

CHACDOC PROGRAM – Konventum 4-6 October 2026

We are excited about the program for CHACDOC that is shown below. It is rich and interesting and will stimulate deep dialogue.

In the spirit of our cultural-historical tradition, the sessions will be heard by all participants (no concurrent sessions) and equal time for discussion will be given (where possible).

Paper presentations will be for 15 minutes, followed by a short discussion.

Poster presentations follow a guided set of questions, with the possibility for discussion by participants. Self-organised and conference organised symposia will be chaired to allow equal time for presenting and discussion. Invited key presenters will speak for 30 minutes followed by 20-30 minutes discussion.

Sunday 4 oct.		
11-11.30	Registration	
11.30-12.30	Lunch	
12.30-12.45	Welcome	Louise Böttcher
12.45-14.00	<i>Key speakers and discussion</i> <i>Perspectives on a good life for children: Making values explicit</i> Chair/Moderator: Ditte Winther-Lindqvist	Mariane Hedegaard , University of Copenhagen Marilyn Fleer , Monash University, Australia
14.00-15.00	Coffee break (Check in from 15.00)	
15.00-17.00	Poster Session: (20 min each) Chair/moderator: Mariane Hedegaard and Marilyn Fleer Poster-presenters will display their posters and the discussants will ask the four key questions. A general discussion will be held at the conclusion of the presentation	1. Ane Vielandt Jensen & Ole Sejer Iversen: Transformative Agency as Future-Making: A Case Study of Computational Empowerment in K-9 Education 2. Mathias Nimgaard: Cultures between hyper-generalized online trends and educational practices. A cultural-historical approach to children's engagement in digital media practices within and outside of school 3. Irina Valentin: When Carriers Are Under Strain: Regulatory Inheritance in Early Development Under AI-Mediated Conditions 4. Reneta Kristiani, Liang Li and Prabhat Rai: Fostering Number Sense through Imaginative Play: A

		Home-Based Conceptual PlayWorld in Indonesia 5. Simone Stegeager: Exploring young children's perspectives on learning across time, home, and nursery
17-18 Self-organised symposium	Session: Children's conditions for and access to self-initiated play in preschool in different cultures Chair/moderator: Grethe Kragh-Müller	1. Grethe Kragh-Müller 2. Teresa K. Aslanian, South-Eastern Norway
18-19.30	Dinner	
19.30-	Relaxation in the bar	

Monday		
8.30	Moderator	Louise Bøttcher
8.35-9.20	<i>Keynote and discussion:</i> <i>Promoting wellbeing through drawing activities with children</i> Chair/Moderator: Louise Bøttcher	Ditte Winther-Lindqvist , Aarhus University, Denmark
9.30-10.30	Session: Infants' social situation of development Chair/moderator: Erik Hygum	1. Lise Jönsson Koumaditis, Erik Hygum: Children's Communities in Nurseries in Denmark 2. Marinos Anastasakis: The Process of Concept Formation in Infancy: A Cultural-historical Account of Generalisation
10.30-10.45	<i>Coffee-break</i>	
10.45-11.30	<i>Key speaker and discussion</i> <i>Play complexity and the sense of collectiveness in the early years</i> Chair/moderator: Mariane Hedegaard	Juliana Pascalini , Monash University
11.30-12.30	<i>Lunch</i>	
12.30-14.00 Self-organised symposium	Symposium: Spatial and Care Practices: Extending the Social Situation of Development in Early Childhood Education and Care (ECEC)	1. Gloria Quinones (Monash University) 2. Natália Meireles Santos Da Costa (Oslo Met)

	Chair/moderator: Gloria Quinones	3. Lasse Lipponen (University of Helsinki), Annukka Pursi University of Helsinki) 4. Niklas A. Chimirri (Roskilde University)
14.00-15.45 Incl coffee-break	Poster presenters Poster-presenters will display their posters and the discussants will ask the four key questions. A general discussion will be held at the conclusion of the presentation. Chair/moderator: Louise Bøttcher and Mariane Hedegaard	1. Gopika Gopakumar Moothedath: Embodied Teaching and Learning: Transforming Practice Through Drama based pedagogy in a Tribal Preschool 2. Dien Nurdin: Designing professional development for preschool teachers to create Fleer's Conceptual PlayWorld conditions that support executive function in low SES settings 3. Lisa Annika Brandt: <i>Exploring relationships across ages in ECEC</i> 4. Jennifer Duncan-Bendix: Visualizing Care: Exploring Responsive and Proactive Pedagogical Practice in ECEC
16-18	<i>Session: Play</i> Chair/moderator: Marilyn Fleer	1. Ane Bjerre Odgaard: The contested role of play in children's social situations of development during transition from day-care to school 2. Anne Clerc-Georgy & Isabelle Truffer Moreau: <i>The pretend play, a link between agency and conscious and voluntary learning</i> 3. Myriam Carcia: Imaginary play and group discussions : a ritualization that articulates children's agency, emerging knowledge, and curriculum requirements
18.19.30	Dinner	
20.00	Informal social get-together in 'Slyngelstuen'	
Tuesday 27		
7-9	Breakfast and checkout (Before 9.00)	

9.05-9.50	<i>Keynote and discussion</i> <i>Caring for the good life of a child with disability</i> Chair/moderator: Ditte Winther-Lindqvist	Louise Böttcher, Aarhus University, Denmark
9.50-10.05	Coffee break	
10.05-12.30	Play related session Chair/moderator: Milda Bredikyte	1. Monique Parkes : How a Conceptual PlayWorld provides enhanced opportunities in support of a 'good life' for children through affective imagining and representations in children's drawings 2. Anne Clerc-Georgy & Pia Ingrid Hozonour: Projecting into imaginary situations to analyse knowledge 3. Camilla Finsterbach Kaup & Maja Højslet: Imagine, Improvise, Influence: Children's Transformative Agency in Computational Play in Early Childhood Education 4. Sonata Lazauninkiene, Milda Bredikyte, Ausra Daugirdiene & Agne Brandisauskiene: Beyond the Individual: The Developmental Potential of Play, Social Ties, and Dialogic Interactions 5. Signe Juhl-Nørgaard: It takes Children developing a good life
11.30-1.30	Lunch	
1.30-15.00	Chair/moderator: Hanne Værum Sørensen	1. Hanne Værum Sørensen & Lea Ann Christenson: Pedagogical quality in nature kindergarten - children's pockets of freedom? 2. Camilla Finsterbach Kaup, Julie Dalgaard Guldager, Laura Emtoft, Absalon, Fina Vilholm, Absalon; Lisbeth Dueholm & Tina Pedersen: Equine-Assisted Interventions in Education: Children's Agency, Wellbeing, and Participation Beyond the Classroom

		3. Judith Gomes & Urmee Chakma: Social Situation of Development: Transnational teacher educators lived experiences, professional belonging and becoming a good life for children
15.00-15.15	Closing comments	