

PROGRAM OF LECTURES

Thematic units and texts for the lectures on Activity Theory at MSUPE, Moscow 21-25.11.2011.

Developmental Work Research methodology and the Change Laboratory method

1. The starting point of the development of developmental work research methodology: activity-theory based didactics for in-house developers

Concepts:

- * types of orientation bases
- * didactic realization of the cycle of remediation in instruction

Text:

1 Engeström, Y. (1994). Training for Change. New approach to instruction and learning. Geneva: International Labour Office.
Ch 1. pp. 5-36; ch 4, pp. 51-78.

2 The first ideas of Developmental Work Research methodology

Concepts:

- * historical types of activity
- * conceptions of activity
- * levels of activity
- * ethnographic study of work and the stimulated recall method

Text:

2 Engeström, Y. & Engeström, R. (1986) Developmental work research

3. The theory of expansive learning

Concepts:

- * activity system
- * types of inner contradictions in activity
- * cycle of expansive transformation of an activity
- * instruments of expansion

Texts:

3.1 Engeström, Y. (1987). Learning by expanding. Orienta-Konsultit Oy.
<http://lchc.ucsd.edu/mca/Paper/Engestrom/expanding/toc.htm> pp. 73-91 The

evolution of activity

- 3.2 Yrjö Engeström & Annalisa Sannino (2010). Studies of expansive learning: Foundations, findings and future challenges. *Educational Research Review* 5 (1), 1–24.
- 3.3 Yrjö Engeström & Annalisa Sannino, (2011) Discursive manifestations of contradictions in organizational change efforts: A methodological framework, *Journal of Organizational Change Management*, Vol. 24 (3), 368 – 387.

4. Developmental Work Research Methodology

Concepts

The methodological cycle of DWR

Text:

- 4.1 Engeström, Y. (1987). Learning by expanding. *Oriente-Konsultit Oy*.
<http://lchc.ucsd.edu/mca/Paper/Engestrom/expanding/toc.htm> pp. 321-336 The cycle of expansive methodology
- 4.2 Engeström, Y. (2000). From individual action to collective activity and back. *Developmental work research as an interventionist methodology*. In Paul Luff, Jon Hindmarsh & Christian Heath (Eds.). *Workplace studies: recovering work practice and informing system design*. Cambridge: Cambridge University Press, 150-167.
- 4.3 Engeström, Y. (1991). Introduction. *The Quarterly Newsletter of the Laboratory of Comparative Human Cognition* 13 (4), 79.
- 4.4 Virkkunen, J. (1991). Towards transforming structures of communication at work: The case of Finnish labor protection inspection. *The Quarterly Newsletter of the Laboratory of Comparative Human Cognition* 13 (4), 97-106.
- 4.5 Virkkunen, J. & Kuutti, K. (2000). Understanding organizational learning by focusing on "Activity Systems".

5. Communication and level of collaboration at work

Concepts:

- * coordination, communication, co-operation
- * script
- * disturbances and ruptures in communication

Texts:

- 5.1 Engeström, Y. (1999). Communication, Discourse and Activity. *The Communication Review* 3 (1-2), pp. 165-185.
- 5.2 Engeström, Y., Brown, K., Christopher, L.C. & Gregory, J. (1991). Coordination, cooperation and communication in the Courts: Expansive transitions in legal work. *The Quarterly Newsletter of the Laboratory of Comparative Human Cognition* 13 (4), 88-96.

6. The Change Laboratory method and expansive learning actions

Concepts:

- * double stimulation

- * expansive learning actions
- * the change laboratory method

Texts:

- 6.1 Engström, Virkkunen, Pihlaja, Helle, Poikela. (1996). Change Laboratory as a Tool for Transforming Work. *Life Long Learning in Europe* 1 (2), 10-17.
- 6.2 Engeström, Y. Putting Vygotsky to Work: The Change Laboratory as an application of double stimulation. In Harry Daniels, Michael Cole, James V. Wertsch (Eds.). *The Cambridge Companion to Vygotsky*. Cambridge: Cambridge University Press, pp. 383-427.

7. Third generation of activity theory and the Boundary Crossing Laboratory

Concepts

- * coconfiguration
- * knotworking
- * boundary crossing

Texts:

- 7.1 Engeström, Y. Engeström, R. & Vähäaho, T. (1999). When the center does not hold: The importance of knotworking. In Chaiklin, S. Hedegaard, M. & Jensen, U.J. (Eds.) *Activity Theory and Social Practice: Cultural-Historical Approaches*. Aarhus University Press, 345-374.
- 7.2 Engeström, Y (2007). Enriching theory of expansive learning: Lessons from a journey toward co-configuration. *Mind, Culture and Activity* 14 (1-2), pp- 23-39.
- 7.3 Virkkunen, J. (2006). Hybrid agency in co-configuration work, *Outlines* 8, pp.61-75