

Concrete Human Psychology

Wolff-Michael Roth



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Concrete Human Psychology Wolff-Michael Roth, 2015-11-19 Psychology quantitative or qualitative tends to conceive of the human person using metaphysical concepts and to separate the practical affective and intellectual aspects of participation in everyday life Lev S Vygotsky however was working towards a concrete human psychology a goal that he expresses in a small unfinished text of the same name This book articulates the foundation of and develops such a concrete human psychology according to which all higher psychological functions are relations between persons before being functions and according to which personality is the ensemble of societal relations with others that a person has lived and experienced Correlated with concern for the concreteness of human life and the psychology that theorizes it is the idea that to live means to change However none of the categories we currently have in psychology are categories of change as such In this work of concrete human psychology categories are developed on the basis of Vygotsky's work that are suitable to theorize an ever changing life including the language humans use to take control over their conditions and to talk about the conditions in which they live

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Understanding Educational Psychology Wolff-Michael Roth, Alfredo Jorner, 2016-08-19 This book takes up the agenda of the late but unknown L S Vygotsky who had turned to the philosopher Spinoza to develop a holistic approach to psychology an approach that no longer dichotomized the body and mind intellect and affect or the individual and the social In this approach there is only one substance which manifests itself in different ways in the thinking body including as biology and culture The manifestation as culture is premised on the existence of the social In much of current educational psychology there are unresolved contradictions that have their origin in the opposition between body and mind individual and collective and structure and process including the different nature of intellect and affect or the difference between knowledge and its application Many of the same contradictions are repeated in constructivist approaches which do not overcome dichotomies but ratheracerbate them by individualizing and

intellectualizing our knowledgeable participation in recognizably exhibiting and producing the everyday cultural world Interestingly enough L S Vygotsky who is often used as a referent for making arguments about inter and intrasubjective mental constructions developed towards the end of his life a Spinozist approach according to which there is only one substance This one substance manifests itself in two radically different ways body material biology and mind society culture But there are not two substances that are combined into a unit there is only one substance Once such an approach is adopted the classical question of cognitive scientists about how symbols are grounded in the world comes to be recognized as an artefact of the theory Drawing on empirical materials from different learning settings including parent child school and workplace settings this book explores the opportunities and implications that this non dualist approach has for educational research and practice

Adventures of Mind and Mathematics Wolff-Michael Roth,2020-08-24 This monograph uses the concept and category of event in the study of mathematics as it emerges from an interaction between levels of cognition from the bodily experiences to symbolism It is subdivided into three parts The first moves from a general characterization of the classical approach to mathematical cognition and mind toward laying the foundations for a view on the mathematical mind that differs from going approaches in placing primacy on events The second articulates some common phenomena mathematical thought mathematical sign mathematical form mathematical reason and its development and affect in mathematics in new ways that are based on the previously developed ontology of events The final part has more encompassing phenomena as its content most prominently the thinking body of mathematics the experience in and of mathematics and the relationship between experience and mind The volume is well suited for anyone with a broad interest in educational theory and or social development or with a broad background in psychology

On Meaning and Mental Representation Wolff-Michael Roth,2013-06-13 This book is about language in STEM research and about how it is thought about as something that somehow refers to something else not directly accessible often meaning mental representation or conception Using the analyses of real data and analyses of the way certain concepts are used in the scientific literature such as meaning this book reframes the discussion about meaning mental representation and conceptions consistent with the pragmatic approaches that we have become familiar with through the works of K Marx L S Vygotsky M M Bakhtin V N Volinov L Wittgenstein F Mikhailov R Rorty and J Derrida to name but a few All of these scholars in one or another way articulate a critique of a view of language that has been developed in a metaphysical approach from Plato through Kant and modern constructivism this view of language which already for Wittgenstein was an outmoded view in the middle of the last century continuous to be alive today and dominating the way language is thought about and theorized

Empowering Students as Self-Directed Learners of Qualitative Research Methods ,2019-11-26 Qualitative research instructors seek information to help students actively engage in qualitative inquiry They desire to learn about innovative constructivist approaches that connect and empower students as a community of learners Empowering Students as Self Directed Learners

of Qualitative Research Methods meets these needs with practices and approaches instructors may use to position students as active empowered self directed learners who learn to do qualitative research by doing qualitative research Students will find this book useful because it includes authentic student work student reflections factual classroom scenarios depicting professors guiding students as they devise research questions and determine the qualitative genre to best answer those questions as well as a chapter that includes a checklist to help students plan revise and edit the academic writing critical for communicating qualitative research The book blends the thoughts of international scholars with the voices of students of qualitative research methods who participated in the transformative practices described in the book The collective ideas meet the instructional cultural and psychological needs of diverse learners including students from various disciplines exceptionally able students those with creative and artistic aptitudes those from marginalized populations English language learners and those who struggle to master qualitative research methods Contributors are Christy Bebeau Alisha Braun Franz Breuer Suzanne Franco Anna Gonzalez Pliss Steven Haberman Alfredo Jornet Yew Jin Lee Erin Lunday Janet Richards Wolff Michael Roth Kia Sarnoff Margrit Schreier and William Thomas *Distributed Language, Affective Dynamics, and the Human Ecology Volume II* Paul J. Thibault, 2020-12-13 Language plays a central role in human life However the term language as defined in the language sciences of the 20th century and the traditions these have drawn on have arguably limited our thinking about what language is and does The two inter linked volumes of Thibault s study articulate crucially important aspects of an emerging new perspective shift on language the Distributed Language view that is now receiving more and more attention internationally Rejecting the classical view that the fundamental architecture of language can be localised as a number of inter related levels of formal linguistic organisation that function as the coded inputs and outputs to each other the distributed language view argues that languaging behaviour is a bio cultural organisation of process that is embodied multimodal and integrated across multiple space time scales Thibault argues that we need to think of human languaging as the distinctively human mode of our becoming and being selves in the extended human ecology and the kinds of experiencing that this makes possible Paradoxically this also means thinking about language in non linguistic ways that break the grip of the conventional meta languages for thinking about human languaging Thibault s book grounds languaging in process theory languaging and the forms of experience it actualises is always an event not a thing that we use In taking a distinctively interdisciplinary approach the book relates dialogical theories of human sense making to the distributed view of human cognition to recent thinking about distributed language to ecological psychology and to languaging as inter individual affective dynamics grounded in the subjective lives of selves In taking this approach the book considers the coordination of selves in social encounters the emergent forms of self reflexivity that characterise these encounters and the implications for how we think of and live our human sociality not as something that is mediated by overarching codes and systems but as emerging from the endogenous subjectivities of selves when they seek to coordinate with other selves and with the situations

artefacts social institutions and technologies that populate the extended human ecology The two volumes aim to bring our understanding of human languaging closer to human embodiment experience and feeling while also showing how languaging enables humans to transcend local circumstances and thus to dialogue with cultural tradition Volume I focuses on the shorter timescales of bodily dynamics in languaging activity Volume II integrates the shorter timescales of body dynamics to the longer cultural historical timescales of the linguistic and cultural norms and patterns to which bodily dynamics are integrated

The Mathematics of Mathematics Wolff-Michael Roth, 2017-03-23 This book takes up where L S Vygotsky has left off during the last few months of his life when he renounced much of what he had done before A month before Vygotsky died he wrote in his notebook that he felt like Moses who had seen the promised land but was never allowed to set foot on it The vision Vygotsky laid out during his final days had been influenced by his readings of the Dutch philosopher Baruch Spinoza and a book by Karl Marx published for the first time a year before Vygotsky died In the present book the author lays out a view of mathematics based on a monist view of knowing learning and development Just as the essence of what is specifically human the mathematics of mathematics exists in the ensemble of societal relations For the individual this means that mathematical thinking and reasoning was a society typical relation with another person first often the teacher Using data from a variety of situations including school students as well as scientists the book develops some fundamental concepts and categories for mathematics education research including the thinking body sociogenesis the intra intersubjective field per experience obu enie teaching learning and drama

Distributed Languaging, Affective Dynamics, and the Human Ecology Volume I Paul J. Thibault, 2020-11-23 Language plays a central role in human life However the term language as defined in the language sciences of the 20th century and the traditions these have drawn on have arguably limited our thinking about what language is and does The two inter linked volumes of Thibault s study articulate crucially important aspects of an emerging new perspective shift on language the Distributed Language view that is now receiving more and more attention internationally Rejecting the classical view that the fundamental architecture of language can be localized as a number of inter related levels of formal linguistic organization that function as the coded inputs and outputs to each other the distributed language view argues that languaging behaviour is a bio cultural organisation of process that is embodied multimodal and integrated across multiple space time scales Thibault argues that we need to think of human languaging as the distinctively human mode of our becoming and being selves in the extended human ecology and the kinds of experiencing that this makes possible Paradoxically this also means thinking about language in non linguistic ways that break the grip of the conventional meta languages for thinking about human languaging Thibault s book grounds languaging in process theory languaging and the forms of experience it actualizes is always an event not a thing that we use In taking a distinctively interdisciplinary approach the book relates dialogical theories of human sense making to the distributed view of human cognition to recent thinking about distributed language to ecological psychology and to languaging as inter individual

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Imagination of Science in Education Michiel van Eijck, Wolff-Michael Roth, 2012-10-10 Researchers agree that schools construct a particular image of science in which some characteristics are featured while others end up in oblivion The result is that although most children are likely to be familiar with images of heroic scientists such as Einstein and Darwin they rarely learn about the messy day to day practice of science in which scientists are ordinary humans Surprisingly the process by which this imagination of science in education occurs has rarely been theorized This is all the more remarkable since great thinkers tend to agree that the formation of images imagination is at the root of how human beings modify their material world Hence this process in school science is fundamental to the way in which scientists being the successful agents in of science education actually create their own scientific enterprise once they take up their professional life One of the first to examine the topic this book takes a theoretical approach to understanding the process of imagining science in education The authors utilize a number of interpretive studies in both science and science education to describe and contrast two opposing forces in the imagination of science in education epicization and novelization Currently they argue the imagination of science in education is dominated by epicization which provides an absolute past of scientific heroes and peak discoveries This opens a distance between students and today s scientific enterprises and contrasts sharply with the wider aim of science education to bring the actual world of science closer to students To better understand how to reach this aim the authors offer a detailed look at novelization which is a continuous renewal of narratives that derives from dialogical interaction The book brings together two hitherto separate fields of research in science education psychologically informed research on students images of science and semiotically informed research on images of science in textbooks Drawing on a series of studies in which children participate in the imagination of science in and out of the classroom the authors show how the process of novelization actually occurs in the practice of education and outline the various images of science this process ultimately yields

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