



## Viviana Hojman Ancelovici

**Executive Director ValorasUC Program**  
**Pontificia Universidad Católica de Chile**  
**Psychologist – Master in Social Communication**  
**PhD. in Education**  
**vhojman@uc.cl**

For more than 23 years I have been working with public schools in their change and learning. During this period I have been asking myself what helps the communities to mobilize. I have worked primarily in Chile for the national government, local governments and individual schools. I am mainly interested in how to generate transformative agency in people at different levels of the system.

I did my doctoral thesis on children's collaboration as a social practice and the conditions of possibility that school spaces would require to favor it. Since those studies I have progressively delved deeper into cultural psychology and Activity Theory.

I have led a team at the Universidad del Desarrollo de Chile since 2019, where we have generated research based on activity theory. We investigate the teaching experience in COVID; We also carried out an investigation of expansive learning in technical-professional high schools, we have already published 2 dissemination books with these cases (10 and 6 cases in each version) and today we are carrying out a third study with 10 new cases. These days we are implementing a research with leaders of coexistence schools from a region of the country (around 80 leaders) and another research of schools and families relationship in the territory. In addition, we have carried out change laboratories: one with school leaders from a local government and another with psychology teachers from the university. These laboratories are still in the process of analysis and publication.

In March of this year, 2024, I began to lead a new team at ValorasUC, at the Pontificia Universidad Católica de Chile. This program focuses on working to enhance school coexistence, therefore, I am beginning to think about new improvement projects for school communities.

### Publicaciones seleccionadas

- Micaela Gonzalez Palacios, Viviana Hojman\*, J. Carola Perez , Pilar Valenzuela-Ramirez (2023) Proceso de transformación colectiva del rol docente, en el ejercicio de la educación remota.: El caso de un colegio chileno. Revista Sul-Americana de Psicología. <https://doi.org/10.29344/2318650X.2.3510>
- Hojman, V. y Jara, R (2023) Buenas Prácticas De Liderazgo En Educación Media Técnico Profesional: un foco en el bienestar y el desarrollo socioemocional. Editorial CILED – UDD- MINEDUC. [https://ciled.udd.cl/wp-content/uploads/2023/12/Buenas-Practicas\\_2023\\_DIGITALFINAL.pdf](https://ciled.udd.cl/wp-content/uploads/2023/12/Buenas-Practicas_2023_DIGITALFINAL.pdf)
- Hojman, V (2022) *La colaboración sociocultural entre niños el aprendizaje y la escuela*. En Hojman, V; Villaroel, V; Varela, J.; Bruna, D. Aprendizaje, bienestar y colaboración desde la Psicología Educacional. Propuestas teóricas y experiencias. Editorial Universidad Alberto Hurtado. <https://psicologia.udd.cl/files/2022/08/Libro-Educacionaversi%C3%B3n-final.pdf>