

Invitation to institutions to present research workplace learning

Introduction

Center for Research on Activity, Development, and Learning (CRADLE) works under the auspices of the Institute of Behavioral Sciences, University of Helsinki. The purpose of CRADLE is to create a strong research community on a national and international level enhancing activity-theoretical and socio-cultural research. Center is lead by professors Yrjö Engeström and Kai Hakkarainen.

Main research topics in main fields within the field of learning in working life /workplace - public, private sectors, healthcare, industrial etc. (last 5 years)

CRADLE has five professors with respective research groups. Yrjö Engeström: *New Forms of Work and Learning*; Kai Hakkarainen: *Collective Intelligence*; Reijo Miettinen: *Distributed Innovations and Transformation of Research Work*; Pirita Seitamaa-Hakkarainen: *Craft, Design, and Learning*; Jaakko Virkkunen and Kirsti Launis: *Interventions for the Formation of New Concepts in Organization*

Main projects, links to webpages (last 5 years)

The projects of the research groups, the senior researchers, and the doctoral students are found at: <http://www.helsinki.fi/cradle/researchers.htm>

Important partners

International

[Laboratory of Comparative Human Cognition at University of California](#), San Diego.

Research centers based on activity theory and socio-cultural approaches at

University of [Bath](#) and University of [Oxford](#) (United Kingdom) and [Kansai University](#) (Osaka, Japan).

The main scientific community is ISCAR International Society for Cultural and Activity Studies.

National

CRADLE works in a close collaboration with work organizations, educational institutions, and organizations pursuing investigative developmental consulting (including the [Finnish Institute of Occupational Health](#) and [Verve Consulting](#)). The Center continues and expands its collaboration with polytechnics (universities of applied sciences), developing and investigating pedagogical solutions that cross boundaries between education and work.

References (2009-2010, international, published books, articles and chapters)

- Daniels, H., Edwards, A., Engeström, Y., Gallagher, T. & Ludvigsen, S. R. (Eds.) (2010). *Activity theory in practice: Promoting learning across boundaries and agencies*. London: Routledge.
- Nummijoki, J. & Engeström, Y. (2010). Towards co-configuration in home care of the elderly: Cultivating agency by designing and implementing the mobility agreement. In H. Daniels, A. Edwards, Y. Engeström, T. Gallagher & S. R. Ludvigsen (Eds.), *Activity theory in practice: Promoting learning across boundaries and agencies*. London: Routledge, pp. 49-71.
- Sannino, A. (2010). Breaking out of a professional abstraction: The pupil as materialized object for trainee teachers. In V. Ellis, A. Edwards & P. Smagorinsky (Eds.), *Cultural-historical perspectives on teacher education and development: Learning teaching*. London: Routledge, pp. 146-159.
- Virkkunen, J., Mäkinen, E. & Lintula, L. (2010). From diagnosis to clients: constructing the object of collaborative development between physiotherapy educators and workplaces. In H. Daniels, A. Edwards, Y. Engeström, T. Gallagher & S. R. Ludvigsen (Eds.), *Activity theory in practice: Promoting learning across boundaries and agencies*. London: Routledge, pp. 9-24.
- 2009**
- Engeström, R. (2009). Who Is Acting in an Activity System. In A. Sannino, H. Daniels & K. Gutiérrez (Eds.) *Learning and Expanding with Activity Theory*. Cambridge: Cambridge University Press, pp. 257–273.
- Engeström, Y. (2009). Wildfire activities: New patterns of mobility and learning. *International Journal of Mobile and Blended Learning*, 1(2), 1-18. [Abstract online](#).
- Engeström, Y. (2009). From learning environments and implementation to activity systems and expansive learning. *Actio: An International Journal of Human Activity Theory*, 2, 17-33. [Available online](#).
- Engeström, Y. (2009). The future of activity theory: A rough draft. In A. Sannino, H. Daniels & K. D. Gutiérrez (Eds.), *Learning and expanding with activity theory*. Cambridge: Cambridge University Press, pp. 303-328.
- Engeström, Y., Niemelä, A.-L., Nummijoki, J. & Nyman, J. (Eds.) (2009). *Lupaava kotihoito. Uusia toimintamalleja vanhustyöhön [Promising Home Care: New Models for Work with the Elderly]*. Jyväskylä: PS-kustannus.
- Hakkarainen, K. (2009). A knowledge-practice perspective on technology-mediated learning. *International Journal of Computer-Supported Collaborative Learning*, 4(2), 213–231. [DOI - Available online](#).
- Hakkarainen, K. (2009). Three generations of research on technology-enhanced learning. *British Journal of Educational Technology*, 40, 879-888. [DOI - Available online](#).
- Hakkarainen, K. & Olson D. R. (2009). Uses of evidence by professionally and scientifically trained investigators. *European Review of Applied Psychology*, 59, 253-264. [DOI - Available online](#).
- Hakkarainen, K. & Paavola, S. (2009). Toward a triological approach to learning. In B. Schwarz, T. Dreyfus, & R. Hershkowitz (Eds.) *Transformation of Knowledge Through Classroom Interaction* (pp. 65-80). London: Routledge.
- Kaatrakoski, H. (2009). Bridging Activity Theory and Critical Discourse Analysis: Four Studies of Finnish Public and Third Sector Organisations. Working papers 3/2009. Helsinki: CRADLE, University of Helsinki.
- Käyhkö, L. (2009). Entrepreneurship as a learning challenge to the school and local community: A long-term study from entrepreneurship high school. Working papers 4/2009. Center for Research on Activity, Development, and Learning. University of Helsinki.
- Laamanen, T. & Seitamaa-Hakkarainen, P. (2009). Sources of Inspiration and Mental Image in Textile Design Process. *Art, Design and Communication in Higher Education*. vol 7/2. 105-199. [DOI - Available online](#).
- Muukkonen, H., & Lakkala, M. (2009). Exploring metaskills of knowledge-creating inquiry in higher education. *International Journal of Computer-Supported Collaborative Learning*, 4(2), 187–211. [DOI - Available online](#).
- Mwanza-Simwami, D., Engeström, Y., & Amon, T. (2009). Methods for evaluating learner activities with new technologies: Guidelines for the Lab@Future project. *International Journal on E-Learning*, 8(3), 361-384.
- Pohjola, P. (2009) *Technical Things: An essay on the social constitution of technical artefacts*, Köln: Lambert Academic Publishing.
- Pereira-Querol, M. A. & Seppänen, L. (2009) Learning as changes in activity systems: The emergence of on-farm biogas production for carbon credits. *Outlook on Agriculture* Vol 38, No 2, 2009, pp 147–155. [Available online](#).
- Rainio, A. P. (2009). Horses, girls, and agency. Gender in play pedagogy. Paper accepted to publication *Outlines - Critical Social Studies*, 1, 27–44. [Available online](#).
- Sannino, A., Daniels, H. & Gutierrez, K. (Eds.) (2009). *Learning and expanding with activity theory*. Cambridge: Cambridge University Press.
- Toiviainen, H. & Engeström, Y. (2009). Expansive learning in and for work. In Harry Daniels, Hugh Lauder and Jill Porter (Eds), *Knowledge, Values and Education Policy: A critical perspective*. New York: Routledge, 95-109.
- Toiviainen, H., Kerosuo, H. & Syrjalä, T. (2009). "Development Radar": The co-configuration of a tool in a learning network. *Journal of Workplace Learning*, 21, 7, 509 - 524
- Tuunainen, J. & Knuuttila, T. (2009). Intermingling Academic and Business Activities - A New Direction for Science and Universities? *Science, Technology, & Human Values*, 34, 6, 684-704.
- Virkkunen, J. (2009). Two theories of Organizational Knowledge Creation. In Sannino, A., Daniels, H. & Gutiérrez, K. D. *Learning and Expanding with Activity Theory*. Cambridge: Cambridge University Press, 144-159.

In what ways are WPL addressed / included in educational programs at your university

WPL is one of the focus areas of University of Helsinki through the Developmental Work Research and the theory of expansive learning (Engeström, 1987). CRADLE is responsible for the Doctoral Program of Adult Education and Developmental Work Research (part of the national graduate school of educational research [KASVA](#)) as well as for the Master's Program of Adult Education and Work Development ([ATMO](#)).

Contact persons

Hanna Toiviainen, senior researcher, hanna.toiviainen@helsinki.fi