

11th International Conference on the Dialogical Self

Barcelona 7-10 June 2021

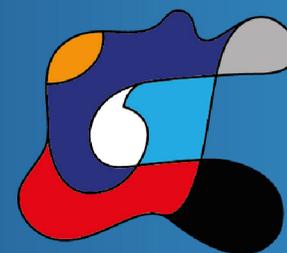
**Education &
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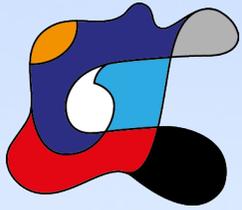
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PROGRAM

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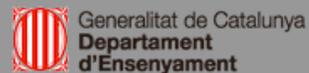


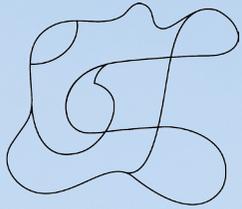
11th International Conference on the Dialogical Self Barcelona 7-10 June 2021

NOTE: every text underlined has interactivity

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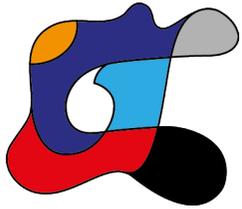
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Conference overview

The purpose of the 11th International Conference on the Dialogical Self, is to explore how the Dialogical Self Theory could offer different approaches to changes in identity in multiple scenarios. Through the diverse activities along the conference we expect to strengthen the conceptual and methodological bases of the research and intervention focused on the identity, inspired by the DST. We invite psychologists, pedagogues, sociologists, philosophers, linguists, academics and other social scientists to participate in this dialogue. All contributors are suggested to create a link between their own research and the **Dialogical Self Theory**.

The exploration of the **dialogical self** has a broad scope including such far-reaching areas as literary science, brain research, empirical psychology, and psychotherapeutic practice. It brings together different fields of psychology, such as personal, developmental, social, political, cultural, educational and clinical psychology. The researchers use the theory to make meaning of their practices increasingly. Across these diverse fields, the concept of the dialogical self provides an interdisciplinary platform for innovative research, theory, and practice

Welcome

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On behalf of the organizing committee, it is our great pleasure to welcome you to the 11th ICDS-2021 in beautiful Barcelona.

Over the next four days, we hope you will have a great time, learning, participating and being inspired by research, innovation, and creativity.

The #dialogicalselfbcn has been adapted to a virtual format to offer an exciting week of presentations, workshops and panel conversations where the world's leading researchers, policymakers, industry professionals, healthcare and urban stakeholders will critically reflect on the Dialogical Self.

We thank all participants, workshop presenters, session chairs, keynote speakers, and plenary speakers for helping us shape this exciting program.

We look forward to welcoming you soon in the event rooms and sharing this wonderful meeting with you.

Hubert Hermans, Carles Monereo, Crista Weise
Chairs

Scientific Committee

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Suñé, Nuria
Valencia, Alina

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<u>WORKSHOPS</u>	<u>DAY_1</u>	<u>DAY_2</u>	<u>DAY_3</u>	<u>DAY_4</u>
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<u>Friday</u> <u>June 11th</u>	<p>9.30-10.15 Opening session</p> <p>10.30 - 12.00 <i>Keynote:</i> Katariina Stenberg</p> <p>12.15- 13.45 Symposiums</p> <p>14.30- 16:00 Paper Session</p> <p>16.15- 17.15 <i>Invited Lecture:</i> Vincent W. Hevern</p> <p>17.30-19.00 Poster session</p>	<p>9.30-11.00 <i>Keynote:</i> Hubert Hermans</p> <p>11.15- 12.45 Symposiums</p> <p>14.00- 15.30 Symposiums</p> <p>15.45- 17.15 Paper Session</p> <p>17-30-19.00 Poster session</p>	<p>9.30-11.00 <i>Keynote:</i> Anna Gabinska</p> <p>11.15- 12.45 Symposiums</p> <p>13.00- 14.00 <i>Invited Lecture:</i> Kristiina Uriko</p> <p>15.00- 16.30 Symposiums</p> <p>16.45- 18.15 Paper Session</p> <p>18.30-20.00 Poster session</p>	<p>9:30 - 10:30 <i>Invited Lecture:</i> Jaan Valsiner</p> <p>10.45- 12.15 Symposiums</p> <p>12.30- 13.30 <i>Invited Lecture:</i> Toon Van Meijl</p> <p>12.30- 13.30 <i>Invited Lecture:</i> Elizabeth Ngozi Okpalaenwe</p> <p>14.00- 15.30 Symposiums</p> <p>15.45- 17.15 <i>Keynote:</i> David Kennedy</p> <p>17.30- 19:00 Paper Session</p> <p>19:15- 20:00 Closure conference</p>

Workshops overview

Sunday, June 6th + Friday 11th

PROGRAM

Time CEST	Author/s	Title
9:00-10:30 max 30 pax	Tatsuya Sato Teppei Tsuchimoto Taiyo Miyashita Chihiro Tanaka	An Introduction to Trajectory Equifinality Approach: Theory and Practice. (Proposal_1)
10:45 a 12:15 max 25 pax	Guillem Feixas	Resolving inner conflicts with dilemma focused therapy (Proposal_2)
10:45 a 12:15 max 20 pax	Alina Valencia Rens van Loon Angel Buster	Dialogical Self Theory & Leadership (Proposal_3)
12:30 a 14:00 max 12 pax	Andrea Karsten	Writers' voices made visible, touchable, and audible. (Proposal_4)
12:30 a 14:00 max 30 pax	Dina Nir	Leading with Compassion in the society of mind. (Proposal_5)
14:30 a 16:00 max 30 pax	Paula de Franco	Who Else Like Me? Cultivating Self-Awareness with the MM Model. (Proposal_6)
14:30 a 16:00 max 25 pax	Reineke Legelle	The happy and vulnerable researcher: writing ourselves. (Proposal_7)
16:15 a 17:45	Georgia Gkantona	Implementing the Internal Multi-Actor Performance method (IMAP) towards a new identity formation. (Proposal_8)
16:15 a 17:45 max 12 pax	Sandra Ferraz Castillo Mónica Roncancio- Moreno	The Avatar Project: Design for Dialogical Self development. (Proposal_9)
18:00 a 19:30 max 100 pax	Tracey Johnston Peter Robinson	Co-Creating the 'Dialogical Self' using the 'Mirrors of Possibility' Therapeutic Method. (Proposal_10)
18:00 a 19:30	Wendy Bilgen	Autoethnography for Research, Praxis, and Pedagogy. (Proposal_11)
Friday 11:00-12:30 max 20 pax	Hubert Hermans	100 questions to Hubert Hermans (Final_Proposal)

Workshop_1 Proposal

Authors	Title
Tatsuya Sato Teppei Tsuchimoto Taiyo Miyashita Chihiro Tanaka	An Introduction to Trajectory Equifinality Approach: Theory and Practice.

In this workshop, the theory and practice of the Trajectory Equifinality Approach (TEA) is explained. Furthermore, how TEA provides a new perspective for the dialogical self is proposed. TEA is a qualitative research approach that examines the trajectory of people's life course, which is guided by society and culture.

It is possible that TEA may create a shift in traditional psychology that explains cause and effect. Trajectory refers to the multiplicity of the process and it questions the linearity of cause and effect. More specifically, TEA describes how the processes leading to the goal (equifinality) are guided socio-culturally instead of questioning the consequences' causes.

In the first part of this workshop, TEA's basic components for TEA are introduced. TEA includes triarchic schemes, namely, the Trajectory Equifinality Modeling (TEM), Three Layers Model of Genesis (TLMG), and Historical Structured Inviting (HSI) so as to understand the course of human life course within irreversible time (Sato, 2016). TEM is the method employed to describe people's life trajectories within irreversible time. TLMG is used to understand three layers of people's practices: Action, sign, and value. HSI is the method utilized for inviting participants, assuming they have historical variability.

After examining the basic schemes of TEA briefly, Bifurcation Point (BFP) is explored. BFP is the point that the trajectory branches off and a new trajectory emerges. BFP is an important notion for dialogical self theory. At the BFP, people dialog with themselves in the tension that characterizes social power.

In the second half of the workshop, opportunities to understand the concrete practice of TEA are provided. TEA communities in Japan apply TEA in various practical fields such as career development, nursing, childcare, counseling, and second language learning. A review of the Japanese TEA research and the authors' research practice reveals that TEA has the possibility to clarify how the meaning-making processes of human beings are constructed in socio-cultural contexts.

Workshop_2 Proposal

WORKSHOPS

Author	Title
Guillem Feixas	Resolving inner conflicts with dilemma focused therapy

Constructivist approaches (e.g., Feixas & Villegas, 2000; Neimeyer, 2009; Neimeyer & Mahoney, 1995) are oriented to tackle the exploration of the person's complex system of meanings and to understand his or her thoughts and actions as coherent with that system. The self could be defined as the core of the construct system but, as dialogical self theory argues, it is not a unitary entity as it can be fragmented in multiple I-positions. Multiplicity of the self does provide an avenue for the development of inner conflicts, in the context of a global and changing world. By exploring the construct system, we can identify conflicts derived from the implications among constructs in terms of their desired poles (implicative dilemmas), so that a proposed course of action can be considered ideal for one construct (reflecting one I-position) but undesirable from the point of view of another construct (reflecting another I-position). More recently, we have developed dilemma-focused therapy, a method aimed at identifying and resolving the conflicts appearing in the exploration of the patient's cognitive system. The efficacy of this intervention for depression has been tested out in a RCT (Feixas et al, 2016; 2018) showing equivalent results to those of CBT.

The workshop will encourage participants to use some of the techniques with their patients showing internal conflicts and/or ambivalence towards change. We will provide orientations on how to identify the cases in which a dilemma-focused approach might be of interest. Also, we will describe the "magic wound" technique as a way to discover the client's reasons for not pursuing change. Finally, one or more participants will have the opportunity to experience the laddering technique for exploring the core of their meaning system.

Workshop_3 Proposal

WORKSHOPS

Authors	Title
Alina Valencia Rens van Loon Angel Buster	Dialogical Self Theory & Leadership

We start with an introduction of the principles of Dialogical Leadership and Dialogical Self Theory: formulating I-positions. What we aim at during the workshop is that the participant develops his/her skills to get a personal leader's map as a result: participants create their own leader profile during the workshop. We start with the mapping of the timeline that led them to where they are, to point the most important critical incidents in their life that lead to becoming a leader and their I-positions and inner voices. The process will be commented by our explanation of the theoretical approach, Q&A included.

In the workshop we start from the basics in DST applied to leadership, based primarily on two books: Hermans, H.J.M. (2018). *Society in the Self. A Theory of Identity in Democracy*. NY: Oxford University Press. Van Loon, E. (Rens) J.P. (2017). *Creating Organizational Value through Dialogical Leadership. Boiling Rice in Still Water*. Zurich: Springer.

Workshop_4 Proposal

WORKSHOPS

Author	Title
Andrea Karsten	Writers' voices made visible, touchable, and audible.

This workshop presents and puts to work a technique developed in an academic writing center and writing consultation context for early career researchers. Inspired by systemic constellation methods and theoretically grounded in dialogical theories of writing and Dialogical Self Theory, the workshop explains and illustrates a number of writing exercises paired with constellation work using wooden animal figurines – originally children's toys – and other small physical objects. Writers choose objects and figurines to represent their inner voices or I-positions during writing, e.g., their addressees, their inner critics, their former teachers, reviewers or supervisors, important authors in their field, and their own past or current writers' positions. The exercises invite writers to set the voices represented by the figurines into spatial relations, to express their possible utterances in oral or written form, and to gradually develop more constructive positionings, relations, and dialogues.

The workshop describes the technique and exercises in detail in a step-by-step mode, gives background information on the theoretical grounding of the method and discusses its aims, possibilities, and constraints. Also, the participants are invited to explore their own inner dialogues during writing. Based on actual current writing projects, they can try out the exercises and investigate their writing processes and related inner voices – making them visible, touchable, and audible. Their own experiences with the figurine technique and the writing exercises are reflected and discussed in the workshop, complemented by examples from the presenter's practice in an academic writing center context. Further, participants' questions on background, procedure, and applications in other contexts can be posed and discussed.

Workshop_5 Proposal

Author	Title
Dina Nir	Leading with Compassion in the society of mind.

The overall aim of this workshop is to offer a new research-based tool, with which to best manage our dialogical self when things go wrong.

Compassion involves sensitivity to the experience of suffering, coupled with a deep desire to alleviate that suffering (Goertz, et. al 2010). Self-Compassion (SC) is simply compassion directed inward (Neff, 2003). SC is relevant in emotionally painful situations such as when one contemplates personal inadequacies, mistakes, and failures, as well as when one confronts painful situations. SC consists of three main elements: being kind toward oneself instead of harsh or critical, cultivating the understanding that all humans are fallible, and negative thoughts and emotions are observed with openness and acceptance. Research on SC has shown it to be a source of strength and resilience as it promotes well-being, positive affect, optimism, and happiness (Neff, Rude, & Kirkpatrick, 2007), and lowers anxiety and depression (Neff, 2003). At the same time, SC does not seem to make people complacent or unmotivated to take responsibility or change for the better. On the contrary, SC has been shown to enhance a growth mindset (as opposed to a fixed mindset) and to motivate people to take responsibility, learn, change, and make amends (Breines & Chen, 2012).

Introducing the concept of SC to the workings of the self offers a new framework by which to understand and develop the relationships between different I-positions in the society of mind. It entails teaching I-positions to be more compassionate towards I-positions that have failed, made mistakes or shown weakness. It cultivates accepting those I-positions we deem unvalued and undesired, and it works to bring together the different part of the self by recognizing that the inner society, like society at large, has its strengths and weaknesses, its brilliance and its darkness. Finally, a SC approach also suggests being mindful to I-positions who are in pain and distress, without trying to silence them on one hand, or allowing them to spill over and flood the entire inner landscape on the other hand.

In the workshop we will learn why SC is a winning strategy when we are not at our best, what we know from the research about the benefits of this healthy mindset and the specifics of how to treat ourselves with more compassion when things go wrong in our lives.

Workshop_6 Proposal

WORKSHOPS

Author	Title
Paula de Franco	Who Else Like Me? Cultivating Self-Awareness with the MM Model

Within the social and behavioral sciences, since the 1970's, the concept of the self has been a unifying construct. Research on self-awareness has advanced as researchers continue to investigate the brain mechanism that mediates self-awareness. Mischel & Morf (2003) conceptualize such a system as one that would capture the person as a thinking, feeling being who is able to self-reflect and self-evaluate. An idea supported by Mackay (1963) and Carver (2003), who hypothesized that self-awareness is a feedback process/mechanism that operates to compare mental elements with each other.

The MM Model is grounded in research and is an attempt to unify the dualism afflicting most contemporary psychological models, which constrains the freedom to examine the roots of behavior in apparently random patterns. The notion that human beings possess a lifelong opportunity to learn and change is the underlying essence of the Mechanism of Mind (MM) model. The Model acts as a container, where behavior may be observed and mapped out and through action methods the dialogue in our mind is brought to life, center stage.

This workshop introduces participants to the theoretical research grounding the Mechanism of Mind (MM) Model. The Mechanism of Mind (MM) Model is a dynamic and novel tool that dissolves the distinction between conscious and unconscious. The MM's components are brought to life via action methods and where participants will have the opportunity to experience the open mind space™. Participants will be able to identify the two components cultivating self-awareness via action methods. After attending this workshop participants will be able to apply the components of the MM model to enter the open mind space and examine the dialogical self.

Workshop_7 Proposal

Author	Title
Reineke Legelle	The happy and vulnerable researcher: writing ourselves

Founder of Dialogical Self Theory, Hubert Hermans, likes to take long walks, plays piano, and works with joy into his eighties. Indeed, he seems the quintessential happy researcher. However, it was not always that way. There were times in his life when the “ambitious” I-position dominated other I-positions, creating tension that was not always positive. With new insights he gained through using his own theory, these things have come into balance. But how did this happen? What insights and practices were needed?

This workshop is inspired by a number of conversations and interviews I did with the founder of The Dialogical Self Theory (DST) Hubert Hermans in the fall of 2019. Those conversations have become the basis of an article called, “Portrait of a scientist: In conversation with Hubert Hermans, founder of Dialogical Self Theory”. In this article, I also explore why it can help us to understand the more vulnerable or personal dimension of Hermans as a theorist when we are working with and trying to understand the theory.

The research question at the heart of this project was: which key principles from DST seem salient and have guided Hubert in his personal life? In this workshop, I will introduce several of these and also invite participants to explore these dimensions for themselves in the form of creative and expressive dialogical writing exercises.

(My area is “writing the self” and I use DST to conceptualize evolving identity. Written dialogues with parts of ourselves and with particular “others” in imagination, can shed light and bring balance, as the founder himself also discovered.

This offering is intended to be playful, creative, and insightful.
Bring pen and paper; no creative writing experience is needed.

Workshop_8 Proposal

WORKSHOPS

Author	Title
Georgia Gkantona	Implementing the Internal Multi-Actor Performance method (IMAP) towards a new identity formation.

In dialogical perspectives the self has not a predetermined form of functioning that is revealed through the person's narratives. Rather, it is actualized in a dynamic ongoing process of change (Shotter & Gergen, 1989). In counselling or psychotherapeutic procedures, the client does not merely describe their selves but mostly they perform it by their engagement in the process (Georgaca, 2012). Towards this end, the Internal Multi-Actor Performance method (IMAP) is a new method, in which the client unfolds his or her self-aspects and their mutual exchanges in a way that they undergo a reorganization resulting in a self-innovation.

IMAP is based on the metaphor of Dialogical Self as a theater of voices (Hermans, 2006). According to Hermans (2006), the theater metaphor as a theoretical tool has resourceful potentials for therapeutic procedures, as it allows for understanding social interactions. It shows different actors incarnating the dramatic characters and their mutual addresses, as they try to communicate their perspective to each other. New actors get on stage and enrich the plot of the play as well as change their mutual relationships. The stage director is also necessary to have an overview of the scenario evolution.

Inspired by this, the IMAP is a semi-structured qualitative procedure for counselling or psychotherapeutic settings, that aims at a) identifying the client's important I-positions conceived as internal characters that the client is induced to imagine that they function as actors on stage, b) tracking these internal multi-actor dialogues, c) illuminating important dialogical processes such as positioning, counter-positioning, forming constellations among positions or re-positioning and c) strengthening the client's active agent who gradually takes responsibility of the plot of this performance as a stage director. It is structured in four dialogical stages of self-performing (Thesis, Antithesis, Synthesis and Meta-thesis) oriented in the re-organization of the clients' narratives. The stage itself provides the space for these dialogical exchanges among helpful, problematic or shady personal positions. In this workshop, the implementation of the method is described in detail and is further illustrated by case examples, so as the participants to get acquainted with it and be able to use it in their private practice, educational settings or in self-reflection processes.

Workshop_9 Proposal

WORKSHOPS

Author	Title
Sandra Ferraz Castillo Mónica Roncancio-Moreno	The Avatar Project: Design for Dialogical Self development

How do we turn an educational setting into a dialogical space? How does dialogue trigger dialogical processes? Why are dialogical processes important for learning and development? How much efforts do we take to create communities of practices for agentive and creative learners? This introductory workshop will explore the Dialogical Self Theory through avatar construction and biographies. It will discuss the trajectories of voices and the psychological possibilities that emerge with the development of the otherness in the self system. We will examine interactive communication of participants while they handcraft avatars that represent themselves and use them to create collective stories in small groups. The dual experimental setting allows expanding the analysis of the Dialogical Self to a living experience, which is detailed discussed in methodological terms. The analyses take into account the narrative features of the dialogue. The workshop uses art design-based learning approach in which participants will: (1) experiment the construction of avatars in small groups; (2) be introduced to a dialogical framework to investigate a dialogical learning situation; (3) be able to experiment the positions of being the author and the actor(s) within an actual socio-affective situation, semiotically mediated by discursive and embodied language; (4) use biographies to discuss the connection of experiential construction to ontogenetic development. The design-based learning approach will support the activities with mapping and visualizing techniques to explore the Dialogical Self Positionings throughout the workshop. The avatars as device for development and, at the same time, as social artifacts pivot meaning negotiation and enable to integrate aspects of collective culture and psychological functions of shared practices articulated to biography making. The goal is to clarify the fundamentals of the dialogical approach to learning and the potential of avatar's construction as a powerful tool to connect the development of self and the process of knowledge construction.

Workshop_10 Proposal

WORKSHOPS

Authors	Title
Tracey Johnston Peter Robinson	Co-Creating the 'Dialogical Self' using the 'Mirrors of Possibility' Therapeutic Method.

Using 'Dialogical Self Theory' and practice case-examples, the workshop presents the 'Mirrors of Possibility' therapeutic method, a recently developed relationally reflexive, multi-faceted and polyphonic method of playfully externalising the embodied self for therapy with individuals and relationships. The method facilitates the multiplicity of positioning and the collaborative construction of possibilities, rich dialogical narratives, embodiment, and the emergence of transformative experiences. The workshop also offers the opportunity to adventure into the deconstruction of the unitary self, alongside an introduction to the benefits of 'multi-being-based relational reflexivity', incorporating ideas from CMM (Co-ordinated Management of Meaning) and Dialogical Self Theory.

The workshop will offer participants the opportunity to discover and explore the wide-ranging application of the 'Mirrors of Possibility' Method in individual therapy, relationship therapy and 'multiplicity of self' exploration as practiced at 'Possibilities Counselling and Psychotherapy Centre Aberdeen', an independent psychotherapy service.

After this workshop participants will be able to:

- Describe, begin to practice and 'jazz with the 'Mirrors of Possibility' methods and Dialogical Self Theory.
- Appreciate the archetypal power of 'mirrors' in ancient wisdom traditions and spirituality.
- Play with different ways of inviting multiple reflections and relational possibilities of Dialogical Self Theory using the metaphor of mirrors.
- Begin to help clients reposition aspects of embodied emotions and parts of 'self' across space and time.
- Help clients/professionals connect with their inner-voices of multi-being, inter-being and relational possibilities.
- Develop more positions of connection and curiosity from relational perspectives.
- Adopt 'self and relational reflexivity' as ethical and moral postures.
- Address personal, interpersonal, local, historical, cultural and ecological aspects of the self via the 'Mirrors of Possibility'.
- Explore ways of reaching beyond dominant discourses to salvage discourses of liberation and relational healing.
- Describe and begin to explore the CMM model and its relation to Dialogical Self Theory.

The workshop will consist of an overview of the above with examples from our practice shown via presentation, case descriptions, interactive discussion, short video examples and the opportunity to briefly practice the 'Mirrors of Possibility' methods.

Workshop_11 Proposal

Author	Title
Wendy Bilgen	Autoethnography for Research, Praxis, and Pedagogy.

Autoethnography (AE) shares a common ground with Dialogical Self Theory (DST). The purpose of this AE workshop is threefolds; (1) to help participants understand the conceptual and methodological framework of AE in connection to DST; (2) to engage participants in experiential learning about selected AE techniques that are reflective, analytical, and interpretive; and (3) to invite participants to a self-agentic discussion to prepare them for possible application of AE to research, praxis, and/or pedagogy.

AE is a social science research method stemming from anthropological ethnography. Unlike ethnographic research, however, autoethnography anchors its exploration on researchers' personal experiences about selected social phenomena, instead of others, to understand the sociocultural meaning of the experiences (Adams, Holman Jones, & Ellis, 2014). This approach to socio-cultural exploration stands on the presumption that the self never exists in a sociocultural vacuum and interactions between self and others shape self and others within their contexts (Chang, 2008). Similar to DST, therefore, AE begins with listening to the relational "I" that is "never singular" but is situated in cultural communities from which one speaks (Alexander, 2015, p. 550). AE engages memory work, self-reflection and self-analysis, relational analysis, interactive interview with others, cultural interpretation, and other analytical and interpretive techniques to facilitate intrapersonal and interpersonal dialogues among self, others, and contexts. This reflective, analytic, and interpretive method of AE has been applied not only to research in a wide range of social science disciplines, but also to praxis fields that help human service practitioners (e.g., educators, counselors, social work, and leader developers).

This workshop consists of three parts. In Part 1, participants will be introduced to conceptual connection between DSL and AE based on theoretical, methodological, and practical literature about DST (e.g., M. Adams, Gube, Hermans, Zock, and more) and AE (e.g., T. Adams, Bockner, Bilgen, Chang, Ellis, Hernandez, Holman Jones, Hughes, Peddington, and more). In Part 2, participants will engage in experiential learning of 5 dialogical exercises of AE: (1) memory work (e.g., recalling critical moments); (2) self-analysis (e.g., culturegram); (3) relational analysis (e.g., constellation of others); (4) interactive interview (e.g., vignette-focused interview); and (5) contextualized analysis (e.g., the index of sociocultural assumptions). In Part 3, participants will reflect on their learning at the workshop, discuss practical applications of AE to research, praxis, and pedagogy in their disciplinary context. The session will conclude with the evaluation of the workshop.

Final Workshop, Friday 11th

WORKSHOPS

Author	Title
Hubert Hermans	100 questions to Hubert Hermans

Participants will have the opportunity to formulate questions to prof. Hubert Hermans in a close encounter mainly addressed to doctoral students or researchers who wish to ask relevant questions for their projects and share ideas, first-hand with the father of the Dialogical Self Theory.

Thematic Areas



B-1 EDUCATION & DEVELOPMENT

Papers focused on any area of human development, formal or non-formal education scenarios, or on any aspect of the teaching-learning processes at any educational level.



B-2 CLINIC & HEALTH

Papers focused on the improvement of health, or on any type of psychological disorder or of any kind of therapeutic process, both in its preventive and remedial condition.



B-3 CULTURE & SOCIAL COMMUNITY

Papers focused on any enculturation and socialization process that has an evident social impact, such as globalization, emigration, changes in socio-political power, in cultural and artistic movements and trends, community networks, etc.



B-4 ORGANIZATIONS

papers focused on organizational dynamics of any kind: entrepreneurship, non-governmental organizations, public or private institutions, professional identity, institutional borders crossing, etc.



B-5 THEORY & METHODOLOGY

Papers focused on the discussion or proposal of theoretical constructs (inspired or related to the Dialogical Self Theory) and alternative methodologies in the registration, analysis and presentation of data, from a quantitative, qualitative or mixed perspective.

Program

GENERAL
PROGRAM

Monday, June 7th

Time CEST	Activity	Title
9.30-10.15	OPENING SESSION	
10.30-12.00	<i>Keynote:</i> Katariina Stenberg	WHAT WE TALK ABOUT WHEN WE TALK ABOUT TEACHER IDENTITY?
12.15-13.45	<u>Symposiums</u>	Symposium M-1: Facing global leadership challenges with dialogical self theory Symposium M-2: Dialogical moves in diverse educational environments: Studies of teachers' and students' identity/ies construction Symposium M-3: Integrating past, present and future in the configuration of the dialogical self Symposium M-4: Qualitative and microgenetic approaches to the study of the Dialogical Self
14.30-16:00	<u>Paper Session</u>	Paper Session M-1: Thematic Area: Education & Development Paper Session M-2: Thematic Area: Clinic & Health Paper Session M-3: Thematic Area: Theory & Methodology
16.15-17.15	<i>Invited Lecture:</i> Vincent W. Hevern	THE DIALOGICAL SELF, NARRATIVE, AND THE VISUAL IMAGINATION IN AN ERA OF CHANGE AND CRISIS
17.30-19.00	<u>Poster session</u>	Poster Session M-1: Thematic Area: Education & Development Poster Session M-2: Thematic Area: Clinic & Health



Symposium M-1: Facing global leadership challenges with dialogical self theory

Thematic Area: Organizations
Chair: Rens Van Loon
Discussant: Alina Valencia

Rethinking the educational model of
forming the identity of young entrepreneurs:
training based on critical incidents
Alina Valencia

Dialogical Self Theory and Dialogical
Leadership in Family Business
Angel Buster

The courage to be both leader and
follower
Rens van Loon



Symposium M-2: Dialogical moves in diverse educational environments: Studies of teachers' and students' identity/ies construction

Thematic Area: Education & Development
Chair: Cheryl Ballantyne
Discussant: Mihaela Enache

Dialogical Voices in the Tower of Babel:
I-positions and promoters within immigrant
teacher identity and practice
Mihaela Enache

Flying solo: examining the identity
construction of university educators in
the context of large group teaching
Katrin Kullasepp

Is your online identity different from
your offline identity?—A study on the
college students' online identities in
China
Yue Qin

Learning to teach: Dialogical representations
of teacher identity construction within
a community of practice
Cheryl Ballantyne



Symposium M-3: Integrating past, present and future in the configuration of the dialogical self

Thematic Area: Theory & Methodology
Chair: Angela Uchoa Branco
Discussant: Jaan Valsiner

The dynamics of past, present and future
in the development of the Dialogical
Self
Angela Uchoa Branco

Dialogical negotiations and self-imag-
ing: A longitudinal case study of early
adolescence
Elsa de Mattos

Dialoguing with the Past: Experiencing
traditional and counter-memorials
Ignacio Brescó de Luna



Symposium M-4: Qualitative and microgenetic approaches to the study of the Dialogical Self

Thematic Area: Theory & Methodology
Chair: Mónica Roncancio-Moreno
Discussant: Elsa de Mattos

Multiple dialogues in classroom discus-
sions and the emergence of children's
selves: How children's voices appear
and disappear in collective processes
Koji Komatsu

Culture, social dramatization and thea-
tricalisation in teaching and learning
*Shuangshuang Xu, Giuseppina Marsico
and Luca Tateo*

Proyecto Transiciones: A dialogical
approach to children-at-play to study
trajectories towards primary school
*Sandra Freire
Larisse V C. Cavalcante*

Emergence of social values from Dialo-
gical Self Positioning
*Danna Aristizabal
Katherine Díaz-Upegui
Mónica Roncancio-Moreno*



Paper Session M-1: Education & Development

An interdisciplinary approach to investigate Japanese youth's semiotic assemblage in Thailand as lived experience
Yaeko Hori

Bumpy Moments and Professional Identity of Technology Teachers in Vocational Education
Kara Vloet, Sandra Jansenn

Teacher's I-Position(s): dialogues and contradictions between discourse and practices in education
Luciana Dantas de Paula, Angela Uchoa Branco

Narrative-dialogical reflections of generalist teachers on their teaching of songs in class
Annamaria Savona

Authenticity is Always dialogical, or Why should one cultivate Roles-Self interacting
Markéta Machková



Paper Session M-2: Clinic & Health

Monological telling in the Dialogical Self
Ying Liu

Dialogical Processes in Psychotherapy: Main Findings of 20 Years of Research
Lluís Botella, Sergi Corbella, Meritxell Pacheco, Olga Herrero and Tary Gómez

CREO MI FUTURO: Identity, projection into the future and satisfaction with life in adolescence
Meritxell Pacheco, Andrea Luna, Andrea Soler, Celia Morillo; Sofía Costa; Margarida Henriques.

Childbearing Decision-Making Positions Repertoire: A Meta-Synthesis
Mohammad Hossein Tehrain Zamani

Self writing as a tool for change: the effectiveness of a Psychotherapy using Diary
Elena Faccio and Jessica Neri



Paper Session M-3: Theory & Methodology

Disclosing the dialogical self of foreign language students in an English as a foreign language classroom
Betül Altaş

Positioning: a conceptual tool at the crossroad of different theoretical approaches
Fabienne Gfeller

Studying the dialogical self with the repertory grid technique
Guillem Feixas

Religious Voices in Diaspora; 'muddle-headedness' or contextualized religiosity
Omer Gurllesin

Internal dialogical activity and cognitive uncertainty, traits, self-concept, and adaptive functioning
Piotr Oleś

Maternal self-understanding: a dialogue between maternal theory and the dialogical self theory
Inge van Nistelrooij



Poster Session M-1: Education & Development

Dialogical approach to school director's identity. Study of cases
Núria Mollà, Montserrat Castelló

The professional identity of the academic counselor through their self-positions and critical incidents
Andrea Vargas, Paula Mayoral, Maribel Cano

Nursing Teachers' Ability Formation Process in the TEA Method Approach
Chihiro Tanaka, Tatsuya Sato, Taiyo Miyashita, Teppei Tsuchimoto

I as university supervisor: Transacting to become I as teacher educator
Lauren May



Poster Session M-2: Clinic & Health

The narrative identity construction during adolescence
Andrea Soler, Meritxell Pacheco, Teresa Petrel and Sandra Ger

If your pain had a voice, what would it say? How clients make meaning of somatic symptoms
Eleni Malliou, Ifigenia Sotiropoulou, Eleni Lekkou, Evdokia Mita, Korinna Nikolaou

Pleasurable pain and the joyful cruelty – a phenomenological study of transformation of opposites
Julie Bo Lindgren

Tattoos: Stories from over and under the skin
Konstantinos Lianos, Chrysi Ziridou, Aikaterini Tsantili, Aikaterini Pagoulatou, Antigoni Giazitzoglou, Epameinondas Ntafoulis

Decentring and the promoter position in DST psychotherapies and compassion-mindfulness training: a theoretical comparison
Robert Sikora

Program

GENERAL
PROGRAM

Tuesday, June 8th

Time CEST	Activity	Title
9.30-11.00	<i>Keynote:</i> Hubert Hermans	NEW DEVELOPMENTS IN DIALOGICAL SELF THEORY
11.15-12.45	<u>Symposiums</u>	Symposium TU-1: Polyphony in the context of psychosocial practice: on the possibility of the dialogical logic Symposium TU-2: Educational Innovation and Professional identity Symposium TU-3: Dialogically Altering Self and Dialogically Altered culture: DST and Variation Theory
14.00-15.30	<u>Symposiums</u>	Symposium TU-4: Dialogical Processes in Asymmetric Power Relations Symposium TU-5: Dialogical Acting-Becoming oneself Symposium TU-6: Dialogical Self during school-to-work transition comparison
15.45-17.15	<u>Paper session</u>	Paper Session TU-1: Thematic Area: Education & Development Paper Session TU-2: Thematic Area: Culture & Social Community Paper Session TU-3: Thematic Area: Clinic & Health
17.30-19.00	<u>Poster session</u>	Poster Session TU-1: Thematic Area: Culture & Social Community Poster Session TU-2: Thematic Area: Clinic & Health



**Symposium TU-1:
Polyphony in the context of psychosocial
practice: on the possibility of the dialogical
logic**

Thematic Area: Clinic & Health
Chair: Masayoshi Morioka
Discussant: Jaan Valsiner

Meaning Construction by musical narrative
for the therapy of criminals
Kakuko Matsumoto

Dream as polyphony: research through the
narrative practice with dream work
Koichi Hirose

Voicing the self -One case study of psycho-
therapy after perinatal loss
Shoko Sugao

Silence and Voices: on the recovery for the
internal space of dialogue
Masayoshi Morioka



**Symposium TU-2:
Educational Innovation and Professional
identity**

Thematic Area: Education & Development
Chair: Crista Weise
Discussant: Bob Fecho

Becoming a professional: analysis of the
reciprocal influence between I-positions
and We-positions in teams of university
students.
*Carles Monereo, Marina García-Morante and
Matías Caride*

Student teachers' positioning with regard
to their key learning experiences in the first
practicum
*Mireia Giralt-Romeu, Eva Liesa and Paula
Mayoral*

The teacher-inquirer identity in the context
of a pedagogical innovation
*Antoni Badia, Lorena Becerril and Paula
Mayoral*

Tensions involved in the Development of
the Researcher Identity. An interpretation
from Dialogical Self Theory
Núria Suñé



**Symposium TU-3:
Dialogically Altering Self and Dialogically
Altered culture: DST and Variation Theory**

Thematic Area: Theory & Methodology
Chair: Shunqing Cao
Discussants: Ping Du and Yirong Hu

Dialogue and Variation
Shunqing Cao, Qing Yang

Dialogical Self Theory and Hermeneutic Va-
riation: A Case Study of the Construction of
Chinese Images by the American Missionaries in
the 19th Dynasty
Ping Du

The Variation Theory of Comparative Literatu-
re and New Construction of World Literature
History
Chao Wang

DST and Variation Theory: A Fruitful Relationship
Siyu Chen

A Variation Study of Dialogical Self in Intercultu-
ral Exchanges
Miaomiao Wang

Chinese Online Literature Oversea Readers: the
"Fans" of Heterogeneous Cultures and Their
Works Acceptance
Yuanxiang Zeng and Ziheng He

Variation of Sun Wukong's image in foreign
games
Yina Cao



**Symposium TU-4:
Dialogical Processes in Asymmetric
Power Relations**

Thematic Area: Theory & Methodology
Chair: Jaan Valsiner
Discussant: Luca Tateo

Beyond Homeostasis: The Utopia of
Equilibria and How Human Beings Live
in Systems of Autopoiesis
Dominik S. Mihalits

Fluctuation of social power: profession-
al role and identity under negotiation
*Katrin Kullasepp and Enno Freiherr von
Fircks*

Negotiating the Sound Field: Conductor
and orchestra in a dynamic dialogue
*Jensine Nedergaard and Peter Ettrup
Larsen*

In-between the Powerful Alien and
Familiar Ideas: The proculturation of
Dialogical Self in emigration
Lado Gamsakhurdia



**Symposium TU-5:
Dialogical Acting-Becoming oneself**

Thematic Area: Education & Develop-
ment
Chair: Eva Slavíková
Discussant: Eva Slavíková

Authenticity is Always dialogical
Markéta Machková

Dialogical Acting introduced to Dialogi-
cal Self Theory
Pavel Zajíček

The Utilization of Dialogical Acting
Oskar Bábek



**Symposium TU-6:
Dialogical Self during school-to-work
transition comparison**

Thematic Area: Education & Develop-
ment
Chair: Kiyomi Banda
Discussants: Tatsuya Sato

The reflective self in career develop-
ment
Kiyomi Banda and Yuko Yasuda

Visualization of Valuation - Retrospect
and prospect of life stories using the
game "sugoroku" format
Akihiko Ieshima

Sociocultural Aspects of Transition
in Career Development: An Auto-TEM
Approach
Teppei Tsuchimoto

Dialogical negotiations and self-positio-
ning in transition to work – a longitudi-
nal case study with Brazilian youths
Elsa de Mattos



Paper Session TU-1: Education & Development

The Dialogical Self Theory, underpinning Empathetic-Reflective-Dialogical Restorying
Janet Jarvis

Living in listening to learn, broadening consciousness and making decisions: narrating experiences and building communities that deploy education
María Consuelo Valbuena Martínez, Yolanda Cerezo López, Jesús Rodríguez Barroso

Students with intellectual disabilities: how do they define their identity and expectations of labor inclusion?
Andrea Sepúlveda

Promoting holding communities and reducing prejudice in schools
Anna Siegler, Sára Bigazzi, Sára Serdült, Lilla Dézma, Fanni Csernus, Ilea Izabella

Crossing boundaries and otherness. Service Learning as a hybrid activity enhancing student's self dialogue and real learning
Beatriz Macías Gómez Estern



Paper Session TU-2: Culture & Social Community

The dialogical self and religious conversion – personal position repertoires and narratives of Polish women embracing Islam.
Joanna Krotofil, Katarzyna Górak-Sosnowska, Anna Piela, Beata Abdallah-Krzepkowska

Dyadic structures of I-positions in joint activity: An Austrian family on skies
Lisa-Marie Geberth

Integration and confrontation in internal dialogues with outgroup interlocutors
Małgorzata Puchalska-Wasył

Self/other relations and the importance of dialogue: a social psychological contribution
Sara Biggazzi

The Lost Art of Personification
Vicky Jo Varner

Dialogical Self-Theory and Stories of Workplace Bullying: Steps of Self-positioning in Different Narrative Paths
Pekka Kuusela



Paper Session TU-3: Clinic & Health

Analysing multivoicedness: an examination of the dynamic interactional patterns between the voices of the self in clients who experience depression
Emma Kay

Transformation through writing: Using poetry to stimulate a dialogical self
Esther Wafula

The embodied self: body focus increases self-concept integration
Hubert Suszek

Subjective transformation of affective meanings
Julie Bo Lindgren Christensen

Change in the voices and personal positions of a patient diagnosed with Borderline Personality Disorder (BPD) and her therapist throughout long-term psychotherapy: a case analyzed through Model of Analysis of Discourse Positioning in Psychotherapy (MAPP)
Augusto Mellado



Poster Session TU-1: Culture & Social Community

A dialogical revealing of the hypergeneralization of signs
Christian Højen Bisgaard

Moving cultures and the multiplicity of the self: a dialogical intervention in a multicultural setting
Giacomo Chiara

The Returning Self – Internal Dialogue of Identity and Exploration
Natalie Jancosek



Poster Session TU-2: Clinic & Health

The temporal dimension in the narrative construction of identity and its relationship to wellbeing in adolescence
Anna Salvador and Meritxell Pacheco

Identity and narrative coherence in adolescence: a comparison between clinical and nonclinical populations
Clara Capdevila, Meritxell Pacheco and Anna Salvador Conde

My dear hero: Fictional characters give voice to adolescents' sensitive family issues
Eleni-Maria Dimou, Eva Theodoraki, Eirini Pantazi, Eleni Petroulaki

Program

GENERAL
PROGRAM

Wednesday, June 9th

Time CEST	Activity	Title
9.30-11.00	<i>Keynote:</i> Anna Gabinska	Investigating mental health and mental disorders through the lens of Dialogical Self Theory. What do I know after 10 years of doing research?
11.15-12.45	<u>Symposiums</u>	Symposium W-1: "Voicing Mrs Maisel: Emergence and reinforcement of weak and silenced voices in three theory-building case studies. Symposium W-2: Normative professionalism in liquid times Symposium W-3: Internal Dialogues, Self-Talk, and Personality: Interdisciplinary Perspectives
13.00-14.00	<i>Invited Lecture:</i> Kristiina Uriko	PSYCHOLOGICAL ASPECTS OF A WOMAN'S INFERTILITY: EXPLORING THE ADAPTATION IN A DIALOGICAL PERSPECTIVE
15.00-16.30	<u>Symposiums</u>	Symposium W-4: What are the subjective conditions that support the care and support of people with severe disabilities?— For Dialogue to Realize a Symbiotic Society Symposium W-5: Sometimes More Than the Human Heart Can Bear: Novice Teachers and Narratives of Identity, Uncertainty and Wobble Symposium W-6:
16.45-18.15	<u>Paper session</u>	Paper Session W-1: Thematic Area: Education & Development Paper Session W-2: Thematic Area: Theory & Methodology
18.30-20.00	<u>Poster session</u>	Poster Session W-1: Thematic Area: Theory & Methodology



Symposium W-1:
“Voicing Mrs Maisel: Emergence and reinforcement of weak and silenced voices in three theory-building case studies.

Thematic Area: Clinic & Health
Chair: Athena Androutsopoulou
Discussant: Athena Androutsopoulou

Challenging unhelpful voices: A narrative-dialogical sequence analysis of initial sessions with an individual client
Athena Androutsopoulou, Erasmia Grypari, Theano Makarouna

Uncovering secret voices: Narrative analysis of therapy notes on working with a single family
Kia Thanopoulou

Hearing the polyphonic self: Narrative analysis of a session with a single client in long-term group therapy
Tsabika Bafiti



Symposium W-2:
Normative professionalism in liquid times

Thematic Area: Education & Development
Chair: Hans Alma
Discussant: Ina ter Avest

Plural Moralities in the Search for Meaning
Hans Alma

Life Orientation as part of professional development: moral leadership of professionals from a DST perspective
Edwin van der Zande, Cok Bakker

Developing intercultural sensitivity in a world of multicultural identities
Jutta Konig

Provocative guidance: a practice of narrative leadership
Ina ter Avest

Dialogical Leadership: Leading yourself across boundaries of self and culture
Rens van Loon



Symposium W-3:
Internal Dialogues, Self-Talk, and Personality: Interdisciplinary Perspectives

Thematic Area: Theory & Methodology
Chair: Thomas M. Brinthaup
Discussant: Piotr Oles

Self-talk in the Knowledge Map of Sport and Exercise Psychology
Alexander T. Latinjak, Piotr Oles

How our personality traits and our emotions are combined with internal dialogicality – new proposals
Małgorzata Łysiak, Małgorzata Puchalska-Wasył, Tomasz Jankowski

Personality and Individual Differences in Self-Talk and Internal Dialogue
Thomas M. Brinthaup

Self-reported inner speech frequency, content, and functions in young adults
Alain Morin, Famira Racy



B3-C&SC
Culture &
Social Community

Symposium W-4:

What are the subjective conditions that support the care and support of people with severe disabilities?— For Dialogue to Realize a Symbiotic Society

Thematic Area: Culture & Social Community

Chair: Mariko Okishio

Discussant: Jaan Valsiner

Analyzing the accused's testimony after a mass murder at a Japanese facility for people with disabilities
Katsuki Yokoyama, Mariko Okishio

Lessons from professionals: Positioning with "we" supports caring practices
Reiko Otaki, Yasuhiro Omi, Yumiko Hirotsu, Masahiro Nochi



B1-E&D
Education &
Development

Symposium W-5:

Sometimes More Than the Human Heart Can Bear: Novice Teachers and Narratives of Identity, Uncertainty and Wobble

Thematic Area: Education & Development

Chair: Bob Fecho

Discussant: Janette Hill

"I'm Living Three Lives Right Now:" Negotiating Religion, Sexuality, and Student Advocacy.
Dawan Coombs

Fitting In: Confronting Fear and Uncertainty as a Novice Teacher in a Standardized School.
Todd S. Hawley

"I Want to be a Happy, Available Person" Teaching, Emotional Positioning, and the Dialogical Self
Bob Fecho, Emily Wilkinson, Janette Hill



B5-T&M
Theory &
Methodology

Symposium W-6:

The Dialogical Self Theory: history, context, and application
Rens van Loon, Hubert Hermans



Paper Session W-1:

Thematic Area: Education & Development

Dialogical Self and Shifting Mathematical identity
Nadia Stoyanova Kennedy

Identities construction in the course their postgraduate studies in philosophy
Yareni Annalie Domínguez Delgado

Dialogue and the Dialogical Self in a Carceral Education
Greg Bruno

Constructing Authorship and self-positions: production of e-learning courseware contents
Rute Nogueira de Morais Bicalho

Positioned, Positioning, and Repositioning: How Dialogical Self Theory Could Enrich Student Learning
Lisa Chong



Paper Session W-2:

Thematic Area: Theory & Methodology

Validation in dialogical research by triangulation – Examples from projects on life-span development
Miroslav Filip

Dominance as the key interpretive tool in study of the multiple self
Vladimir Džinović

Portrait of a scientist: in conversation with Hubert Hermans
Reinekke Lengelle

A Dialogue with Self-Awareness: Using Action Methods and the Mechanism of Mind Model to exam the dialogue in our minds.
Paula De Franco

Listening to the I-Voices of a Social Justice Leader: An Autoethnography of a Female Jewish Christian Social Worker Living in Turkey
Wendy A Bilgen



Poster Session W-1:

Thematic Area: Theory & Methodology

New paths of introspection on the Dialogical Self and open methodological questions.

Natalie Rodax

Internal Dialogical Activity Scale-Revised (IDAS-R)

Piotr Oleś

The predictors and consequence of identity processing styles - research with using of the Self-Confrontation Method

Anna Słysz

Narrative construction of identity: from the present to possible selves

Laura Susin Carnicero, Meritxell Pacheco and Clara Capdevila

The teaching identity of the students in training and its impact on the practices.

A perspective of the Dialogic Self

Cecilia Hernández Morales

Program

GENERAL
PROGRAM

Thursday, June 10th

Time CEST	Activity	Title
9:30 -10:30	<i>Invited Lecture:</i> Jaan Valsiner	Art and Political Power in Dialogue: The Rudolphine Era in Holy Roman Empire (1573-1612)
10.45-12.15	<u>Symposiums</u>	Symposium TH-1: Educational Approaches to Develop Students'/Workers' New Future I-Positions as Promoter-positions in Career Development: Trends and Case Studies in Japan Symposium TH-2: Exploring transformative experiences and identity-construction in multicultural societies Symposium TH-3: Dialogues on meaning making: Searching for meaning in life as multi-voiced processes
12.30-13.30	<i>Invited Lecture:</i> Toon Van Meijl	Cultural and Political Dialogues in The Self of Eritrean Refugees in The Netherlands
12.30-13.30	<i>Invited Lecture:</i> Elizabeth Ngozi Okpalaenwe	Dialogical self and Voices in Africa.
14.00-15.30	<u>Symposiums</u>	Symposium TH-4: Struggles of Identities/Struggles of Borders: Educators Dialoguing within and across Self and Cultures Symposium TH-5: Dialogical Corporeality
15.45-17.15	<i>Key Note:</i> David Kennedy	Paths in Utopia: School as Holding Environment for the Dialogical Self.
17.30-19:00	<u>Paper Session</u>	Paper Session TH-1: Thematic Area: Clinic & Health-2 (Health problems) Paper Session TH-2: Thematic Area: Theory & Methodology Paper Session TH-3: Thematic Area: Education & Development Paper Session TH-4: Thematic Area: Culture and Social Community
19:15-20.00		Closure conference



**Symposium TH-1:
Educational Approaches to Develop
Students'/Workers' New Future I-Posi-
tions as Promoter-positions in Career
Development: Trends and Case Studies
in Japan**

Thematic Area: Education & Development
Chair: Toyoda Kaori
Discussant: Nochi Masahiro

Case Study: An Educational Dialogical
Approach to the Development of New
Future I-Positions as Promoter-positions
for University Students: Theory, Practice,
and Outcomes
Toyoda Kaori

Transition from Proactive Career to Au-
tonomous Career—Effectiveness of, and
Potential for, a Future Equality Seminar
Based on a Dialogical Approach
Miyashita Taiyo

An Autoethnographic Approach to
Understand the Dialogical Process of
Educational Intervention
Tsuchimoto Teppei

The construction of an alternative 'fu-
ture I-position' through semiotic mea-
ning-making: Re-analysing the interviews
of an adolescent in career transition
Kitade Keiko



**Symposium TH-2:
Exploring transformative experiences
and identity-construction in multicultu-
ral societies**

Thematic Area: Culture & Social Commu-
nity
Chair: Vladimer Lado Gamsakhurdia
Discussant: Jaan Valsiner

"The self on the move" – considering
and conceptualizing transformative
experiences of proculturation
Vladimer Lado Gamsakhurdia

Transformative experiences during
identity-construction in multicultural
societies
Katrin Kullasepp

Meandering Identities: Affective Dialo-
gues across Continents.
Elke Murdock, Marc-Antoine Campill

Self-construction through proculturation
after multiple emigrations – negotiating
the multiplicity of concurring I-positions
*Vladimer Lado Gamsakhurdia, Mariam
Nadareishvili*



**Symposium TH-3:
Dialogues on meaning making: Sear-
ching for meaning in life as multi-voiced
processes**

Thematic Area: Theory & Methodology
Chair: Gaby Jacobs
Discussant:

Narratives of resilience: A dialogical
analysis of three-generation Holocaust
survivors and their families
*Nicole Immler, Carmen Schuhmann, Tina
Glasner*

In-between selves and others: a dialo-
gical analysis of spiritual caregivers'
self-understanding
*Carmen Schuhmann, Gaby Jacobs, Tina
Glasner*

Multiple positionings of existential
needs: a dialogical analysis of different
caregivers' perspectives
Gaby Jacobs, Carmen Schuhmann



**Symposium TH-4:
Struggles of Identities/Struggles of
Borders: Educators Dialoguing within
and across Self and Cultures**

Thematic Area: Education & Develop-
ment

Chair: Bob Fecho

Discussant: Bob Fecho

Societies in the self: Using DST to
understand identity, interculturality and
the democratically organized self in
two different democracies and lingua-
cultures

Catherine Matsuo

Becoming an Academic: Trans-positio-
ning as the Immigrant's Capital

Mahtab Janfada

Dialogical Self Theory and Whiteness in
Struggling Urban Schools: The Pro-
blems of Identity in Educational "Res-
cue"

Christian Gregory

Border Crossings: A Negotiation of
Identity

Jennifer Decerff



**Symposium TH-5:
Dialogical Corporeality**

Thematic Area: Theory & Methodology

Chair: Giuseppina Marsico

Discussant: Jaan Valsiner

Facing the Skin: Dialogical-Selves and
Counter-Mirror Cultures

Rosa Traversa

How does ambivalence appear in wo-
men's relationship with cosmetics?

*Marina Spezzacatena, Giuseppina (Pina)
Marsico*

Dialogical selfie

Luca Tateo



Paper Session TH-1:

Thematic Area: Clinic & Health-2
(Health problems)

"I and the other part of me who doesn't want me to change": Motivation for change in bulimia as a tension between I-positions "for" and "against" change
Elena Faccio, Jessica Neri

Analysing multivoicedness: an examination of the dynamic interactional patterns between the voices of the self in clients who experience depression
Emma Kay

Relationship Between Anxiety Level and Number of I-Positions, Self-Complexity and Income Level
Sare Ucar

Paper Session TH-2:

Thematic Area: Theory & Methodology

The character of inner decision-making in crisis diary-writing: the argumentative perspective
Iva Svačinová

The Double as Natural: A Radical Proposal
Karl E. Scheibe

Dialogicity in human atmospheres: Interfacing people with their times, places and situations
Léon A. van Gulik

Analyzing voices, I-positions or storied identities? A methodological suggestion for investigating academic writers' dialogical selves
Andrea Karsten

Paper Session TH-3:

Thematic Area: Education & Development

Elaboration of individual thought during collective philosophical discussions: reciprocal enrichment
Antonietta Specogna, Emmanuèle Auriac-Slusarczyk and Hélène Maire

Prevention of Radicalisation: Development of a flexible society of mind
Omer Gurlesin and Ina ter Avest

The co-construction of new school practices during mealtime: Learner identity and trajectories of participation in early childhood education
Luisa Fernanda Estrada Gómez

Teaching careers and identities construction in foreign language teachers
Yareni Annalie Domínguez Delgado

Imaginary scenarios for Bovary's color / race meanings
Antonio José de Souza

Dialogical Self Theory & Wobble: Supporting Novice Teachers through Dialogue
Trevor Stewart and Tim Jansky

Paper Session TH-4:

Thematic Area: Culture and Social Community

Why people engage in collective action? – Identification, communication and perceived instability of the system as psychological dimensions behind collective action
Sara Bigazzi, Sára Serdült and Lilla Dézma

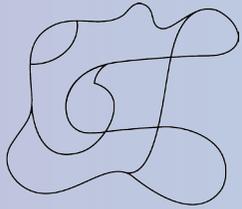
Dialogical reimagining of Hong Kong identity in ethno-regional/national terms: Voices of ethnic minorities
Jan Gube

A Carnal Voice: Sexual Internal Dialogues in Self-Development
David W. Wahl

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