The Cambridge Handbook of Sociocultural Psychology

Sociocultural psychology is a discipline located at the crossroads between the natural and social sciences and the humanities. This international overview of the field provides an antireductionist and comprehensive account of how experience and behavior emerge from human action with cultural materials in social practices. The outcome is a vision of the dynamics of sociocultural and personal life in which time and developmental constructive transformations are crucial.

This second edition provides expanded coverage of how particular cultural artifacts and social practices shape experience and behavior in the realms of art and aesthetics, economics, history, religion, and politics. Special attention is also paid to the development of identity, the self, and personhood throughout the lifespan, while retaining the emphasis on experience and development as key features of sociocultural psychology.

ALBERTO ROSA is a professor of psychology at the Universidad Autónoma de Madrid, Spain, where he lectures on the history of psychology and cultural psychology. He has carried out research and edited books on the developmental psychology of the physically challenged, notably Psicología de la Ceguera (1993) and El Niño con Parálisis Cerebral (1993) as well as on the history of psychology, such as his Metodología de la Historia de la Psicología (1996) and Historical and Theoretical Discourse (1994, co-authored with Jaan Valsiner). His most recent book, Hacer(se) Ciudadan@s: Una Psicología para la Democracia (2015, co-authored with Fernanda González), is on the influence of culture and history in shaping identity and citizenship.

JAAN VALSINER is the Niels Bohr Professor of Cultural Psychology at Aalborg University, Denmark. He was the founding editor of the journal Culture & Psychology, and he has published and edited around 40 books, including The Guided Mind (1998), Culture in Minds and Societies (2007), and Invitation to Cultural Psychology (2014). He has been awarded the 1995 Alexander von Humboldt Prize and the 2017 Hans Kilian Prize for his interdisciplinary work on human development as well as the Senior Fulbright Lecturing Award in Brazil in 1995–1997. He has been a visiting professor in Brazil, Japan, Australia, Estonia, Germany, Italy, Luxembourg, the United Kingdom, and the Netherlands.
The Cambridge Handbook of Sociocultural Psychology

Second Edition

Edited by

Alberto Rosa
Universidad Autónoma de Madrid

Jaan Valsiner
Aalborg University, Denmark
Contents

List of Figures ix
List of Tables xi
Contributors xii
Editors’ Introduction 1
Sociocultural Psychology on the Move 3
ALBERTO ROSA AND JAAN VALSINER

Part I Theoretical and Methodological Issues 11
1 The Human Psyche Lives in Semiospheres 13
ALBERTO ROSA AND JAAN VALSINER
2 Cultural Psychology as the Science of Sensemaking: A
Semiotic-cultural Framework for Psychology 35
SERGIO SALVATORE
3 Knowledge and Experience: Interobjectivity, Subjectivity, and Social
Relations 49
GORDON SAMMUT, MARTIN W. BAUER, AND SANDRA JOYCHELOVITCH
4 “Mediationism” in Cognitive and Social Theory 63
ALAN COSTALL
5 Sociocultural Psychology and Interpersonal Psychoanalysis: The
Semiotic Space in the Consulting Room 78
PHILIP J. ROSENBAUM

Part II Action, Objects, Artifacts, and Meaning 101
6 Spirited Psyche Creates Artifacts: Semiotic Dynamics of Experience in
the Shaping of Objects, Agency, and Intentional Worlds 103
ALBERTO ROSA
7 Making Social Objects: The Theory of Social Representation 130
WOLFGANG WAGNER, KATRIN KELLO, AND ANDU RÄMMER
8 Beyond the Distinction between Tool and Sign: Objects and Artifacts
in Human Activity 148
REIJO MIETTINEN AND SAMI PAAVOLA
## Contents

### Part I The Agent Mirows a Reflective Self: Education and Development

9  The Sociocultural Study of Creative Action  
   VLAD PETRE GLĂVEANU  
   163

10  Symbolic Resources and Imagination in the Dynamics of Life  
    TANIA ZITTOUN  
    178

### Part II Institutional Artifacts for Value

11  Early Infancy – a Moving World: Embodied Experience and the Emergence of Thinking  
    SILVIA ESPAÑOL  
    205

12  Object Pragmatics: Culture and Communication – the Bases for Early Cognitive Development  
    CINTIA RODRÍGUEZ, MARISOL BASILIO, KARINA CÁRDENAS, SILVIA CAVALCANTE, ANA MORENO-NÚÑEZ, PEDRO PALACIOS, AND NOEMÍ YUSTE  
    223

13  Distinguishing Two Processes of Self-reflection  
    ALEX GILLESPIE  
    245

14  Making Memory: Meaning in Development of the Autobiographical Self  
    KATHERINE NELSON  
    260

15  Mapping Dialogic Pedagogy: Instrumental and Non-instrumental Education  
    EUGENE MATUSOV  
    274

16  Development and Education as Crossing Sociocultural Boundaries  
    GIUSEPPINA MARSICO  
    302

### Part III The Agent Rises a Reflective Self: Education and Development

17  Ownership and Exchange in Children: Implications for Social and Moral Development  
    GUSTAVO FAIGENBAUM  
    319

18  Possessions and Money beyond Market Economy  
    TOSHIYA YAMAMOTO AND NOBORU TAKAHASHI  
    333

### Part IV Aesthetic and Religious Experiences

19  The Sociocultural Constitution of Aesthetic Transcendence  
    MARK FREEMAN  
    351

20  Sociocultural Science of Religion and Natural Belief  
    JAMES CRESSWELL  
    366
## Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td><em>Psyche and Religio</em> Face to Face: Religion, Psychology, and Modern Subjectivity in the Mirror*</td>
<td>380</td>
</tr>
<tr>
<td></td>
<td>Luis Martínez Guerrero</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Part VI Practices and Artifacts for Imagining Identity</strong></td>
<td>397</td>
</tr>
<tr>
<td>22</td>
<td>Imaginative Processes and the Making of Collective Realities in National Allegories</td>
<td>399</td>
</tr>
<tr>
<td></td>
<td>Luca Tatoe</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>National Identities in the Making and Alternative Pathways of History Education</td>
<td>424</td>
</tr>
<tr>
<td></td>
<td>Mario Carretero, Floor Van Alphen, and Cristian Parellada</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>The Politics of Representing the Past: Symbolic Spaces of Positioning and Irony</td>
<td>443</td>
</tr>
<tr>
<td></td>
<td>Brady Wagoner, Sarah H. Awad, and Ignacio Brescó de Luna</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Beyond Historical Guilt: Intergenerational Narratives of Violence and Reconciliation</td>
<td>458</td>
</tr>
<tr>
<td></td>
<td>Giovanna Leone</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Psytizenship: Sociocultural Mediations in the Historical Shaping of the Western Citizen</td>
<td>479</td>
</tr>
<tr>
<td></td>
<td>Jorge Castro-Tejerina and José Carlos Loredo-Narciandi</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Part VII Experiences Make the Person</strong></td>
<td>501</td>
</tr>
<tr>
<td>27</td>
<td>The Human Experience: A Dialogical Account of Self and Feelings</td>
<td>503</td>
</tr>
<tr>
<td></td>
<td>João Salgado and Carla Cunha</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Knowing Ourselves: Dances of Social Guidance, Imagination, and Development by Overcoming Ambivalence</td>
<td>518</td>
</tr>
<tr>
<td></td>
<td>Seth Surgan, Aurora Pfefferkorn, and Emily Abbey</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Personal History and Historical Selfhood: The Embodied and Pre-reflective Dimension</td>
<td>538</td>
</tr>
<tr>
<td></td>
<td>Allan Köster and Ditte Alexandra Winther-Lindqvist</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>The Development of a Person: Children’s Experience of Being and Becoming within the Cultural Life Course</td>
<td>556</td>
</tr>
<tr>
<td></td>
<td>Pernille Hviid and Jakob Waag Villadsen</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>The Construction of the Person in the Interethnic Situation: Dialogues with Indigenous University Students</td>
<td>575</td>
</tr>
<tr>
<td></td>
<td>Danilo Silva Guimarães and Marília Antunes Benedito</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Social Identities, Gender, and Self: Cultural Canalization in Imagery Societies</td>
<td>597</td>
</tr>
<tr>
<td></td>
<td>Ana Flávia do Amaral Madureira</td>
<td></td>
</tr>
</tbody>
</table>
## Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>The Experience of Aging: Views from Without and Within</td>
<td>615</td>
</tr>
<tr>
<td></td>
<td><strong>DIETER FERRING</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>General Conclusion</strong></td>
<td>631</td>
</tr>
<tr>
<td>34</td>
<td>An Epistemological Coda: Sociocultural Psychology among the Sciences</td>
<td>633</td>
</tr>
<tr>
<td></td>
<td><strong>ALBERTO ROSA AND JAAN VALSINER</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Index</strong></td>
<td>652</td>
</tr>
</tbody>
</table>
Figures

3.1 Psychological phenomena in the spaces between the personal–collective and the private–public dimensions. page 53
6.1 Triadic formalisms accounting for action, semiosis, experience, and realities. 117
6.2 Semiotic structure of the intentional scheme. 119
6.3 Actuation: Semiotic development of intentional action and objects. 120
6.4 Fractal structure of experience and behavior: Development of symbols and arguments. 122
6.5 Substitutive semioses in the dynamics of sociocultural phenomena and personal experiences. 125
7.1 An antique and a modern wheelchair. 135
7.2 Choir from Tõstamaa 1865. 140
8.1 Status of the gum disease defined in the care plan. 156
9.1 Decorated eggs at different stages. 166
9.2 The five A’s framework of creativity. 167
10.1 Loop of imagination in a three-dimensional space. 182
10.2 Semiotic prism. 190
10.3 A star-like model. 193
12.1 Triadic interaction at two and four months of age. 227
12.2 Symbolic uses of objects. 230
12.3 Self-regulation with private gestures and protocanonical uses. 232
12.4 Numerical uses of objects. 234
14.1 Bounds of experiential space in an environmental event or encounter. 262
15.1 Diverse and vast terrain of dialogic pedagogy. 277
16.1 In the elevator: regulation of sociocultural, interpersonal, and inner borders. 304
16.2 “School borderscape.” 310
16.3 The school border zone. 310
16.4 The border zone within a school. 311
16.5 School entrance hall as a social membrane. 312
18.1 Expanded mediational structure (EMS). 334
21.1 An eternal obsessive loop. The genealogical relationship between religion and psychology. 391
22.1 Abstraction and reification. 403
22.2 The Triumph of Henry IV by Peter Paul Rubens. 405
22.3 Changing configurations of distinctions and relationships. 406
22.4 Consequences of War by Peter Paul Rubens. 409
22.5 Italia and Germania by Friedrich Overbeck. 409
22.6 Female personifications of France, Russia, and Britain. 410
<table>
<thead>
<tr>
<th>Figure Number</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.7</td>
<td>Demonstration against same-sex marriage in Paris.</td>
<td>411</td>
</tr>
<tr>
<td>22.8</td>
<td>Map of Sykes–Picot Agreement.</td>
<td>412</td>
</tr>
<tr>
<td>22.9</td>
<td>The imagined land.</td>
<td>413</td>
</tr>
<tr>
<td>22.10</td>
<td>Exotic at home and homeness in the exotic.</td>
<td>415</td>
</tr>
<tr>
<td>22.11</td>
<td>World War I propaganda posters advocating intervention.</td>
<td>416</td>
</tr>
<tr>
<td>22.12</td>
<td>Abstraction/reification in “umbrella revolution.”</td>
<td>418</td>
</tr>
<tr>
<td>22.13</td>
<td>Schoolchildren rehearsal for the Empire Games in New South Wales, 1938.</td>
<td>420</td>
</tr>
<tr>
<td>22.15</td>
<td>Map of the Iberian Peninsula around 721.</td>
<td>432</td>
</tr>
<tr>
<td>22.16</td>
<td>Map of the Iberian Peninsula around 1212.</td>
<td>432</td>
</tr>
<tr>
<td>22.17</td>
<td>Map of the Iberian Peninsula around 1491.</td>
<td>432</td>
</tr>
<tr>
<td>22.18</td>
<td>Student drawing of the Iberian Peninsula around 710. Adapted from Lopez, Carretero &amp; Rodriguez-Moneo (2015).</td>
<td>433</td>
</tr>
<tr>
<td>22.19</td>
<td>Student drawing of the Iberian Peninsula around 721.</td>
<td>433</td>
</tr>
<tr>
<td>22.20</td>
<td>Student drawing of the Iberian Peninsula around 1212.</td>
<td>433</td>
</tr>
<tr>
<td>22.21</td>
<td>Student drawing of the Iberian Peninsula around 1491.</td>
<td>433</td>
</tr>
<tr>
<td>22.22</td>
<td>Street art on the presidential palace wall in Cairo, June, 2013.</td>
<td>451</td>
</tr>
<tr>
<td>22.23</td>
<td>Government poster in Cairo, February 2016.</td>
<td>452</td>
</tr>
<tr>
<td>27.1</td>
<td>The three layers of the human mind: first-, second-, and third-person perspectives.</td>
<td>511</td>
</tr>
<tr>
<td>27.2</td>
<td>The triadic structure of a dialogical position.</td>
<td>512</td>
</tr>
<tr>
<td>27.3</td>
<td>A dialogical conception of feelings.</td>
<td>513</td>
</tr>
<tr>
<td>28.1</td>
<td>The openness of the sign to future meaning.</td>
<td>519</td>
</tr>
<tr>
<td>32.1</td>
<td>Social identities as boundary phenomena: from differences to inequalities, from inequalities to intolerance.</td>
<td>602</td>
</tr>
<tr>
<td>34.1</td>
<td>Psyche: dynamic processes arising from a spiral of circular reaction cycles.</td>
<td>634</td>
</tr>
<tr>
<td>34.2</td>
<td>Epistemic overlaps in the study of the developmental dynamics of psyche.</td>
<td>636</td>
</tr>
<tr>
<td>34.3</td>
<td>Argument: a semiotic sign compiling values arising from action and producing experiences.</td>
<td>641</td>
</tr>
<tr>
<td>34.4</td>
<td>Fields of sense (and culture) arising from experience and influencing behavior.</td>
<td>641</td>
</tr>
<tr>
<td>34.5</td>
<td>Crisscrossing boundaries of cultural, institutional, interpersonal, and subjective fields.</td>
<td>645</td>
</tr>
</tbody>
</table>
Tables

8.1 BIM-related software used in a Finnish construction project in 2011–2012. page 158
33.1 Overview of central concepts, models, and theories on human aging. 619
Contributors

EMILY ABBEY is a professor of psychology at Ramapo College of New Jersey, USA. Working from a developmental orientation and a cultural perspective, she is curious about ambivalence, the semiotic organization of human lives, and the relationship between poetry and psychology.

SARAH H. AWAD is a PhD fellow at the Centre for Cultural Psychology, Aalborg University, Denmark. She received her MSc degree in social and cultural psychology from the London School of Economics and Political Science, UK, and her BA degree in mass communication from the American University in Cairo, Egypt. Her research interests are in the interrelations between the fields of cultural psychology, communication, and social development. She studies the process by which individuals develop through times of life ruptures and social change using signs to create alternative visions of social reality. She looks specifically at images in the urban space and their influence on identity, collective memory, and power relations within a society.

MARISOL BASILIO is a research fellow at the Faculty of Education of the University of Cambridge, UK, working as part of the Centre for Research on Play in Education, Development and Learning (PEDAL). Her research interest focuses on the interplay between communication, self-regulation, and play in children’s development.

MARTIN W. BAUER is a professor of social psychology and research methodology at the London School of Economics and Political Science, UK. A former editor of Public Understanding of Science, he currently directs the MSc Social & Public Communication program and lectures regularly in Brazil and China. He investigates science, attitudes, and common sense through theory and indicator construction using comparative surveys, media monitoring, and qualitative inquiries.

MARIÃ­LIA ANTUNES BENEDITO is concluding her undergraduate studies at the Institute of Psychology at the University of São Paulo, Brazil. She developed a research project in the field of cultural psychology about Amerindian identity in the urban context, which involved interviewing Amerindian undergraduate students.

IGNACIO BRECÓ DE LUNA is currently working as an associate professor at the Centre for Cultural Psychology, Aalborg University, Denmark. He received his PhD degree from the Autonomous University of Madrid, Spain, where he worked as an associate professor until 2014. His research interests revolve around collective memory and identity, the teaching of history, positioning theory, and the narrative mediation of remembering.

KARINA CÁRDENAS, PhD, is a qualified early years teacher and developmental researcher. She is an assistant professor at the Pontificia Universidad Católica de Chile, in Villarrica. Her...
research interests concern the early development of communication and pedagogical interactions using material objects in early childhood education.

MARIO CARRETERO is a professor at Autonoma University of Madrid, Spain, and a researcher at the Facultad Latinoamericana de Ciencias Sociales (FLACSO), Argentina. He has carried out extensive research on history education.

JORGE CASTRO-TEJERINA is a professor of the history of psychology at the Universidad Nacional de Educacion a Distancia (UNED) in Madrid, Spain. His work is oriented toward the study of the relationship between the history of psychology and sociocultural topics such as citizenship, professional identities, aesthetics, and cultural theory.

SILVIA CAVALCANTE, PhD, is a researcher of developmental and educational psychology at the Department of Cognition, Development, and Educational Psychology at the University of Barcelona, Spain. Her research interest focuses on early childhood development and education, especially on number development in young children, from a socio-cognitive approach.

ALAN COSTALL is a professor of theoretical psychology and deputy director of the Centre for Situated Action and Communication at the University of Portsmouth, UK. His work explores the implications of a “mutualist approach” to psychology. A serious engagement of this approach with the sociocultural should (he hopes) be able to counter the nuttiness of postmodernism.

JAMES (Jim) CREWSWELL is a cultural psychologist who is primarily interested in dialogicality and how it can enrich our understanding of psychological phenomena. This interest draws on the aesthetic theory of the Bakhtin Circle and has led him to do community engaged research with immigrants.

CARLA CUNHA, PhD, is currently an assistant professor at the University Institute of Maia (ISMAI – Instituto Universitário da Maia), Portugal, where she coordinates the Master in Clinical and Health Psychology program. Her current research interests are focused on change processes in psychotherapy, identity transformation, and the dialogical self.

SILVIA ESPAÑOL, PhD, is a researcher at the CONICET (National Council of Scientific and Technical Research), Argentina. Her area of specialty is the socio-cognitive development in early infancy. Her work is on the border between cognitive developmental psychology, psychology of music, and the area of human movement.

GUSTAVO FAIGENBAUM graduated from the University of Buenos Aires, Argentina, and obtained his PhD in philosophy at the New School University, New York, USA. He is a professor at the Universidad Autónoma de Entre Ríos, Argentina. His research focuses on social development, social cognition, ownership, and exchange.

DIETER FERING, until his untimely death in August 2017, was a professor of developmental psychology and geropsychology at the University of Luxembourg. He was the director of the Integrative Research Unit on Social and Individual Development (INSIDE). His main research areas lie within lifespan development and aging, focusing on personal and social factors contributing to autonomy or dependence in old age.
MARK FREEMAN is a professor and chair of the Department of Psychology and Distinguished Professor of Ethics and Society at the College of the Holy Cross in Worcester, Massachusetts, USA. He is the winner of the 2010 Theodore R. Sarbin Award in the Society for Theoretical and Philosophical Psychology.

ALEX GILLESPIE is an associate professor in social psychology at the London School of Economics and Political Science, UK, and co-editor of the Journal for the Theory of Social Behaviour. His research focuses on communication, divergences of perspective, misunderstandings, and listening.

VLAD PETRE GLĂVEANU is an associate professor and head of the Department of Psychology and Counseling at Webster University Geneva, Switzerland, director of the Webster Center for Creativity and Innovation (WCCI), and Associate Professor II at the Center for the Science of Learning and Technology (SLATE), Bergen University, Norway. He has published extensively in the cultural psychology of creativity.

DANÍLO SILVA GUIMARÃES is a professor at the Institute of Psychology within the University of São Paulo, Brazil. His main focus of research is the process of symbolic elaborations out of tensional boundaries between cultural alterities, psychology, and Amerindian peoples.

PERNILLE HVIIID is an associate professor at the Department of Psychology at the University of Copenhagen, Denmark. Her research focuses on developmental processes from a cultural life course perspective. Her empirical focus is on children's life and development in institutional practices and on the development of educational and managerial practices aiming at caring for and educating children.

SANDRA JOVCHELOVITCH is a professor of social psychology at the London School of Economics and Political Science, UK, where she directs the MSc program in social and cultural psychology. Her research focuses on the sociocultural psychology of representations, public spheres, and community development. Her latest research examines human development under poverty and urban segregation, focusing on trajectories of self and community in the favelas of Rio de Janeiro.

KATRIN KELLO holds an MA in history and PhD in media and communications. At the time of writing the chapter she was a researcher at the Institute of Social Studies, University of Tartu, Estonia. She currently works at the Estonian Research Council. She is interested in history of law as well as in social memory, history politics, and social representation theory.

ALLAN KOSTER is a postdoc fellow at Aalborg University, Denmark. He holds a PhD in philosophy of psychology and is trained as a clinical specialist in narrative therapy. Thematically, his research centers on the relation between selfhood, embodiment, and narrative in psychological processes as these are socioculturally embedded.

GIOVANNA LEONE is an associate professor of social psychology at Sapienza University of Rome, Italy, where she teaches social psychology, communication, political psychology, and community psychology. Her main research interests include social and collective aspects of autobiographical memory, ambivalent effects of over-helping as observed in multicultural
classrooms, and relationships between changes of historical narratives on past intergroup violence and reconciliation.

**José Carlos Loredo-Narciandi** is a professor of the Department of Psicología Básica I at the Universidad Nacional de Educación a Distancia (National University for Open Education) in Madrid, Spain. He currently teaches the history of psychology and epistemology. His areas of interest are the history of psychology from a genealogical point of view, constructivist traditions in the social sciences, and technologies of subjectivity.

**Ana Flávia do Amaral Madureira** has a PhD in psychology from the Universidade de Brasília, Brazil. She is a professor of psychology at Centro Universitário de Brasília, Brazil, and does research in psychology and education with a specific interest in the relations between social identities, diversity, and prejudice.

**Giuseppina Marsico** is an assistant professor of development and educational psychology at the University of Salerno (Italy), a postdoctoral researcher at the Centre for Cultural Psychology at Aalborg University (Denmark), and a visiting professor at the PhD program in psychology at the Federal University of Bahia (Brazil).

**Luis Martínez Guerrero** has a PhD in psychology at the Universidad Autónoma de Madrid, Spain. He is an associate professor of medical anthropology at the Universidad Antonio de Nebrija, Spain. His interests include the cultural psychology of religion, the history of emotions, the technologies of the self, and the genealogy of modern subjectivity.

**Eugene Matusov** is a professor in the School of Education at the University of Delaware, USA. His main interests are in dialogic pedagogy and in studying how to design safe learning environments for all students.

**Reijo Miettinen** is a professor emeritus of adult education at the Faculty of Educational Sciences of the University of Helsinki, Finland, and works in the Center for Research on Activity, Development and Learning (CRADLE). His research group studies scientific work, network collaboration, producer–user interaction, and learning in technological innovations.

**Ana Moreno-Núñez** is an assistant professor of developmental psychology at Universidad de Valladolid, Spain. She received her PhD from Universidad Autónoma de Madrid and has worked as a research fellow at the Singapore National Institute of Education at Nanyang Technological University, Singapore. Her research focuses on micro-genetic analysis of the role of adults as a guide in children’s developmental processes and how their actions contribute to children outcomes at an early age, in both home and school settings.

**Katherine Nelson** is Distinguished Professor Emerita of Psychology at the Graduate Center of the City University of New York, USA. She is a fellow of the American Psychological Association and the Association for Psychological Science. She is the recipient of awards for a distinguished research career from the American Psychological Association and the Society for Research in Child Development and she also received the SRCD Book Award in 2008. Her research focuses on the development of language, memory, and cognition during the late infancy and early childhood years.
Contributors

Sami Paavola is an associate professor at the Faculty of Educational Sciences at the University of Helsinki, Finland, and is affiliated with the Center for Research on Activity, Development and Learning (CRADLE). His research focuses on digitization of work and on collaborative learning and inquiry.

Pedro Palacios, PhD, is a professor in the Department of Psychology at the Universidad Autónoma de Aguascalientes, Mexico. His research interest is in studying the origin and development of symbols in infants.

Cristian Parellada is a lecturer at the Faculty of Psychology of the University of La Plata, Argentina, and researcher at the Facultad Latinoamericana de Ciencias Sociales (FLACSO), Argentina. His research interests are related to history education and national identity, particularly in relation to how historical maps are represented by both students and textbooks.

Aurora Pfefferkorn is a graduate student at Fordham University in New York, USA. She is an interdisciplinary social historian, utilizing the study of psychology and literature in her work. She enjoys studying moments of great social upheaval and change, though specializes in medieval European history.

Andu Räümmer is a researcher and lecturer of sociology at the University of Tartu, Estonia. He is interested in the formation of values, diffusion of new ideas, public acceptance of new technologies, trust in science, and social representation theory.

Cintia Rodríguez is a professor of developmental psychology at the Universidad Autónoma de Madrid, Spain. She worked in the Geneva School in the 1980s, where she developed a semiotic-pragmatic approach on objects in communicative situations. Her research area is concerned with early socio-cognitive development in natural contexts.

Alberto Rosa is a professor of psychology at the Universidad Autónoma de Madrid, Spain, where he lectures on the history of psychology and cultural psychology. He is interested in the history of psychology and the semiotics of experience as mediated by cultural artifacts.

Philip J. Rosenbaum, PhD, is a clinical psychologist, psychoanalyst, and the director of the Counseling and Psychological Services (CAPS) at Haverford College in Pennsylvania, USA. His interests are in studying the commonalities between contemporary interpersonal analytic practice and cultural psychology.

João Salgado, PhD, is an assistant professor at the University Institute of Maia (ISMAI – Instituto Universitário da Maia), Portugal, and the director of the PhD program in clinical psychology. His work has been mainly devoted to theoretical and empirical research on psychotherapy and on the dialogical perspective, ranging from leading clinical trials to qualitative micro-analytic studies and theoretical development.

Sergio Salvatore is a professor of dynamic psychology at the Department of History, Society and Humanities at the University of Salento, Italy. His scientific interests are the psychodynamic and semiotic theorization of mental phenomena and the methodology of analysis of psychological processes as field dependent dynamics. He also takes an interest in theory
and the analysis of psychological intervention in clinical, scholastic, organizational, and social fields.

Gordon Sammut is a senior lecturer in social psychology at the University of Malta. He is interested in the negotiation and outcomes of diverse perspectives. His work explores social representations of Arabs and Muslims in Europe and support for dictatorship and democracy in Libya.

Seth Surgan is a professor of psychology at Worcester State University, Massachusetts, USA, where he enjoys both relieving students of their confusions about how psychology constructs knowledge and deepening their confusion about the role of culture in psychological processes.

Noboru Takahashi is a professor of school education at Osaka Kyoiku University, Japan. His research interest is literacy development in cultural context.

Luca Tateo is an associate professor in epistemology and the history of cultural psychology at the Centre for Cultural Psychology, Aalborg University, Denmark. His research interests are in the study of imagination as higher psychological function, the epistemology and history of psychological sciences in order to reflect on the future trends of psychological research, and related methodological issues.

Jaan Valsiner is currently Niels Bohr Professor of Cultural Psychology at Aalborg University, Denmark. He is a cultural psychologist with a consistently developmental axiomatic base that is brought to the analysis of any psychological or social phenomena.

Floor Van Alphen is a postdoctoral researcher at Autonoma University, Madrid, Spain. She studies historical narratives and social identities in a cultural psychological vein with a particular interest in adolescents, cultural diversity, and human mobility.

Jakob Waag Villadsen is a PhD fellow at the Copenhagen Center of Cultural Life Course Studies at the Department of Psychology, University of Copenhagen, Denmark. His main interest is in early childhood development in educational settings, focusing on subjectivity and how it emerges, develops, and is preserved in the cultural life course of the individual – lived and shared with others.

Wolfgang Wagner is a professor of psychology at the University of Tartu, Estonia, and was formerly at Johannes Kepler University, Linz, Austria. He is interested in the theory and research in societal psychology, social and cultural knowledge, the popularization of science, intergroup relationships, racism, and social representation theory.

Brady Wagener is Professor of Psychology at Aalborg University, Denmark, and an associate editor for the journals Culture & Psychology and Peace & Conflict. He received his PhD from the University of Cambridge, UK, where he started his line of research on social and cultural psychology, remembering, social change, and the development of dynamic methodologies. His recent books include The Constructive Mind: Bartlett’s Psychology in Reconstruction (Cambridge University Press, 2017), The Psychology of Imagination (2017) and
Contributors

Handbook of Culture and Memory (2017). He was awarded the Early Career Award by the American Psychological Association (Division 26).

**Ditte Alexandra Winther-Lindqvist**, PhD, is an associate professor of developmental psychology at Aarhus University, Denmark. She is interested in phenomena central to the development of children and young people from a point of view of lived experience.

**Toshiya Yamamoto** is a director at the Developmental Research Support Center, Shizuoka, Japan. His research interest is the ontogeny of possession in a sociohistorical context.

**Noemí Yuste**, PhD, is an associate professor of developmental psychology at UNIR University. Her research field centers on peer interactions and first symbolic productions in school contexts.

**Tania Zitto** is a professor at the Institute of Psychology and Education at the University of Neuchâtel in Switzerland. She is working on the development of a sociocultural psychology of the life course with a specific focus on the dynamics of transition, imagination, and the role of institutions. Her current work examines mobile lives as well as aging persons.