

Assoc Professor. Nikolay Veresov  
Sch of Education Culture & Society  
Email: Nikolai.Veresov@monash.edu



## 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

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

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

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

Havu-Nuutinen, S., Kewalramani, S., Veresov, N., Pöntinen, S. & Kontkanen, S., 18 Jan 2021, (Accepted/In press) In: Research in Science Education. 16 p.

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

Ma, J., Hammer, M. & Veresov, N., 2021, (Accepted/In press) In: Early Child Development and Care. 14 p.

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

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

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

Veraksa, N. E., Veresov, N. N., Veraksa, A. N. & Sukhihk, V. L., 2020, In: Cultural-Historical Psychology. 16, 3, p. 60-70 11 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., 2020, (Accepted/In press) In: *Early Years*. 15 p.

**Inclusion of a child with expressive language difficulties in a mainstream Australian preschool – roundabout ways can create opportunities for participation**  
Johora, F. T., Fleer, M. & Veresov, N., Apr 2019, (Accepted/In press) In: *International Journal of Inclusive Education*. 18 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*. Fleer, 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*. Fleer, 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., Mitjans 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**

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

#### **Cultural-Historical and Activity Theories Informing Early Childhood Education**

Fleer, M. & Veresov, N., 2018, *International Handbook of Early Childhood Education*. Fleer, 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**

Fleer, 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**

Fleer, M., Rey, F. G. & Veresov, N., 2017, *Perezhivanie, Emotions and Subjectivity: Advancing Vygotsky's Legacy*. Fleer, 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**

Fleer, 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**

Fleer, M., Rey, F. G. & Veresov, N., 2017, *Perezhivanie, Emotions and Subjectivity: Advancing Vygotsky's Legacy*. Fleer, 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 Perezhivanie in Cultural-Historical Theory: Content and Contexts**

Veresov, N., 2017, *Perezhivanie, 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.

**Perezhivanie 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.

**Perezhivanie as a theoretical concept for researching young children's development**

Veresov, N. & Fleer, M., 2016, In: *Mind, Culture, and Activity: An International Journal*. 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: An International Journal*. 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*. Fler, M. & Ridgway, A. (eds.). Switzerland: Springer, p. 129-149 21 p.

### **Emotions, perezhivanie et developpement culturel: le projet inacheve de Lev Vygotski (Human emotions, perezhivanie, 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 universites 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**

Fleer, 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., Fleer, M., Monk, H., Adams, M., Li, L., Veresov, N., Rivalland, C., Quinones Goytortua, G., Hansen, J., Babaeff, R., Laletas, S. & Hamdillah, C.

Department of Education and Training (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., Quinones Goytortua, 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