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[www.psychologytoday.com/blog/conceptual-revolution](http://www.psychologytoday.com/blog/conceptual-revolution)

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**EDUCATION**

Ph.D. in Developmental Psychology  
Columbia University, 1977

Graduate Study in Linguistics  
Columbia University and Brown University, 1968-1970

Bachelor of Arts, English  
Rhode Island College, 1967

**CURRENT POSITIONS****Director, 2001-present**

East Side Institute for Group and Short Term Psychotherapy, New York NY  
(Director of Research & Educational Programs, 1989-2001)

**Chair, Global Outreach, 2010-present**

UX at the All Stars Project, Inc., New York NY

**Chair & Chief Organizer, 2001-present**

Performing the World bi-annual conferences

**PRIOR RESEARCH AND TEACHING EXPERIENCE****Faculty, Post-graduate Diploma in Discursive Therapies, 2009-2012**

Massey University, New Zealand

**Co-director, 2003-2005**

The Research Center at the All Stars Project, Inc., New York NY

**Associate Professor, Human Development & Educational Studies, 1979-1996**

Empire State College, State University of New York

**Visiting Associate Professor, 1995-1996**

Steinhardt School of Education, Culture and Human Development, New York University

**Visiting Psychologist**

Moscow Institute of Psychology (Social Science Research Council) (1980)

**Research Associate, Assistant Professor, 1976-1979**

Laboratory of Comparative Human Cognition, Rockefeller University, New York NY

**OTHER PROFESSIONAL EXPERIENCE****Consulting, 1990-present**

Research, training, and organizational development assignments for business consultancies, social service, psychology, education, health and mental health organizations.

**Director, 1994-1996**

Barbara Taylor School, New York NY

**President (pro bono), 1981-1989**

Community Literacy Research Project, Inc. (now All Stars Project, Inc.), New York NY

**PUBLICATIONS**

(Lois Hood until 1983)

**Books (by year)**

Holzman, L. (in process). *The Overweight brain: How our obsession with knowing keeps us from getting smart enough to make a better world*. loisholzman.org

Newman, F. and Holzman, L. (2013). *Lev Vygotsky: Revolutionary scientist (Classic Edition)*. New York: Psychology Press. Originally published, 1993, London: Routledge.

Holzman, L. (2009). *Vygotsky at work and play*. London and New York: Routledge.

Newman, F. and Holzman, L. (2006/1996). *Unscientific psychology: A cultural-performatory approach to understanding human life*. iUniverse. Originally published, 1996, Westport, CT: Praeger.

Holzman, L. (Ed.), (2006). What kind of theory is activity theory? A special issue of *Theory & Psychology*, 16, 1.

Holzman, L. and Mendez, R. (Eds.), (2003). *Psychological investigations: A clinician's guide to social therapy*. New York: Brunner-Routledge.

Newman, F. and Holzman, L. (2002). *Lev Vygotsky: Cientista revolucionário*. São Paulo: Loyola.

Holzman, L. and Morss, J. (Eds.), (2000). *Postmodern psychologies, societal practice and political life*. New York: Routledge.

Holzman, L. (Ed.), (1999). *Performing psychology: A postmodern culture of the mind*. New York: Routledge.

Holzman, L. (1997). *Schools for growth: Radical alternatives to current educational models*. Mahwah, NJ: Lawrence Erlbaum.

Newman, F. and Holzman, L. (1997). *The end of knowing: A new developmental way of learning*. London: Routledge.

Newman, F. and Holzman, L. (1993). *Lev Vygotsky: Revolutionary scientist*. London: Routledge.

Holzman, L. and Polk, H (Ed.) (1987). *History is the cure: A social therapy reader*. New York: Practice Press.

**Book Chapters (by year)**

Holzman, L. (in press). Relating to people as revolutionaries. In D. Loewenthal, (Ed.) *Critical psychotherapy, psychoanalysis and counseling: Implications for practice*. Palgrave Macmillan.

Friedman, D. and Holzman, L. (2104). Performing the World: The performance turn in social activism [pp. 276-287]. In A. Citron, S Aronson-Lehavi and D. Zerbib (Eds.), *Performance*

*studies in motion: International perspectives and practices in the twenty-first century.*  
B;oomsbury: London & New York.

- Holzman, L. (2104). Contributor to T. Teo (Ed.), *Encyclopedia of critical psychology*. Springer.  
<http://www.springer.com/psychology/community+psychology/book/978-1-4614-5582-0>
- Holzman, L. (2013). The development community and its activist psychology. In R. House, D. Kalisch and J. Maldman (Eds.), *The future of humanistic psychology* [pp. 29-42]. London: PCCS Books.
- Holzman, L. (2013) On behalf of Vygotsky. In T.M. Kress and R. Lake (Eds.) *We saved the best for you: Letters of hope, wisdom and imagination for 21st century educators* [pp. 211-12]. Rotterdam: Sense Publishers.
- Holzman, L. and Newman, F. (2012). Activity and performance (and their discourse) in social therapeutic practice. In A. Lock and T. Strong (Eds.) *Discursive perspectives in therapeutic practice* [pp. 184-195]. Oxford: Oxford University Press.
- Holzman, L. (2010). Without creating ZPDs there is no creativity. In C. Connery, V. John-Steiner and A. Marjanovic-Shane (Eds.), *Vygotsky and creativity: A cultural-historical approach to play, meaning making, and the arts* [pp. 27-39]. New York: Peter Lang Publishers.
- Holzman, L. (2010). Introduction to the 2010 Edition. In F. Newman (with P. Goldberg), *Let's develop!* [pp. xi-xiv]. New York: All Stars Project, Inc.
- Holzman, L. (2008). Creating stages for development: A learning community with many tasks and no goal. In A. Sumaras, A. Freese, C. Kosnick and C. Beck (Eds.), *Learning communities in practice*. NY: Springer.
- Newman, F. and Holzman, L. (2007). Playing in/with the ZPD. In E. Wood (Ed.), *Routledge reader in early childhood education*. London: Routledge. (First appeared as a chapter in Lev Vygotsky: Revolutionary Scientist (1993, Routledge).
- Holzman, L. (2005). Lev Vygotsky and the new performative psychology: Implications for business and organizations. D.M. Hosking and S. McNamee (Eds.), *The social construction of organization* [pp.254-268]. Oslo: Liber.
- Holzman L. (2005). Performing a life (story). In G. Yancy and S. Hadley (Eds.), *Narrative identities: Psychologists engaged in self-construction* [pp. 96-111]. London: Jessica Kingsley Publishers.
- Holzman, L. and Newman, F. (2004). Power, authority and pointless activity (The developmental discourse of social therapy.) In T. Strong and D. Paré (Eds.), *Furthering talk: Advances in the discursive therapies* [pp. 73-86]. Kluwer Academic/Plenum.
- Holzman, L. (2000). Performance, criticism and postmodern psychology. In L. Holzman and J. Morss (Eds.), *Postmodern psychologies, societal practice and political life* [pp. 79-90]. New York: Routledge.
- Holzman, L. and Morss, J. (2000). A decade of postmodern psychology. In L. Holzman and J. Morss (Eds.), *Postmodern psychologies, societal practice and political life* [pp. 3-14]. New York: Routledge.
- Holzman, L. (1999). Introduction. In L. Holzman (Ed.), *Performing psychology: A postmodern culture of the mind* [pp. 5-34]. New York: Routledge.

- Holzman, L. (1999). Life as performance. In L. Holzman (Ed.), *Performing psychology: A postmodern culture of the mind* [pp. 49-69]. New York: Routledge.
- Holzman, L. (1999). Psychology's untold stories: Practicing revolutionary activity. In *La psicología al fin del siglo* [pp. 141-156]. Caracas: Sociedad Interamericana de Psicología.
- Holzman, L. (1996). Newman's practice of method completes Vygotsky. In I. Parker and R. Spears (Eds.), *Psychology and society: Radical theory and practice* [pp. 128-138]. London: Pluto Press.
- Holzman, L. and Newman, F. (1987). Language and thought about history. In M. Hickmann (Ed.), *Social and functional approaches to language and thought* [pp. 109-121]. London: Academic Press.
- Holzman, L. (1985). Pragmatism and dialectical materialism in language development. In K.E. Nelson (Ed.), *Children's language*. Hillsdale, NJ: Lawrence Erlbaum, pp. 345-367. Reprinted in H. Daniels, Ed., (1996), *Introduction to Vygotsky* [pp. 75-98]. London: Routledge.
- Hood [Holzman], L. Fiess, K. and Aron, J. (1982). Growing up explained: Vygotskians look at the language of causality. In C. Brainerd and M. Pressley (Eds.), *Verbal processes in children* [pp. 265-286]. New York: Springer-Verlag.
- McDermott, R. P. and Hood [Holzman], L. (1982). Institutional psychology and the ethnography of schooling. In P. Gilmore and A. Glatthorn (Eds.), *Children in and out of school: Ethnography and education* [pp. 232-249]. Washington, DC: Center for Applied Linguistics.
- Hood [Holzman], L. (1980). The role of imitation in children's language learning. In G. S. Pinnell (Ed.), *Discovering language with children*. Washington, DC: National Council of Teachers of English.
- Bloom, L., Hood [Holzman], L., Lahey, M. and Lifter, K. (1978). Observational, descriptive methodology in studying child language: Preliminary results on the development of complex sentences. In G. P. Sackett, Ed., *Observing behavior, Volume 1: Theory and applications in mental retardation*. Baltimore: University Press.
- Hood [Holzman], L. (1977). The development of child language research. In J. T. Guthrie (Ed.), *Cognition, curriculum and comprehension* [pp. 101-112]. Delaware: International Reading Association.
- Bloom, L., Miller, P. and Hood [Holzman], L. (1975). Variation and reduction as aspects of competence in language development. In A. Pick (Ed.), *The 1974 symposium on child psychology* [pp. 3-56]. Minneapolis: University of Minnesota Press. Reprinted in L. Bloom et.al. *Language development from two to three* [pp. 239-263]. New York: Cambridge University Press.

### **Journal Articles (by year)**

- Holzman, L. (in press). Practicing method: Social Therapy as practical-critical activity. *Marxism and psychotherapy, A special issue of Psychotherapy & Politics International*.
- Holzman, L. (2104). Vygotskian-izing psychotherapy. *Mind, Culture and Activity*, 21, 184-199.
- Holzman, L. (2013). Critical psychology, philosophy and social therapy. *Human Studies*, 36, 4, 471-489. [Chinese translation, 2013, In Bo Wang (Ed.), *Special Issue of Register of*

*Critical Theory of Society: Critical Psychology*. Nanjing: Jiangsu People's Publishing House.]

- Holzman, L. (2012). The methodology of social therapy: Marx and Vygotsky. *Japanese Qualitative Psychology Forum* (in English and Japanese).
- Holzman, L. (2011). Fred Newman and the practice of method. *Studies in Marxist Theory*. Nanjing University, Center for Studies of Marxist Social Theory.
- Holzman, L. (2011). Language learning as Vygotskian performance. *The Journal of the Imagination in Language Learning and Teaching*, 9, 59-61.
- Holzman, L. (2011). How much of a loss is the loss of self? (Understanding Vygotsky from a social therapeutic perspective and vice versa). *New Ideas in Psychology*, 29,2, 98-105.
- Holzman, L. (2006). What kind of theory is activity theory? *Theory & Psychology*, 16(1), 5-11.
- Holzman, L. (2006). Activating postmodernism. *Theory & Psychology*, 16(1), 109-123
- Holzman, L. (2005). Boundaries, relationships and diversity: Some ethical considerations. *The Advocate* (Newsletter of APA Division 37).
- Newman, F. and Holzman, L. (2003). All power to the developing! *Annual Review of Critical Psychology*, 3, 8-23.
- LaCerva, C., Holzman, L. Braun, B., Pearl, D. and Steinberg, K. (2002). The Performance of Therapy after September 11. *Journal of Systemic Therapies*, 21, 3, 30-38.
- Holzman, L. (2000). Performative psychology: An untapped resource for educators. *Educational and Child Psychology*, 17(3), 86-103.
- Holzman, L. (2000). Performing our way out of postmodern paralysis. *Psychologie in Österreich*, 1/2000, 11-17.
- Newman, F. and Holzman, L. (2001). La relevancia de Marx en la terapéutica del siglo XXI. *Revista Venezolana de Psicología Clínica Comunitaria*, 2, 47-55.
- Newman, F. and Holzman, L. (2000). Against against-ism: *Theory & Psychology*, 10(2), 265-270.
- Newman, F. and Holzman, L. (2000). Engaging the alienation. *New Therapist*, 10(4).
- Newman, F. and Holzman, L. (2000). The relevance of Marx to therapeutics in the 21<sup>st</sup> century. *New Therapist*, 3, 24-27.
- Newman, F. and Holzman, L. (1999). Beyond narrative to performed conversation ('In the beginning' comes much later). *Journal of Constructivist Psychology*, 12,1, 23-40.
- Holzman, L. (1997). The developmental stage. *Special Children*, June/July, 32-35.
- Holzman, L. (1995). Creating developmental learning environments: A Vygotskian practice. *School Psychology International*, 16, 199-212.
- Holzman, L. (1995). Creating the zone: Reflections on the International Conference on L.S. Vygotsky and the Contemporary Human Sciences. *School Psychology International*, 16, 213-216.

- Holzman, L. (1995). "Wrong," said Fred. A response to Parker. *Changes, An International Journal of Psychology and Psychotherapy*, 13,1, 23-26.
- Holzman, L. (1994). Stop working and get to play. *Lib Ed*, 11, 8-12.
- Holzman, L. (1993). The Rainbow Curriculum in democracy-centered schools: A new approach to helping children learn. *Inquiry: Critical Thinking Across the Disciplines*, 11, 3, 3-5.
- Holzman, L. (1993). Notes from the laboratory: A work-in-progress report from the Barbara Taylor School. *Practice, The Magazine of Psychology and Political Economy*, 9, 1, 25-37.
- Holzman, L. (1992). When learning leads development: Work-in-progress toward a humane educational environment. *The Community Psychologist*, 25, 3, 9-11.
- Holzman, L. (1990). Lev and let Lev: An interview on the life and works of Lev Vygotsky. *Practice, The Magazine of Psychology and Political Economy*, 7, 3, 11-23.
- Strickland, G. & Holzman, L. (1989). Developing poor and minority children as leaders with the Barbara Taylor School Educational Model. *Journal of Negro Education*, 58, 3, 383-398.
- Holzman, L. (1987). People need power: An introduction to the Institute for Social Therapy and Research. *The Humanistic Psychologist*, 15, 105-113.
- Holzman, L. (1987). Humanism and Soviet psychology: Friends or foes? *Practice, The Journal of Politics, Economics, Psychology, Sociology, and Culture*, 5, 6-28. Reprinted in L. Holzman and H. Polk, Eds., *History is the cure*.
- Holzman, L. (1986). Ecological validity revisited. *Practice, The Journal of Politics, Economics, Psychology, Sociology and Culture*. 4, 95-135.
- Holzman, L. and Newman, F. (1985). History as an anti-paradigm: Work in progress toward a new developmental and clinical psychology. *Practice: The Journal of Politics, Economics, Psychology, Sociology & Culture*, III(3). Reprinted in L. Holzman and H. Polk (Eds.), (1987). *History is the cure: A social therapy reader* [pp. 55-67]. New York: Practice Press.
- Holzman, L. and Braun, B. (1983). Reorganizing psychology. *Issues in Radical Therapy*, 7, 4-11.
- Hood [Holzman], L. (1982). The politics of autism: A socio-historical view. *Topics in Language Disorders*, December, 64-71.
- Bloom, L., Lahey, M., Hood [Holzman], L., Lifter, K. and Fiess, K. (1980). Complex sentences: Acquisition of syntactic connectives and the semantic relations they encode. *Journal of Child Language*, 7, 235-261. Reprinted in L. Bloom et.al. (1991), *Language development from two to three* [pp. 261-289]. New York: Cambridge University Press.
- Hood [Holzman], L. (1980). Social psychology--East and West. A review of *Soviet and Western perspectives in social psychology*. *Contemporary Psychology*, 25, 929-930.
- Hood [Holzman], L., McDermott, R. P. and Cole, M. (1980). "Let's try to make it a good day"--Some not so simple ways. *Discourse Processes*, 3, 155-168.
- Cole, M., McDermott, R. P. and Hood [Holzman], L. (1978). Concepts of ecological validity: Their differing implications for comparative cognitive research. *Quarterly Newsletter of the Laboratory of Comparative Cognition*, 2, 2, 34-37.

Hood [Holzman], L. and Lightbown, P. (1978). What children do when asked to “say what I say”-- Does elicited imitation measure linguistic knowledge? *Allied Health and Behavioral Sciences*, 1, 2, 195-219.

Hood [Holzman], L. and Schieffelin, B. (1978). Elicited imitation in two cultural contexts. *Quarterly Newsletter of the Laboratory of Comparative Cognition*, 2, 1, 4-12.

Bloom, L., Rocissano, L. and Hood [Holzman], L. (1976). Adult-child discourse: Developmental interaction between information processing and linguistic knowledge. *Cognitive Psychology*, 8, 521-552. Reprinted in L. Bloom et.al., *Language development from two to three* [pp. 437-471]. New York: Cambridge University Press.

Bloom, L., Hood [Holzman], L. and Lightbown, P. (1974). Imitation in language development: If, when and why. *Cognitive Psychology*, 6, 380-420. Reprinted in L. Bloom et.al. *Language development from two to three* [pp. 399-433]. New York: Cambridge University Press.

### **Monographs**

Hood [Holzman], L. and Newman, F. (1979). *The practice of method: An introduction to the foundations of social therapy*. New York: Institute for Social Therapy and Research.

Hood [Holzman], L. and Bloom, L. (1979). *What, when, and how about why: A longitudinal study of early expressions of causality*. Monographs of the Society for Research in Child Development, 44 (serial no. 6).

Cole, M., Hood [Holzman], L., and McDermott, R. P. (1978). *Ecological niche-picking: Ecological invalidity as an axiom of experimental cognitive psychology*. New York: Rockefeller University, Laboratory of Comparative Human Cognition.

Bloom, L., Lightbown, P. and Hood [Holzman], L. (1975). *Structure and variation in child language*. Monographs of the Society for Research in Child Development, 40 (serial no. 160). Reprinted in L. Bloom et.al. (1991), *Language development from two to three* [pp. 41-85]. New York: Cambridge University Press.

Hood [Holzman], L. (1977). A longitudinal study of the development of the expression of causal relations in complex sentences. Ph.D. dissertation, Columbia University.

### **Educational Videos**

*Group Members Speak About Social Therapy, Part 1*. New York: East Side Institute for Group and Short Term Psychotherapy (2005).

*Young People Learn by Studying Themselves: The All Stars Talent Show in Action*. New York: East Side Institute for Short Term Psychotherapy (2002).

*The East Side Institute: A Center for New Approaches to Human Development and Community*. New York: East Side Institute for Short Term Psychotherapy (2002).

*Sexperts: Miscommunication about Teen Pregnancy*. New York: East Side Institute for Short Term Psychotherapy (2000).

*Performing in Kulasi*. New York: East Side Institute for Short Term Psychotherapy (1999).

*Vygotsky in Practice*. New York: East Side Institute for Short Term Psychotherapy (1997).

## **SOCIAL MEDIA**

A Conceptual Revolution, *Psychology Today* column  
<http://www.psychologytoday.com/blog/conceptual-revolution>

A Psychology of Becoming blog <http://loisholzman.org>

## **PRESENTATIONS**

Lecturer, workshop leader, trainer at conferences and professional meetings in US and internationally. Listing for past years available on request.

### **2014**

Play at Any Age Helps Us Grow. TEDx Navesink. Red Bank NJ, May.  
<https://www.youtube.com/watch?v=E4sdVE0Q9Lk>

Participant member. First Global Summit on Diagnostic Alternatives. Washington, DC, August.

Two-day Training Course for Mediators. Inmedio, Frankfurt Germany. June.

Cultural Historical Activity Theory Methodologies for the 21st Century: Professional Development Course, AERA Annual Meeting, Philadelphia, April.

### **2013**

Two-day Training Course for Mediators in Social Therapeutics. Inmedio, Frankfurt Germany. October.

Invest in play for the greater good. Plenary symposium, "Learning through Play." Re-designing Pedagogies Conference, National Institute of Education, Singapore, June.

Educational psychology, late-modernity and social therapeutics. Three-day Ph.D. course sponsored by Psychology Department, Aarhus University, Aarhus Denmark, May.

Education, Poverty, and Development: Breakthroughs in Addressing the Subjectivity of Poverty. Chair, Presidential Symposium, AERA Annual Meeting, San Francisco, April.

Cultural Historical Activity Theory Methodologies for the 21st Century: The Intersections of Theory, Research, Policy and Praxis. Professional Development Course, AERA Annual Meeting, San Francisco, April.

### **2012**

The Therapeutic Power of Performance. Plenary session, Performing the World 2012. New York.

Fred Newman: Creating a Heart in a Havenless World. Workshop, Performing the World 2012. New York.

Learning to Perform and Performing to Learn. Public lecture sponsored by the Japanese Society for Developmental Psychology, Ochanomizu University. Tokyo Japan.

Three-day International Workshop for Faculty and Students Exploring *Vygotsky at Work and Play*. Sponsored by the Japanese Society for Developmental Psychology, Taisho University. Tokyo Japan.



The Methodology of Social Therapy: Marx and Vygotsky. Keynote Address, Annual Meeting of the Japanese Association of Qualitative Research, Tokyo City University. Yokohama Japan.

From Critical to Practical-Critical Psychology: Activating and Developing People and Community in Brazil, Mexico and the United States. Symposium presented at The Second International Conference on Marxism and Psychology, Universidad Michoacana de San Nicolás de Hidalgo. Morelia Mexico.

Plenary Discussant: Vygotsky and Subjectivity. The Second International Conference on Marxism and Psychology., Universidad Michoacana de San Nicolás de Hidalgo. Morelia Mexico.

Great Challenges Advocate: "Who Decides What's Normal?" TEDMED. Washington, D.C.

Social Therapeutics: A Workshop for School Psychologists. Children and Youth Administration of The City of Copenhagen. Copenhagen Denmark.

Full-Day Open Course in A Performatory Approach to Learning and Development. Children and Youth Administration of The City of Copenhagen, Copenhagen Denmark.

Play, Performance and Pretense. Lectures presented at Mälardalen University. Västerås and Eskilstuna, Sweden.

Performing a New World. Off Frame Performance Festival. Belgrade, Serbia.

## **2011**

Invited Address: Fred Newman and the Practice of Method. Third International Conference on Contemporary Capitalism Studies. Hangzhou, China.

Marx, Vygotsky, Wittgenstein and Social Therapy. Marxist Studies and Philosophy Depts, Nanjing University. Nanjing, China.

The Shift to the Performatory. Keynote address, Association of Experiential Education International Conference. Jacksonville, FL.

Performance, Learning and Development I (with Carrie Lobman). Half-day workshop for the Executive Education Doctoral Program, George Washington University. Washington D.C.

Performing Research and Researching Performance: Inquiry as Social Creativity (with Carrie Lobman and Tony Perone). Professional Development Course, American Educational Research Association Annual Meeting. New Orleans.

Effective Education for the 21<sup>st</sup> Century (with Carrie Lobman). A four-day seminar, Daffodil International University. Dhaka, Bangladesh.

Social Therapeutics Workshops. Belgrade and Novi Sad, Serbia.

## **2010**

Implementing and Researching Performatory Learning Environments: Meeting the Challenge of Integrating Cognitive-Social-Emotional Learning (with Carrie Lobman and Tony Perone). Professional Development Course, American Educational Research Association Annual Meeting. Denver.

Symposium Chair and Presenter, Youth and Researchers In and Out of School: A Dialogue on Bridging the Gaps. American Educational Research Association Annual Meeting. Denver.

Vygotsky, Learning and Development (with Carrie Lobman). Half-day workshop for the Executive Education Doctoral Program, George Washington University. Washington D.C.

Plenary Speaker, First International Marxism and Psychology Conference, University of Prince Edward Island. PEI Canada.

How a Marxist Group Studies Itself: A Study in/of Collectivity. Symposium, Recognizing Collectivity, First International Marxism and Psychology Conference, University of Prince Edward Island. PEI Canada.

Keynote, 4th annual Symposium on Acting as Citizens/Simpósio Ação Cidadã (with Carrie Lobman). Fortaleza Brazil.

Two day Course on Vygotsky, Learning and Development (with Carrie Lobman). Pontifícia Universidade Católica de São Paulo. São Paulo Brazil.

## **2009**

Vygotsky without Truth. 10th Annual Vygotsky Memorial Conference, Vygotsky Institute of Psychology at the Russian State University for the Humanities. Moscow Russia.

“Como debe Cambiar la Educación: Juego, Performance e Improvisación para el Desarrollo Humano y el Cambio Social” (with Carrie Lobman). Centro de Asesoría y Promoción de Juvenil, A.C. and Department of the Humanities, Universidad Autónoma de la Ciudad Juárez. Juarez Mexico.

Learning to Play the Philosophy Game: A Workshop on How Social Therapy is Done. KCC Foundation. London England.

Language Learning as Vygotskian Performance. Invited Address, International Linguistics Association. New York.

Vygotsky and the Cognitive-Emotive Divide: A Tool-and-Result Activity Perspective. Symposium: Sociocultural Approaches to the Study of Emotions. American Educational Research Association Annual Meeting. San Diego.

## **2008**

Beyond Hypothesis Testing: Qualitative Departures for an Enriched Psychology. 116<sup>th</sup> Annual Convention of the American Psychological Association. Boston.

Playing for Development. Lecture and workshop, Annual Meeting of Zdravo da Ste. Golubac Serbia.

Educational Alternatives. Invited speaker. Faculty of Art, University of Belgrade. Belgrade Serbia.

Continuous Praxis. Symposium, Theory as Practice: The Distributed Impact of the Laboratory of Comparative Human Cognition as an Activity System. Congress of the International Society for Cultural and Activity Research Conference. San Diego.

Vygotsky and the Cognitive-Emotive Divide: Tool-and-Result Activity Perspectives. Congress of the International Society of Cultural and Activity Research. San Diego.

Youth Development, Youth Theatre and Identity (Per)Formation. Congress of the International Society of Cultural and Activity Research. San Diego.

Conversation Hour with Lois Holzman. Congress of the International Society of Cultural and Activity Research. San Diego.

## **2007**

The Dialectics of Listening. Symposium: A Dialogue on Dialogue. International Society for Theoretical Psychology. Toronto Ontario.

How Much of a Loss is the Loss of Self? Understanding Vygotsky from a Social Therapeutic Perspective and Vice Versa. Language Dynamics and the Phenomenology of Individual Experience, Symposium of the Distributed Language Group, Agder University College. Grimstad Norway.

Cops, Kids and Culture. Conference on The Police and Our Young People: What is their Relationship? All Stars Project. New York.

Minicourse Faculty: Cultural Historical Activity Theory. American Educational Research Association Annual Meeting. Chicago.

Postmodern Activity (Theory): A View from a Developmental Therapeutic and Learning Community. American Educational Research Association Annual Meeting. Chicago.

Keynote. New Directions: Affecting Thought and Changing Minds. Symposium on Exhibit and Environment Design. Cranbrook Academy of Art. Bloomfield Hills, MI.

## **2006**

Keynote: Transformational Tools for 21<sup>st</sup> Century Minds National Conference 2006. Rockhampton, Queensland Australia.

Course: Introduction to Social Therapy, a Performatory, Developmental Group Approach. 16<sup>th</sup> International Congress of Group Psychotherapy. São Paulo Brazil.

The Performing Art of Human Development. Programa de Estudos Pós-Graduados em Lingüística Aplicada, da Pontifícia Universidade Católica de São Paulo. São Paulo Brazil.

Training Workshop: A Terapia Social da Performance. Espaço Xisto Bahia da FUNCEB e LICEU. Salvador Brazil.

Limites e Possibilidades das Apropriações Pós-modernas do Ideário Marxiano. UNEB. Alagoinhas Brazil.

Psychology and Community: A New Approach. Rosario Argentina.

Performance and Development Training Workshop. Rosario Argentina.

Minicourse Faculty: Cultural Historical Activity Theory. American Educational Research Association Annual Meeting. San Francisco.

## **PROFESSIONAL ASSOCIATIONS**

American Educational Research Association  
Cultural Historical Research SIG, Chair, 2011-12, Program co-chair, 2008-10  
Recipient of Lifetime Achievement Award, 2014

American Psychological Association

International Society for Cultural and Activity Research

Global Summit on Diagnostic Alternatives <http://dxsummit.org>