

Articles used for the first analysis

Theoretical articles are articles which deal with the history and interpretation of perezhivanie and mostly not related with concrete research objectives. In some theoretical articles the categories “fields of research” and “intervention based research” are not defined.

Intervention based research expresses the types of operationalization of perezhivanie of research that included some sort of intervention in their protocol (*Play as a motivational environment /pedagogical instrument, Drama as a method for exploring modes of experiencing, self-awareness*)

Observational research expresses the types of operationalization of perezhivanie of research that only included observational-naturalistic analysis in their protocol. (*social roles, Perezhivanie as the result of mediated cultural representations, perezhivanie as an inner production*)

Quotes are the representative parts from the articles, which justify their categorisations.

Table S1. Raw Data Table.

Item	1
Full reference	Veresov, N. Refocusing the lens on development: Towards genetic research methodology. In <i>Visual Methodologies and Digital Tools for Researching with Young Children</i> ; Fler, M., Ridgway, A., Eds.; Springer International Publishing: Cham, 2014; pp. 129–149 ISBN 978-3-319-01468-5.
Theoretical source	social perspective
Intervention-based research	-
Field of research	Theoretical
Quote	“The target question is how the video recording as a research instrument can become a valid and efficient part of genetic research methodology. Experimental-genetical method is based on understanding development as a complex process of qualitative changes”.

Item	2
Full reference	Veresov, N. Introducing Cultural-Historical Theory: Main Concepts and Principles of Genetic Research Methodology. <i>Cult.-Hist. Psychol.</i> 2010, 4, 83–90.
Theoretical source	Social Perspective
Intervention-based research	-

Field of research	Theoretical article
Quote	“This paper explores two main topics. First, it presents main concepts and principles of cultural-historical theory (CHT) in relation to development. Second, it describes principles of the genetic research methodology, which are derived from the CHT framework.”

Item	3
Full reference	N., V. Perezhivanie as a Phenomenon and a Concept: Questions on Clarification and Methodological Meditations. <i>Cult.-Hist. Psychol.</i> 2016, 12, 129–148, doi:10.17759/chp.2016120308.

Theoretical source	social perspective
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Intervention-based research	-
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Field of research	Theoretical article
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Quote	“In line with what was discussed in the previous section, we now have to come back to the concept of drama and dramatic collision as an inter-psychological form of existence of higher mental functions, according to the general genetic law of cultural development.”
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Item	4
Full reference	Veresov, N. Duality of Categories or Dialectical Concepts? <i>Integr. Psychol. Behav. Sci.</i> 2016, 50, 244–256, doi:10.1007/s12124-015-9327-1.

Theoretical source	social perspective
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Intervention-based research	-
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Field of research	Theoretical article
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Quote	“The developing individual is always a part of the social situation and the relation of the individual to the environment and the environment to the individual occurs through the perezhivanie of the individual.”
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Item	5
Full reference	Chen, F. Parents’ Perezhivanie Supports Children’s Development of Emotion Regulation: A Holistic View. <i>Early Child Dev. Care</i> 2015, 185, 851–867, doi:10.1080/03004430.2014.961445.

Theoretical source	social perspective
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Observational research	Social role
Field of research	Emotion regulation
Quote	<p>“Unit of analysis is a cultural-historical method of the analysis of a complex whole that is based on units rather than elements (Vygotsky, 1987). As elaborated by Vygotsky (1987), the unit ‘designates a product of analysis that possesses all the basic characteristics of the whole’ and ‘is a vital and irreducible part of the whole’ (p. 46). It reflected a holistic view on the study of parents’ interactions with children and allowed the possibility of obtaining a comprehensive and in-depth understanding of parents’ role in children’s emotional development.”</p> <p>“Parents’ and children’s perezhivanie interacted with and contributed to each other reciprocally and created the collective space...”</p> <p>“The data collected...suggested that mother’s changing from the self-focused to the child-focused perezhivanie contributed to the co-development of emotion regulation in both the mother and the toddler.”</p>

Item	6
Full reference	Chen, F. Co-Development of Emotion Regulation: Shifting from Self-Focused to Child-Focused Perezhivanie in Everyday Parent-Toddler Dramatic Collisions. <i>Early Child Dev. Care</i> 2020, 1–14, doi:10.1080/03004430.2020.1762586.
Theoretical source	Social Perspective
Observational research	Social role
Field of research	Emotion regulation
Quote	<p>“The current study used both meanings of the perezhivanie explained in Veresov’s (2017) work.”</p> <p>“Findings showed the process of co-development of emotion regulation in both the child and the mother through emotionally charged situations while the mother shifted from the self-focused to the child-focused perezhivanie.”</p>

Item	7
Full reference	Ma, J. Qualitative Change in Social Situation of Development as the Starting Point of Children’s Role Adjustment during the Transition to School. <i>Early Child Dev. Care</i> 2020, 190, 750–765, doi:10.1080/03004430.2018.1490895.

Theoretical source	Social Perspective
Observational research	Social role
Field of research	Emotion regulation
Quote	<p>“Accordingly, the first task in studying the dynamics of children’s role adjustment process during the transition to school is to explain the social situation of development related to children’s major adjustment of each role.”</p> <p>“In adjusting certain roles, children acquire behaviour patterns (i.e. behaviour adjustment), build emotional identification of the roles (i.e. emotional adjustment), and learn how to position themselves within a group (i.e. social adjustment) as a whole. In other words, role adjustment is a scope to gain an elaborate overview of how a child develops.”</p>

Item	8
Full reference	Ma, J.; Hammer, M.; Veresov, N. Cultural-Historical Study of Crises in Child Role Adjustment during Transition to School within a Bi-Cultural Context. <i>Early Child Dev. Care</i> 2021, 1–14, doi:10.1080/03004430.2020.1865336.
Theoretical source	Social Perspective
Observational research	Social role
Field of research	Emotion regulation
Quote	<p>“Koby’s social situation of development abruptly changed when he started school, representing the adjustment in his role as a learner and as a social member.”</p> <p>“In relation to the current study, the social situation of development represents the relation between the second-generation Chinese Australian child and his/her environment, which is related to his/her role adjustment during the transition period. It can be captured through observing the child’s participation in different institutional practices and his/her engagement in different activities.”</p>

Item	9
Full reference	Veresov, N.; Fleer, M. Perezhivanie as a Theoretical Concept for Researching Young Children’s Development. <i>Mind Cult. Act.</i> 2016, 23, 325–335, doi:10.1080/10749039.2016.1186198.
Theoretical source	Social Perspective

Intervention-based research	-
Field of research	Theoretical
Quote	“There is a special type of perezhivanie that is being refracted in the example, a perezhivanie of an existing social dramatic event (breakfast) that appears as a confrontation, as a social situation in crisis. We have termed this dramatic perezhivanie.”

Item	10
Full reference	Adams, M.; Fler, M. Social Inclusion and Exclusion of a Young Child: A Cultural-Historical Perspective of an International Mid-Semester Transition into an International School in Malaysia. <i>Australas. J. Early Child.</i> 2016, 41, 86–94.
Theoretical source	Social Perspective
Observational research	Social role
Field of research	school transition
Quote	<p>“Vygotsky’s interrelated system of concepts, specifically perezhivanie and the social situation of development, have been used to analyse the data presented in this qualitative case study.”</p> <p>“In contrast to Lave and Wenger’s (1991) research, where the old timer supports the new participant to enter the community of learners, the new child in this research initiated support for the old timer, which was rejected due to the old timer possibly feeling threatened in her position in the group (Zittoun & Perret-Clermont, 2009).”</p>

Item	11
Full reference	Fragkiadaki, G.; Ravanis, K. Genetic Research Methodology Meets Early Childhood Science Education Research: A Cultural-Historical Study of Child’s Scientific Thinking Development. <i>Cult.-Hist. Psychol.</i> 2016, 12, 310–330, doi:10.17759/chp.2016120319.
Theoretical source	Social Perspective
Observational research	Social role
Field of research	science education

Quote	<p>“According to Veresov [65; 66] genetic research methodology is based on five main and concrete principles which defer from those in classical experimental studies. The experimental procedure of the present study is organized on the basis of four of these principles.”</p> <p>“It is through the above contradiction, manifested as a collision, a dramatic event, that child D started destabilizing her initial representation of the phenomenon. The child experienced a contradictory process and this drama acted as a key to the process of her scientific thinking development”.</p>
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Item	12
Full reference	Fragkiadaki, G.; Fleeer, M.; Ravanis, K. A Cultural-Historical Study of the Development of Children’s Scientific Thinking about Clouds in Everyday Life. <i>Res. Sci. Educ.</i> 2019, 49, 1523–1545, doi:10.1007/s11165-017-9665-8.
Theoretical source	Social Perspective
Observational research	Social role
Field of research	science education
Quote	<p>“The criteria to determine the emerged categories drew upon the system of the main dialectical concepts of cultural-historical theory (Veresov 2010, 2014, 2016a).”</p> <p>“Summarizing the above, processes and resources young children make use of to develop their representations in each different social situations can be observed functioning in an active social context and not within an individualised social vacuum.”</p>

Item	13
Full reference	Sulaymani, O.; Fleeer, M. Perezhivanie as a Phenomenon and a Unit of Analysis for Studying Children’s Interactions with iPads in the Early Years of School in Saudi Arabia. <i>Early Child Dev. Care</i> 2019, 189, 255–269, doi:10.1080/03004430.2017.1316267.
Theoretical source	Social Perspective
Observational research	Social role

Field of research	Technology in Education
Quote	<p>“Because perezhivanie is considered to be a major central concept of the cultural-historical theory, both phenomenological and conceptual directions of research are necessary (Veresov & Fleer, 2016a).</p> <p>“Self-regulation is something young children struggle with, and this is clearly evident in the Saudi context. By following the perspective of the children in this context when using the iPad the first time it is introduced, we can see how children struggle with the practicalities of sharing, and we also see that the teacher’s action in imposing rules for sharing created a positive developmental context for these children to self-regulate.”</p>

Item	14
Full reference	Adams, M.; Fleer, M. Moving Countries: Belongings as Central for Realizing the Affective Relation between International Shifts and Localized Micro Movements. <i>Learn. Cult. Soc. Interact.</i> 2015, 6, 56–66, doi:10.1016/j.lcsi.2015.03.003.
Theoretical source	Social Perspective
Observational research	Social role
Field of research	trans-cultural shifts
Quote	<p>“Unity of person and environment Vygotsky (1994) put forward the concept of perezhivanie to capture the relations between the person and their environment and how they refract this environment through their own social situation of development where emotions become a central part of meaning making.”</p> <p>“The findings show how two young children from the same family experience the transition process differently when moving from one country and begin life in a newcountry.</p> <p>Ollie was involved in a complex system of planning his future play dates, organizing his belongings and regulating his emotions, activities and behavior. Ollie's Mother was engaged with unpacking boxes elsewhere, therefore he was afforded the agency to emotionally experience and reconnect with his belongings as an individual. The collective dimension is present through the way Ollie imbues his belongings with social meaning (Davydov, 2008) and uses them as symbolic resources (Zittoun et al., 2003) in the process of home making. His thinking is displayed through self talk, making evident the social meaning experienced through reuniting with his belongings.”</p>

Item | 15

Full reference	Ng, C.; Renshaw, P. An Indigenous Australian Student's Perekhivanie in Reading and the Evolvement of Reader Identities over Three Years. <i>Learn. Cult. Soc. Interact.</i> 2019, 22, 100310, doi:10.1016/j.lcsi.2019.04.006.
Theoretical source	Social Perspective
Observational research	Social role
Field of research	Identity and education
Quote	“She maintained two incompatible reader identities, one as a disengaged reader who could not read in school and the other as an engaged reader who enjoyed reading at home. These two reader identities, one was public, as perceived by others, and another was private, as maintained by Lisa, were derived from different social situations where Lisa (dis)engaged in reading for different purposes.”

Item	16
Full reference	The complex trajectory of children's transition to school within a bi-cultural context: a case of a Chinese immigrant child in Australia AF Ma, Junqian
Theoretical source	Social Perspective
Observational research	Social role
Field of research	school transition
Quote	<p>“This argument directs researchers’, educators’ and parents’ attention from the changes in the environment to the changes in the relation of the child and his/ her environment, and makes them believe that how the environment influences a child depends not on the character of the environment, but on how the child is related with the environment (Veresov and Fleer 2016; Vygotsky 1994).”</p> <p>“Normally, when he quit a certain activity, the activity would be stopped, which again indicated his leader role among peers. By connecting the two examples, how Covin’s learning and development progress through the horizontal transition can be assumed. His capabilities of initiating and directing activities developed at home were applied and further developed in his activity engagement at kindergarten.”</p>

Full reference	Schmit, W.L. Perezhivanie and the Study of Role-Playing Games. <i>Cult. Psychol.</i> 2017, 23, 391–407, doi:10.1177/1354067X16663006.
Theoretical source	Social Perspective
Observational research	Social role
Field of research	analog roleplaying games (RPGs)
Quote	<p>“However, after the review of these works, we decided to base this paper mostly in the work of Veresov (2014), for he better clarifies the concept of perezhivanie and its relation to the human development”</p> <p>“According to Bowman, “(. . .) role-players sometimes experience moments where their real life feelings, thoughts, relationships, and physical states spill over into their characters’ and vice versa. In role-playing studies, we call this phenomenon bleed” (Bowman, 2015)”</p>

Item	18
Full reference	Fleer, M.; Veresov, N.; Walker, S. Playworlds and Executive Functions in Children: Theorising with the Cultural-Historical Analytical Lenses. <i>Integr. Psychol. Behav. Sci.</i> 2019, doi:10.1007/s12124-019-09495-2.
Theoretical source	Social Perspective
Intervention-based research	Play as a motivational environment /pedagogical instrument
Field of research	Executive Functions and playworlds
Quote	<p>“Following this example of theorisation, Veresov and Fleer (2016) suggested a special kind of perezhivanie – the dramatic perezhivanie (child’s individual refraction of certain dramatic event) – as a concept which creates the opportunity to theorise the developmental conditions of dramatic social situations. Because of the dramatic nature of playworlds, we consider the concept of dramatic perezhivanie an appropriate theoretical instrument.”</p> <p>“What makes playworlds unique is the role of an adult who can imbed EF tasks into the playworlds. This opens a new opportunity for investigation of the role of adults in playworlds in supporting the development of</p>

EFs in children.”

Item	19
Full reference	Fleer, M. A Tapestry of Playworlds: A Study into the Reach of Lindqvist’s Legacy in Testing Times. <i>Mind Cult. Act.</i> 2020, 27, 36–49, doi:10.1080/10749039.2019.1663215.
Theoretical source	Social Perspective
Intervention-based research	Play as a motivational environment /pedagogical instrument
Field of research	Playworlds
Quote	“It can be theorised that the collective play within the PlayWorld of Alice in Wonderland acted as the ideal form of collective imagining, and the real form of the children's play was lifted above their cultural age because Conceptual PlayWorlds created the dynamic between the real and ideal form of playing ‘as if’ they were in Wonderland.”

Item	20
Full reference	Fleer, M. Engineering PlayWorld—a Model of Practice to Support Children to Collectively Design, Imagine and Think Using Engineering Concepts. <i>Res. Sci. Educ.</i> 2020, doi:10.1007/s11165-020-09970-6.
Theoretical source	Social Perspective
Intervention-based research	Play as a motivational environment /pedagogical instrument
Field of research	Science in education
Quote	“The study reported in this paper is framed from a cultural-historical perspective. Vygotsky (1993) argued that ‘...understanding, like all the higher psychological processes, develops in no other way than in the process of collective actions by the child’ (Vygotsky 1993, p. 205).”

Item	21
Full reference	Stephenson, T.; Fleer, M.; Fragkiadaki, G. Increasing Girls’ STEM Engagement in Early Childhood: Conditions Created by the Conceptual PlayWorld Model. <i>Res. Sci. Educ.</i> 2021, doi:10.1007/s11165-021-10003-z.
Theoretical source	Social Perspective

Intervention-based research	Play as a motivational environment /pedagogical instrument
Field of research	Science in education
Quote	“To better understand the conditions created by Conceptual PlayWorlds for girls’ STEM engagement, this study adopts the cultural-historical concepts of social situation (SS), social situation of development (SSD) and motives.”

Item	22
Full reference	Fleer, M.; Veresov, N.; Harrison, L.; Walker, S. Working with Teachers’ Pedagogical Strengths: The Design of Executive Function Activities for Play-Based Programs. <i>Australas. J. Early Child.</i> 2017, 42, 47–55, doi:10.23965/AJEC.42.4.06.

Theoretical source	Social Perspective
Intervention-based research	Play as a motivational environment /pedagogical instrument
Field of research	Science in education
Quote	<p>“This was done in the context of their emotional responses and the motivational characteristics surrounding the embedding, or otherwise, of EF activities into their program (perezhivanie as a phenomenon). We also looked for how teachers said they responded to the children in terms of the motivational and engagement characteristics (perezhivanie as a concept)”</p> <p>“Here we looked for dramatic tensions that could signal key situational and personal characteristics in the context of introducing/embedding EF activities into the teachers’ program”.</p>

Item	23
Full reference	Ramos, M.V.; Renshaw, P. The Contours of Perezhivanie: Visualising Children’s Emotional Experiences in Place. <i>Cult.-Hist. Psychol.</i> 2017, 13, 105–128, doi:10.17759/chp.2017130110.
Theoretical source	Social Perspective
Intervention-based research	Play as a motivational environment /pedagogical instrument
Field of research	place responsive pedagogy

Quote	<p>“Perezhivanie has recently received renewed attention amongst scholars and researchers, and it is generally defined as an emotional lived experience in a specific social situation.”</p> <p>“The pedagogy engages students in dramatic role-play that unfolds across a day-long excursion to an environmental education centre. The dramatic nature of the Hoodwinked story creates moments of high emotion and engagement where students are required to act spontaneously and creatively to solve environmental dilemmas that arise within the story related to threatened local bird species and their habitat.”</p>
Item	24
Full reference	Fleer, M.; Fragkiadaki, G.; Prabhat, R. Programmatic Research in the Conceptual PlayLab: STEM PlayWorld as an Educational Experiment and as a Source of Development. <i>Science Education Research & Praxis</i> 2020, 76, 9–23.
Theoretical source	Social Perspective
Intervention-based research	Play as a motivational environment /pedagogical instrument
Field of research	Science in education
Quote	<p>“One of the fundamental insights of a Vygotskian approach to researching imagination and creativity has been the sociogenesis of human mental functions.”</p> <p>“With the psychological function of imagination as core, we were able to conceptualise the essence of practice change in the PD program as a relational unit of imagination of new play practices creating the motivating conditions for practice change; imagining ‘as if’ in a mature form of the new model of practice; and problem solving multiple imaginings of the new model in practice.”</p>
Item	25
Full reference	Fleer, Marilyn. “An Everyday and Theoretical Reading of "Perezhivanie" for Informing Research in Early Childhood Education.” <i>Early Childhood Education</i> 7 (2016): 34-49.
Theoretical source	Social Perspective – Review article
Intervention-based research	Play as a motivational environment /pedagogical instrument
Field of research	Friend formation

Quote	<p>“The concepts of perezhivanie and the ideal and real forms are related intricately to the child’s social situation of development (Bredikyte, 2011; Veresov, 2010; Vygotsky, 1994).”</p> <p>“During the initial stages of the international move, one participant displayed challenging social interactions with others, including physical and verbal aggression (Adams, 2014). Through the processes and conditions suggested initially by the educator (accept all social invitations) in collaboration with the child’s mother (suggesting Catt invite a peer home) and the child’s own agency (approaching Sim and inviting her for a play date), we see a difference in the type of social interaction in which the child is involved.”.</p>
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Item	26
Full reference	Adams, M. Young Expatriate Children Forming Friendships: A Cultural-Historical Perspective. 2016, 7, 21.
Theoretical source	Social Perspective
Intervention-based research	Play as a motivational environment /pedagogical instrument
Field of research	Friendship formation
Quote	<p>“The concepts of perezhivanie and the ideal and real forms are related intricately to the child’s social situation of development (Bredikyte, 2011; Veresov, 2010; Vygotsky, 1994).”</p> <p>“During the initial stages of the international move, one participant displayed challenging social interactions with others, including physical and verbal aggression (Adams, 2014). Through the processes and conditions suggested initially by the educator (accept all social invitations) in collaboration with the child’s mother (suggesting Catt invite a peer home) and the child’s own agency (approaching Sim and inviting her for a play date), we see a difference in the type of social interaction in which the child is involved.”.</p>

Item	27
Full reference	Fleer, M.; Adams, M.; Gunstone, R.; Hao, Y. Studying the Landscape of Families and Children’s Emotional Engagement in Science across Cultural Contexts. <i>Int. Res. Early Child. Educ.</i> 2016, 7, 122–141.
Theoretical source	sociocultural perspective

Intervention-based research	Play as a motivational environment /pedagogical instrument
Field of research	science learning
Quote	<p>“Veresov (2013) highlights dramatic collisions, the laughter being a possible positive form of a dramatic collision”.</p> <p>“Through the collective nature of the tug of war and the general discussions surrounding “push and pull”, as constituting aspects of the concept of force, the families and later the children explored the concept of force in a playful way. Experiencing push and pull through the tug of war as a collective group enabled families to viscerally explore force with a level of conscious understanding where the scientific term was introduced.”</p>

Item	28
Full reference	Clarà, M. Representation and Emotion Causation: A Cultural Psychology Approach. <i>Cult. Psychol.</i> 2015, 21, 37–58, doi:10.1177/1354067X14568687.
Theoretical source	sociocultural perspective
Observation-based research	<i>Perezhivanie as the result of mediated cultural representations</i>
Field of research	Theoretical
Quote	<p>“Thus, it is proposed that as the subject’s agency is mediated by cultural means in the transformation of the object (outcome), similarly the object’s agency is also culturally mediated—especially by appraisal/perezhivanie—in the transformation of the subject (feeling).”</p>

Item	29
Full reference	Ferholt, B.; Nilsson, M. Perezhivaniya as a Means of Creating the Aesthetic Form of Consciousness. <i>Mind Cult. Act.</i> 2016, 23, 294–304, doi:10.1080/10749039.2016.1186195.
Theoretical source	sociocultural perspective

Intervention-based research	Drama as a method for exploring modes of experiencing
Field of research	Theoretical
Quote	“Leaving aside Lindqvist’s focus on play, this argument allows us to describe a perezhivanie, just described as “the frame that makes life like art,” as an action: a means of creating the aesthetic form of consciousness.”
Item	30
Full reference	Nilsson, M.E. Creative Pedagogy of Play—The Work of Gunilla Lindqvist. <i>Mind Cult. Act.</i> 2009, 17, 14–22, doi:10.1080/10749030903342238.
Theoretical source	sociocultural perspective
Intervention-based research	Drama as a method for exploring modes of experiencing
Field of research	Theoretical
Quote	<p>“This is because Vygotsky shows how children interpret and perform their experiences by creating new meaning and how emotions characterize their interpretations, that is, how emotion and thought unite in the process of knowledge construction.”</p> <p>“A playworld combines a child’s holistic emotional experience with an aesthetical relation to reality (Hakkarainen, 2004).”</p> <p>“Lindqvist explains what happened in the fear-theme. There is a dynamic relationship to the emotion. It is the inner emotion of Rasmus, which is being expressed, and this emotion has a dual nature. It is both the inner experience of being scared and the external objects of fear, which scare him.”</p> <p>“According to Lindqvist, Vygotsky succeeded in developing a cultural historical theory because he initially studied humans in their relationship to art and literature. According to Lindqvist, his cultural historical theory on cultural signs is a direct continuation of the esthetic theory in the <i>Psychology of Art</i> (Vygotsky, 1925/1971).”</p> <p>“Based on Vygotsky’s theories, Lindqvist argues for a cultural approach to play—in contrast to the psychoanalytical or cognitive.”</p>

Full reference	Lindqvist, G. The Dramatic and Narrative Patterns of Play. <i>Eur. Early Child. Educ. Res. J.</i> 2003, 11, 69–78, doi:10.1080/13502930385209071.
Theoretical source	sociocultural perspective
Intervention-based research	Drama as a method for exploring modes of experiencing
Field of research	Theoretical
Quote	<p>“This study has shown that when adults consciously apply drama and literature, the children's play will be affected and together children and adults will develop culture. Art and literature can give meaning to our existence and the connections which exist between children's play and children's culture constitute a basis for a play pedagogic working method in preschools.</p> <p>“</p>

Item	32
Full reference	Fleer, M.; Hammer, M. “Perezhivanie” in Group Settings: A Cultural-Historical Reading of Emotion Regulation. <i>Australas. J. Early Child.</i> 2013, 38, 127–134.
Theoretical source	sociocultural perspective
Intervention-based research	Drama as a method for exploring modes of experiencing
Field of research	Emotion regulation
Quote	<p>“In a cultural-historical reading of emotions we go beyond a universal view of emotions, where emotions are one of the domains that teachers observe and plan for in children’s development.”</p> <p>“How these emotions come to be expressed, named and understood by children as particular feeling states, is totally dependent upon the cultural community in which the child(ren) live.”</p> <p>“The nest was both a physical and imaginary space for Brendan to feel safe and to deal with his feelings, where emotion regulation was afforded through the support structures put in place.”</p>

Item | 33

Full reference	Smagorinsky, P. Vygotsky's Stage Theory: The Psychology of Art and the Actor under the Direction of <i>Perezhivanie</i> . <i>Mind Cult. Act.</i> 2011, 18, 319–341, doi:10.1080/10749039.2010.518300.
Theoretical source	sociocultural perspective
Observation-based research	<i>Perezhivanie as the result of mediated cultural representations</i>
Field of research	Theatre and actor's subjectivity
Quote	<p>“An actor’s ability to portray an emotion does not follow solely from the ability to produce tears or to construct an expression, but is dialogically related to genres and conventions of expression through which the culture of that expression realizes its ideology, social future, sources of emotions, and other situated aspects of appropriate emotional gesture.”</p> <p>“And so a culture’s view of an experience such as death—as a passage to a better place, as the loss of a cherished life, as a celebration of one’s existence, and other views—channels an actor’s biological ability to perform a physiological effect as a culturally valued form of expression:”</p>

Item	34
Full reference	Nasrollahi Shahri, M.N. The Development of Teacher Identity, Emotions and Practice: Before and after Graduation from an MA TESOL Program. <i>System</i> 2018, 78, 91–103, doi:10.1016/j.system.2018.08.003.
Theoretical source	sociocultural perspective
Intervention-based research	Cultivating self-awareness
Field of research	early childhood education
Quote	<p>“Institutional structures as representations of the sociocultural domain created conditions that made Irmak's development possible.”</p> <p>“Therefore, teacher education programs should attend to teachers’ prior emotional experiences and how these interact with the development of their classroom practice to enable teachers to navigate their emotions and identities in more effective ways.”</p>

Item	35
Full reference	Yeshe Colliver & Nikolay Veraksa (2021) Vygotsky's contributions to understandings of emotional development through early childhood play, <i>Early Child Development and Care</i> , 191:7-8, 1026-1040, DOI: 10.1080/03004430.2021.1887166
Theoretical source	sociocultural perspective
Intervention-based research	-
Field of research	Theoretical
Quote	<p>“The model supposes a special role that educators must assume to enhance emotional development through play: allowing children to understand and experience their perezhivanie at an individual level such that it is not relegated to only the social, as is the case in many cultures (e.g. when anger is admonished).”</p> <p>“This understanding should assist educators to better understand young children’s socio-emotional skills, for which many educators feel underprepared. They should scaffold children’s intellectual understanding of emotions in the real and imaginary realms via play (movement across the real–imaginary dialectic), as the imaginary provides a safe realm to explore the intellectual and emotional aspects of the real”.</p> <p>“Finally, we propose the consideration of a third dialectic dimension of social–individual which allows the educator to understand how emotions generated from this space will be either valued or unvalued by the larger adult culture”.</p>

Item	36
Full reference	Coelho-Lima F, Varela V, Bendassolli PF. Ideology, sense, and meaning: A theoretical-methodological approach. <i>Culture & Psychology</i> . 2021;27(1):152-171. doi:10.1177/1354067X21993795
Theoretical source	sociocultural perspective
Intervention-based research	-
Field of research	Theoretical

Quote	<p>“In this direction, finding the ideological roots of a set of senses and, in turn, the social, historical, and cultural roots of such ideology present a potential path for explaining the senses we identified in several studies.”</p> <p>“Regarding the construction of a general psychology, as defended by Vygotsky, the articulation proposed here indicates the ways through which an idea that aims to guide the actions of men and women has its cultural content effectively metabolized by individuals, and accordingly, it is being turned into ideology.”</p>
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Item	37
Full reference	González Rey, F. Fifty Years after L. I. Bozhovich’s Personality and Its Formation in Childhood: Recovering Her Legacy and Her Historical Role. <i>Mind Cult. Act.</i> 2019, 26, 108–120, doi:10.1080/10749039.2019.1616210.
Theoretical source	individual perspective
Intervention-based research	-
Field of research	Theoretical
Quote	“Bozhovich’s advances in terms of motivation and personality were an important antecedent for new paths within cultural-historical psychology, such as funds of identity and subjectivity.”

Item	38
Full reference	González Rey, F. Advancing the Topics of Social Reality, Culture, and Subjectivity from a Cultural–Historical Standpoint: Moments, Paths, and Contradictions. <i>J. Theor. Philos. Psychol.</i> 2016, 36, 175–189, doi:10.1037/teo0000045.
Theoretical source	individual perspective
Intervention-based research	-
Field of research	Theoretical
Quote	“The subjective senses are a mix of emotional symbolic units within which one sense replaces others and at the same time is replaced by others, in such a rapid movement that it is not perceived by the individual’s consciousness”.

“The subjective configurations are organized as the result of the chaotic and endless movements of the subjective senses that characterize the human experience”.

Item	39
Full reference	González Rey, F. Complementary Reflections on Perezhivanie. <i>Mind Cult. Act.</i> 2016, 23, 346–349, doi:10.1080/10749039.2016.1199702.
Theoretical source	individual perspective
Intervention-based research	-
Field of research	Theoretical
Quote	<p>“Subjectivity is understood as the complex flow of subjective senses and subjective configurations that characterize all human processes and facts. It is a constituent of the complex social networks, dialogical or not, within which human experiences occur. Furthermore, it is a constituent of human experience that is constituted in its course.”</p> <p>“Culture never appears as something external to be internalized; rather, it appears through many different subjective senses that are continuously emerging and unfolding as the ongoing subjective configurations that define human experience.”</p> <p>“The “plurality” of persons, situations, and historical moments of each concrete individual history can be integrated only imaginarily at the present time through the individual’s ongoing subjective configurations.”</p>

Item	40
Full reference	Rey, F.L.G.; Martínez, A.M. Perezhivanie: Advancing on Its Implications for the Cultural-Historical Approach. 2016, 7, 19.
Theoretical source	individual perspective
Intervention-based research	-
Field of research	Theoretical
Quote	“Children may therefore strive to once again relate to something they experienced previously that became

appealing to them. In this case, perezhivanie is transformed for being of orientation to a goal in and of itself and leads to the emergence of new needs—the need for perezhivaniya themselves. (pp. 74–75)”

“Considering all these interrelated meanings that could be related to perezhivanie, it is difficult to accept that perezhivanie can be studied only by observable emotional behaviors or children’s direct verbal expressions.”

Item	41
Full reference	González Rey, F.L. Human Motivation in Question: Discussing Emotions, Motives, and Subjectivity from a Cultural-Historical Standpoint. <i>J. Theory Soc. Behav.</i> 2015, 45, 419–439, doi:10.1111/jtsb.12073.
Theoretical source	individual perspective
Intervention-based research	-
Field of research	Emotions and subjectivity
Quote	<p>“In fact, sense and perezhivanie are subjective productions because they do not reproduce the external world. On the contrary, these concepts allow for understanding the meaning of social influences on human development through the lenses of new qualitative and singular psychological units.”</p> <p>“Subjective senses are symbolic-emotional units that emerge as the subjective side of human experiences, in the manner in which experience appeared for an individual in his different social relations”</p> <p>“As a result of this capacity to generate subjective senses, subjective configurations become the main motive of any human action, but they are not external to the action; on the contrary, subjective configuration represents the subjective nature of human action.”</p>

Full reference	Rey, F.G. Vygotsky's Concept of Perezhivanie in The Psychology of Art and at the Final Moment of His Work: Advancing His Legacy. <i>Mind Cult. Act.</i> 2016, 23, 305–314, doi:10.1080/10749039.2016.1186196.
Theoretical source	individual perspective
Intervention-based research	-
Field of research	Theoretical
Quote	<p>“This definition permits us to overcome the concepts of reflection, internalization, and social determinism. Perezhivanie appears as being the singular way in which the children perceive and feel social influences. Instead of simply internalizing social influence, it becomes relevant to the child from a psychological point of view once it is embedded in the child's personality through perezhivanie.”</p> <p>“It means to consider the environment not as a given objective reality, but as a relative reality with an influence on psychological development that is possible only through perezhivaniya.”</p> <p>“...perezhivanie must emerge as part of a personality, as part of a psychological system that cannot be identified with the external influence.”</p>
Item	43
Full reference	Patiño, J.F.; Goulart, D.M. Qualitative Epistemology: A Scientific Platform for the Study of Subjectivity from a Cultural-Historical Approach. 2016, 7, 21.
Theoretical source	individual perspective
Observational research	perezhivanie as an inner production
Field of research	Theoretical
Quote	<p>“This system is made out of senses, which is the most basic symbolic-emotional unit of the system of subjectivity (González Rey, 2002, 2018).”</p> <p>“González Rey and Mitjans Martínez (2017) explain that subjective senses emerge during the course of experience, defining what individuals feel and generate in this process.”</p> <p>“...the concept of subject represents one who forges his own path of subjectivation, which transcends the normative social space within which their experiences take place, exercising creative options during their</p>

course, which may or may not be expressed in action' (González Rey & Mitjans Martínez, 2017, p. 73).”

Item	44
Full reference	Coelho, C.M.M. Beyond Perezhivanie, Sense, and Language: An Empirical Study of Early Childhood Teachers' Subjective Senses. 2016, 7, 19.
Theoretical source	individual perspective
Observational research	perezhivanie as an inner production
Field of research	Teacher's subjectivity
Quote	<p>“Through our research process, participants' emotional experiences, feelings, and symbolic experiences are produced and configured through each participant's singular subjective enchantment as dynamic living process as early childhood teachers.”</p> <p>“In fact, although they use the same word “enchantment”, participants expressed different feelings and emotions when using it. In that moment of their lives, their life emotional experiences, as perezhivanie, allow them to configure subjective senses.”</p>

Item	45
Full reference	Nogueira, A.L.H. Emotional Experience, Meaning, and Sense Production: Interweaving Concepts to Dialogue with the Funds of Identity Approach. <i>Cult. Psychol.</i> 2014, 20, 49–58, doi:10.1177/1354067X13515939.
Theoretical source	individual perspective
Observational research	perezhivanie as an inner production
Field of research	theoretical
Quote	<p>“For instance, when drawing their self-portrait and significant circle, some students indicate their participation of a similar routine related to the family farm business. In situations like that, when their conditions of existence appear alike, one could not affirm that all of them are affected in the same way. Each one refracts and signifies the lived experience through a certain prism—emotional experience (Vygotsky, 1994)—which in turn also mediates the personal experience. Besides that, emotional experience is comprised by a synthesis of history in different levels, including the social and personal history. As a result, the similar experience (family farm business) generates multiple and contradictory issues, depending on several contingencies, including the historical and cultural aspects, the social positions, the economic relationships (in my example, the kind of farm activity, the immigration, the family wealth, the fact of being owner or employee).”</p>

Item	46
Full reference	Poole, A. Funds of Knowledge 2.0: Towards Digital Funds of Identity. <i>Learn. Cult. Soc. Interact.</i> 2017, 13, 50–59, doi:10.1016/j.lcsi.2017.02.002.
Theoretical source	individual perspective
Intervention-based research	Cultivating self-awareness
Field of research	Formation of identity and digital environment
Quote	“The avatar project gets students to reflect on their out-of-school and in-school identities by creating digital avatars that they consider to reveal something personal about themselves.”
Item	47
Full reference	Poole, A. Re-Theorising the Funds of Identity Concept from the Perspective of Subjectivity. <i>Cult. Psychol.</i> 2020, 26, 401–416, doi:10.1177/1354067X19839070.
Theoretical source	individual perspective
Observational research	perezhivanie as an inner production
Field of research	Theoretical
Quote	“...identity is here theorised in relation to the notion of subjective sense as an irreducible totality of dichotomies (micro/macro, light/dark, negative/positive) in terms of the production of internal subjective senses that are also mediated and distributed by artefacts, people, spaces and activities”.
Item	48
Full reference	Subero, D. Funds of Identity and Subjectivity: Finding New Paths and Alternatives for a Productive Dialogue (Fondos de Identidad y Subjetividad: Búsqueda de Nuevas Vías y Alternativas Para Un Diálogo Productivo). <i>Stud. Psychol.</i> 2020, 41, 74–94, doi:10.1080/02109395.2019.1710799.
Theoretical source	individual perspective
Intervention-based research	-
Field of research	Theoretical
Quote	“For example, a child who feels excluded in class because of their race

will understand race based on their subjective experience at that school. However, the condition of race in subjective or family or communal spaces can be very different to the race condition, as well as in the way in which identity in a subjective framework will be configured (González Rey & Mitjans Martínez, 2017a).”

“subjective ontology, which proposes transcending the division between negative or positive emotions, and the idea of the accumulation of life experiences, towards positions of greater complexity, where life experiences are understood to be a stream of senses and subjective configurations.”

Item	49
Full reference	Rodríguez-Arocho, W.C. Funds of Knowledge and Funds of Identity in Dialogue with the Theory of Subjectivity: Their Relevance for the Education of Socially Disadvantaged Populations (Fondos de Conocimiento y Fondos de Identidad En Diálogo Con La Teoría de La Subjetividad: Su Pertinencia Para La Educación de Poblaciones En Desventaja Social). <i>Stud. Psychol.</i> 2020, 41, 95–114, doi:10.1080/02109395.2019.1711348.
Theoretical source	individual perspective
Intervention-based research	-
Field of research	Theoretical
Quote	In this regard, Esteban-Guitart and Saubich (2013) suggest that a perspective that integrates funds of knowledge and funds of identity could serve to constructively address the rejection of immigrant families by the dominant school culture, promote appreciation and awareness of cultural diversity in communities and enable better communication and collaboration between family, school and community.

Item	50
Full reference	Al-Hoorie, A.H.; Hiver, P.; Kim, T.-Y.; De Costa, P.I. The Identity Crisis in Language Motivation Research. <i>J. Lang. Soc. Psychol.</i> 2021, 40, 136–153, doi:10.1177/0261927X20964507.
Theoretical source	individual perspective
Observational research	perezhivanie as an inner production
Field of research	Language learning

Quote	<p>“To synthesize arguments from Vygotsky (1994) and van Lier (2004), when a language learner perceives the importance of the environment at the personal level, the environment is transformed into an affordance that enables a learner to experience perezhivanie”.</p> <p>“Perceived experiences of success or failure in language learning are connected to the learner’s current level of motivation, which, in turn, creates a fertile ground for the learner’s future motivational outlook.”</p>
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Item	51
Full reference	Roth, W.-M. The Invisible Subject in Educational Science. <i>J. Curric. Stud.</i> 2018, 50, 315–332, doi:10.1080/00220272.2017.1373863.
Theoretical source	individual perspective
Observational research	perezhivanie as an inner production
Field of research	theoretical
Quote	<p>“The position was liberating because all of a sudden my theory (ontology and epistemology) corresponded to how I lived and lived through classroom life. This position also helped me in my personal life, when I no longer saw my relation to the significant another as the result of our pre-relational selves, but instead understood our respective selves as the result of the relation. I began treating each student as an individual, with his or her special needs; and I initiated discussions about rising and falling together (e.g. ‘you are in trouble, I am in trouble; I am in trouble, you are in trouble’).”</p>

Item	52
Full reference	Roth, W.-M.; Jornet, A. Perezhivanie in the Light of the Later Vygotsky’s Spinozist Turn. <i>Mind Cult. Act.</i> 2016, 23, 315–324, doi:10.1080/10749039.2016.1186197.
Theoretical source	individual perspective
Observational research	perezhivanie as an inner production
Field of research	theoretical
Quote	<p>“In the case of the three girls (Episode 1), the mystery object in the box feels different, as manifested in their models and what they communicate about it. In Episode 2, Sylvia, in returning to her seat, treats the task as complete, whereas in inviting the statement of a reason, the teacher treats the task as incomplete.”</p> <p>“...when the teacher says, “and tell us why you chose that category,” the situation is no longer the same as it was immediately before. There now is an invitation for doing something, which demands a reply. Sylvia now is</p>

accountable, subject and subjected to the unfolding of the social relation, which includes her as one constitutive moment”.

Item	53
Full reference	Neves, V.F.A.; Katz, L.; Goulart, M.I.M.; Gomes, M. de F.C. Dancing with the Pacifiers: Infant’s Perizhivanya in a Brazilian Early Childhood Education Centre. <i>Early Child Dev. Care</i> 2020, 190, 558–569, doi:10.1080/03004430.2018.1482891.
Theoretical source	individual perspective
Observational research	perezhivanie as an inner production
Field of research	infant development
Quote	“Infants’ perizhivanya were made visible in this event. Maria and Paulo work together producing a semantic field and their bodies, intellects and emotions were working together with the artefacts in the environment. In other words, infants are able to pursue their interest and create different meanings to their own actions and to ‘common’ cultural artefacts (Geertz, 1973), such as pacifiers, because they are together in this environment. Gestures, movements and explorations are the infants’ way of creating meaning and engender the genesis of consciousness, that is the sociocultural origin of consciousness becomes visible: infants are becoming aware of each other and of themselves. This evidence expands Tomasello’s work (2007; 2007) in the sense that 10-month-old infants, in this collective context, are sharing knowledge and intentions, not only with adults, but they can depend on each other to sustain their interactions.”

Item	54
Full reference	Engel, A.; Fauré, J.; Membrive, A.; Merino, I.; Coll, C. The Influence of Parents in the Discursive Construction of Technology-Mediated Learning Experiences. <i>Mind Cult. Act.</i> 2019, 26, 323–335, doi:10.1080/10749039.2019.1685549.
Theoretical source	individual perspective
Observational research	perezhivanie as an inner production
Field of research	technology mediated learning
Quote	«The results of this study confirm our starting hypothesis, namely that the dominant discourses that parents have developed regarding what it means to learn with ICTs exert an influence on the subjective learning experiences of their children.” “This means that a person can be helped by others, by reflecting or even by living new

experiences, to construct new meanings about their own learning experience and re-construct the meanings that have already been constructed in the past. In fact, a person's SLEs have a much greater impact on their learning processes when they reflect, share, and negotiate with others (Falsafi, 2011)."

"In this scenario, we understand learning as a personal trajectory (Arnseth & Silseth, 2013), and personal learning trajectories as the interrelated learning experiences that people live as they move through different activity contexts (Erstad, Gilje, & Arnseth, 2013)."

Item	55
Full reference	Brennan, M. Perezhivanie and the Silent Phenomenon in Infant Care: Rethinking Socioculturally Informed Infant Pedagogy. <i>Contemp. Issues Early Child.</i> 2016, 17, 317–327, doi:10.1177/1463949116660953.
Theoretical source	individual perspective
Observational research	perezhivanie as an inner production
Field of research	technology mediated learning
Quote	<p>"Employing perezhivanie as a theoretical concept to guide exploration of teachers' personal experiences suggests that support targeted to the individual's needs depends on, first, understanding each person's unique experience of infant care. Yet accessing subjective experience within sociocultural frameworks is complex and requires creative approaches to data collection."</p> <p>"obvious explanation for the teachers' silence is the methodological difficulty of how to capture subjective emotion."</p> <p>"Furthermore, the participant's cognition of the feeling will always be mediated by language and, for teachers, filtered through professional discourses"</p>

Item	56
Full reference	Black, L.; Williams, J.; Choudry, S.; Pickard-Smith, K.; Ryan, B. Identification with Early Primary School Mathematics: A Home–School Activity Theory Conceptualisation and Methodology. <i>Camb. J. Educ.</i> 2019, 49, 349–368, doi:10.1080/0305764X.2018.1533523.
Theoretical source	individual perspective
Observational research	perezhivanie as an inner production

Field of research	early primary school mathematics
Quote	<p>“Therefore, for Bilal, we argue that the speech act presented above portrays the ‘sense’ this particular ‘photo-and-talk’ activity has for him as the ‘subject in the activity’, a ‘sense’ that is evident in the words he uses. that no clear contradictions between home and school practices were apparent.”</p> <p>“Nico consistently asserted that school mathematics is boring across our research activities.”</p> <p>“Therefore, we have interpreted Nico’s emotional experience in these events as one that might potentially develop into an identity of disengagement (without some sort of intervention).”</p>
Item	57
Full reference	Dang, T.K.A. Identity in Activity: Examining Teacher Professional Identity Formation in the Paired-Placement of Student Teachers. <i>Teach. Teach. Educ.</i> 2013, 30, 47–59, doi:10.1016/j.tate.2012.10.006.
Theoretical source	individual perspective
Observational research	perezhivanie as an inner production
Field of research	Teacher's subjectivity
Quote	<p>“Their responses were affected by differing emotional experiences, which in turn related to the cognitive meaning they made of the situation. When the situation changed, sometimes one component of personality played a primary role, sometimes another. In analysing how an environment influenced child development, it was important to identify which characteristics were decisive in determining the child’s relationship to the situation (Vygotsky, 1994). In the present study, these characteristics include the various components of teacher identity, and the tensions between them.”</p> <p>“Perezhivanie varies depending on which characteristics of personality are at play in the given situation; the teacher adopts identities, and shifts between them, in response to relevant others such as colleagues, to time and to context (Akkerman & Meijer, 2011).”</p>

Item	58
Full reference	Kim, M.S. Uncovering One Trilingual Child's Multi-Literacies Development across Informal and Formal Learning Contexts. <i>Eur. Early Child. Educ. Res. J.</i> 2016, 24, 414–438, doi:10.1080/1350293X.2016.1164407.
Theoretical source	individual perspective
Observational research	perezhivanie as an inner production
Field of research	Multilingualism and learning
Quote	<p>“Compared to other Korean parents or Korean immigrant parents who relied on private tutors and private institutions (e.g. Kumon) emphasising the mechanical/technical aspects of writing and reading, Julie’s mother, who majored the Early Childhood Education, was eager to educate her children by relying on their schools. She preferred to educate her children with an emphasis on social and emotional development and disliked the Korean educational system that she saw as too competitive, demanding, homogeneous and expensive.”</p> <p>“...meaning is viewed as being co-constructed through joint activities...”</p> <p>“...how to make sense of their emotional experiences mediated by their drawings and other non-verbal modes embedded in literacy practices.”</p>

Item	59
Full reference	Golombek, P.; Doran, M. Unifying Cognition, Emotion, and Activity in Language Teacher Professional Development. <i>Teach. Teach. Educ.</i> 2014, 39, 102–111, doi:10.1016/j.tate.2014.01.002.
Theoretical source	individual perspective
Intervention-based research	cultivating self-awareness
Field of research	Teacher's subjectivity
Quote	<p>“Josie’s case provides an example of how the dialogic interactions taking place through the reflection journals enabled the teacher educator to gain insights into Josie’s perezhivanie and her thinking/feeling/doing of teaching, and thereby mediate a growth point.”</p> <p>“It is through sense that a learner interprets her/his lived experience, and thus how a learner perceives the sense of a situation, a new lived</p>

experience [perezhivanie], is crucial to her/his development experience, and this perception subsequently influences how s/he perceives, or reinterprets, that previous experience. This reciprocal processing regenerates with each new experience.”

Item	60
Full reference	Golombek, P.R. Redrawing the Boundaries of Language Teacher Cognition: Language Teacher Educators’ Emotion, Cognition, and Activity: <i>The Modern Language Journal</i> . Mod. Lang. J. 2015, 99, 470–484, doi:10.1111/modl.12236.
Theoretical source	individual perspective
Intervention-based research	cultivating self-awareness
Field of research	Teacher's subjectivity
Quote	<p>“Sense has a social nature in that a person’s understanding is shaped by culture and developed through social interaction, but it has a personal connotation because those social interactions are imbued with emotion.”</p> <p>“In the social interaction of teaching and learning, teacher educators and teacher learners enter with a range of emotions, experienced and reshaped through our perezhivanie and through our culture, and understood through sense. We co-construct our emotions within each of these interactions.”</p> <p>“To illustrate, humans in a particular culture may share the culturally constructed sense of family, but each person’s sense grows from and through emotional experiences lived, shaped in interaction, within that culture.”</p>

Item	61
Full reference	Poole, A.; Huang, J. Resituating Funds of Identity within Contemporary Interpretations of Perezhivanie. <i>Mind Cult. Act.</i> 2018, 25, 125–137, doi:10.1080/10749039.2018.1434799.
Theoretical source	individual perspective

Intervention-based research	cultivating self-awareness
Field of research	theoretical
Quote	<p>“Existential funds of identity are thus defined as positive and negative experiences that students develop and appropriate to define themselves and use to help them grow as human beings. These experiences can be problematic circumstances, such as being suspended from school, exam pressure, or falling out with a friend, as well as more personal issues to do with identity and belonging.”</p>
Item	62
Full reference	Blair, D.V. Learner Agency: To Understand and to Be Understood. <i>Br. J. Music Educ.</i> 2009, 26, 173–187, doi:10.1017/S0265051709008420.
Theoretical source	individual perspective
Intervention-based research	-
Field of research	theoretical
Quote	<p>“Thus, for example, an expression of the affection of a father to his son can provoke multiple subjective senses that will be responsible for the affective relevance of his father’s expression. If this son feels he is inferior to his brother and exhibits jealousy and rejection toward him, he can feel the expression of love from his father motivated by pity toward him and not as an authentic affection”</p> <p>“The concepts used in the study of subjectivity must be capable of integrating a subject’s lived experiences from the past with the imaginative ideas of the future into the present. These experiences would not appear as a sum of lived experiences, but as new symbolic-emotional productions based on these lived experiences, which represent new imagined experiences regarding them. These processes are always behind consciousness, which represents an epistemological and methodological challenge.”</p>

Item | 63

Full reference	Brennan, M. Reflect, ‘Refract’ or Reveal: Sociocultural Explorations of the Place of Teacher Subjectivity in Infant Care. <i>Int. J. Early Years Educ.</i> 2017, 25, 156–170, doi:10.1080/09669760.2017.1301807.
Theoretical source	individual perspective
Intervention-based research	cultivating self-awareness
Field of research	early childhood teacher's subjectivity
Quote	<p>“... the individual approach to life and everyday action provides scope for understanding individual perspectives of thought, emotional connection for forming of self subjectively, and conceptualising the social, as it has been throughout time, to implicate the individuals’ actions of being and doing in later times”.</p> <p>“Employing perezhivanie as both a unit of analysis and theoretical tool allowed for exploration of the absence of emotion in the teachers’ accounts of infant caregiving leading me to agree with Säfström (2014) that the imposition of professional discourse on the teacher’s world may work to disguise the reality of teaching”</p>
Item	64
Full reference	Babaeff, R. Perezhivaniya Discovered through Narrative Analysis: Emotive and Motivational Foci in Parent’s Diverse Heritage Language and Cultural Sustaining in Australia. 2016, 7, 16.
Theoretical source	individual perspective
Observational research	perezhivanie as an inner production
Field of research	Heritage and experience
Quote	
Item	65
Full reference	Mok, N. Toward an Understanding of Perezhivanie for Sociocultural SLA Research. <i>Lang. Sociocult. Theory</i> 2015, 2, 139–159, doi:10.1558/lst.v2i2.26248.
Theoretical source	individual perspective
Intervention-based research	-
Field of research	second language acquisition

Quote	<p>The concept of perezhivanie suggests an emic approach to research, one that is sensitive to the subjective experiences of the learner, linking these with both past and ongoing development”.</p> <p>“I had recalled previous instances of being confused or mistaken, these recollections mediating my lexical search and production of written constructions.</p> <p>Analysed as part of the perezhivanie of language learning, the experience of recall is an emic conceptualization of memory as an active mediating tool in the learning process. The situations that give rise to those memories can themselves be understood as experiences reflecting the unique relationship the learner had with the environment at a particular moment, thereby providing a basis for investigating that learner’s development over time”</p>
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Item	66
Full reference	Clarà, M. Vygotsky and Vasilyuk on Perezhivanie Two Notions and One Word. <i>Mind Cult. Act.</i> 2016, 23, 284–293, doi:10.1080/10749039.2016.1186194.
Theoretical source	sociocultural perspective
Intervention-based research	cultivating self-awareness
Field of research	Teacher's subjectivity
Quote	<p>“Thus, the situation, through the prism of the new perezhivanie, is at once a situation of upset and one of expression and consideration: The child’s disruption is the expression of the child’s being upset, and this expression is respectfully listened to by Carla. The child’s being upset, on the other hand, has nothing to do with Carla; it is caused by out-of-school conditions, which are seen as impossible for Carla to control, and, therefore, as falling beyond her duty as a teacher.”</p> <p>“Note that, at the level of the modal arrangement, the contradictions have disappeared; Carla’s duty is no longer equated with quashing children’s disruptions, but rather with respectfully listening to the children’s expressions as signified by these disruptions. Moreover, the feelings of being upset that these disruptions express are no longer caused, by Carla, but rather by something beyond her possibilities and duty as a teacher.”</p>

Full reference	Davis, S. Perezhivanie and the Experience of Drama, Metaxis and Meaning Making. NJ 2015, 39, 63–75, doi:10.1080/14452294.2015.1083138.
Theoretical source	mixed perspectives (Sociocultural and individual perspectives)
Intervention-based research	Drama as a method for exploring modes of experiencing
Field of research	Theoretical
Quote	<p>“Art-making experiences are special kinds of experience whereby humans are able to feel and communicate emotion and ideas in ways that may not be possible in other everyday experiences. There are special qualities of this experience in drama, as through drama it is possible to create different situations and imagined environments that are outside of the experience of everyday life. Through drama, participants can have a ‘real experience’ within an imagined or fictional world. The outcomes of such experience have transformative potential for the participants.”</p> <p>“‘Refraction’ indicates the dynamic aspect of meaning making that is characterized by perzhivanie because prisms don’t just reflect or mirror: The ‘refraction’ implies a recognition that the effect of any external event to the person’s situation or process would depend on the individual’s psychical organization and action in the ongoing process of a living experience. (Gonzales Rey, 2009, p. 69)”.</p>

Item	68
Full reference	Davis, S.; Dolan, K. Contagious Learning: Drama, Experience And. 2016, 7, 18.
Theoretical source	mixed perspectives (Sociocultural and individual perspectives)
Intervention-based research	Drama as a method for exploring modes of experiencing
Field of research	Education with children in the autism – spectrum
Quote	<p>“He was able to use them to negotiate his way into new social situations and these crossed over both the fictional dramatic frame but also into the “real” classroom frame. This was not an isolated incident and signaled the establishment of a zone of experience that J continued to inhabit, explore, learn, and express within. As time went on J made connections to other children through using dramatic roles, storytelling, and puppet shows. The children learnt that J would always be in the story in role as whatever animal he brought with him. He also voluntarily joined in group drama and roleplay experiences, once he knew he would be able to take on an animal role”</p>

Item	69
Full reference	Larrain, A.; Haye, A. The Dialogical and Political Nature of Emotions: A Reading of Vygotsky's "The Psychology of Art." <i>Theory Psychol.</i> 2020, 30, 800–812, doi:10.1177/0959354320955235.
Theoretical source	mixed perspectives (Sociocultural and individual perspectives)
Intervention-based research	Drama as a method for exploring modes of experiencing
Field of research	Theoretical
Quote	<p>"...verbal arts, from fables to modern tragedy, objectify, amplify, and play with the emotions of readers or spectators, along with the psychological experience of tension among affective–motivational tendencies and, eventually, with the emotional crisis and reorganization of experience."</p> <p>"Art is not a medium of representation but a medium for imagination, through which it produces and transforms emotions. Art takes our imagination and gives form to it, directs it, creates deliberately unique and original emotional experiences of affection and coaffection that involve the melting of feelings that would otherwise be impossible to externalize and juxtapose:"</p> <p>"human emotions are dialogical processes, culturally and semiotically created, and historically transformed."</p>

Item	70
Full reference	Davis, S. Perezhivanie, Art and Creative Traversal: A Method of Marking and Moving through COVID and Grief. <i>Qual. Inq.</i> 2020, 107780042096015, doi:10.1177/1077800420960158.
Theoretical source	mixed perspectives (Sociocultural and individual perspectives)
Intervention-based research	Drama as a method for exploring modes of experiencing
Field of research	Art and psychotherapy
Quote	"And these creative acts and entanglements are embodied, create relationships, enable certain narratives to be shared and in small ways seek to change (Holman Jones, 2018). How I experience, live, relive and interpret this time

is figured and reconfigured. It is hard, but it is also beautiful, and I am here and can experience it.”

Item	71
Full reference	Tateo, L. Who Wants to Keep Me a Puppet? Pinocchio’s Tale as a Metaphor of Developmental Processes. <i>Mind Cult. Act.</i> 2019, 26, 24–40, doi:10.1080/10749039.2019.1576051.
Theoretical source	mixed perspectives (Sociocultural and individual perspectives)
Intervention-based research	Drama as a method for exploring modes of experiencing
Field of research	Children’s stories and development
Quote	“In this sense, fairy tales are important as they provide cultural tools to make sense of ambivalence, dramatic events, ambiguous figures, and so on. At the same time, fairy tales are educational tools that embed historically situated systems of moral values. In my analysis of Pinocchio, I have tried to present an example of how this struggle is negotiated by the character representing the developing person.”

Item	72
Full reference	Mochizuki, N. The Lived Experience of Thesis Writers in Group Writing Conferences: The Quest for “Perfect” and “Critical.” <i>J. Second Lang. Writ.</i> 2019, 43, 36–45, doi:10.1016/j.jslw.2018.02.001.
Theoretical source	mixed perspectives (Sociocultural and individual perspectives)
Intervention-based research	cultivating self-awareness
Field of research	phd students thesis writing
Quote	“For example, L2 thesis writers’ insights into their predicaments shape their perezhivanie, changing their views on their thesis writing. The change in their views of the world leads them to understand the advice given in the group writing conference in certain ways that could potentially lead to the resolution of their predicaments.” “...and these sense-making processes of the predicament provoke new self-awareness and a reorganization of psychological functions to inform the individual’s new ways of thinking and doing (Blunden, 2011). An individual’s perezhivanie thus changes his/her view of the world and his/her perception of the effects of the environment, leading to development.”

Item	73
Full reference	Salmi, S.; Kumpulainen, K. Children’s Experiencing of Their Transition from Preschool to First Grade: A Visual Narrative Study. <i>Learn. Cult. Soc. Interact.</i> 2019, 20, 58–67, doi:10.1016/j.lcsi.2017.10.007.
Theoretical source	mixed perspectives (Sociocultural and individual perspectives)
Observational research	perezhivanie as an inner production
Field of research	transition between grades
Quote	<p>“Experiencing can be viewed as dialogically configured, as individuals make sense of themselves and their experiences through symbolic forms in relation to roles, positions, and cultural imaginaries. The process of experiencing is mediated by symbolic means—not only by artefacts but also by social institutions, practices, relationships, and geographies (Esteban-Guitart & Moll, 2014).”</p> <p>“...children's experiences as dialogic in which human intellect, emotion, and subjective and institutional/cultural norms meet“.</p>

Item	74
Full reference	Ellis, V.; Spendlove, D. Mediating ‘School Direct’: The Enactment of a Reform Policy by University-based Teacher Educators in England. <i>Br. Educ. Res. J.</i> 2020, 46, 949–966, doi:10.1002/berj.3607.
Theoretical source	sociocultural perspective
Observational research	perezhivanie as an inner production
Field of research	Teacher's subjectivity
Quote	<p>“Our analysis of interviews with university leaders of ITE has led to the identification of three emotional frames and two policy enactment activities in relation to their mediation of School Direct”</p> <p>“Perezhivanie is therefore a useful concept in understanding the ‘emotional– intellectual organization’ (Rey, 2016, p. 307) of individuals’ sense-making: it provides insights into how emotional frames produce forms of consciousness that lead people to organise their work in particular ways.”</p>

Item | 75

Full reference	Tian, L.; McCafferty, S.G. Chinese International Students' Multicultural Identity and Second Language Development: Gesture Awareness and Use. <i>Lang. Aware.</i> 2020, 1–20, doi:10.1080/09658416.2020.1767118.
Theoretical source	mixed perspectives (Sociocultural and individual perspectives)
Observational research	perezhivanie as an inner production
Field of research	language development
Quote	“However, difficulties with linguistic proficiency, emotional conflicts related to identity, culture, personality and sense of becoming, affected their individual perezhivanie in relation to agency. Nana, for example, remained steadfast in her efforts to preserve on the path to fluency, as expressed in her metaphor of a reindeer walking down a snowy road. Yong, who had clearly appropriated forms of American gesture, felt conflicted, experiencing a duality of identity that was reflected in his use of gesture as well. On the other hand, both Wei and Qiang opted not to consciously engage in L2 gesture, finding it beyond them to concentrate on both speech and gesture when speaking English.”

Item	76
Full reference	Renshaw, P.D. The Consequences of ADHD Diagnosis: Integrating Scaffolding and Perezhivanie to Redesign Pedagogy for ADHD-Diagnosed Children. <i>Emot. Behav. Difficulties</i> 2019, 24, 301–305, doi:10.1080/13632752.2019.1630994.
Theoretical source	mixed perspectives (Sociocultural and individual perspectives)
Intervention-based research	-
Field of research	psychopathology ADHD
Quote	<p>“Underlying such variations, Smith (2017) suggested, are distinctive culturally-grounded notions of psychiatry and child guidance as well as the influence of prominent advocates who shaped public opinion and educational practices at particular times in different countries.”</p> <p>“Through emotional and relational scaffolding that occurs at the very moment of the experience, the teachers intervene to influence how Mariam makes sense of these moments. They negate her comments about herself – ‘no it’s not your fault’ and they also challenge her to move beyond these negative reflections – ‘however, one might think a little about what one does.’ Throughout the transcripts in Evaldsson and Svahn’s paper there are multiple examples where the teachers offer Mariam ways to reinterpret her feelings and worries in more positive ways or to put the worries aside in order to finish the task.”</p>

Item	77
Full reference	Quiñones, G.; Li, L.; Ridgway, A. Collaborative Forum: An Affective Space for Infant–Toddler Educators’ Collective Reflections. <i>Australas. J. Early Child.</i> 2018, 43, 25–33, doi:10.23965/AJEC.43.3.03.
Theoretical source	mixed perspectives (Sociocultural and individual perspectives)
Intervention-based research	-
Field of research	Infant and toddler educators
Quote	“a collaborative forum acted as an affective space for reflections amongst infant–toddler educators. Findings show that the collaborative forum acted as an affective space, where educators collectively reflected, became aware of their pedagogical practices, and shared their emotions. This affective space also provided a safe place for educators to express their needs, aspirations and overall emotions.”

Item	78
Full reference	Poehner, M. E., & Swain, M. (2017). L2 Development As Cognitive-Emotive Process. <i>Language and Sociocultural Theory</i> , 3(2), 219–241. https://doi.org/10.1558/lst.v3i2.32922
Theoretical source	sociocultural perspective
Intervention-based research	-
Field of research	Second language learning
Quote	<p>“From this description, we arrive at an understanding that emotions are experienced immediately, inwardly and in a primary form by the child, but through learning and development within a culture, the child begins to take on the cultural meanings of those emotions, and in turn develop secondary emotions from those meanings.”</p> <p>“In order for this to occur, we propose that children’s emotional development, and in particular the understanding of the cultural value of emotions, must be scaffolded in a similar way to the intellectual aspects of development in ECEC and school settings: providing scaffolding to identify and regulate them in order to achieve goals. “</p>

Item	79
Full reference	Blunden, A. Translating Perezhivanie into English. <i>Mind Cult. Act.</i> 2016, 23, 274–283, doi:10.1080/10749039.2016.1186193.
Theoretical source	An original article, which cannot be categorized along with other articles.
Intervention-based research	-
Field of research	theoretical
Quote	<p>Despite diverse translations, perezhivanie is generally understood as emotional lived experience where the influence of the environment and personal signification of the experiences are related and considered in one and the same system (Blunden, 2016; Ferholt, 2015)</p> <p>Perezhivanie simultaneously represents what is being experienced and how it is being experienced (refraction). In relation to ‘what is being experienced’, it should be noted that perezhivanie is not just any experience but rather experiences that are of personal significance, are challenging or difficult in nature, and/or episodes that have to be ‘lived through’ or ‘worked on’ as personally important events. Episodes of personal significance are critical in the process of identity formation and will ‘form the basis of who you are’ (Blunden, 2016, p.5).</p>

Item	80
Full reference	Michell, Michael. “Finding the "Prism": Understanding Vygotsky's "Perezhivanie" as an Ontogenetic Unit of Child Consciousness.” <i>Early Childhood Education</i> 7 (2016): 5-33.
Theoretical source	An original article, which cannot be categorized along with other articles.
Intervention-based research	-
Field of research	theoretical
Quote	

Item	81
Full reference	McMullen, M.B.; Lee, M.S.C.; McCormick, K.I.; Choi, J. Early Childhood Professional Well-Being as a Predictor of the Risk of Turnover in Child Care: A Matter of Quality. <i>J. Res. Child. Educ.</i> 2020, 34, 331–345, doi:10.1080/02568543.2019.1705446.
Theoretical source	An original article, which cannot be categorized along with other articles.
Intervention-based research	
Field of research	theoretical
Quote	

Item	83
Full reference	Clarà, M. The Many Lives of the Word <i>Perezhivanie</i> . <i>Mind Cult. Act.</i> 2016, 23, 339–342, doi:10.1080/10749039.2016.1199700.
Theoretical source	An original article, which cannot be categorized along with other articles.
Intervention-based research	-
Field of research	theoretical
Quote	“but I believe that González Rey’s concept of subjective sense could be connected to this idea of the deepest level of a meaning and that the relationships he works out between subjective sense and subjective configurations may point to a promising path between meaning and personality”.

Item	84
Full reference	Vassilieva, Julia, and Ekaterina Zavershneva. “Vygotsky’s ‘Height Psychology’: Reenvisioning General Psychology in Dialogue With the Humanities and the Arts.” <i>Review of General Psychology</i> 24, no. 1 (March 2020): 18–30. https://doi.org/10.1177/1089268020902723 .
Theoretical source	An original article, which cannot be categorized along with other articles.

Intervention-based research	-
Field of research	theoretical
Quote	

Item	85
Full reference	Han Hee Jeung & David Kellogg (2019) A story without SELF: Vygotsky's pedology, Bruner's constructivism and Halliday's construalism in understanding narratives by Korean children, <i>Language and Education</i> , 33:6, 506-520, DOI: 10.1080/09500782.2019.1582663
Theoretical source	An original article, which cannot be categorized along with other articles.
Intervention-based research	-
Field of research	theoretical
Quote	-

Item	86
Full reference	David Kellogg (2017) Thinking of feeling: Hasan, Vygotsky, and some ruminations on the development of narrative sensibility in children, <i>Language and Education</i> , 31:4, 374-387, DOI: 10.1080/09500782.2017.1306074
Theoretical source	An original article, which cannot be categorized along with other articles.
Intervention-based research	-
Field of research	theoretical
Quote	"but I believe that González Rey's concept of subjective sense could be connected to this idea of the deepest level of a meaning and that the relationships he works out between subjective sense and subjective configurations may point to a promising path between meaning and personality".

