

Assoc Professor. Nikolay Veresov
Sch of Education Culture & Society
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Biography

Dr. Nikolay Veresov has experience as a daycare centre and kindergarten teacher (1987-1991) and secondary school teacher (1982-1987). He has got his first PhD degree in Moscow in 1990 and started his academic career in Murmansk (Russia) as a senior lecturer (1991-1993) and the Head of Department of Early Childhood (1993-1997). The second PhD was obtained in the University of Oulu (Finland) in 1998. From 1999 to 2011 he had been affiliated to Kajaani Teacher Training Department (Finland) as a Senior Researcher and the Scientific Director of the international projects. He published 5 books and over 120 articles/book chapters available in 10 languages. His area of interest is development in the early years, cultural-historical theory and research methodology.

Employment

Associate Professor

Sch of Education Culture & Society
MONASH UNIVERSITY
21 Nov 2011 → present

Research outputs

Child Development Within Contexts: Cultural-Historical Research and Educational Practice

Veresov, N., Kewalramani, S. & Ma, J., 2024, 1st ed. Singapore Singapore: Springer. 195 p. (Early Childhood Research and Education: An Inter-theoretical Focus; vol. 6)

Children's digital competence in early childhood education: a comparative analysis of curricula

Kontkanen, S., Pöntinen, S., Kewalramani, S., Veresov, N. & Havu-Nuutinen, S., 2023, In: Eurasia Journal of Mathematics, Science and Technology Education. 19, 1, 17 p., em2215.

Conversation Analysis and a Cultural-Historical Approach: Comparing Research Perspectives on Children's Storytellings

Filipi, A., Davidson, C. & Veresov, N., 2023, 1st ed. Singapore Singapore: Palgrave Macmillan. 385 p.

Correction to: Play to Foster Children's Executive Function Skills: Exploring Short-and Long-Term Effects of Digital and Traditional Types of Play (International Journal of Early Childhood, (2023), 10.1007/s13158-023-00377-8)

Veraksa, A. N., Veresov, N. N., Sukhikh, V. L., Gavrilova, M. N. & Plotnikova, V. A., 2023, (Accepted/In press) In: International Journal of Early Childhood. 2 p.

Digital games and digital play in early childhood: a cultural-historical approach

Veresov, N. & Veraksa, N., 2023, In: Early Years. 43, 4-5, p. 1089-1101 13 p.

Do executive function and family factors predict children's preference for trendy over classic toys? An experimental investigation

Gavrilova, M., Sukhikh, V. & Veresov, N., 2023, In: Frontiers in Psychology. 14, 6 p., 1190876.

Play to foster children's executive function skills: exploring short-and long-term effects of digital and traditional types of play

Veraksa, A. N., Veresov, N. N., Sukhikh, V. L., Gavrilova, M. N. & Plotnikova, V. A., 2023, (Accepted/In press) In: International Journal of Early Childhood. 23 p.

Toy preferences among 3-to-4-year-old children: the impact of socio-demographic factors and developmental characteristics

Gavrilova, M. N., Sukhikh, V. L. & Veresov, N. N., 2023, In: *Psychology in Russia: State of the Art*. 16, 2, p. 72-84 13 p.

Use of child reference groups in cultural-historical research

LeRoy, A. & Veresov, N., 2023, (Accepted/In press) In: *Human Arenas*. 12 p.

Культурные действия в игре детей дошкольного возраста

Veraksa, N. E., Veresov, N. N. & Sukhikh, V. L., 2023, In: *Cultural-Historical Psychology*. 19, 1, p. 54-61 8 p.

Dramatic Perekhivanie as a driver of executive functions development through role-play in early childhood: theoretical framework and experimental evidence

Sukhikh, V. L., Veresov, N. N. & Veraksa, N. E., 18 Nov 2022, In: *Frontiers in Psychology*. 13, 9 p., 1057209.

Understanding early childhood science education: comparative analysis of Australian and Finnish curricula

Havu-Nuutinen, S., Kewalramani, S., Veresov, N., Pöntinen, S. & Kontkanen, S., Aug 2022, In: *Research in Science Education*. 52, 4, p. 1093-1108 16 p.

Cultural-historical study of crises in child role adjustment during transition to school within a bi-cultural context

Ma, J., Hammer, M. & Veresov, N., 2022, In: *Early Child Development and Care*. 192, 8, p. 1243-1256 14 p.

Development; the alchemy of learning: the case of Andy

Minson, V., Veresov, N. & Hammer, M., 2022, *Assessing and Evaluating Early Childhood Education Systems*. Garvis, S., Harju-Luukkainen, H. & Kangas, J. (eds.). 1st ed. Cham Switzerland: Springer, p. 111-124 14 p. (Early Childhood Research and Education: An Inter-theoretical Focus; vol. 2).

Incoming editor's comment (*Editorial del editor entrante*)

Veresov, N., 2022, In: *Cultura y Educacion*. 34, 1, p. 5-13 9 p.

Multimodal creative inquiry: theorising a new approach for children's science meaning-making in early childhood education

Kewalramani, S. & Veresov, N., 2022, In: *Research in Science Education*. 52, p. 927-947 21 p.

Neuroscience and Vygotsky: putting together contemporary evidence and cultural-historical psychology

Brockington, G., Moreira, A. P. & Veresov, N., 2022, *Cognitive Sciences and Education in Non-WEIRD Populations: A Latin American Perspective*. Alves, M. V., Ekuni, R., Hermida, M. J. & Valle-Lisboa, J. (eds.). 1st ed. Cham Switzerland: Springer, p. 11-23 13 p.

Playworlds as an evidenced-based model of practice for the intentional teaching of executive functions

Fleer, M., Walker, S., White, A., Veresov, N. & Duhn, I., 2022, In: *Early Years*. 42, 4-5, p. 572-586 15 p.

Private speech of multilingual English learners: a genetical/developmental approach

Daneshfar, S., Veresov, N. & Turner, M., 2022, *Inner Speech, Culture & Education*. Fossa, P. (ed.). 1st ed. Cham Switzerland: Springer, p. 29-50 22 p. (Cultural Psychology of Education; vol. 15).

The play matrix: a tool for assessing role-play in early childhood

Veraksa, N. E., Veresov, N. N. & Sukhikh, V. L., 2022, In: *International Journal of Early Years Education*. 30, 3, p. 542-559 18 p.

Which play is better? Different play types and development of executive functions in early childhood

Veraksa, A., Sukhikh, V., Veresov, N. & Almazova, O., 2022, In: *International Journal of Early Years Education*. 30, 3, p. 560-576 17 p.

Do children need adult support during sociodramatic play to develop executive functions? Experimental evidence

Veresov, N., Veraksa, A., Gavrilova, M. & Sukhikh, V., 6 Dec 2021, In: *Frontiers in Psychology*. 12, 10 p., 779023.

Guided reading – Working within a child's zone of proximal development

Nicholas, M., Veresov, N. & Clark, J. C., Sept 2021, In: *Learning, Culture and Social Interaction*. 30, 11 p., 100530.

Advancing Vygotsky's legacy: interrupted argument with Fernando González Rey

Veresov, N., 2021, *Theory of Subjectivity from a Cultural-Historical Standpoint: González Rey's Legacy*. Goulart, D. M., Martínez, A. M. & Adams, M. (eds.). 1st ed. Singapore Singapore: Springer, p. 119-135 17 p. (Perspectives in Cultural-Historical Research; vol. 9).

Cultural-historical methodology for educational research: a Vygotskian manifesto

Clark, J. C., Nicholas, M. & Veresov, N., 2021, *Methodological approaches to STEM education research*. White, P. J., Tytler, R., Ferguson, J. P. & Cripps Clark, J. (eds.). UK: Cambridge Scholars Publishing, Vol. 2. p. 234-260 18 p. (Contemporary Approaches to Research in STEM Education).

Cultural-historical theory and the dialectics of lower and higher psychological functions

Veresov, N., 2021, In: *Integrative Psychological and Behavioral Science*. 55, p. 735-748 14 p.

Inclusion of a child with expressive language difficulties in a mainstream Australian preschool – roundabout ways can create opportunities for participation

Johora, F. T., Flear, M. & Veresov, N., 2021, In: *International Journal of Inclusive Education*. 25, 11, p. 1252-1269 18 p.

Revealing some patterns

Veresov, N. & Kellogg, D., 2021, *L.S. Vygotsky's Pedological Works. Volume 2: The Problem of Age*. 1st ed. Singapore Singapore: Springer, Vol. 2. p. 315-328 14 p. (Perspectives in Cultural-Historical Research).

The zone of proximal development and diversity

Kostogriz, A. & Veresov, N., 2021, *Oxford Research Encyclopedia of Education*. Noblit, G. W. (ed.). Oxford UK: Oxford University Press, 22 p.

Unraveling some threads

Veresov, N. & Kellogg, D., 2021, *L.S. Vygotsky's Pedological Works. Volume 2: The Problem of Age*. 1st ed. Singapore Singapore: Springer, Vol. 2. p. v-xx 16 p. (Perspectives in Cultural-Historical Research).

Playworlds and executive functions in children: theorising with the cultural-historical analytical lenses

Flear, M., Veresov, N. & Walker, S., Mar 2020, In: *Integrative Psychological and Behavioral Science*. 54, 1, p. 124-141 18 p.

Discovering the great royal seal: new reality of Vygotsky's legacy

Veresov, N. N., 2020, In: *Cultural-Historical Psychology*. 16, 2, p. 107-117 11 p.

Enhancing executive function through imaginary play: a promising new practice principle

Walker, S., Flear, M., Veresov, N. & Duhn, I., 2020, In: *Australasian Journal of Early Childhood*. 45, 2, p. 114-126 13 p.

Identity as a sociocultural phenomenon: the dialectics of belonging, being and becoming

Veresov, N., 2020, *Revisiting Vygotsky for Social Change: Bringing Together Theory and Practice*. Tanzi Neto, A., Liberali, F. & Dafermos, M. (eds.). 1st ed. New York NY USA: Peter Lang Publishing, p. 175-191 17 p.

Modern problems of children's play: cultural-historical context

Veraksa, N. E., Veresov, N. N., Veraksa, A. N. & Sukhihik, V. L., 2020, In: *Cultural-Historical Psychology*. 16, 3, p. 60-70 11 p.

Leaving the stage

Kellogg, D. & Veresov, N., 2019, *L.S. Vygotsky's Pedological Works: Volume 1. Foundations of Pedology: Translated with notes and lecture outlines by David Kellogg and Nikolai Veresov*. Flear, M., Kravtsova, E. & Veresov, N. (eds.). 1st ed. Singapore Singapore: Springer, p. 143-156 14 p. (Perspectives in Cultural-Historical Research; vol. 7).

Setting the stage

Kellogg, D. & Veresov, N., 2019, *L.S. Vygotsky's Pedological Works: Volume 1. Foundations of Pedology: Translated with notes and lecture outlines by David Kellogg and Nikolai Veresov*. Fler, M., Kravtsova, E. & Veresov, N. (eds.). 1st ed. Singapore Singapore: Springer, p. v-xx 16 p. (Perspectives in cultural-historical research; vol. 7).

Subjectivity and perezhivanie: empirical and methodological challenges and opportunities

Veresov, N., 2019, *Subjectivity within Cultural-Historical Approach: Theory, Methodology and Research*. González Rey, F., Mitjáns Martínez, A. & Magalhães Goulart, D. (eds.). 1st ed. Singapore Singapore: Springer, p. 61-83 23 p. (Perspectives in Cultural-Historical Research; vol. 5).

Dialectical thinking research in early years

Veraksa, N. & Veresov, N., 1 Jan 2018, *Vygotsky's Theory in Early Childhood Education and Research: Russian and Western Values*. Veraksa, N. & Sheridan, S. (eds.). Abingdon UK: Routledge, p. 25-37 13 p.

A Cultural-Historical Methodology for Researching Early Childhood Education

Fler, M. & Veresov, N., 2018, *International Handbook of Early Childhood Education*. Fler, M. & van Oers, B. (eds.). Springer, Vol. 1. p. 225-250 26 p.

Contemporary Research in Early Childhood: Roots and Perspectives

Kravtsova, E., Veraksa, N. & Veresov, N., 2018, *International Handbook of Early Childhood Education*. Fler, M. & van Oers, B. (eds.). Springer, Vol. 1. p. 429-448 20 p.

Cultural-Historical and Activity Theories Informing Early Childhood Education

Fler, M. & Veresov, N., 2018, *International Handbook of Early Childhood Education*. Fler, M. & van Oers, B. (eds.). Springer, Vol. 1. p. 47-76 30 p.

Understanding development through the *perezhivanie* of learning

Veresov, N. & Mok, N., 2018, *The Routledge Handbook of Sociocultural Theory and Second Language Development*. Lantolf, J. P., Poehner, M. E. & Swain, M. (eds.). 1st ed. New York NY USA: Routledge, p. 89-101 13 p. (Routledge Handbooks in Applied Linguistics).

Живая ткань живой работы

Veresov, N. N., 2018, In: *Cultural-Historical Psychology*. 14, 4, p. 25-29 5 p.

Working with teachers' pedagogical strengths: The design of executive function activities for play-based programs

Fler, M., Veresov, N., Harrison, L. J. & Walker, S., 1 Dec 2017, In: *Australasian Journal of Early Childhood*. 42, 4, p. 47-55 9 p.

ZBR and ZPD: Is there a difference?

Veresov, N., 1 Feb 2017, In: *Cultural-Historical Psychology*. 13, 1, p. 23-28 6 p.

Continuing the Dialogue: Advancing Conceptions of Emotions, Perezhivanie and Subjectivity for the Study of Human Development

Fler, M., Rey, F. G. & Veresov, N., 2017, *Perezhivanie, Emotions and Subjectivity: Advancing Vygotsky's Legacy*. Fler, M., Rey, F. G. & Veresov, N. (eds.). Singapore: Springer, p. 247-260 15 p. (Perspectives in Cultural-Historical Research; vol. 1).

Perezhivanie, Emotions and Subjectivity: Advancing Vygotsky's Legacy

Fler, M. (ed.), Rey, F. G. (ed.) & Veresov, N. (ed.), 2017, Singapore: Springer. 260 p. (Perspectives in Cultural-Historical Research; no. 1)

Perezhivanie, Emotions and Subjectivity: Setting the Stage

Fler, M., Rey, F. G. & Veresov, N., 2017, *Perezhivanie, Emotions and Subjectivity: Advancing Vygotsky's Legacy*. Fler, M., Rey, F. G. & Veresov, N. (eds.). Singapore: Springer, p. 1-15 15 p. (Perspectives in Cultural-Historical Research; no. 1).

Re-conceptualizing executive functions as social activity in children's playworlds

Fleer, M., Veresov, N. & Walker, S., 2017, In: Learning, Culture and Social Interaction. 14, p. 1-11 11 p.

The Concept of Perekhivanie in Cultural-Historical Theory: Content and Contexts

Veresov, N., 2017, *Perekhivanie, Emotions and Subjectivity: Advancing Vygotsky's Legacy*. Fleer, M., Rey, F. G. & Veresov, N. (eds.). Singapore: Springer, p. 47-70 24 p. (Perspectives in Cultural-Historical Research; no. 1).

Duality of categories or dialectical concepts?

Veresov, N., 2016, In: Integrative Psychological and Behavioral Science. 50, 2, p. 244-256 13 p.

Perekhivanie as a Phenomenon and a Concept: Questions on Clarification and Methodological Meditations

Veresov, N., 2016, In: Cultural-Historical Psychology. 12, 3, p. 129-148 9 p.

Perekhivanie as a theoretical concept for researching young children's development

Veresov, N. & Fleer, M., 2016, In: Mind, Culture, and Activity. 23, 4, p. 325-335 11 p.

Rethinking Assessments: Creating a New Tool Using the Zone Of Proximal Development within a Cultural-Historical Framework

Minson, V. J., Hammer, M. D. & Veresov, N., 2016, In: Cultural-Historical Psychology. 12, 3, p. 331-337 7 p.

The Group as a Source of Development: Rethinking Professional Development in a Collaborative Perspective

Marques Barbosa Nasciutti, F., Veresov, N. & Falcao de Egao, A. M., 2016, In: Outlines. Critical practice studies. 17, 1, p. 86-108 23 p.

The Journey Forward

Veresov, N. & Fleer, M., 2016, In: Mind, Culture, and Activity. 23, 4

The history of the reception of Vygotsky's paper on play in Russia and the West

Veresov, N. & Barrs, M., 2016, In: International Research in Early Childhood Education. 7, 2, p. 26-37 12 p.

Examining teacher-researcher collaboration through the cultural interface

Goff, W. & Veresov, N., 2015, In: Cultural Studies of Science Education. 10, 3, p. 621 - 627 7 p.

Experimental-genetic method and psychology of consciousness: In search of the lost (Part Two)

Veresov, N. N., 2015, In: Cultural-Historical Psychology. 11, 1, p. 117-126 10 p.

Human world-outlook evolution: from L.S. Vygotsky to modern times

Veresov, N. & Kulikovskaya, I. E., 2015, In: Mediterranean Journal of Social Sciences. 6, 3, p. 570 - 574 5 p.

Lenses and lessons: using three different research perspectives in early childhood education research

Irvine, S., Davidson, C., Veresov, N., Adams, M. R. & Devi, A., 2015, In: Cultural-Historical Psychology. 11, 3, p. 75 - 85 11 p.

Refocusing the lens on development: Towards genetic research methodology

Veresov, N., 1 Jan 2014, *Visual Methodologies and Digital Tools for Researching with Young Children: Transforming Visuality*. Fleer, M. & Ridgway, A. (eds.). Switzerland: Springer, p. 129-149 21 p.

Emotions, perekhivanie et developpement culturel: le projet inacheve de Lev Vygotski (Human emotions, perekhivanie, and cultural development: the unfinished project of Lev Vygotsky)

Veresov, N., 2014, *Semiotique, Culture et Developpement Psychologique (Semiotics, Cultural and Psychological Development)*. Moro, C. & Muller Mirza, N. (eds.). France: Presses universities du Septentrion, p. 209 - 235 27 p.

Experimental-genetic method and psychology of consciousness: in search of the lost (Part One)

Veresov, N., 2014, In: *Cultural-Historical Psychology*. 10, 4, p. 121 - 130 10 p.

Method, methodology and methodological thinking

Veresov, N., 2014, *Visual Methodologies and Digital Tools for Researching with Young Children: Transforming Visuality*. Fler, M. & Ridgway, A. (eds.). Switzerland: Springer, p. 215 - 228 14 p.

Expanding the cultural-historical theory: fourth generation is coming?

Veresov, N., Bustamante Smolka, A. L. & Paradise, R., 2013, In: *Cultural-Historical Psychology*. 3, p. 51 - 54 4 p.

How drawing can support writing acquisition: text construction in early writing from a Vygotskian perspective

Mackenzie, N. & Veresov, N., 2013, In: *Australasian Journal of Early Childhood*. 38, 4, p. 22 - 29 8 p.

Resolving Conflicts in Collectives: Formula of Opposition

Veresov, N., 2012, Moscow: September Publishing. 127 p.

The importance of cultural-historical theory of education: reflections on learning, development, business and creativity

Veresov, N., 2012, In: *Forum Osviatowe*. 1, 46, p. 141 - 156 16 p.

Forgotten methodology: Vygotsky's case

Veresov, N., 2010, *Methodological thinking in psychology: 60 years gone astray?*. Toomela, A. & Valsiner, J. (eds.). United States: Information Age Publishing, p. 267 - 295 29 p.

Introducing cultural historical theory: main concepts and principles of genetic research methodology

Veresov, N., 2010, In: *Cultural-Historical Psychology*. 4, p. 83 - 90 8 p.

Theoretical importance of motor skills studies: Three reflections in one mirror

Veresov, N., 2010, *Connecting Paradigms of Motor Behaviour to Sport and Physical Education*. Thomson, K. & Watt, A. (eds.). Estonia: TLU Press, p. 80 - 99 20 p.

Prerequisites of collective activity emergence in elder pre-schoolers

Veresov, N. & Hakkarainen, P., 1 Jan 2001, In: *Voprosy Psikhologii*. 1, p. 37-46 10 p.

Activities

Louise Boettcher

Megan Adams (Host) & Nikolay Veresov (Host)

1 Nov 2017

Projects

Building executive function in imaginary play

Fler, M., Duhn, I., Veresov, N. & Walker, S. P.

Australian Research Council (ARC)

1/01/15 → 31/12/19

Respectful Relationships Early Childhood Professional Learning

Hammer, M., Agbenyega, J., Fler, M., Monk, H., Adams, M., Li, L., Veresov, N., Rivalland, C., Quiñones, G., Hansen, J., Babaeff, R., Laletas, S. & Hamdillah, C.

Department of Education (Victoria)

24/10/17 → 30/06/20

Review and Evaluation of the Inquiry into Implementation Project

Duhn, I., Agbenyega, J., Bone, J., Chapman, D., Fleer, M., Quiñones, G. & Veresov, N.
22/10/13 → 30/06/14

Role of technology in Preschool Science Education: Comparison of Finnish and Australian curriculum and pedagogies in developing children's inquiry skills

Kewalramani, S., Veresov, N. & Havu-Nuutinen, S.
Monash University – Internal Faculty Contribution
1/05/19 → 19/12/19