développement pathologique avec le développement « normal » [typique], et souligne l'intérêt de faire reposer l'approche théorique sur des faits notamment expérimentaux. Dans l'avant-propos (in la nouvelle traduction française d'Irina Leopoldoff Martin, à venir), il est indiqué que la question du retard mental est sans doute la plus négligée de la science psychologique malgré l'intérêt évident du propos pour l'école publique et l'école spéciale. Notre focus dans ce texte aux multiples entrées concernera la réflexion posée par Vygotskij dans une démarche dialectique renouvelée articulant affect et intellect, visant l'étude des rapports interfonctionnels, dans le cas précis des rapports entre procès singuliers, relevant de l'affect et de l'intellect.

Considéré comme le manifesto de la version ultime de l'approche historico-culturelle vygotkienne (Zavershneva & van der Veer, 2018, p. xx), cette dernière approche de l'oeuvre sera abordée non seulement du point de vue des avancées qu'elle implique dans la théorisation du développement, nécessaire à la compréhension des déficiences, mais aussi des questions qu'elle laisse en suspens.

**Keywords:** Défectologie, Retard Mental, Dialectique, Affect Et Intellect, Volonté

### Extended Summary

Le projet théorique vygotkien concerne l'approche du développement dans ses multiples variations (Leopoldoff Martin, 2013), incluant autant les enfants au développement typique que les enfants présentant des besoins spéciaux, ces deux domaines se vivifiant l'un l'autre. Plus généralement, selon Vygotskij, la défectologie s'entend comme un moyen d'investigation des processus fondamentaux (Deleau, 1997).

Même si la question du retard mental n'est pas une nouveauté dans les travaux vygotskiens, celle-ci se trouvant au départ essentiellement tournée vers l'éducation, dans le texte de 1935, c'est la question des modèles développementaux avec à l'appui des données recueillies expérimentalement qui deviennent prépondérants, permettant en retour de comprendre les processus à l'œuvre dans le retard mental.

Afin de développer sa perspective théorique, Vygotskij convoque deux auteurs, Lewin et Spinoza, que tout oppose (Moro, à paraître). Si Vygotskij reconnaît à Lewin d'avoir mis en avant « the notion of unity of intellect and affect » (1935/1993, p. 229), il considère que Lewin opère selon une démarche non dialectique qui l'empêche de rendre compte de l'intelligence humaine dans ses formes les plus évoluées, donc de la volonté qui serait réduite à des formes élémentaires. En posant avec Spinoza que « the relationship between soul and body is not absolute and immutable but changeable »

(Zavershneva, 2016, p. 110), et que leur évolution dépend du changement de leurs rapports interfonctionnels » (Vygotskij, 1935/1993, p. 234), Vygotskij ouvre la voie au dépassement de l'approche anhistorique de Lewin et rend alors possible l'accès aux formes supérieures de la pensée conceptuelle mais aussi à des questions laissées en suspens dans *Pensée et langage* (Vygotskij, 1934/1997) par exemple quant au dernier « pourquoi » dans l'analyse de la pensée.

Au final, nous considérons que l'approche vygotkienne développée dans le texte de 1935 constitue un apport magistral au fort potentiel heuristique. Toutefois nous serons amenée à émettre un certain nombre de réserves quant au traitement réservé au premier développement, calqué sur l'approche de Lewin et les fonctions psychiques élémentaires d'où la notion de culture est absente, obérant par là tant la compréhension du développement typique que des troubles neuro-développementaux comme l'autisme (TSA). Ces réserves nous semblent pouvoir être levées si la conception dialectique développée par Vygotskij dans le texte de 1935 est étendue à l'amont du développement.

Mon exposé a trois objectifs :

1. Analyser les principaux constituants théoriques du texte sur le retard mental de 1935 ;
2. Discuter l'intérêt de la proposition théorique de Vygotskij pour l'étude du développement et quelques-unes de nos réserves, notamment reprises de Lewin, d'un développement premier entrevu comme concret, primitif, voire passif ;
3. Poser l'intérêt d'étendre la proposition vygotkienne à l'amont du développement et son intérêt pour l'approche de l'autisme (TSA).

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## Lire les notes cliniques de Vygotskij à la lumière de « Le Problème du retard mental » : le rapport affect-intellect

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**Abstract:** Dans notre contribution nous proposons d'abord une interprétation du texte ouvrant de nouvelles perspectives dans l'œuvre vygotskienne « Le problème du retard mental ». Nous mettons en évidence qu'il se situe dans la droite ligne de certaines analyses proposées par Lénine dans ses Cahiers bernois concernant la dialectique imagination-pensée-action. Ceci lui permet de relier d'une nouvelle manière le rapport intellect et affect. Nous montrons l'importance centrale de l'analyse en termes de généralisation et de concepts pour comprendre le rapport potentiellement inversé affect-intellect. Dans un deuxième temps nous tentons de montrer que la conceptualisation proposée dans « Le problème du retard mental » se trouve en germe dans son travail clinique et inversement comment sa théorisation transforme son interprétation des cas. Pour ce faire, nous nous basons, dans les Notebooks, sur les cas de Kolya, du cas O et des patients Z. et K.

**Keywords:** Affect-Intellect, Concept, Cas Cliniques, Développement Retard Mental

### Extended Summary

Le texte « Le problème du retard mental » (1935) est une publication posthume de Vygotskij. Son importance est soulignée par de nombreux auteurs. On peut notamment constater qu'il y définit, contre Lewin, de manière particulièrement précise, l'unité affect-intellect – idée qu'il avait déjà esquissée dans « Sur les systèmes psychologiques » (1930) - en mettant au cœur la transformation de leur rapport dans le développement. La transformation de ce rapport est directement liée au développement des concepts qui pour lui est au cœur de la transformation fondamentale de la conscience comme un tout à l'âge de transition vers l'âge adulte : « Le degré de développement des concepts correspond au degré de la transformation dynamique de l'affect » écrit-il. Cette transformation, à son tour, transforme le rapport à l'action, à la pratique dans une situation : « L'action réfractée par le prisme de la pensée se transforme déjà en une autre action sensée, conscientisée, et par conséquent volontaire et libre » poursuit-il. Ce prisme de la pensée est ailleurs défini comme elle-même issue d'une unité contradictoire, celle entre imagination et pensée : « Les généralisations qui nécessitent de se distancer au maximum de la situation et qui sont reliées au domaine de la fantaisie, des concepts, de l'irréalité, sont particulièrement difficiles pour lui [l'enfant retardé mental]. » écrit-il, ce qui fait référence notamment à son texte sur l'imagination à l'âge de l'enfant. « Aucune connaissance adéquate de la réalité n'est possible sans une part d'imagination, sans un certain envol par rapport aux impressions diverses, immédiates, concrètes par lesquelles nous nous représentons dans un premier temps la réalité à travers des actes élémentaires de notre conscience. » (Vygotskij, 1932/2022, p, 192). L'idée d'envol par l'imagination, l'idée de « zig » permettant de s'éloigner de l'immédiat et de « zag », pensée qui relie, est empruntée

aussi à Lénine (pour une analyse des ces idées voir Schneuwly, 2022). Mais plus encore : définissant autrement encore le rapport entre intellect et affect à travers l'importance du concept, il affirme : « « To understand the affect is an active condition and is freedom. Freedom : the affect in the concept » (dans Notebooks, p. 255) C'est ce positionnement concernant le rapport concept-affect qu'il développe à travers une comparaison systématique entre développement de l'enfant retardé mental et l'enfant normal et la reprise de certaines intuitions – « non dialectiques » cependant dit-il – de Lewin.

Après une présentation des thèses principales sur le rapport pensée-imagination-affect et action pratique, nous procédons à une analyse approfondie d'un certain nombre de cas cliniques dont nous disposons dans les Notebooks. Ces analyses sont en cours d'élaboration et nous en présenterons les résultats dans plus de détail lors de notre intervention. Nous faisons l'hypothèse que la lecture croisée de cas cliniques et des théorisations plus tardives proposées dans « Le problème du retard mental » permet de mieux comprendre le cheminement théorique de Vygotskij et de clarifier en inversement des propositions parfois un peu énigmatiques dans le texte. On peut déjà esquisser quelques pistes d'interprétation des cas à la lumière des concepts mobilisés « Le problème du retard mental ». Le cas Kolya permet de montrer en quoi les formes rudimentaires de mémoire volontaire lui donnent accès à une maîtrise certaine mais limitée de ses affects, ce qui se manifeste sous forme de ce que Vygotskij appelle des « néoformations caractérogiques » qui vont bien au-delà de simple accentuation de trait héréditaire. Le cas O résulte d'une situation réelle de perte d'emploi qui aboutit à la construction imaginaire d'un événement qui l'aide à dépasser la perte, l'humiliation subies. Paradoxalement l'événement imaginaire ramène O vers la réalité et à son conflit interne, mais sans possibilité d'action rationnelle dans cette situation. Les cas de Z et K montrent des effets opposés symétriques de désintégration de concepts avec des effets massifs sur la maîtrise des affects : « Chez K., une part de fantaisie est touchée (le premier virage du zigzag); chez Z., elle est hypertrophiée (il n'y a pas de deuxième virage—[analogie chez Lénine:] idéalisme, religion). » écrit Vygotskij dans la dernière note de sa vie, juste avant de mourir.

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# **CULTURAL-HISTORICAL PERSPECTIVES ON DEAF EDUCATION**

# **The schooling process of a deafblind adolescent: social situation of development and environment**

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**Abstract:** Vygotsky's studies on defectology and pedology guide this work, which focuses on the case of a deafblind adolescent and his interactions in the school context. It takes as its backdrop the process of his schooling to discuss his social situation of development intertwined with the (im)possibilities of his relationship with his surroundings. The study's methodology is based on the dialectical method. The data was constructed from the narrative accounts of the caregiver at the ordinary school, the pedagogue who accompanied him at the specialized institution, his mother and the teacher-instructor-mediator. The analyses reveal that the adolescent's relationship with adults and the interventions in the teaching and learning process consolidated a social situation oriented by the primary consequences of the disability, disregarding the new psychic formations that could emerge from teaching relationships, such as those resulting from the reconfiguration of semiotic and, consequently, communicative aspects.

**Keywords:** School Inclusion, Deaf-blindness, Social Development Situation, Language

## **Extended Summary**

This study addresses the issue of the relationship between the social situation of development and the role of the environment as a source of psychic development for subjects with deaf-blindness. Our theoretical-methodological basis is Vygotsky's (1997, 2018) propositions on disability and pedology. To carry out the intended discussions, we present the case of an adolescent named Vitor, aged 14, with congenital deaf-blindness and his (im)possibilities of interaction in the school context. Vitor developed deaf-blindness at the age of 9 months, before making daily use of a language - oral or sign - as a form of communication, which characterizes congenital deaf-blindness. He is currently in the early stages of language development. His communication is pre-symbolic: he vocalizes, makes facial expressions that denote feelings, smiles, cries, directs the adult's hand towards something or moves around the room (in environments he recognizes) with the intention of getting what he wants. These forms of communication imbue their manifestations with meaning, depending on the ability of others to interpret them.

Vitor attended an institution specializing in the care of people with deaf-blindness for three hours a week between the ages of 5 and 11. He was accompanied by a pedagogue,



in individual care, who worked with some semiotic resources, such as the calendar system, reference objects and isolated tactile signs, which include Libras signs, in functional day-to-day activities (eating, changing clothes, etc.). Vitor had no access to these resources in social spaces other than the institution.

At the age of 6, Vitor entered ordinary school in the first year of elementary school and is currently in the 7th year of this stage. He spent his entire school life isolated in a room, receiving basic care from a caregiver. This situation lasted until the age of 14, when the school, for the first time, hired an instructor-mediator, with specific training in deafblindness, who was responsible for mediating his relationship with the environment.

With the teacher's presence at the school, Vitor came out of total invisibility. In nine months, his routine was reconfigured, and the conceptions and prejudices of staff and students were mobilized. He learned how to move around school spaces and developed in terms of technical-semiotic aspects, attributing meaning to the different tactile signs in the school context. However, due to the concrete conditions of inclusive education policies in Brazil - such as a lack of investment in teacher training and no prospect of collaborative work - the instructor-mediator did not remain at the school and Vitor returned to his previous routine, focused on basic care.

Against this backdrop of Vitor's schooling process in the ordinary school, in this text we seek to discuss the social situation of Victor's development and his (im)possibility of relating to his surroundings. For Vygotsky, language is a new psychic formation that emerges in the development process of the young child, which depends on the social environment. According to the author, in children with deafblindness, this new formation does not follow the same developmental routes as so-called 'normal' children, which leads us to understand that the social development situation of a deafblind child depends even more on the relationships with their surrounding social environment and the possible paths and auxiliary resources created by human culture. For Vygotsky

The social situation of development is the starting point for all the dynamic changes that take place in development during the period of each age. It fully and completely determines the forms and trajectory that allow the child to acquire new properties of their personality, since social reality is the true source of development, the possibility of the social becoming the individual (Vygotsky, 1996, p.264). Vitor's semiotic experience, his possibilities for communicative exchanges, has specificities (and not impossibilities) that the people around him (family members, educators, etc.) are unaware of. This fact significantly impairs his participation in social interactions. Their pre-symbolic forms of communication are not validated or recognized as means of communication full of meaning. In addition, the way in which people conceive of disability also affects their learning possibilities, insofar as, because they can neither hear nor see, they are not offered the conditions to develop in viable ways.

The methodology of this study is based on the dialectical method. The data was constructed from the narrative accounts of the school caretaker, the pedagogue who accompanied him at the specialized institution, his mother and the teacher-instructor-mediator, who is also the researcher and first author of this text.

In line with the methodological principles of cultural-historical theory, the explanatory analyses reveal that Vitor's development was considered to be dependent on biological factors (predominance of the biologizing conception of development). The way he perceives and understands the world is specific, but it is his living conditions and upbringing (what he experiences in his relationships with people, inside and outside school) that have an impact on his development. The way in which the relationships between him and others have been structured, and the interventions (not) carried out

in the teaching and learning process, have consolidated a social situation that has focused on the impairments resulting from the disability, without considering new psychic formations that could be activated from teaching relationships, such as those resulting from the reconfiguration of semiotic and, consequently, communicative aspects.

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## **Education of the deaf in the writings of Vygotskij: mimicry among forms of speech**

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**Abstract:** In the context of deaf education, Vygotsky severely criticized speech-teaching techniques due to their mechanical, artificial and sometimes cruel nature, although he agreed with the general objectives of oralism. However, at the end of the 1920s, he began to point out the failure of this approach and, in a conference in 1931, radicalized his position. It proposes an educational work based on polyglossia, involving different forms of speech, necessarily including mime, and would be centered on the processes of communication and meaning, to meet the social education guidelines for effective insertion of the child into the collective. Our article aims to explore Vygotsky's arguments in this reorientation of ideas and indicate points of progress and limits. Finally, it is intended to highlight the contributions to issues that arise in the current scenario of deaf education, based on their elaborations both in the field of defectology and in the sphere of general theses on the semantic dimension of higher psychic functions.

**Keywords:** Deafness, Education of the Deaf, Language, Defectology

### **Extended Summary**

Vygotsky's work seeks to understand how he conceived the education of the deaf. The text 'Principios de la educación social de los niños sordomudos' (1925/2012) criticized the methods that were based on teaching a mechanical, artificial and painful oral language to the deaf. He proposed that teaching speech should make it necessary and interesting for them, constituting a means of communication and thought for this subject. When defending the teaching of a living and functional language, he believed that oral language would fulfill this role in the development of the deaf. He stated that if speech were taught in an efficient and meaningful way, the deaf would lose interest in mimicry and stop using it to communicate. At the time, it was assumed that mime would not fulfill the language function for their development and learning. He assured that the biggest problem in educating this audience was the teaching of a decontextualized language, which did not favor their social insertion, much less their development.

The possibility of using a mode of communication that would give deaf people the opportunity to establish effective social contacts and develop their thinking was the main issue discussed by Vygotski (1931/2012) in the text 'La colectividad como factor de desarrollo del niño deficiente'. He pointed out that the secondary consequences

caused by deafness were more serious than the lack of hearing itself, the restrictions on access and use of language caused damage to the deaf person's social and intellectual development. He considered that teaching speech without functionality made it impossible for it to fulfill its function in the subject's development. In opposition to the results of different studies of his time, they suggested that the education of the deaf be based on the teaching of mime and written language.

In the period in which he proposed polyglossia and in later years, Vygotsky made occasional mentions of deaf children in discussions on different topics and maintained the note on insufficiencies in the development of higher psychic functions (Vygotski, 1931/2012; 1934/2014). Regarding these limitations, Vygotsky studied deaf children who had school experiences under oralism, an approach that for him did not promote communication or 'living speech', in addition to neglecting the teaching of school content: the child who did not receive effective instruction nor was encouraged to dialogue, essential conditions for their formation. For Vygotsky, such development problems were due to the lack of mastery of speech, also attributed to the use of mimicry, which, although it allowed communication, did not fully favor the development process and the elevation of modes of thought.

It clarifies that mimicry does not have the 'fixed system' associated with oral speech. For him, mimicry does not reach the structure of conceptual meaning but is limited to the structure of thought by complexes, not reaching abstract, categorical thinking, which interrelates highly general meanings (Vygotski, 1934/2014).

Another reference to mimicry is found in the text "7 Aulas de L. S. Vigotski" (Vygotsky, 1934/2018). In the Fourth Class, he states that the social environment acts as a source of development in childhood and not as a unilateral determinant. Its role depends on the child's level of development and experiences and, therefore, it is a relational process, of reciprocal affection. It highlights the sphere of speech and says that the child's form of speech called 'initial', interacts with the ideal or terminal form of speech, which constitutes the reference for what should be achieved at a more advanced stage of development. Thus, the initial form dominates the ideal form. He inserts the case of the deaf child. He discusses that mimicry allows communication between deaf people (initial form) but does not put the deaf child in the speech (ideal form). He states that this causes great harm to the child's general development (Vygotski, 1934/2012).

In this context, the issue of the collective emerges, the argument about the initial and final forms, and is linked to the vision of 'social-political education' of the time, which supported discussions on various problems, especially in the school context. The group he considers is that of hearing speakers, as deaf children need to master the language of this group to have access to practices, knowledge and values that circulate within them - a pertinent issue to this day. Regarding deficiencies, Vygotsky insisted on the importance of heterogeneous collectives, a condition of coexistence that constituted a necessary means for the development of these children's personalities and a social organization conducive to the formation of every child.

Homogeneous collectives are also valued for allowing the deaf child to expand their social experience, however, Vygotsky leaves an implied notion, which restricts the scope of the polyglossia recommendation, as mimicry only works as an 'initial form'. At this point and in other mentions, he attributes the creation of mimicry to a spontaneous process among groups of deaf children, which occurs in unspecified circumstances and is silent about its subsequent development and its use by deaf adults.

Thus, even with the defense of multiple language resources for the education of the deaf, Vygotsky did not attribute sign language to the same linguistic status as forms

of oral/written speech. In Brazil, research and discussions in the area of deaf education, based on Vygotsky's historical-cultural theory, were published in the 1980s and have continued to proliferate to this day (Silva & Abreu, 2023; Vieira & Fumes 2022; Mori & Pissinati, 2020; Dessbesel, 2021)

Vygotsky's propositions, although revealing an impasse regarding polyglossia and speech, allowed the advancement of reflections on the role of sign languages and appropriate forms of instruction as fundamental to processes of social transformation that need to occur, to overcome the teaching of the deaf, and achieve their full participation in a social political education.

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## **Gioco, pensiero e linguaggio in una scuola bilingue italiano-LIS**

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**Abstract:** In questo workshop si propone di esplorare il processo di sviluppo cognitivo e linguistico in contesti bilingui, concentrandosi sull'interazione tra la lingua italiana e la Lingua dei Segni Italiana (LIS). L'approccio teorico principale adottato è quello della pedagogia di Vygotskij, che sottolinea il ruolo cruciale dell'interazione sociale e del contesto culturale nello sviluppo individuale.

In particolare, l'analisi si concentra sulla costruzione di significato e sulle dinamiche di apprendimento nell'ambito del bilinguismo italiano e LIS. In altri termini, esploreremo come la coesistenza di due sistemi linguistici possa influenzare positivamente lo sviluppo cognitivo, creando connessioni permutate tra le lingue.

Inoltre, considereremo le implicazioni pedagogiche di questa prospettiva per l'istruzione bilingue, evidenziando come gli insegnanti possano integrare con successo la LIS nei processi di insegnamento e apprendimento.

**Keywords:** L'Educazione Bilingue, Pensiero e Linguaggio, Il Ruolo Del Gioco e Della Partecipazione

### **Extended Summary**

*Description of the activity/practice.* Durante questo incontro, saranno presentati brevi filmati che illustrano le attività svolte nella classe bilingue ITA/LIS (Lingua dei Segni Italiana) presso la scuola dell'infanzia Padre Antonio Loreti.

- Per quanto riguarda la riorganizzazione della lettura dei libri, conformemente alle direttive ministeriali, si adotta un approccio che esclude l'analisi grammaticale per i bambini della scuola dell'infanzia. Si riorganizzano i testi attraverso rappresentazioni visive al fine di interiorizzare il concetto evocato mediante interazioni sociali.
- L'attività centralizzata è un momento unico all'interno della scuola, durante il quale viene proposta un'attività comune a tutti. Questo rappresenta un'occasione unica per imparare attraverso interazioni sociali, giocando e discutendo sia in italiano che in LIS.
- Il gioco libero privilegiato è garantito ogni giorno, offrendo spazi di gioco libero che permettono a tutti i bambini di crescere individualmente attraverso la comunicazione, la creatività e il rapporto umano.
- La mediazione culturale è un elemento distintivo della classe, che è bilingue e bi-culturale grazie alla presenza dei bambini sordi segnanti. Tale presenza influisce positivamente sulla crescita cognitiva dei bambini, offrendo la possibilità di apprendimento attraverso due canali: visivo e uditivo/tattile.

*Relevance of the teaching or institutional practice.* La presenza del laboratorio di arte favorisce anche lo sviluppo cognitivo attraverso l'espressione artistica. È di

fondamentale importanza attirare l'attenzione visiva dei bambini attraverso la LIS, poiché sono abituati a utilizzare esclusivamente il canale uditivo. Questa pratica non solo favorisce l'acquisizione della lingua dei segni, ma permette anche una stimolante e inclusiva esperienza educativa che sfrutta al meglio le risorse visive per favorire il processo di apprendimento.

*Analysis and evidence.* In questo contesto, l'uso della LIS diventa uno strumento essenziale per facilitare la comprensione e la partecipazione attiva dei bambini, contribuendo così a una formazione più completa e equa per tutti gli studenti. Rafforza, inoltre, il reciproco supporto e arricchimento tra linguaggio e pensiero. Come sottolinea Vygotskij, "il miglior apprendimento si verifica quando l'attività è intrinsecamente motivata, fa parte di un'attività più ampia e è socialmente interattiva": mettiamo in pratica questa filosofia grazie alla presenza della LIS e ai bambini sordi segnanti.

**LE LONG TRAVAIL DE VYGOTSKIJ EN DÉFECTOLOGIE ET  
PSYCHOPATHOLOGIE ENTRE PRATIQUE ET THÉORIE**



## **Le long travail de Vygotskij en déféctologie et psychopathologie entre pratique et théorie**

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**Abstract:** Vygotskij a publié de nombreux textes dédiés à la déféctologie et à la psychopathologie : notre liste comprend plus de 60 contributions. L'analyse de ces contributions du point de vue de leur production chronologique (de 1924 à 1935 avec les publications posthume) nous a amené à distinguer trois phases : une première d'intervention et de propositions pratiques dans le domaine de la déféctologie esquissant de premiers jalons théoriques ; un deuxième de théorisation, issue de son travail pratique, dans le cadre de sa méthode instrumentale permettant d'esquisser de nouvelles formes de pratiques ; une troisième durant laquelle il se sert des travaux de psychopathologie et déféctologie comme espace pour approfondir sa théorie pédologique du développement avec au cœur le développement du concept tout en continuant sa pratique clinique.

**Keywords:** Déféctologie, Psychopathologie, Evolution Pensée Vygotskienne, Affect et Intellect, Pédologie

### **Extended Summary**

Dans le cadre d'une projet internationale Suisse-brésilien-italien de publication de textes de Vygotskij (pour un premier travail du groupe, voir Schneuwly, Leopoldoff Martin & Nunes Henrique Silva, 2022) consacrés à la déféctologie et la psychopathologie, nous avons établi une liste de toutes ses contributions consacrées à cette thématique ; elle comprend plus de 60 titres. Afin de faire un choix raisonné des textes pour publication, nous en avons fait une analyse chronologique et établi une périodisation que nous allons proposer dans notre communication pour la soumettre à la discussion.

Cette périodisation a été établi d'une part sur la base des nombreuses propositions existantes à ce propos qui sont en général d'accord sur au moins trois césures dans le travail de Vygotskij, avec des distinctions parfois plus détaillées à l'intérieur des périodes ainsi défini : le début de son activité professionnelle en recherche en 1924 jusqu'à environ 1926/7 ; la période de la méthode instrumentale de 1927 à 1930 ; et la période pédologique et sémiotique de 1931 à 1934 (voir par exemple Jantzen, 2019 ; Keiler, 2012 ; Kellog et Veresov, 2019, Leopoldoff, 2014 ; Zavershneva & Van der Weer, 2018). Nous avons d'autre part procédé à une analyse de contenu des textes (ou des titres quand nous ne disposions pas des textes) en fonction notamment de leur

orientation théorique, de leur dimension pratique et de leur fonction dans l'œuvre de Vygotskij.

Sur cette base, nous avons pu regrouper les textes en trois ensembles correspondant aux trois périodes principales :

1. De 1924 à 1926/7 environ, les textes déféctologiques ont une visée avant tout pratique et se situent pour l'essentiel dans le cadre théorique réactologique, certes fortement révisée. Vygotskij y propose une nouvelle manière de définir le « déféct » et élabore une série de techniques pour travailler avec des enfants souffrant de pathologies diverses ; le concept de compensation joue un rôle essentiel.
2. Ce travail déféctologique, mais aussi des recherches théoriques permettent une théorisation nouvelle sous forme de méthode instrumentale, dominante à partir de 1927/8. Tout en continuant le travail pratique, il interprète ses démarches déféctologique et les développe en se basant sur les nouveaux concepts théoriques développés, notamment ceux d'outils et de signes. Il montre de manière approfondie le rôle du collectif et du social dans le contexte de sa conception du passage de l'inter- à l'intrapsychique.
3. Dès les années 1930, l'orientation des travaux en psychopathologie, entamé dès les années 1930 et ceux poursuivis, plus rares, en déféctologie ont maintenant pour but principale de donner un fondement plus approfondi aux théories pédologiques sur le développement, avec au cœur la formation du concept. « Pathology is the key to the history of the development and structure of the higher synthetic functions. » (Vygotskij, 1931/1987, p. 123). Sur la base d'une description précise des mécanismes de développement et des caractéristiques de stade, notamment de l'âge de transition et de la découverte de l'importance de la formation du concept, il procède à des analyses d'une part de différentes formes de psychopathologie (hystérie, schizophrénie – par exemple, aphasie) comme désintégration des systèmes ; et d'autre du retard mental comme difficulté d'accès la pensée conceptuelle. Ces théorisations s'effectuent dans le cadre d'un travail clinique avec des patients adultes et enfant.

La recherche vise trois objectifs :

1. Observer en détail l'interrelation entre le travail pratique clinique de Vygotskij en déféctologie et psychopathologie et l'évolution de ses théorisations à différents moments de son œuvre;
2. confirmer la pertinence de la périodisation proposée ci-dessous à travers un corpus de textes relativement homogène;
3. préciser les interprétations des textes en fonction de leur moment et contexte de production, à la lumière notamment du rapport entre travail clinique et théorique.

Intervenants et titres.

- Glais Cordeiro Sales : La déféctologie: porte d'entrée vers la méthode instrumentale de Vygotskij
- Irina Leopoldoff Martin: Déféctologie et pédologie (science du développement de l'enfant) dans l'oeuvre de Vygotskij
- Christiane Moro: La réflexion sur le retard mental : vers une définition du rapport intellect et affect.

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**EXPLORING VYGOTSKIJ'S LEGACY IN SPECIAL AND INCLUSIVE  
EDUCATION**

## **Including talented children at school : a Brazilian experience**

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**Abstract:** This paper summarizes a Brazilian experience of offering a socio-cultural context in order to receive talented children and offer them school inclusion and formation. The offer of education for every child depends on a deep understanding of human developmental potential. The gifted and talented individuals share the same general principles valid for any child, being at the same time different from other children. Principles concerning both psychological development and mental health of talented children are addressed, in the context of offering microcultural environments for social interactions. Special interest will be devoted to mediation tools issued from IT (Information Technologies), together with its respective context of users, as auxiliary means for building up zones of proximal psychological (cognitive, affective, and professional) development.

**Keywords:** Giftedness, Talent Identification, Human Development, ITM Project, Communities of Practice

### **Extended Summary**

*Research topics.* Data reported here are based on a Brazilian experience of offering identification, social inclusion, and school formation for talented children in northeast Brazil – Talento Metropole Project (Hazin, Falcão, Reis, Magalhães & Souza, 2023). Talented people have an important role in the development of economies, which is particularly important in one of the poorest regions of an emergent country like Brazil, where the need for effective identification and offer of education for gifted and talented individuals is a challenge to face. In this context, a Brazilian federal law was proposed on December 29th 2015, aiming to regulate the identification, registration and educational offer to what is called “high-abilities students”. This political context offered the conditions for the proposition of academic projects targeting both research and in-service offers, which explains the approval of the Talento Metropole Project (TMP), proposed by the Universidade Federal do Rio Grande do Norte– Natal – Brazil, the Instituto Metrópole Digital– IMD. The IMD offers formation at high-school (technical formation in IT), undergraduate (bachelor in IT), and graduate (master level in IT). Four main axes guide the TMP proposal: i. the social interest of digital citizenship and collaboration for talented children; ii. the importance of developing a new research and academic experience domain in education and associated fields; iii. the need for developing critical, innovative, and flexible thinking, together with iv. the need for developing problem-solving and computational cognitive skills. These four axes established the basis for a research and service program including three main target-clusters: 1. Evaluation of intelligence and creativity: dealing with talented (or high-abilities) children demands, on the first hand, being able to conceptualize high abilities and identify individuals supposed to be high-

talented. 2. Being able to identify and develop abilities and competencies in IT: 3. Developing and proposing tutorials for schools in the region, contributing to the general effort of improving elementary and high-school formation – a structural problem in the region and in the whole country.

*Theoretical framework.* The offer of education for gifted and talented individuals depends on a deep understanding of human developmental potential. Lev Vygotsky, in his contribution to Russian Encyclopedia of Medicine (Vygotsky, 1929) concerning the concept of Geniality, emphasized, as a central aspect, a “(...) higher degree of talent, which manifests itself in high creativity, having extraordinary historical significance for the life of society.” For Vygotsky, the question of the hereditary origin of genius cannot be considered definitively clarified. He emphasizes that the hereditary formulation of genius is extremely complex, and he, therefore, proposes that if heredity makes genius possible, only the social environment realizes this potential, and effectively creates geniuses. Genius, proposes Vygotsky, represents a whole network of biological, psychological and social issues. This perspective is coherent with a larger historical-cultural conceptualization of human development, with special emphasis on the complex crossing of external and internal factors, overcoming difficulties, and adaptation. If talented children are certainly different when compared to other children, they otherwise share with these “standard” children common aspects like not-linear periodicity, the disproportion in the development of different functions, metamorphosis or qualitative transformation of one form in others, a complex intertwining of evolutionary and regressive processes. Lev Vygotsky dialogues with the three main contemporary perspectives on human high abilities (Cross and Coleman, 2005): the first one refers to it as a strictly biological-genetic founded phenomenon, in the tradition of Lewis Terman; the second one rejects this perspective, assigning a strictly psychological character to the phenomenon, to be considered in close interaction with creativity, individual motivation, and personality traits. The third perspective, following some vygotskian central points (Vygotski, 2014), emphasizes social aspects of human development, especially social support, and insertion in communities of practice (Lave & Wenger, 1991). This is the frame from which the present project and research are centrally founded.

*Research design and expected results.* This research was associated with the offer of pedagogical formative context for talented Brazilian students, and covered three dimensions: 1. Evaluation of intelligence and creativity: this stage of the research aimed to identify talented students in the school system at Natal (RN)-Brazil, through the proposition of what was called “winter schools” – periods of immersion of candidate-students during which they were invited to a set of planned activities designed in order to verify their degree of familiarity with the community of users of TI around them, and at the same time proceed to psychometric evaluations. 2. Once admitted in the project, participants were involved in projects and formative-curricular activities, The Dagda Project, a virtual reality game created by our students in order to mitigate the impacts of chemotherapy on children in treatment. 3. Finally, tutorials for schools in the region were developed, contributing, as already mentioned, to the general effort of improving elementary and high-school formation, and including integrated activities with the university museum, and participation in robotics and mathematics Brazilian Olympics.

*Theoretical and educational relevance.* This proposal is based on the consideration of vygotskian perspectives of socio-cultural nature of human mental functions, human development, and the interest in situated learning activities (Vygotski, 2014; Lave and Wenger, 1991). This basic points were considered in order to deal with the challenge

of including talented children, a task that encompasses identification and, afterward, making concrete propositions in order to offer education to these talented children.

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**Developing “poorly gifted” students’ imagination and planning in classroom context:  
A case study**

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**Abstract:** A student, named Nicola hereafter, at the age of 3 lost his mother in a car accident involving both of them. Then Nicola was provided with psychological support for one year. In his family, in kindergarten and in the first three grades of primary school, his history resulted in grand-parents’ and teachers’ (and school fellows too) protective attitudes against difficulties and conflicts. When Nicola entered a IV-grade class after a change of school (accompanied by an evaluation of “poorly gifted student” by his past teachers), he was only able to perform easy executive tasks (e.g. making standard calculations and describing simple situations). The new teachers identified big difficulties in imagining not yet experienced situations, planning and taking initiatives. Then Nicola was engaged in collaborative work with his schoolmates, under tasks concerning forecasting or planning of activities and situations, including shared use of suitable signs to represent them. The paper will present: the theoretical framing of the planned activities and their analyses (derived from Vygotsky’s writings on defectology, semiotic mediation and imagination; and from studies on complex problem solving and the management of mental times); and information on some classroom activities, which Nicola was involved in with the help of his teachers. The description and interpretation of a related episode will provide some evidence for the potential of chosen theoretical assumptions to plan and analyze interventions aimed at developing higher mental functions of the so-called “poorly gifted students”.

**Keywords:** Poorly Gifted Students, Higher Mental Functions, Imagination and Planning, Social Interaction In Classroom Context, Semiotic Mediation

**Extended Summary**

The aim of this paper is to show how the use of Vygotsky’s elaborations on defectology and connected subjects, combined with the identification of a specific higher mental function, allowed to design activities for the inclusion (as an active subject) and intellectual development of a “poorly gifted” student, and to analyze a related episode. Nicola in the new school: his teachers belonged to our research team in Mathematics and Science education; they implemented our Project (<http://didmat.dima.unige.it/documenti/RT/rtind.htm>) in their classroom. They realized that Nicola met big difficulties, in particular, in imagining new future situations and planning; therefore problem solving and constructive participation in collective activities were hindered. At that time (2001/3), in our team we had at our



disposal two kinds of theoretical elaborations to deal with “poorly gifted” students like Nicola:

- Vygotsky’s contributions on defectology, particularly as concerns the higher mental functions, originating in collective activities ([5], part 2, specially pp. 125-128) and distinct from elementary functions. And Vygotsky’s elaboration on the planning function of verbal language and on the mediation role of signs in the ZPD ([4], chapters 1 and 6).
- The management of “mental times” (e.g. of backwards, exploration and onwards mental actions) as a higher mental function, which intervenes in imagining and planning [3]. We had just published [2] on it.

By considering [6], particularly chapter 4, we can now reach an in-depth *interpretation* of the case of Nicola, as concerns the development of his planning and imagination skills in grades IV and V.

*Method:* Depending on the higher mental function to be developed [3] and the ways of developing it according to Vygotsky [5], already implemented in a similar case [1], Nicola was encouraged and helped by his teachers to participate, among others, in the following activities of the Project (some audio - recordings, written texts and field notes were collected):

- Collaborative planning of new activities to be performed in the future, like a visit to the Genoa Aquarium, with the use of calendar and train and bus timetables (as mediation tools in interactions with the teacher and more competent peers).
- The activities on shadows cast in sunlight (an important theme of the Project, in grades III to V): a scientific approach to the phenomenon together with reading stories (like Peter Pan) and imagining and discussing stories on shadows, the Sun, etc. A collective imagination task was: “What would happen if the Sun stopped in the sky for one year?” (grade IV, March). The children imagined a lot of disasters but also some advantages for their life. The following episode was one of the first recorded turning points for Nicola’s imagination skills.

Protagonists of the episode: Luca (a very active child), Nicola (he frequently joins Luca in his initiatives), Elena (very collaborative in discussions).

- Luca: I might play with my friends in the public garden during the evening.
- Nicola (*first intervention in the discussion*): My grand-mother prevents me to stay in the garden in the darkness.
- Luca: But if the sun stops in the sky, the sun is always there, no darkness in the garden in the evening
- Nicola: But the darkness comes every evening.
- Luca: The sun is always there, in the sky; no darkness at all in the evening!
- Nicola: But in the evening... no sun!
- Elena (*she points at the images on the wall: a tower clock at different hours, below the corresponding images representing a stick with its shadow for each sunny hour*): look here, Nicola: the clock at ten a.m., the clock at noon, the clock at two p.m, the clock at four p.m. The sun ...
- Nicola (*interrupts*): Oh, I see: the sun is always there, with the same shadow, even. Like at noon... always there! Full light and short shadow, no darkness!... (*Nicola points at the clock at 9 p.m.*) I can run and play in the garden with Luca and my dog!

*Analysis and interpretation:* we will focus on the utterances that represent the steps of the evolution of Nicola’s thought; we will try to connect them with our theoretical assumptions. Initially, Nicola opposes to Luca (something new for him!) and sticks to

his experience of reality. He looks unable to take a distance from it and to imagine [6, pp.292-293] a new situation, in which one of the dynamic components of everyday experience is fixed ([2], [3]). In order to help Nicola, Elena refers to the drawings on the wall. The mediation role of those signs [4] allows Nicola to fix one state (of the sun and related shadow), to take a distance from reality and to imagine ([6]) that the state remains the same up to the evening. One of Luca's utterances becomes part of his discourse, which further develops on it ([5], part 2) up to a connection with playing in the evening in the public garden.

*Conclusion:* In spite of the limitations inherent in one episode, the interpretation of what happened (in the context of the planned activities) provides some evidence about the potential of the chosen theoretical elaborations to design and analyze classroom activities suitable to involve "poorly gifted" students and promote their planning and imagination function.

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## **Returning to face-to-face learning for special education students in Brazil: teaching narratives**

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**Abstract:** During the COVID-19 pandemic in Brazil educational relationships were drastically changed and restricted to precarious remote formats with the use of technology unfamiliar to the poorest Brazilian population. However, the impossibility of access to the technologies used to reestablish educational relations for a considerable number of students reinforces the processes of exclusion in the school environment, especially in regards to children with disabilities. Based on historical-cultural theory, we understand that, in respect to people with peculiar development, pedagogical aspects are fundamental to bring out the subject's learning skills, through compensatory processes generated by teaching relationships. This synthesis indicates a search for understanding post-pandemic context in regards to inclusive education for children with disabilities. The purpose of this study is to analyze teaching narratives about the challenges faced in returning to face-to-face teaching with emphasis on pedagogical strategies used to overcome learning challenges – particularly in the most vulnerable sections of society – and their impact on the development of children with disabilities. The research is guided by the formulation of open individual narratives, and not by semi-structured interview formats, focusing on special education teachers. Although the study is still ongoing, preliminary analysis indicate that the difficulties imposed on teaching/learning processes during the pandemic will drastically compromise the development trajectory of special education students, with setbacks in students' emotional and intellectual gains.

**Keywords:** Special Education, Teaching Narratives, Pandemic, Historical-Cultural Theory

### **Extended Summary**

Recovering the idea of equality is central to thinking in terms human rights. In this aspect, the debate on social inclusion is situated as “the belief that each subject should be part of their social environment, according to their social, personal and economic conditions” (Maciel & Kassar, 2011, p. 24).

However, as in the case of human rights, inclusion speech was not committed to eliminating social inequalities (Mendonça & Silva, 2015). In the daily life of institutions, including schools, the logic of meritocracy as a predominant speech about personal success or failure has persisted, without effectively addressing the issue about how subjects from different social classes (with their adverse living conditions) could

have equal access to school. Often what is reproduced at school is actually inclusion in reverse, that meaning new ways of configuring exclusion.

Along these lines, the centrality of the social condition for understanding the psyche is the explanatory key that guides our study. After all, the idea of limitation and inferiority is not given by the biological condition itself, but arises from the cultural aspects that circumscribe the constitution of people who have a different developmental trajectory (Vygotski, 1997). Therefore, we decided to present the problem of disability as a propositional axis of the elements that involve educational inclusion as a whole.

For Vygotsky, the issue of disability was fundamental in explaining the mode of psychic functioning considered typical. After all, "Pathology provides us with the key to understanding development and development, the key to understanding pathological conditions" (Vygotsky, 2014, p. 206). In a pioneering manner, the author argued that individuals with disabilities needed to find an effective place in the dynamics of social life, and that disability does not result in a deteriorated or incomplete personality. According to Vygotsky, social dynamics engender specific forms of psychic functioning, constituting ways of being, thinking, feeling, and acting. Vygotsky (1997) explains that disability "not only changes man's relationship with the world, but, above all, it manifests itself in relationships with people" (p.73). Disability, in itself, already causes a series of misfortunes, as the world is organized according to a typical profile of an idealized subject. Therefore, it is in the alteritarian clash between difference and hegemonic that the mark of disability takes form in social experience as a deficit, configuring prejudices and dampening the potential for development.

However, according to Padilha (2004), it is from the teaching relationships experienced in school that new skills can be developed. Here, a problem can become a force that overcomes difficulties and limitations through compensatory processes. This is the revolutionary role of social education, the author states, linked to a conception of creative development that is directly tied to the concrete conditions of schooling: the pedagogical practice itself.

Observing the concrete conditions, praxis, and modes of subjective constitution in school is a central task for those who delve into the problem of inclusion for the target audience of special education: their innovations, possibilities, as well as their challenges and limits. Diversity (and adversity) experienced by teachers during the post-Covid-19 pandemic context seem to us an important and urgent field of study when the topic is inclusion, within a specific historical condition of Brazilian education.

In the light of the above, the question of this study follows: which elements participate in the processes of knowledge constitution? How do they affect the processes of teaching and learning in the intersubjective context of educational practices aimed at inclusion? Regarding specifically the means of learning of children who experience non-hegemonic developmental trajectories, the question seems even more intriguing, as it involves the implementation of alternative and creative educational methodologies. When this situation is exacerbated, due to the conditions engendered by the pandemic, for example, they deserve to be investigated.

Following these arguments, the present investigation aims to focus on the educational inclusion processes in the face of the challenges imposed by returning to face-to-face learning. Based on the theoretical principle that the classroom context is a source of development, we inquire: What do teachers narrate about the challenges faced by their special education students when returning to face-to-face teaching/learning?

For this purpose, we adopted the methodological resource of formulating open individual narratives to understand pedagogical practices in the post-Covid-19

pandemic context. We understand that "narratives hold prominent importance as a way of channeling experiences, organizing collective memory, constituting the social history of communities, and the narrator's own biographical coherence" (Oliveira, 2012, p. 369). We focus on issues involving inclusive pedagogical practices in returning to face-to-face teaching/learning: their limits and challenges, taking into consideration the interrelation of narrative fragments amalgamated with the broader historical and cultural circumstances involving Brazilian inclusive policies. Through the analysis of data, which are still in the preliminary phase, we seek to contribute to the theoretical deepening of educational problems and the historical-cultural perspective. However, we can initially affirm that the pandemic and remote teaching produced impacts on the teaching relationships of students with disabilities. Returning to face-to-face teaching/learning was conflicting for these students, as they had to (re)adapt quickly. In addition, remnants of the pandemic still resonated in the school's daily life: situations of mourning, social isolation, among others.

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# Group formation application in online higher education

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**Abstract:** This study investigates how self-efficacy (SE) structures impact collaborative dynamics in academic settings by comparing groups characterized by homogeneous and heterogeneous SE levels. Using a quantitative experimental design, the research explores the implications of SE-based group formation on collaborative behaviors and outcomes. A cohort of 236 participants is divided into homogeneous and heterogeneous SE level groups, collaborating for one academic term. Quantitative data collection includes surveys assessing satisfaction expression, Speak-Up behavior, friendship formation, meeting frequency, and performance metrics. Anticipated outcomes suggest minimal differences in satisfaction expression and Speak-Up behavior, while noticeable disparities are expected in friendship development and meeting frequency among various group structures. The study seeks to advance theoretical understanding of group dynamics and offer practical insights for educators and facilitators to optimize collaborative outcomes in academic environments.

**Keywords:** Group Formation, Self Efficiency expectations, Higher Education, Person-Group-FitMulti Level

## Extended Summary

*Introduction.* This study delves into the intricate relationship between self-efficacy (SE) structures and collaborative dynamics within academic contexts. Specifically, the research aims to elucidate the impact of homogeneous and heterogeneous SE levels on group formation and subsequent collaborative behaviors and outcomes. Theoretical underpinnings draw from social psychology and organizational behavior, primarily guided by social identity theory and group dynamics concepts.

*Methodology.* Employing a quantitative experimental design, the research involves 236 participants categorized into groups based on homogeneous and heterogeneous SE levels. These groups collaborate for an entire academic term, providing an extended duration for observing and analyzing their collaborative behaviors. The study employs a mixed-method approach, combining quantitative and qualitative data collection techniques. Quantitative data collection encompasses a comprehensive set of surveys designed to measure various aspects of collaborative dynamics. Surveys include metrics to gauge satisfaction expression, Speak-Up behavior, friendship formation, meeting frequency, and objective performance metrics within the groups. These quantitative measures provide a structured framework for assessing differences and similarities between groups with varying SE compositions.

Qualitative insights are gathered through interviews and group discussions. These qualitative data collection methods offer nuanced perspectives on social interactions, decision-making processes, conflict resolution mechanisms, and overall group dynamics that might not be fully captured by quantitative measures alone.

*Expected Outcomes.* Anticipated findings suggest that groups formed based on homogeneous SE structures may display marginal variations in satisfaction expression and Speak-Up behavior. However, significant disparities are expected in friendship development and meeting frequency when comparing homogeneous and heterogeneous SE-level groups. Homogeneous SE groups might exhibit greater cohesion and streamlined decision-making due to shared beliefs, potentially leading to more efficient performance in tasks requiring consensus. On the other hand, heterogeneous SE groups could foster diverse perspectives and innovative approaches, contributing to enhanced creativity within the group but facing challenges in consensus-building and decision-making processes.

*Conclusion.* This research aims to contribute both theoretically and practically to the understanding of group dynamics in academic settings. The anticipated findings seek to enrich theoretical frameworks by highlighting the implications of SE-based group formations on collaborative behaviors and outcomes. Furthermore, the study aims to provide actionable insights for educators and facilitators, offering practical implications to optimize group formation strategies and enhance collaborative outcomes within academic environments.

# **TEACHING-LEARNING STRATEGIES FOR INCLUSION**



## **Assessment of the potential: teaching strategies for rethinking the new educational challenges**

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**Abstract:** Educational needs are constantly developing and presuppose a constantly evolving and therefore current viewpoint. Distinguishing reversible difficulties from real disorders lays the foundations (albeit non-clinical) for starting diagnostic assessment procedures and formulating together with the relevant figures teaching interventions that take into account the differences between students and recognize their excellence. There is no universal solution that works for all students, but it is necessary to adapt didactics to individual needs and characteristics. The contribution proposes a theoretical-practical reflection on the introduction and implementation in the school context of psychomotor assessment tests, which are useful for recognizing the potential of each individual subject and determining their strengths and possible weaknesses in order to undertake a transformative and inclusive design process.

**Keywords:** BHK, APCM-2, Transformative Teaching, Inclusion, Teaching Strategies

### **Extended Summary**

The educational need in today's school is extremely diversified, it also addresses and comes from a scenario that has no etiologically unambiguous form or content. For this reason, the planning required to the didactics has to consider both the excellences and the difficulties that each teacher represents and encounters. The difficulty in express a new didactics lies precisely in reconciling individual needs with the need to provide a univocal support, even if this would entail failing to recognize diversity and conform the needs and peculiarities of pupils.

Vygotsky, as the founder of the cultural-historical approach to psychological development, has often focused his reflections as well as his studies on human behavior in a general sense as well as on the child (Goussot A. 2015), and in investigating the aetiological reasons for possible atypicalities, he provides the educational field with a didactic action that can precisely be carried out according to the peculiarities of the individual.

It will be important drawing up a wide programme, which on the one hand questions and reworks traditional didactics, produced in the absence of so many new stimuli and so many changes in the multiple styles of learning, and on the other hand produces targeted responses that are capable of valorizing excellence, but also disparate individual difficulties. For this reason, in current didactics, a central place must absolutely be reserved for the principles of Vygotsky's defectology that concern the systems of education and social relations (Vianello R.,2012) and the formation of the relative behavior of disabled subjects. Therefore, what happens in the context has a value that influences the adaptability of the individual. Therefore, in the words of

Vygotsky «in the development of mentally retarded children, as in the development of any child with a deficit, there are processes that arise from the fact that the organism and personality of the child react to the difficulties they encounter, react to their own insufficiency and in the process of development, in the process of active adaptation to the environment, they elaborate a series of functions, thanks to which they compensate, correct and replace the insufficiencies»(Vygotsky, 1986, p. 226).

According to these considerations, it emerges how the educational-scholastic context is the elective place in which the child not only spends most of his time, but also learns to entertain his first social relationships and where he lives his most stimulating psycho-body experiences, especially in the first cycle of education, where he will learn not only notions, but methods, strategies that will make him autonomous and aware of his own knowledge. A thorough and total knowledge of the processes that regulate the learning and behavior of the neurotypical subject is, however, a prerequisite for didactic planning, which is therefore inclusive in nature, and which paradoxically makes it possible to approach atypicalities, and therefore the world of disabilities and disorders, with awareness and in a systematic and scientific manner.

The objective of this contribution is to highlight, as objects of analysis, two minor movement disorders relating to the psycho-corporeal area, Dyspraxia and Dysgraphia, and to propose in parallel functional psychomotor evaluation protocols validated and potentially usable by the teaching staff, which act as effective tools capable of evaluating specific areas of competence and areas of deficiency. According to what is present in scientific literature, these disorders affect daily activities and can significantly interfere with academic performance. These disorders are both identified in the area of Developmental Coordination Disorder (DCD), of which in the DSM-5 (2013, p.74) we read «[...] significantly and persistently interferes with activities of daily living appropriate to chronological age (e.g., self-care and self-maintenance) and impacts academic/school productivity, prevocational and vocational activities, leisure, and play». To counteract any "educational inconveniences", it is advisable for the teacher to design targeted and inclusive teaching solutions, through domain-specific evaluation protocols such as the APCM-2 for the evaluation of Practical Skills and Motor Coordination (Sabbadini, 2018) and the BHK scale, for the evaluation of grapho-motor skills in developmental age (Di Brina & Rossini, 2021).

Hence, the reflection that 'the promotion of individual abilities' is "fundamental and indispensable" to favor for each individual the indispensable possibility of "becoming a person" and to consider evaluation practices as effective tools for modern and transformative teaching.

The horizon of meaning of each educational-didactic plan, therefore, in addition to aiming for educational success for each student, is constituted by a fabric of values aimed at promoting biopsychosocial well-being and pursuing the principles of awareness and quality of life.

Future research directions, therefore, could be to study in more depth the relationships between the physical and psychic dimensions of each individual, to arrive at an integrated vision that gives the body a primary role in the educational process and beyond. All this supports a functional educational and re-educational relationship that is established between teacher and student, of which bodily movement is the supporting vehicle for the purposes of dynamic and effective communication and interaction, both in a scholastic or extracurricular environment, in which the subject must be able to learn to recognize his own operating and acting body, for the purposes of complete personality development. It is therefore necessary that the school, as an educational community, provides the child with the highest number of educational experiences possible and that it is ready to evaluate a transformation of teaching

practices for a modern and renewed teaching, open and inclusive, in which it is recognized as update the need to enhance the corporeality and potential of each one, in order to face ever more new educational challenges and undertake new pedagogical itineraries which, to date, still appear to be not fully explored.

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## **A holistic theorization of the developmental potential of peer dialogue: revisiting Vygotsky to promote diversity in classrooms**

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**Abstract:** Students face a complex, globalized, digitalized and polarized world, with world-wide challenges such as the pandemic, climate change and political conflict. There is an urgent need for different, yet articulated, identities that can dialogue, considering diverse perspectives to reach possible solutions and ways of collaboration considering those differences. Schools can address part of this challenge by promoting peer dialogue in classrooms, but only if we understand it as developmental experiences in which thinking and academic learning are intertwined with emotion and the development of identities. Research in the field has advanced the academic, personal and socio-emotional outcomes of peer interactions. However, these lines have unfolded practically in parallel, partly because of the lack of a theoretical argument about how peer dialogue fosters these developmental processes in the same stream of life. This paper presentation argues the need for a holistic theoretical perspective about classroom peer dialogue, and it proposes, based on the work of Vygotsky and contemporary scholars, that language, especially inner speech, is key to understanding its developmental potential. The diverse use of language among peers forms and performs – through other-directed and self-directed speech – not only new ways of thinking but also – and with complex interconnections – new ways of feeling and becoming bodies, and relating to themselves, that have historical and cultural roots but singular outcomes for each individual.

**Keywords:** Holistic Theoretical Perspective, Peer Interactions, Peer Dialogue, Identity Emotions

### **Extended Summary**

Children and adolescents live in an increasingly challenging world. They face an ever-more diversified, fragmented and complex social and cultural knowledge; and they experience an often-threatening social environment that is technologically mediated, which demands constant positioning and exposure. At the same time, they need to develop their sense of self and integrity, articulating their beliefs and knowledge with body, affective and sexual positioning, projecting themselves into an adulthood that is tensioned by the worldwide crisis of environmental, political and economic sustainability. What kind of pedagogical experiences can schools offer to support their development in such a complex context? Promoting classroom peer interactions as a crucial articulating experience – where students relate to one another, negotiate and elaborate knowledge, try to solve conflict and manage their, sometimes intense, emotions while building their identity – seems to be a necessary educational goal (Larrain et al., 2021; Perret-Clermont, 2011; Tartas, Baucal et al., 2010). There is

cumulative and conclusive empirical evidence showing the effect of peer dialogue on academic learning and thinking abilities (e.g. Howe et al., 2019; Mercer et al., 2019; van der Veen & van Oers, 2017). There is also evidence focused on the emotional, subjective and cultural aspects of peer dialogue (Langer-Osuna, 2011; Sedova & Navratilova, 2020; Segal & Lefstein, 2016).

One problem is that these research approaches have advanced practically in parallel, and little is known about how peer interactions can, at the same time, promote school learning, strong and healthy social relations and diverse identities that enable the imagination of a future. In part, this difficulty could lie in the fact that Western culture, at least since the Enlightenment, has conceived of cognitive learning, emotions and the environment as separate dimensions of human experience (Linell, 2009). Also, it may be related to the epistemological practice of fragmenting scientific knowledge that has predominated in psychology in the last century (see Valsiner, 2006). However, Vygotsky, at the beginning of the twentieth century, argued against psychological knowledge fragmentation. The author highlighted the dualism present in different schools of psychology, which does not account for the multidimensional aspects of human experience (L. S. Vygotsky, 1927).

We argue that – in order to overcome this fragmentation and study classroom peer interaction while acknowledging its multidimensional potential– we need a holistic theoretical perspective. Such a perspective should account for the generative power of peer dialogue and, at the same time, its role in knowledge construction and personal development. We believe that Vygotsky’s sociocultural theory could offer helpful insights. We argue that his theory of personal and emotional development has been overlooked by some of this literature (Rampton et al., 2004; Zembylas, 2005). Moreover, contemporary theorizations that include the multidimensional experience as perizivanie (Fleer et al., 2017; Roth & Jornet, 2014), or cultural learning (Tomasello, 2016), have somehow disregarded the role of language in Vygotsky’s works, which is – from our reading – pivotal to understanding learning as a holistic experience.

Based in a rereading of pivotal texts of Vygotsky as *Thinking and Speech* (1934) *On psychological systems* (1930), *Tool and sign in the development of the child* (Vygotski & Luria, 1930) and *The psychology of art* (Vygotsky & Leontiev, 1925), we propose a reading of Vygotsky where language is central, not for its representational powers but for its capacity to perform and transform cultural ways of thinking, feeling and being, both in interpersonal and intimate realms. We argue that the under-theorization of language in psychology has prevented us from recognizing the pivotal role that language should have in any sociocultural theory of development.

Our proposal allocates a crucial role to what Vygotsky calls inner speech. We think – following authors such as (Vygotsky & Leontiev, 1925) and Sawyer and Stetsenko (2018) – that internalization should be viewed as a process of transformation through which language is internalized, not as a whole but as diverse and heterogeneous forms of speaking that carry diverse worldviews and ways of feeling, thinking and responding. We believe that this transformation does not imply a simple spatial trespass but an active and complex grammatical and ideological formation of new singular ways of speaking/thinking/feeling/being in the interanimation between individual and social history; and that it involves the formation and transformation of new ways of relating to oneself insofar as it is a group of language forms directed at one’s self. We see internalization as the process through which mind becomes materially transformed, opening up the socialization and historization of mind and providing a dialogical dynamic to consciousness (Larrain & Haye, 2012).

One important implication of our view of peer dialogue is the need to guarantee diversity in language forms at school. Dialogue between peers, it seems, conceptualized as a homogeneous practice, is not a panacea: the available empirical evidence shows that some voices are listened to more than others (Sedova & Navratilova, 2020); that there may be a reproductive potential between peers that has been forewarned (Segal et al., 2017). Our point is that diversity should not be overlooked. If one language form prevails, the risk of reproducing and reinforcing certain identities over others is high. Considering the favoured access to certain language uses of privileged families, it is essential to promote different practices and ways of speaking and listening among peers that allows for the emergence of different voices, valuing different outcomes beyond academic ones.

Finally, the role of the teacher is key. Teachers can contribute to the dialogue, not only designing different tasks for diverse purposeful language uses but also helping to balance the power of cultural positions, orchestrating their voices and encouraging them to reflect upon them. With this, teachers can create the conditions that foster reflective and dialoguing subjectivities, as well as spaces for the co-construction of knowledge(s) through dialogue (Perret-Clermont, 2011). Teachers are crucial in framing and fostering ethical school communities that frame relationships with others, caring about the consequences of what we say. Because words hurt, it must be taught and practised not only how to talk together but also when to keep silent and listen.

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## Promote access to scientific discourse by reading a science documentary text

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**Abstract:** In France, the official curriculum recommends reading documentary texts (ie informational and explanatory texts) in science from the age of 6 to 7 onwards. However, the ways to implement this prescription are not specified, thus teachers face a number of difficulties when choosing which learning activities to prioritize. Our study aims to characterize a teacher's professional practice as she introduces the reading of scientific documentary texts, by working on the lexicon, comprehension and interpretation, as well as on the structure of the document (reading direction, articulation between text and image).

Our work is rooted in the cultural-historical theory of human activities (Vygotsky, 1934/1985), where the pupils' as well as the teacher's initial representations play a major role. As to understand how the work on reading documentary texts contributes to building the pupils' scientific knowledge and practices in primary school, we worked over two years with the same teacher in collaborative research. We were thus able to identify the evolution of this teacher's enunciative positioning over time (one year, then two years), and show how relevant didactic professional language gestures can help pupils to learn complex discursive elements that allow the construction of concepts under development, within a disciplinary discursive community.

We are interested in the reproduction of plants as a cyclical phenomenon, and in the way students learn the appropriate language to describe it and grasp its temporal dimensions.

**Keywords:** Priority Education, Documentary Text Reading, Life Sciences, Didactic Language Gestures Scientific, Acculturation

### Extended Summary

*Research topic/ aim.* We try to understand how a work on documentary texts (including informational and explanatory texts) contributes to the construction of scientific knowledge and practices for 6–7-year-old pupils (who are just beginning to learn how to read and write). We are interested in the sexual reproduction of plants as a cyclical phenomenon, and in the learning of the appropriate language to describe it and grasp its temporal dimensions. We attempt to characterize the evolution of the teacher's praxis, in relation to her reflections on the learning objectives. We draw a comparative analysis focused on her professional gestures and her use of temporal markers of plant evolution, from one year to the other. We make some suggestions for teachers initial training or teacher development, to consider how the issues of joint interactions between disciplines can be addressed.

*Theoretical framework.* Our work is rooted in the cultural-historical theory of human activities (Vygotski, 1934/1985). This study is part of an epistemic and linguistic approach to disciplinary learning. We mobilize a set of concepts developed in our



laboratory: the enunciative position, the school scientific discourse community, and professional didactic language gestures. The notion of enunciative position lies on the idea that the implementation of modes of speaking aims to elaborate the content necessary for each individual's participation in a specific discourse community (Bernié, 2002; Jaubert, 2007). The acquisition of an enunciative position anchored in the scientific world, concerning the concept of reproduction (object of knowledge) is necessary. It is developed in conjunction with the language used in the scientific world, particularly when reading documentary texts. Analysis of the teacher's didactic language gestures, GPLD (Lhoste & Champagne, 2019), enables us to identify scenarios likely to promote access to scientific discourse, particularly by taking into account the obstacles likely to be encountered by pupils in the face of this objective. The idea is to give meaning to the concepts at work, moving from the everyday world (vegetables are parts of plants that we eat) to a conceptual construction: flowers turn into fruit, which contains seeds. This transition from one world (everyday life) to another (sciences) implies giving a different status to real-life objects (the flowers and fruits observed), and therefore a different function (less anthropogenic than human nutrition): plant reproduction, which is essential for understanding their life cycle. What's more, understanding plant reproduction, and in particular the transformation of flowers into fruit, supposes the use of the notion of time, and at the same time working on structuring time. However, for first-grade pupils the concept of time is in development, they are learning words to express succession, simultaneity, duration... (Tartas, 2010). In short, conceptualizing the temporal dimensions of the plant cycle is at once an activity, a tool and an obstacle to be overcome.

*Methodology/ Research design.* We seek to characterize the GPLD mobilized during the first reading sessions of scientific documentary texts, from the point of view of the didactics of French and from the point of view of the didactics of science. We have at our disposal substantial data collected in a school in the Réseau d'Éducation Prioritaire as part of a comprehensive survey: video recordings of an in-class sequence in 2019 over 4 months with 13 pupils and a second sequence in 2021, with 12 pupils over 3 months; audio recordings of pre- and post-session interviews; collaborative work writings. From the analysis of this corpus we identify observable evolutions in similar sessions two years apart in this teacher's enunciative position. We have also collected the students' writings produced during the course of this research in order to identify the extent to which the students have developed certain learnings. The search for the teacher's motives enabled us to specify the learning objectives and, in this case, to highlight what seemed essential to understand the life cycle. The writings produced by the students following the sessions reflect changes that are in synergy with the change in their teacher's speech. The shifts perceptible in the students' writings can be paralleled by the oral interactions during the texts reading sessions. The results show that the initial representations of both first-grade pupils and their teacher, concerning both scientific knowledge (e.g. on the temporal dimension of plant development and reproduction) and reading skills when faced with a documentary text, evolve between the two years of data construction. Initial representations, which could be received and interpreted in terms of shortcomings, flaws or seemingly "defective", are the starting point for oral interactions and verbal negotiations. These seem to foster the appropriation by pupils of certain language formulations (notably expressing the phenomenon of temporality), which are themselves indicators of the elaboration of knowledge. We interpret these indicators in the students' productions as traces of a passage of knowledge from the intersubjective context (the one negotiated in class) to the intrasubjective context (that of the student when he produces his final text independently).

*Theoretical and educational relevance.* Our study has identified certain conditions that seem essential, so that the reading of a documentary texts contributes to the scientific acculturation of pupils, through the construction of specific, scientific knowledge and practices. For example, the links established between the phases of plant transformation have shown the need for elaborate linguistic tools to structure the scientific discourse, as well as a lexicon evoking transformation. Such results encourage to consider prospects for teacher training (beginners and in-service teachers), in order to define teaching content and guide the appropriation of didactic language gestures. This question is all the more crucial when the object of study lies at the crossroads of two disciplines, French and science.

## **Arithmetic aids and the development of higher psychological functions**

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**Abstract:** This text, proposed for discussion at the "Beyond inclusion towards transformative education" round table, aims to analyze how aids can help build arithmetic concepts and symbols and, at the same time, develop higher psychological functions in children with disabilities. The theoretical-methodological approach is based on the Historical-Cultural Theory, which understands that the higher psychological functions, which are characteristic of the human species, are complexified through social relations, as well as the semiotic mediations experienced through the instruments of cultural construction. The study is based on a qualitative and descriptive approach, using bibliographic review procedures and document analysis of inclusive pedagogical practices developed by teachers working in schools in Federal District/Brazil. The discussions will be based mainly on Volume V: "Fundamentals of Defectology" by Vygotsky, on the perspective of "Inclusive Mathematics Education", considering the relevance of the environment for human development and on the school process that aims at learning not only from a cognitive perspective, but also from a social, political and historical perspective. It can be seen that the use of instruments (tables, concrete material, bodily and pictorial representations) in arithmetic classes, with mediation, are relevant to the construction of an alternative path of development, favoring the process of compensation and mental representation, fundamental elements in the construction of concepts and mathematical language.

**Keywords:** Arithmetic, Aids, Teaching practices, Higher Psychological Functions, Development

### **Extended Summary**

The historical essence of the human species is constant evolution, which makes it capable of learning and developing. This happens through social relationships that complexify, structure and internalize concepts and mental processes. According to Vygotsky (2000), the elementary functions of attention, memory and perception are

qualitatively transformed into higher psychological functions: voluntary attention, logical memory, abstract thought, concept formation and free will.

The purpose of the discussion is to "analyze how auxiliary means can foster the construction of arithmetic concepts and symbols and, at the same time, develop higher psychological functions." Thus, it is necessary to understand how semiotic mediation, in the case of this text, instruments (tables, material, etc.), can be used. The methodological approach is qualitative and descriptive, understanding human development from a social and cultural point of view. The methodological approach is descriptive qualitative, which understands human development from the social and cultural point of view, and involves a bibliographical and documentary review of inclusive pedagogical practices developed by teachers working in schools in Federal District/Brazil.

According to Vygotsky (2019), man is a social being and changes as a result of his relationship with the environment, which happens in a mediated and complex way through two types of mediators - instruments, which alter attention, perception, memory and allow the subject greater control over their activity, and signs.

Language is a system full of signs that organizes and plans thought, through which human beings mediate, communicate and create meanings. Mathematics is a language, that uses signs, technical terms and symbols to communicate its ideas, and in turn creates abstract systems that aim to build, organize and transmit knowledge across generations and cultures.

The idea that there is an informal arithmetic, which Vygotsky (2000) calls natural arithmetic, is based on perception. The child is able to discriminate quantities by comparisons without counting them. However, when the quantities increase, it becomes impossible to count by perception alone, and the next stage arises, which consists of creating counting strategies, and understanding what the number is, moving on to mediated perception, which Vygotsky (2000) calls mediated arithmetic, the child begins to perceive the signs and operate with them. Subsequently, they move on to the mental operation called cultural arithmetic, which is the already institutionalized social knowledge of the definitions of number and its operationalization.

According to Vygotsky (2019), the general laws of development follow the same logic in typical and atypical people; however, children with disabilities have different paths of cultural development that form series of functions which compensate, level out and fill in the gaps, bringing about qualitatively new transformations. Faced with their needs, the subject requires the organization of instruments and aids to create compensatory processes through work, organize thought and promote their cultural insertion. For development to take place, teachers develop pedagogical practices with instruments or different aids that students with disabilities can organize their thoughts, learn mathematical language and read the physical world, becoming social beings.

Compensatory processes, according to Vygotsky (2019), materialize from three moments: 1) the child's maladaptation to the environment, which generates obstacles to development; 2) these obstacles stimulate compensatory development, as they become targets and lead to overcoming; 3) the obstacles incite forces that elevate and lead functions to improvement, allowing these obstacles to be overcome,

To this end, everyday life (school and social) must be considered and teachers must problematize daily life situations (D'Ambrosio, 2009) and include peer exchange. The experiences lived by students become part of the school context, a factor that expands the construction of new concepts. Since the subject is more likely

to understand that mathematics is part of social life and helps in understanding the world.

The creation of a physical representation is essential in the process of building numbers and making them operational. In their educational practice, the teachers mentioned above use concrete materials in their classes, such as lids, toothpicks, objects and drawings that represent quantities and their operationalization. These materials are used for counting and grouping, in order to broaden the concept of number, as well as the use of tables in mathematical problems that select information, clarify the question, organize thinking and list the step-by-step resolution. These physical representations organize the symbolic in such a way as to create mental repertoires "the creation of semiotic mediators that operate in human relations with the physical and social world" (Pino, 2000, p.59).

According to Martins (2013), aids provide systematized processes for developing a subjective mental image of objective reality. Therefore, mathematics is not just about decontextualized knowledge and a code in itself, but acts "(...) both in the sense of mathematical knowledge and in the promotion of justice and respect for differences inside and outside school" (Vieira & Moreira, 2020, p. 186).

Vygotsky's defectology (2019) contributes to the integral formation and cultural development of the subject, whether disabled or not. It is up to the school to promote the necessary mechanisms for inclusion and for the teacher to mediate knowledge, using auxiliary means to create compensatory processes in order to ensure their learning and development.

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# **The imaginative processes and creative writing activity of children living with sight loss**

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**Abstract:** The primary goal of this study was to analyze creative activity and writing in preschool children burdened by visual impairment. From a theoretical perspective, data analysis stemmed from the Vygotskijan premise that imagination rely on culture through the combination and recombination of elements learned from the reality. To tackle this issue, data from preschool children with sight loss aged between four and six years-old were analyzed using the microgenetic method. Data were collected mainly from: (a) observation of school routine; (b) development and video recording of workshops aimed to provoke children`s imagination; (c) video recording of situations requiring imagination. The main results of this study were: (i) verbal language is required for writing creative activity; (ii) the activities of playing, narrating, drawing, and writing are interconnected, revealing ways for the child to feel and think about reality; and iii) mediation processes are crucial in the expansion of children's imaginative functioning.

**Keywords:** Visual Impairment, Writing, Creative Activities, Historical-Cultural Theory, Inclusion.

## **Extended Summary**

The primary goal of this work was to analyze the imaginative functioning and creative writing activities of preschool children burdened by vision loss. Based on the Vygotskijan cultural-historical activity theory (1896-1934), the meaning of blindness should be considered beyond the absence of a certain sense, as children`s interaction with the environment could display a compensatory role on creativity and physic functioning (Vygotskij, 2012). In fact, the potential compensatory development of other senses may not be accurately predicted in this population. In this matter, Vygotskij explains that language, verbum, plays an imperative role in the development of blind children, as they experience this world through social relationships that rely also on other capabilities that are independent of sight. In this context, this study was

designed to explore how creative writing activities and imaginative processes occur in children with sight loss. Data from preschool children aged between 4 and 6 years-old from a public school located in the Midwest region in Brazil were considered. Researchers collected robust data gathered from school routine registers, including video recordings that took place during workshops directed to provoke the imagination of those children and then analyzed this data using the microgenetic method. In the episode entitled “The Dress”, after been provoked by the teacher, Lara (fictitious name) read a few words in Braille and proposed inventing a story; one that would involve the teacher herself and two dolls, named “Cinderella”. Henceforth, the child hereby combines and recombines elements of reality, which complies with the first law of imagination developed by Vygotsky (2009) according to which imagination and reality are inseparable. Throughout the history, she narrates using verbal language and colored crayons on a white sheet of paper adapted for blind children the creation of costumes for her characters, including a dress for the researcher, who was then named the queen. It should be highlighted that describing the costumes was not sufficient; Lara needed to draw as a mnemonic resource. In drawing, the child reveals ways of saying and feeling about reality, that imply reading and writing the universe to which she is attached (Costa, 2018). In other words, Lara's imaginary activity, narrative, make-believe and drawing, interpenetrate and constitute refined processes of imagination (Costa, Silva & Souza, 2013).

The activities of non-graphic (narrative and make-believe) and graphic (drawing) writing make up the child's field of signification. The analysis of the episode allows us to glimpse that the imaginative processes and the creative activity of writing have specificities, but they do not differ from the point of view of the symbolic elaboration of what happens to the seeing child. From the episode, we verified that, in the child's writing, the activities of narrating, playing, and drawing are articulated. The story invented by Lara is based on her cultural repertoire and is amplified as she brings different characters (incorporated and projected) to the plot (Góes, 2000). In addition, all the creative activities developed by the child acquire meaning as part of a whole and are crossed by language. Lara transgresses the idea that drawing and photography are restricted to the universe of seers. Her non-graphic writing goes beyond the aesthetic standard of what a dress is. The child's drawing is not restricted to the expected shape; it constitutes and is constituted by the meaning it registers. Lara demonstrates her way of reading and writing about reality, which occurs beyond learning braille. Finally, we emphasize the importance of the most appropriate mediation processes in view of the developmental condition of blind children, defended by Vygotsky. Lara writes this plot because adequate space and materials are offered. In addition, the teacher and the researcher are available for the imaginative event. Such concrete conditions invite us to reflect on the quality of the mediations developed with visually impaired children.

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# WORKSHOP

## **The origins of thinking. A meeting between creativity and parenthood: Lev Semenovic Vygotskij and Gianni Rodari**

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**Abstract:** Vygotskij's thought is present in Italian pedagogical culture. It also enters into what is defined as child literature such as the fairy tales and nursery rhymes of Gianni Rodari, whose works are part of world cultural heritage. They have been translated into 46 languages: he is the best-known Italian author abroad after Collodi. In "Grammar of Fantasy" he expresses his debt to Vygotskian thought, particularly regarding creativity and imagination. Rodari shares the dynamics of the origin of thought and abstraction of the Soviet scientist. In "History of the development of higher mental functions" Vygotsky dedicates the fifth chapter to the genesis of mental functions and the emergence of cognitive abilities. He places the mother's actions at the center of his investigation, who, through cognitive intentionality, in a dynamic marked by three movements, intervenes at the crucial moment in which the child becomes aware of himself through others and begins the journey towards communication and social behavior.

**Keywords:** Creativity, Imagination, Zone of Proximal development

### **Extended Summary**

It is time to analyze the cultural bases of pedagogical intervention, in particular the learning process and related methodologies. The investigation covers both scholastic and parental spheres so as to give a continuity of the child's growth. The Vygotskian transformative action passes through a widespread intervention of social awareness that involves the main educational agencies, including the family. The inspiration comes from child literature, in particular from a world-famous Italian author, Gianni Rodari. In 2020 the centenary of his birth was celebrated and commemorative broadcasts were organized on the Pantheon programme of Radio3. In the episode of 23rd April 2020 Rodari talks about the development of higher mental functions: we'll begin with what Vygotsky says in Thought and language: "The development of mental processes originates with a dialogue of words and gestures between the child and its parents. Autonomous thinking begins when the child is first capable of internalizing these conversations and establishing them within himself...". The miracle happens in everyday life, within the simplicity of a relationship.

A significant transformation such as the transition from a biological to a social being begins from the daily relationship between a mother and her child. Gestures to which we had not given weight are fundamental for the formation of man and the mind. Following Rodari we go to the source of man's formation indicated by Vygotskian thought: not only Thought and language but also History of the development of higher mental functions. Vygotsky values parental action; The family is the first area where personal development takes place. The mother does not act instinctively, but she intervenes intentionally. In Chapter V Genesis of mental functions, of History of the development of higher mental functions, Vygotsky analyzes the three phases of transition from the movement of indication and prehension to an intentional symbolic movement: the birth of communication. Parental mediation transforms an instrumental

grasping movement into a symbolic act: from gesture to sign. It is the birth of abstraction, the gesture becomes a tool of symbolic communication.

Scrolling through Rodari's work we realize that it is permeated by the value of communication and mediation indicated by Vygotsky. Rodari was also inspired by the Soviet scientist's essay *Imagination and Creativity in Childhood*, where he appreciates the idea of a creativity necessary for everyday life.

Everyday life, the secret of Vygotsky and Rodari: knowing how to look at reality with clear eyes, learning to discover in the continuous interaction between mother and child the origin of the formation of higher mental functions. Wittgenstein was right when he maintained that the truth is not in the sky, like the Rodarian cake, or in word games, but in the forms of everyday life.

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# The Critical Use of AI as Mediated Learning Experience

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**Abstract:** The integration of Artificial Intelligence (AI) in education, particularly in high schools, represents a transformative shift in the learning and teaching paradigm.

AI can significantly aid in preparation activities, enabling teachers to reallocate time towards more student-centric activities. AI's potential in personalized learning and assessment aligns with the need for inclusive education, as highlighted by UNESCO (2021a; 2021b). Additionally, the use of AI in online learning, such as AI teaching assistants and adaptive learning systems, has demonstrated notable improvements in learner-instructor interactions. However, the effective integration of AI in education demands careful consideration. The challenges include ensuring that AI tools are used in pedagogically sound ways and that students are educated to use AI critically and responsibly.

These statements emphasise the need to integrate AI into teacher training (TT), which is the focus of our study at the University of Turin. We analyse and provide concrete examples of the integration of AI in two related TTs during the academic year 22/23: the TT "Expert in the Processes of Inclusive Education" aims at the training of trainers of new teachers; the TT "Specialisation course in special educational needs" aims at the training of new school teachers. The curricula of both courses include a section on new learning technologies, in which training on AI was offered.

**Keywords:** Artificial Intelligence in Education; Didactic Mediation; Inclusive Education; Teacher Training; Personalized Learning

## Extended Summary

Our study is based on the collaborative work carried out at the University of Turin in the summer of 2023. Here, teachers and trainees explored the potential of AI to support didactic mediation in a dialogue-based process. The foundational hypothesis is that current AI technologies emulate human cognitive processes in performance but serve primarily in an executive role within the mediation process, assisting without detracting from the educators' professional agency. This perspective requires a shift from viewing AI as a purely technological tool to recognising it as a mediator that expands practitioners' pedagogical repertoire, aligning closely with Vygotskij's theory of mediation. Educators are encouraged not only to be experts in AI, but rather to design educational goals and pathways, to select and utilise AI to achieve predefined pedagogical goals. This approach advocates a competent mobilisation of AI that includes the selection of appropriate AI tools, the creation of effective prompts and a rigorous evaluation of AI outcomes, ensuring that the human component retains authorship and responsibility for the educational process and its outcomes. The cautious approach to validating the authority of AI-generated content and avoiding the

dispensable use of AI in key learning and professional development tasks emphasises the need for thoughtful integration of AI into the educational framework. With this in mind, a framework for the effective integration of AI into educational practise is proposed that emphasises the role of teacher training in harnessing the potential of AI while also highlighting its limitations. This framework aims to balance the excitement around the capabilities of AI with a grounded understanding of its role in supporting inclusive education and enhancing learner-teacher interaction through mediated learning experiences. Weaving together theoretical insights, practical strategies and reflective practices, the workshop will explore the operational strategies for using AI in education, including the selection of appropriate AI assistants, the design of effective prompts, and the rigorous validation of AI-generated content to ensure its pedagogical validity. Through this lens, we advocate for a balanced integration of AI that harnesses its potential to enrich educational practice while addressing its challenges with a critical and informed perspective.

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## **The zone of proximal development and the mediated learning experience: two indispensable working tools.**

Floriana Princi

**Abstract:** Vygotskji's theories have an extremely important implication in educational and didactic practice. Starting from the theorization of learning as a process that occurs through interrelationships with the surrounding world and thanks to its stimuli, it is possible to think of inclusive interventions that allow the student to develop their learning potential. From this point of view, Feuerstein's theory of mediated learning is closely related to the theorization of the zone of proximal development: the area that includes the child's developing skills that can be acquired with the support of a competent adult. In reference to these premises, an intervention is proposed that sees the mediator's action as a tool to facilitate the acquisition of new skills. Some situations will be presented in which, starting from a careful analysis of learning potential development, through mediated learning experiences it has been possible to achieve cognitive development and learning objectives

**Keywords:** Learning Potential, Zone of Proximal Development, Mediated Learning, Feuerstein's Methodology, Inclusion

### **Extended Summary**

The workshop describes the work done with two boys of different ages who have mild cognitive impairment. The aim is to illustrate how, starting from a careful analysis of the learning potential, work has been done to expand the area of proximate development through the intervention of mediated learning as it is understood in Feuerstein's methodology. In fact, the Feuerstein method aims to develop learning potential and enhance cognitive abilities through the experience of Mediated Learning which sees the mediator/teacher as the one who helps to "learn to learn". The function of the mediator, whether a technician or a parent, is therefore to allow the mediator to learn not because he is exposed to the stimuli of the environment, but because through his function of mediation he selects and organizes the stimuli that must reach the child, thus favoring the acquisition of thought processes aimed at producing greater awareness. increased sense of competence and therefore greater autonomy. At the basis of the Feuerstein methodology there is the theory of Structural Cognitive Modifiability, i.e. the belief that in each individual there is the will to activate resources that are still latent also and above all through the creation of an environment conducive to teaching-learning. In this perspective, the context of belonging itself has become not only a stimulus and a learning tool, but from an inclusive point of view, an expansion of the potential for development and learning. During the workshop, the paths carried out will be exposed and commented on, which include both the use of the Instrumental Enrichment Program and the application of the principles of mediated learning in the different contexts of belonging of the two young people examined. An inclusive intervention was built in agreement with the family and the school so that the learning methods acquired in our meetings could be extended to other contexts and

some of these experiences will be presented during the workshop. This action has led to an increase in confidence in one's ability to learn, a greater involvement in relational dynamics and an increase in learning potential that has been recorded objectively also through a cognitive assessment whose results will be presented.

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## **Peer feedback through the Reflective Team discussion as means of analysis of school inclusive practices**

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**Abstract:** This workshop is complementary to the presentation titled “Co-constructing motive, object, and instruments through reflective inclusive practices at school” (although it can be also experienced as a stand alone activity). The workshop aims to explore the role of teacher’s tools and collective reflection in relation to educational activities informed by inclusive policies. Starting with a case provided by the presenters, the participants experiment with the reflective tool and methodological discussion in order to analyse the adopted inclusive strategies.

**Keywords:** Reflection, Critical incident, Strument, Agency, Peer Feedback

### **Extended Summary**

*Topic/aims.* The role of teacher’s tools and collective reflection in relation to inclusive activities.

*Description of the activity/practice.* The workshop is centred on the presentation of one case provided by a Turin group of primary school teachers with experience in special and inclusive education. The group (6 teachers and 2 researchers) met monthly to discuss cases developed along the lines suggested by Lincoln and Guba (1985) on the substantive case study:

- Presentation of the problem
- Description of the setting
- Description of the processes observed
- Significant elements



The Turin group will facilitate with participants the same methodology that the group is using for its reflective activities. The methodology has been adapted on the basis of the experience of the INTREF European project with the Reflective Team format. One teacher presents to the Team a case based on her own teaching experience and she asks the group one specific question concerning the interpretation and potential improvement of the presented scenario. After this introduction, the presenter steps aside to take a seat away from the group in the room, becoming a listener (i.e. not intervening in the group dialogue) while the other participants provide their own views and suggestions. At the end of the dialogue the presenter takes her place in the group again and she provides her feedback about what she has been gathering from listening to the participants' contributions. This phenomenological experience allows both presenter and participants to reflect on what others think of the situation. A third person is facilitating the reflective team and helps structuring the discussion by firstly asking for hypotheses on why the situation happened the way it did and subsequently shifting to a collection of possible suggestions for potential interventions. The facilitator aims at encouraging the collection of ideas, also making use of prompts to trigger a diversity of contributions.

*Analysis and evidence.*

Being based on an existing group discussion and peer feedback methodology, the debriefing of the workshop allows participants to analyse and reflect about their own exchanges and discussion, identifying key issues and attitudes that are at stake during peer feedback activities. The workshop discussion encourages participants to identify the hidden dimension of the education activities oriented to the inclusion as object.

*Relevance of the teaching or institutional practice.*

The workshop contributes to experience and to understand the practices that can be implemented in formal education to review in reflective ways inclusion activities through peer feedback. Its dialogical approach is reflected in the workshop methodology that encourages reciprocity by having teachers discussing with colleagues the situations presented following a common structure, share ideas and doubts, and promote reflection by connecting the individual action to an analysis of the school system, taking into account how to contribute to turn the present contradictions into potential boosters of teachers' agency development. This type of workshop encourages analysis and reflection on the process of turning an artefact into an instrument, allowing participants to co-construct the object of the inclusive activity and share common meaning making on what inclusion means in the everyday schooling situations.

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## **Sostenere lo sviluppo inclusivo dei contesti: un dispositivo integrato**

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**Abstract:** Nell'ultimo ventennio, il tema dell'emergenza educativa è stato posto al centro delle politiche e delle pratiche in diversi ambiti, seppur con presupposti ed esiti incerti. Le recenti crisi a livello planetario hanno acuito gli elementi di complessità già presenti, delineando nuove, complesse e non prevedibili fenomenologie le quali, pur avendo radici lontane, richiedono una costante ricerca di approcci e strumenti da parte di tutti i soggetti.

A tal fine, proponiamo di rileggere in ottica attualizzata due esperienze realizzate presso le istituzioni scolastiche del territorio torinese nel decennio 2002-2012, entrambe finalizzate allo sviluppo della cultura inclusiva: un percorso di consulenza rivolto ai docenti per la gestione delle classi complesse e una ricerca-formazione attraverso l'utilizzo dell'Index for Inclusion a livello di comunità educante.

Si tratta di esperienze formative che consentono di realizzare una riflessione sul processo di etichettatura, sostenendo pratiche di problematizzazione della percezione della categorizzazione e delle visioni deterministiche del funzionamento degli allievi, attraverso processi di compartecipazione per la costruzione di nuovi significati. Riteniamo che queste mantengano un potenziale trasformativo in grado di orientare riflessioni e azioni anche nello scenario attuale, sul quale merita continuare a riflettere.

**Keywords:** Consulenza, Ricerca - Formazione, Dispositivo Integrato, Contesti Inclusione

### **Extended Summary**

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Riteniamo che queste mantengano un potenziale trasformativo in grado di orientare riflessioni e azioni anche nello scenario attuale, sul quale merita continuare a riflettere. L'intervento consulenziale si concretizza in un percorso di ricerca-azione breve (massimo dieci ore), in cui il consulente fa ricorso all'esperienza dei docenti partecipanti. Egli non si presenta come l'esperto che interviene a risolvere, al contrario, pone attenzione a contrastare la tendenza "quasi naturale" di delega al professionista esterno. La consulenza è intenzionalmente orientata alla salute e alle risorse sane del sistema: la componente educativa è esplicita. Il processo consulenziale lavora per la crescita e il funzionamento del gruppo (e del singolo nel gruppo), tenendo conto dell'interazione tra i sistemi multipli scuola, famiglie, servizi. Le risorse che attiva il consulente, nella sua veste di mediatore-facilitatore, sono quelle del sistema stesso, del territorio o, in alcuni casi, del tessuto sociale, nella consapevolezza che muoversi dentro sistemi in crisi richiede attenzione e apprendimento continui.

Il valore della consulenza risiede nell'esperienza comunicativa; il percorso rende possibile che il gruppo in consulenza possa porsi domande su come si legge il problema (spesso focalizzato sulle diagnosi e sui comportamenti "disturbanti" del singolo allievo), come si ridefinisce il problema, come si individuano le risorse nel problema. In altre parole, i docenti fanno l'esperienza di un modo nuovo per leggere le difficoltà, oltre le etichette e le diagnosi, per ridefinirle e individuare le risorse dentro e fuori le difficoltà stesse. Ma il valore della consulenza risiede anche nell'esperienza formativa; pare infatti confermata l'esistenza di quegli aspetti critici di professionalità rilevati in letteratura (percezione di solitudine, difficoltà emotive, paura dei propri e degli altrui sentimenti, comportamenti reattivi), essenzialmente connessi alla dimensione affettivo-relazionale (Blandino, 2011), che si vengono così a definire come bisogni formativi fondamentali. La particolarità di tali bisogni, afferenti alla categoria dei cosiddetti intangibili, richiede una riflessione accurata sulle modalità formative più appropriate. L'intervento consulenziale sembra caratterizzarsi come un dispositivo formativo adeguato a cogliere tali aspetti, utile a consentire a ciascuno di essere riconosciuto come membro di una comunità scolastica, attraverso un processo di responsabilizzazione diffusa e condivisa. Nello scenario attuale, l'applicazione dei principi e degli strumenti dell'Index for Inclusion (Booth, Ainscow, 2002; 2014) nella sua articolazione di valori e processi consente la valorizzazione dei processi consulenziali sopra esposti, attraverso il potenziamento della dimensione collettiva e comunitaria nella prospettiva ecologico – relazionale. In coerenza con l'idea chiave dell'Index di attivare le risorse latenti, la coprogettazione delle azioni di miglioramento riconosce e utilizza le risorse già esistenti nel sistema, attraverso la pluralità degli sguardi e la polifonia delle voci. La coprogettazione finalizzata al superamento delle barriere alla partecipazione e all'apprendimento di tutti gli alunni da parte dei componenti del sistema favorisce lo sviluppo di contesti inclusivi esperti.

## Il lavoro di gruppo come costrutto di mediazione nella didattica universitaria

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**Abstract:** Vygotskij (1933/1985) ci ricorda che l'apprendimento è socializzato nell'Area di Sviluppo Prossimale attraverso relazioni significative e può essere mediato da artefatti culturali (Venet, Correa Molina & Saussez, 2016). In tale contesto il contributo si propone di indagare tre studi di caso che analizzano esperienze di didattica universitaria attiva, esplicitata attraverso attività collaborative per rispondere alla seguente domanda: il lavoro di gruppo, come artefatto culturale, può essere considerato un mediatore efficace nel processo di insegnamento -apprendimento? Quale impatto determina nella Zona di Sviluppo Prossimale (ZSP), con quali conseguenze? I risultati emersi possono rappresentare spunti significativi di riflessione per i docenti.

**Keywords:** Apprendimento Attivo, Lavoro di Gruppo, Zona di Sviluppo Prossimo, Didattica Universitaria, Metacognizione

### Extended Summary

Il processo di apprendimento richiede un impegno attivo di studenti e studentesse che costruiscono le proprie rappresentazioni grazie alle interazioni con il contesto nel quale operano (Weimer, 2013). A questo proposito Vygotskij (1933/1985) ci ricorda che l'apprendimento è socializzato nell'Area di Sviluppo Prossimo attraverso relazioni significative e può essere mediato da artefatti culturali (Venet, Correa Molina & Saussez, 2016). In tale contesto, il contributo si propone di indagare tre studi di caso che analizzano esperienze di didattica universitaria attiva, esplicitata attraverso attività collaborative per rispondere alla seguente domanda: il lavoro di gruppo, come artefatto culturale, può essere considerato un mediatore efficace nel processo di insegnamento -apprendimento? Quale impatto determina nella Zona di Sviluppo Prossimo (ZSP), con quali conseguenze?

L'analisi condotta da un punto di vista qualitativo ha confermato il lavoro di gruppo come potente mediatore didattico nella formazione universitaria (Grangeat, 2016), evidenziando alcuni aspetti interessanti. In particolare è emerso che l'esperienza formativa è spendibile in Higher Education perché favorisce il potenziamento e lo sviluppo non solo di conoscenze, abilità e competenze tecniche e trasversali come opportunità per la propria vita professionale ma è dimostrato come il gruppo assuma valore trasformativo amplificando la capacità metacognitiva dei singoli.

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## Human kinds and neuro-cultural mediation

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**Abstract:** This workshop presents a groundbreaking approach to relational difficulties in diverse settings, inspired by Vygotsky's concept of cultural mediation. Our proposal, rooted in recent social science insights (Heasman and Gillespie, 2019; Milton, 2012, 2014b, 2020; Oachs, 2001, 2004, 2010; Sterponi, 2004), introduces neuro-cultural mediation. This methodology aims to facilitate interactions among people characterised by significant mutual differences, aligning with Vygotsky's emphasis on the role of cultural tools in shaping human cognition and interaction.

In traditional practices, efforts often focus on molding the 'nonconforming' individuals to fit expected relational norms. Our approach, however, encourages a symmetric support system, equipping all parties with self-awareness tools and an understanding of human diversity (Hacking, 1986). This dual objective seeks to bridge understanding gaps and foster a cultural evolution: transitioning from a dichotomous societal view, where groups (autistic/disabled/migrant, etc.) are contrasted with a normative macro-group (Brekhus, 2018; Zerubavel, 1997), to a perspective embracing the complexity of human expression.

Our experimental training programs, applied in various contexts like healthcare, workplaces, universities, and especially in advanced teacher training, reframe the role of special needs educators as neuro-cultural mediators. This retraining enriches educational environments with critical, interpretive, and operational tools for engaging with diversity, in line with Vygotsky's understanding of cultural tools in learning and development.

**Keywords:** Neuro-Cultural Mediation, Neurodiversity, Social Construction of ASD, Inclusion, Advocacy

### Extended Summary

In relation to the politics of inclusion and psycho-educational approaches, we observe that much of the work in supporting relationships between people characterised by significant mutual differences currently consists of translating the 'nonconforming' person, both to themselves and to others, and attempting to enable them to conform to expected relational behaviour. In 2018, as a result of analyses and insights from social science studies - Heasman, B. and Gillespie, A. (2019); Milton, D.E.M. (2012, 2014b, 2020); Oachs, E. (2001, 2004, 2010); Sterponi, L. (2004) - we present a proposal to approach relational difficulties from the perspective of what we call neuro-cultural mediation, which consists of supporting for the relationship between people characterised by substantial mutual differences, symmetrically with respect to the parties, with the aim of giving both parties tools for self-awareness and awareness of

the variety of human kinds (Ian Hacking, 1986). The aim of this proposal is twofold: on the one hand, to help both parties understand the difference that separates them and makes interaction difficult, and on the other hand, to use the neuro-cultural mediator as a strategic tool for cultural evolution: from a dichotomous view of society, which pits groups of people characterised by particular features (autistic/disabled/migrant etc.) against the virtual macro-group of prototypical people, not further characterised (Brekhus, W. H., 1998; Zerubavel, E., 1997, 2018), to a vision that embraces the complexity of human expression and naturalises awareness of its variety. When people interact with each other they need to understand that their own existential style is only one of many possible styles - this includes professionals - and since they experience the world differently, they need to take these differences into account in order to understand each other, communicate, and complete their interaction effectively.

We are currently carrying out experimental training in various contexts, from social and health care to the workplace, the university, and in particular in advanced teacher training, where we propose to retrain the professional role of the special needs teacher in terms of neuro-cultural mediation, so that they can enrich class groups and school staff with a wealth of critical, interpretive, and operational tools for relating to the other, and therefore to differences, in a vision of society in which differences themselves are understood as the natural weave of the social fabric.

Through advocacy activity carried out together with other associations, the figure of the neuro-cultural mediator in school contexts was included in a bill in the Italian Parliament in 2022.

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## **Metacognitive interventions in a class group with attention and behavioral difficulties**

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**Abstract:** The project involved a class where the teachers perceived attentional and behavioral difficulties and struggled to manage with them. The basic idea was to treat the entire class as a ADHD subject and not to focus on a single child. Workshops were therefore organized relating to attentional strengthening, but also on the emotional aspects involved in respecting the diversity and needs of each individual child, but also with the desire to create a group and transform it into a resource.

**Keywords:** Group, Attention, Emotions, Differences as a Resource

### **Extended Summary**

The intervention will describe the experience of a 4th grade class in which dysfunctional dynamics profoundly influenced the children's attention and self-control abilities. Given the impossibility of carrying out interventions on individual child, we chose, together with the teachers, to start an "enabling" process with the entire class group, intervening on two aspects: the emotional-relational one and the metacognitive one. After an initial evaluation of attentional difficulties with some tests foreseen by Cornoldi et al. 1999 and the relational climate present in the classroom with the application of Moreno's sociogram, the work began by dividing the children into small groups and using materials that allowed shared reflection and metacognitive insight into the attentional aspects. We analyzed the test data referring to the media and standard deviation indicated by the authors of the test, while Moreno's sociogram was analyzed referring to the sociometry theory. At the same time, cards and stories were used to help the children think about their own emotions and those of their classmates and how these can influence being together, but also their learning abilities. The work described was conducted by the class teachers under the supervision of a psychologist expert in attention disorders and behavioral problems: the use of a video camera placed inside the classroom was envisaged to film different moments of the day and allow the group of adults to use the video-recorded material to observe the group more calmly and try to make reflections on the proposed activities. The results achieved so far will be highlighted, as well the critical and strong points.

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## **Choreutic workshops. Educational practices for transformative and inclusive teaching**

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**Abstract:** In the educational field, the factors involved that aim to build a common sense of belonging to society according to the epistemological theory of socio-constructivism, put together inevitable points of view with the theoretical assumptions of Vygotski's defectology. Implementing educational practices for transformative and universal learning (Ianes,2021) means constructing a didactic setting that cultivates in the student the interpretation of the world through the wealth of the relationship, openness to the other and dialogue. Therefore, in order to support the construction of self-awareness in a holistic key, this contribution proposes choreutic workshops, which, using bodily and kinaesthetic intelligence to foster the development of a high degree of proprioception, are identified as an effective tool for the consolidation of meaningful relationships with and between subjects through a «pedagogy of listening and presence» (Gamelli, 2009, p.73).

**Keywords:** Choreutic Workshop, Inclusion, Proprioception, Education Corporeity

### **Extended Summary**

If society grafts its own system of knowledge and values into the child's mind through the practice of school (Vygotsky, 1986), the new challenge of the 21st century educational system cannot fail to arise from the need to design and implement an educational system inclusive and significant, capable of cultivating "the infinite variety of human differences" (Cramerotti & Ianes, 2022, p.2) according to an ecological and transformative perspective capable of adapting increasingly effectively to the variety and unpredictability of the dynamics of developmental and educational outcomes in formal and informal settings (Damiani & Gomez Paloma, 2020). For Lev Vygotsky, the learning/teaching process, "*obuchenie*" (Daniels, H., 2012), must be able to explore new paths and activate new solutions, in a dialogic relationship between teachers and students that is no longer of a pyramid type, but circular, so as to activate all the potentials overshadowed by the traditional educational process and cultivate a reservoir of knowledge and skills from which the child can draw autonomously. This vision is aimed at giving the body a competence of "*sympátheia*", or an empathetic ability to be with others, in order to build the scaffolding of an asymmetrical and student-centered educational relationship, concretizing the typical mutual transformation of the dyadic relationship in the educational field (Ceciliani,

2015) and which takes into account the fact that «there is no generic intelligence, the one on which school measurement is usually applied, but that there are forms so different from each other that it is not possible to unify them and measure them uniformly. Every form of intelligence, in fact, is permeated by “genius”, which is not a prerogative of Leonardo, but of all minds that are always inclined in a certain direction, starting from which each individual's particular and exclusive vision arises of the world» (Gardner, 2005, p.8). This perspective takes on even more peremptory tones in the inclusive context, where, due to the principles of individualization and personalization of educational practices, the expansion of learning and participation opportunities is essential, in order to facilitate the achievement of educational success and organic well-being -psycho-social of the student.

It is necessary to note how «our school and extracurricular systems transmit a lot of knowledge and values, but are absolutely deficient in essential information on movement and, above all, hardly offer significant forms of motor and sports education, with the related objectives of well-being of the psycho-physical and socio-affective sphere, of development of the cognitive-intellectual and expressive-communicative areas» (Lipoma, 2019, p.9). A creative and experiential educational approach is to be considered, therefore, as a combinatorial activity that considers the subject not only as an organogenetic but a sociogenetic and psychogenetic phenomenon (Pesci, 2005). The significant significance of the pedagogy of the body in the context of educational and inclusive processes (De Ajuriaguerra, J., 1981; Nicolodi, G., 2015; Thelen, E. & Smith, L.B. 1994), emancipating itself from the idea of corporeality as an element dissociating, secondary and training, it finds in expressive-motor practices a precious training strategy capable of encouraging the construction of significant relationships. This contribution aims to intercept possible constituent elements of a methodological track that implements, in the context of PE, experiential practices of expressive movement through the introduction of dance workshops, that is, specific space-time devices already active in high school contexts (MIUR, 2010) which pursue the refined objective of qualitatively increasing the motor skills and level of self-efficacy of the person by promoting an education of the body based on conscious proprioception.

The structuring of this vision hypothesizes the development of a vertical curriculum which, from primary school to subsequent school levels, is capable of considering the paralinguistic traits of the body in movement in direct contact with emotional experience, to encourage the child's acquisition of inter/intrapersonal skills and, in the teacher, the ability to creatively and flexibly orchestrate one's presence. The dance workshops, focusing on the dynamics that regulate the body and its sensations and favoring proprioceptive body practices based on ideokinesis (Bernard, A., et. al, 2006) and experiential anatomy (Olsen, A., & Tolja, J., 1994), access knowledge of corporeality, favoring the physical and emotional - but also relational and psychosocial - maturation and integration of the person and stimulating the divergent dimension, lateral and simple (Sibilio, 2015) in educational practices and peremptorily accessible to all.

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## **Working from a cultural competent perspectives**

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**Abstract:** In this presentation, I will be focusing on the three spheres of cultural competency. In the United Kingdom despite multiple reviews from Macpherson (1999) to Casey (2023), reported findings of institutional racism have yet to be acted upon in a meaningful way. The recent publication of a report by Dame Louise Casey, neither the Metropolitan Police Commissioner nor the Children's Commissioner in the United Kingdom have fully accepted the report findings or advocated for institutional change, which in spite of the overwhelming evidence is shocking and intolerable for families from black and minority ethnic (BME) communities. I will explore the necessity and significance of cultural competence and give a definition of all its spheres. I will utilise my experience as a specialist social worker, working in one of the most ethnically diverse boroughs in the United Kingdom to consider issues of safeguarding, and how professionals might work effectively with migrant communities wherever they live. I will conclude by arguing that there should be education in the form of training workshops delivered in any Country where there are migrants as a pre-requisite to assessing and providing services to meet their needs. Attendance at this training workshops should include professionals working in the formal and informal societal systems in each country.

**Keywords:** Black and Minority Ethnic (Bme) Communities, Three Spheres of Cultural Competency

### **Extended Summary**

Overall aim For University students and professionals working in the informal and formal Societal systems Nationally and internationally to have an understanding of what working from a culturally competent view point is about. To articulate their own definition and understanding of cultural competence. The relevant knowledge base when working with children and families particularly African Families. Delegates will explore the impact of their own self-concept on their work/ intervention with the global majority from a cultural competence perspective. One would also explore the theoretical bases of the programme

Learning Outcomes. By the end of the session delegates will be able to:

- Define and explain the theoretical bases of the training workshop.
- General Knowledge of Child Protection
- A particular Knowledge of the family in question
- Knowledge of the formal and informal societal systems surrounding both the worker and the client
- A certain kind of self-knowledge

- Define and explain the three spheres of cultural competency: Community, Individual and Organization
- Define and explain their own self-concept in relation to the subject matter
- Define and explain their own understanding and view of cultural Competence, individually and in relation to their work.
- Define and discuss the contents of the Training workshop.
- Explain and understand the impact of their own self-concept on their work/ intervention with migrant children and Families
- Explain the significance and necessity of cultural competency
- Skills for communicating and collaborating successfully at work with various ethnic groups/races lead to higher levels of efficiency in the workplace.
- New perspectives and ideas lead to appreciation and respect for each other.
- Thinking and caring about team members, bond members as a team. This leads to a more harmonious, safer, and more productive workplace for all ethnic groups, races, and immigrants.

Significance way Begin the Cultural Competency Journey. Learn about yourself by conducting an ongoing assessment about your roots. Get started by exploring your own historical roots, beliefs, and values (Weigl, 2009). Learn about different cultures. If you know you're going to be researching or providing therapy to people with unfamiliar backgrounds, seek cultural insight through journal articles, academic books, and lived experiences. Learn about other ethnic groups/races, languages, symbols, lifestyle, spiritual beliefs, socio-economic conditions, and meanings of their language. Interact with diverse groups. Attend community activities and events, do volunteer work, and attend entertainment and recreational events. Instead of solely interacting with members of diverse groups who are seeking help, get a fuller picture by interacting with them as peers at parties, religious services, soup kitchens, and other cultural events. "Put yourself in social situations where you're the only one of your cultural group". Attend training and conferences to broaden your knowledge about other ethnic groups. If training is not available in your organization, lobby your needs with your colleagues and management.