NVL Forskernetværk
Læring i Arbejdsliv
København, November 23-24, 2009

Hanna Toiviainen

University of Helsinki

CRADLE Center for Research on Activity, Development and Learning

Research on Learning in Worklife

- Development of worklife is a scattered field
  - ca. 140 actors (Database of worklife research and development)
- Theoretical research on worklife learning is done in universities, mainly (some topical themes)
  - University of Jyväskylä (work, identity and learning, incl. aging)
  - University of Tampere (Learning of vocational proficiency and professional growth; Vocational education learning environments)
  - Helsinki University of Technology, Work Psychology and Leadership (Knowledge, competences and networks)
  - University of Helsinki, CRADLE Center for Research on Activity, Development, and Learning

CRADLE

- Merger of *Center for Research on Activity Theory and Developmental Work Research* and the *Centre for Research on Networked Learning and Knowledge Building*
- Doctoral Program of Adult Education and Developmental Work Research (part of the national graduate school of educational research) and Master's Program of Adult Education and Work Development
- http://www.helsinki.fi/cradle/

CRADLE Research foci /worklife learning

- Human activity in societal and cultural contexts across everyday life, school, work, and communities of science and culture
- Technology-intensive knowledge practices in educational systems and working life; expansion and augmentation of human activity potentials by relying on collaborative learning supported by information and communication technologies
- Human activity in heterogeneous networks that break organizational, institutional, cultural, and national boundaries by means of various epistemic instruments
- New forms of work and organization of activity within a globalizing world; human potentials of guiding the development of their activities within global organizations
- Pursuit of innovation, design and social creativity as challenges of work and learning

The Finnish Graduate School in Education and Learning (FiGSEL/KASVA)

- Financed by the Ministry of Education and the Academy of Finland.
- Research on education, training and learning along with researcher training
- The doctoral schools of FiGSEL are:
  - Doctoral Programme on Education, Knowledge and Culture
  - Doctoral Programme of Comparative Research on Educational Policy, Economy and Assessment
  - Doctoral Programme on Learning, Learning Contexts and Teacher Education
  - Doctoral Programme on Developmental Work Research and Adult Education

Doctoral Programme on Developmental Work Research and Adult Education (CRADLE 2009)

- Dissertations, examples/FiGSEL/Worklife learning
  - **Marianne Teräs** 2007: Intercultural Learning and Hybridity in the Culture Laboratory
  - **Sampsa Hyysalo** 2004: Uses of Innovation: Wristcare in the Practices of Engineers and Elderly
  - **Anne Puonti** 2004: Learning to work together: Collaboration between authorities in economic-crime investigation
  - **Laura Seppänen** 2004: Learning challenges in organic vegetable farming. An activity-theoretical study of on-farm practices
  - **Hanna Toiviainen** 2003: Learning across levels: Challenges of collaboration in a small-firm network
  - **Eveliina Saari** 2003: The Pulse of Change in Research Work. A Study of Learning and Development in a Research Group

- **Publications/CRADLE** (see more http://www.helsinki.fi/cradle/)

- Daniels, H., Edwards, A., Engeström, Y. , Gallagher, T. & Ludvigsen, S. R. (Eds.) (2009). *Activity theory in practice: Promoting learning across boundaries and agencies.* London: Routledge.

- Engeström, Y. (2009). Wildfire activities: New patterns of mobility and learning. *International Journal of Mobile and Blended Learning,* 1(2), 1-18.

- 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.

- Engeström, Y. (2008). From teams to knots: Activity-theoretical studies of collaboration and learning at work. Cambridge: Cambridge University Press.

- Miettinen, R., Lehenkari, J. & Tuunainen, J. (2008) Learning and network collaboration in product development: How things work for human use. Management Learning, 39, 2, 203-219.

- Nummijoki, J. & Engeström, Y. (2009). Towards co-configuration in home care of the elderly: Cultivating agency by designing and implementing the mobility agreement. In H. Daniels, A.

- 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.

- 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. & Syrjälä, T. (2009). "Development Radar": The co-configuration of a tool in a learning network. Journal of Workplace Learning, 21, 7, 509 - 524

- Virkkunen, J. & Ahonen, H. (in press). Changing an activity expansively through theoretical-genetic reflection – the Change Laboratory intervention method. Journal of Organizational Change Management.

- Virkkunen, J., Mäkinen, E. & Lintula. L. (2009). From diagnosis to clients: constructing the object of ollaborative developent between physiotherapy educators and workplaces. In Daniels, Edwards, Engeström, Gallagher & Ludvigsen (Eds.) Activity Theory in Practice, London: Routledge, 9-24.

- Murtonen, M., Olkinuora, E., Palonen, T., Hakkarainen, K., & Lehtinen, E. (2008). Motivational orientations at work. International Journal of Educational Research, 47, 213-222.

Conference on May 23-25, 2010

- *Theme: **"Perspectives on social creativity, designing and activity"***
- The **Nordic** Conference on Activity Theory and the Fourth Finnish Conference on Cultural and Activity Research (FISCAR10) will be held in Helsinki, at Aalto University School of Art and Design, on May 23-25, 2010. Submission deadline: 15.12.2009 (both Finnish and English submissions are acceptable)

Three types of projects and their potential for outcomes on different levels of efficiency
(Tuomo Alasoini 2007)

Level	User-based project	Method-based project	Learning network-based project
First-order outcomes	+++	++	+/++
Second-order outcomes	++/+++	+/++	+/++
Generative outcomes	+	++	++/+++
Infrastructure level outcomes	+	++	++/+++

+++ = high potential
++ = relatively high potential
+ = some potential

Learning Network example: Forum for In-house Development

- Learning requires long-term cooperation and commitment
  - Co-configurative process of 18 months based on the guided steps in the "cycle of expansive learning"
  - Enhancement of workplace development project by each participant
- Learning takes place on multiple levels
  - Workplace level
  - Local tutoring level
  - Networkshop level
  - Extended networkshop level (with workplace management)
- Learning is facilitated by tools and practices that make the process observable and shareable for the participants
  - Workshop series
  - Intermediate learning tasks and tutoring
  - Models, concepts