

# LEARNING BY EXPANDING SECOND EDITION

AN ACTIVITY-THEORETICAL APPROACH  
TO DEVELOPMENTAL RESEARCH



YRJÖ ENGSTRÖM

# Learning By Expanding An Activity Theoretical Approach To Developmental Research

**Xiaolong Qi**



## **Learning By Expanding An Activity Theoretical Approach To Developmental Research:**

**Learning by Expanding** Yrjö Engeström, 2014-12-04 Learning by Expanding challenges traditional theories that consider learning to be a process of acquisition and reorganization of cognitive structures within the closed boundaries of specific tasks or problems Yrjö Engeström argues that this type of learning increasingly fails to meet the challenges of complex social change and fails to create novel artifacts and ways of life In response he presents an innovative theory of expansive learning activity offering a foundation for understanding and designing learning as a transformation of human activities and organizations The second edition of this seminal text features a substantive new introduction that illustrates the development and implementation of Engeström's theory since its inception Learning by Expanding Yrjö Engeström, 1987 *Studies in Expansive Learning* Yrjö Engeström, 2016-08-04 Yrjö Engeström's exciting approach sees expansive learning as the central mechanism of transformation in societal practices and institutions For researchers and practitioners in education this book provides a conceptual and practical toolkit for creating and analyzing expansive learning processes with the help of interventions in workplaces schools and communities Chapters 1-3 situate the theory of expansive learning in the field of learning science Chapters 4-8 contain empirical studies of expansive learning in various organizational settings such as banks schools and hospitals In Chapters 9-10 the author looks at new challenges and possibilities arising from rapidly spreading wildfire activities disaster relief for example and from the methodology of formative interventions aimed at triggering and supporting expansive learning This book provides an integrative account of recent empirical studies and conceptual developments in the theory of expansive learning and serves as a companion volume to Learning by Expanding

**Learning and Expanding with Activity Theory** Anna Lisa Sannino, Annalisa Sannino, Harry Daniels, Kris D. Gutiérrez, 2009-08-17 This book is a collection about cultural historical activity theory as it has been developed and applied by Yrjö Engeström The work of Engeström is both rooted in the legacy of Vygotsky and Leontiev and focuses on current research concerns that are related to learning and development in work practices His publications cross various disciplines and develop intermediate theoretical tools to deal with empirical questions In this volume Engeström's work is used as a springboard to reflect on the question of the use appropriation and further development of the classic heritage within activity theory The book is structured as a discussion among senior scholars including Yrjö Engeström himself The work of the authors pushes on classical activity theory to address pressing issues and critical contradictions in local practices and larger social systems *Activity and Sign* Michael H.G. Hoffmann, 2005-03-04 The advancement of a scientific discipline depends not only on the big heroes of a discipline but also on a community's ability to reflect on what has been done in the past and what should be done in the future This volume combines perspectives on both It celebrates the merits of Michael Otte as one of the most important founding fathers of mathematics education by bringing together all the new and fascinating perspectives created through his career as a bridge builder in the field of interdisciplinary research and cooperation The perspectives

elaborated here are for the greatest part motivated by the impressive variety of Otte's thoughts however the idea is not to look back but to find out where the research agenda might lead us in the future This volume provides new sources of knowledge based on Michael Otte's fundamental insight that understanding the problems of mathematics education how to teach how to learn how to communicate how to do and how to represent mathematics depends on means mainly philosophical and semiotic that have to be created first of all and to be reflected from the perspectives of a multitude of diverse disciplines

**Introduction to Vygotsky** Harry Daniels, 2017-04-26 This thoroughly updated third edition provides students with an accessible overview of Vygotsky's work combining reprints of key journal and text articles with rich editorial commentary Lev Vygotsky provided the twentieth century with an enticing mix of intellectual traditions within an attempt to provide an account of the social formation of the mind His legacy is an exciting but at times challenging fusion of ideas Retaining a multi disciplinary theme Introduction to Vygotsky 3rd edition begins with a review of current interpretations of Vygotsky's original work Harry Daniels goes on to consider the development of Vygotsky's work against a backdrop of political turmoil in the developing USSR Major elements explored within the volume include the use of the culture concept in social development theory the development of means of describing social life the concept of mediation and implications for teaching learning and assessment This book will be essential reading for Vygotskian students in developmental psychology education and social sciences as well as to students on specialised courses on cultural cross cultural and socio cultural psychology philosophical psychology philosophy of science history of psychology and Soviet Russian history

**Learning Architectures in Higher Education** Jonathan Tummons, 2018-03-22 Learning Architectures in Higher Education restores criticality and rigour to the study of communities of practice as a means of understanding learning acknowledging that this is one of the most influential and widely used theories of learning to emerge during the last 30 years but one that has been misapplied and diluted Jonathan Tummons explores communities of practice theory looking at how its focus on learning as apprenticeship can be understood providing the reader with a conceptual framework for making sense of learning as a social practice as distinct from an individual psychological process Tummons looks at how communities of practice theory needs to be reconfigured to take account of the insights provided by other theoretical models and then applies his critically and theoretically reworked perspective to two distinct higher education contexts providing critical and powerful tools for examining learning and teaching practices

**Controversies in Healthcare Innovation** Thomas Hoholm, Antonella La Rocca, Margunn Aanestad, 2018-03-21 This book examines healthcare innovation processes shedding light on the controversies endemic to innovation which make such processes notoriously challenging While in the heat of action controversies may be seen as barriers to innovation observations reported in this volume point to controversies also having an energizing role Students and academics studying innovation organization and health management and economics will find this book a valuable read as it provides empirical case studies on innovation processes in practice Controversies in

Healthcare Innovation will also appeal to practitioners of health care management innovation project managers and policy makers in the health care sector

**Networked Learning** Christopher Jones, 2015-05-18 This book posits the idea that networked learning is the one new paradigm in learning theory that has resulted from the introduction of digital and networked technologies It sets out in a single volume a critical review of the main ideas and then articulates the case for adopting a networked learning perspective in a variety of educational settings This book fills a gap in the literature on networked learning Although there are several edited volumes in the field there is no other monograph that makes the academic case and provides the academic context for networked learning This volume accomplishes three main goals First it assists researchers and practitioners in acquainting themselves with the field Second it provides resources for reference and guidance to those not well acquainted with the field Finally and most powerfully it also allows for the consolidation of a field that is truly multidisciplinary in a way that maintains coherence and consistency

**Young Children Playing** Sophie Jane Alcock, 2016-06-28 The subject of this book is young children's emotional social learning and development within early childhood care and education settings in Aotearoa New Zealand The focus on emotional complexity fills a gap in early childhood care and education research where young children are frequently framed narrowly as learners ignoring the importance of emotional functioning and the feelings with which children make sense of themselves and the world This book draws on original data in the form of narrative like framed events to creatively illustrate the complexities in children's diverse ways of feeling thinking playing being and becoming Events illuminate the feelings and meanings of observed experiences in holistic and contextualised gestalts Awareness of unconscious processes the feeling of feelings and cultural dimensions of development and meaning making are addressed The book emphasises the emergent and psychodynamic nature of children's development and learning with strong links to the role of play and playfulness in the events drawing on two ethnographically inspired research projects that present theory experience and practice in real life events

Teacher Mediated Agency in Educational Reform in China Hongzhi Yang, 2015-03-26 This book examines teacher agency in implementing English as a Foreign Language EFL curriculum reform in the Chinese university context It theorizes the concept of teacher agency from a sociocultural theory perspective and draws on a study conducted in a conservative and less developed area in China The book uses Engeström's activity theory and Vygotsky's concept of the Zone of Proximal Development ZPD to understand the nature and extent of teacher agency in adapting one's teaching with respect to beliefs knowledge and instructional practices The study concludes that curriculum reform in China needs to shift from reliance on top down policies to bottom up implementation that mobilizes local understandings and practices One of the implications of this study is that transformative teacher education programs aimed at developing teacher pedagogical agency require that teachers have ongoing opportunities to design develop and evaluate curriculum based mediational means

*Handbook of Research for Educational Communications and Technology* David Jonassen, Marcy Driscoll, 2003-12-08 First Published in 2008

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**Workplace Learning in Context** Alison Fuller, Anne Munro, Helen Rainbird, 2004-01-22 As policy makers increasingly focus on workplace learning as a way of improving organizational performance the debate about the learning organization has grown Counterbalancing the often over optimistic assumptions made about the future of work and learning this book argues that without a contextualized analysis of the field our understanding of the learning environment is limited It reconsiders the true role and nature of workplace learning in context Grounded in original research the book features case studies which illuminate how the workplace environment can provide both barriers to and opportunities for learning It explores learning in different organizational contexts and different countries sectors types of public and private sector organization and by different occupational groups This multi disciplinary approach provides a coherent perspective of the institutional organizational and pedagogical contexts of workplace learning and as a result policy makers trainers trade unionists and educators alike will welcome this groundbreaking text as it gives the intellectual tools required to understand how learning in the workplace can be improved

*Nordic Mediation Research* Anna Nylund, Kaijus Ervasti, Lin Adrian, 2018-04-03 This open access book presents twelve unique studies on mediation from researchers in Denmark Finland Norway and Sweden respectively Each study highlights important aspects of mediation including the role of children in family mediation the evolution and ambivalent application of restorative justice in the Nordic countries the confusion of roles in court connected mediation and the challenges in dispute systems Over the past 20 30 years mediation has gained in popularity in many countries around the world and is often heralded as a suitable and cost effective mode of conflict resolution However as the studies in this volumes show mediation also has a number of potential drawbacks Parties self determination may be jeopardized affected third parties are involved in an inadequate way and the legal regulations may be flawed The publication can inspire research help professionals and policymakers in the field and be used as a textbook

**Contemporary Theories of Learning** Knud Illeris, 2018-03-27 This tenth anniversary edition of Knud Illeris s classic 2008 text is an updated and definitive collection of today s most influential learning theorists now containing additional chapters from John Hattie and Gregory Donoghue Sharan Merriam Gert Biesta and Carolyn Jackson This book brings together world renowned experts who each present their understanding of what learning is and how human learning takes place addressing the social psychological and emotional contexts of learning In this clear and coherent overview Professor Knud Illeris has collated chapters that explain both the complex frameworks in which learning takes place and the specific facets of learning Each international expert provides either a seminal text or an entirely new pr cis of the conceptual framework they have developed over a lifetime of study such as adult learning theory learning strategies and the cultural and social nature of learning processes Elucidating the key concepts of learning Contemporary Theories of Learning provides both the perfect desk reference and an ideal introduction for students it is an invaluable resource for all researchers and academics involved in the study of learning and provides a detailed synthesis of current learning theories all in the words of

the theorists themselves      **Enriching Collaboration and Communication in Online Learning Communities**

Stevenson, Carolyn N., Bauer, Joanna C., 2019-08-30 Effective communication is essential in every organization including educational institutions. Often members of the online community work in isolation. Collaboration across varying disciplines and departments can promote unique professional development activities and create a stronger connection to the entire online community. *Enriching Collaboration and Communication in Online Learning Communities* is a critical scholarly publication that supports communication and collaboration in online settings by focusing on the ways all members of the educational institution can create community to foster personal and professional growth for all. The book takes an in-depth look at communication strategies and challenges including managing conflict, working effectively in virtual teams, critical thinking, intercultural and cross-cultural communication, and online leadership. It is ideal for faculty, teachers, administrators, curriculum developers, professionals, researchers, and students.      Activity Theory in Formal and Informal Science Education

Katerina Plakitsi, 2013-09-04 The purpose of this book is to establish a broader context for rethinking science learning and teaching by using a cultural-historical activity-theoretic approach. Activity theory already steps in its third generation, and only a few works have been done on its applications to science education, especially in Europe. The context takes into account more recent developments in activity theory applications in the US, Canada, Australia, and Europe. The chapters articulate new ways of thinking about learning and teaching science, i.e. new theoretical perspectives and some case studies of teaching important scientific topics in compulsory education. The ultimate purpose of each chapter and the collective book as a whole is to prepare the ground upon which a new pedagogy in science education can be emerged to provide more encompassing theoretical frameworks that allow us to capture the complexity of science learning and teaching as it occurs in and out of schools. The book captures the dialogic and interactive nature of transferring the activity theory to both formal and informal science education. It also contributes to the development of innovative curricula, school science textbooks, educational programs, and ICT materials. As a whole, the book moves theorizing and practicing of science education into new face and uncharted terrain. It is recommended to new scholars and researchers as well as teachers and researchers.      Expertise in Transition

Yrjö Engeström, 2018-08-02 This book challenges standard notions of expertise. In today's world, truly effective expertise is built on fluid collaboration between practitioners from multiple backgrounds. Such collaborative expertise must also be transformative; it must be able to tackle emerging new problems and changes in its organizational framework. Engeström argues that the transition toward collaborative and transformative expertise is based on three pillars: expertise needs to be understood and cultivated as a collective activity; expertise needs to be built on flexible knot-working among diverse practitioners; and expertise needs to be fostered as the expansive learning of models and patterns of activity that are in progress. In this book, Engeström recasts expertise as fluid collaboration on complex tasks that requires envisioning the future and mastering change.      **Design in Educational Technology**

Brad Hokanson, Andrew Gibbons, 2013-09-07 This book is the

result of a research symposium sponsored by the Association for Educational Communications and Technology AECT The fifteen chapters were developed by leaders in the field and represent the most updated and cutting edge methodology in the areas of instructional design and instructional technology The broad concepts of design design thinking the design process and the design studio are identified and they form the framework of the book This book advocates the conscious adoption of a mindset of design thinking such as that evident in a range of divergent professions including business government and medicine At its core is a focus on planning inventing making and doing Cross 1982 all of which are of value to the field of educational technology Additionally the book endeavors to develop a deep understanding of the design process in the reader It is a critical skill often drawing from other traditional design fields An examination of the design process as practiced of new models for design and of ways to connect theory to the development of educational products are all fully explored with the goal of providing guidance for emerging instructional designers and deepening the practice of more advanced practitioners Finally as a large number of leading schools of instructional design have adopted the studio form of education for their professional programs we include this emerging topic in the book as a practical and focused guide for readers at all levels

Reculturing Museums Doris B. Ash, 2022-02-27 Reculturing Museums takes a unified sociocultural theoretical approach to analyze the many conflicts museums experience in the 21st century Embracing conflict Ash asks What can practitioners and researchers do to create the change they want to see when old systems remain stubbornly in place Using a unified sociocultural cultural historical activity theoretical approach to analyzing historically bound conflicts that plague museums each chapter is organized around a central contradiction including finances Who will pay for museums demographic shifts Who will come to museums the roles of narratives Whose story is it ownership of objects Who owns the artifact and learning and teaching What is learning and how can we teach equitably The reculturing stance taken by Ash promotes social justice and equity making change first within museums called inreach rather than outside the museum called outreach challenges existing norms is sensitive to neoliberal and deficit ideologies and pays attention to the structure agency dialectic Reculturing Museums will be essential reading for academics students museum practitioners educational researchers and others who care about museums and want to ensure that all people have equal access to the activities objects and ideas residing in them



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