

Faces of ISSBD



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1. What do you like about the society?

I appreciate how open it is at the international level: six continents are present; regional meetings are organized; members on the board come from different geographical and scientific areas.

2. What is your most vivid memory related to ISSBD events?

My most vivid memories: the European East-West summer schools that were organized thanks to the support of ISSBD in the 80's (i.e. during the Cold War, before the fall of the Berlin wall). They were challenging encounters, attended by scholars and PhD students who had no other occasion to meet but were eager to share their common interests in the development of children and their education in spite of the ideological barriers and political fears. These residential meetings offered the opportunity to develop friendships, as well as an interest in discovering each other's scientific legacies. I remember, in particular, Polish and Hungarian colleagues asking me to access Jean Piaget's answer to Vygotsky and the discussions that this opened as we were all eager to better understand the *processes* involved in development (and not so interested by the prevailing "fashion" of those days to look for means to accelerate development).

3. What do you wish for the future of ISSBD?

I wish for ISSBD to remain an open and dynamic international society with strong regional anchors, allowing us to connect to, and reflect on, the "local" and the "global" with due respect to both. ISSBD is now a strong society and hence could give support to those innovative researchers who are ready to venture into new frontiers of research with revisited methodological, philosophical and cultural paradigms. ISSBD is probably the best place to organize critical discussions that could help to identify the tacit implicit premises of many of our present theoretical models and methodological traditions that are still historically marked by strong "individualistic", "middle-class", and "Western centered" values. I don't mean that these models are not interesting but that they could be helpfully reconsidered as intellectual productions "located" in time and space, i.e. historically and culturally situated. Revisiting these models from the perspectives of researchers experienced with other socio-material societal arrangements could open new venues for deeper understandings of behavioral development.