

PEDAGOGY IN HIGHER EDUCATION

What can Cultural Historical Activity Theory (CHAT) contribute to the solution of the problems facing higher education today? This edited volume brings together the work of an international group of scholars and researchers to address this important question. Drawing on contemporary interpretations of CHAT, the contributors take on a wide scope of issues, ranging from pedagogy to administration and from teacher preparation to university outreach. An introduction presents the key principles of CHAT. Subsequent chapters address such issues as effective ways of teaching large undergraduate classes, providing support for struggling writers or for students with disabilities, opening up opportunities for students from historically underserved communities, preparing students for the professions, and building bridges between higher education and the wider community. Readers with an interest in higher education will encounter ideas in these chapters that will prompt them to rethink their role in preparing today's students for tomorrow's challenges.

Gordon Wells is Professor of Education Emeritus at the University of California, Santa Cruz. As an educator, his particular interest is in fostering dialogic inquiry as an approach to learning and teaching at all levels, based on the work of Vygotsky and other sociocultural theorists.

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Pedagogy in Higher Education

A Cultural Historical Approach

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Anne Edwards is the director of the Department of Education at the University of Oxford and with Viv Ellis convenes the Oxford Centre for Sociocultural and Activity Theory Research (OSAT). She is also a visiting professor at the University of Oslo. She has worked in the area of professional learning, using a CHAT perspective, for the last twenty years. Her most recent research and publications focus on the relational aspects of expertise in interprofessional collaborations on complex problems. She is also one of the founding editors of *Learning, Culture and Social Interaction*, a new journal published by Elsevier.

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Anton Havnes is a professor at the Centre for the Study of Professions at Oslo and Akershus University College for Applied Sciences. His main interests of research are learning and assessment in higher education, professional education, workplace learning, and educational development in higher education.

Geoff Hayward is the head of the School of Education at the University of Leeds. Previously he worked in the Department of Education at the University of Oxford where he was the director of research; the associate director of the ESRC Research Centre for Skills, Knowledge and Organisational Performance (SKOPE); and a director of the Nuffield 14–19 Review of Education and Training. His research interests include vocational education and training policy and practice, higher education–business interaction, and sociocultural theory.

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Natalie Lundsteen is a higher education researcher and consultant. She received her doctorate from the University of Oxford and is currently a research associate in the Oxford Centre for Sociocultural and Activity Theory Research (OSAT) in the Department of Education at the University of Oxford and a research associate in the Centre for Skills, Knowledge and Organisational Performance (SKOPE) at the University of Oxford and Cardiff University. Her current research projects focus on the development of expertise in practices, student development theory, and university student transition experiences.

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Honorine Nocon (PhD, University of California, San Diego) is an associate professor of linguistically diverse education at the University of Colorado, Denver, and the associate dean for Teaching and Learning in the School of Education and Human Development. Nocon uses qualitative methods and a sociocultural historical lens in her research on the development of language, culture, and content knowledge in contexts in which people from diverse culture groups interact. An ethnographer of formal and informal learning contexts, Nocon is an affiliate scholar with the Laboratory of Comparative Human Cognition at the University of California, San Diego.

David R. Russell is a professor of English in the rhetoric and professional communication area at Iowa State University. He has published widely on writing in the disciplines and professions, international writing instruction, and computer-supported collaborative learning. All are theorized with Cultural Historical Activity Theory and genre theory. His book, *Writing in the Academic Disciplines: A Curricular History*, examines the history of American writing instruction since 1870. He coedited a special issue of *Mind, Culture, and Activity* on writing research, *Writing Selves/Writing Societies: Research from Activity Perspectives*, and *Writing and Learning in Cross-National Perspective: Transitions from Secondary to Higher Education*.

Holli A. Tonyan (PhD) is an assistant professor of psychology at California State University, Northridge. After completing undergraduate studies in psychology at Carleton College, she completed graduate psychological studies

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Chandra Turpen is a research associate at the University of Maryland, College Park. She completed her PhD in physics at the University of Colorado at Boulder, specializing in physics education research. Chandra's work involves designing and researching contexts for learning within higher education. In her research, Chandra draws from the perspectives of anthropology, cultural psychology, and the learning sciences. Through in situ studies of classroom and institutional practice, Chandra focuses on the role of culture in science learning and educational change. Chandra pursues projects that have high potential for leveraging sustainable change in undergraduate STEM programs and makes these struggles for change a direct focus of her research efforts.

Gordon Wells is a professor of education at the University of California, Santa Cruz. His particular interests are fostering dialogic inquiry as an approach to learning and teaching at all levels, based on the work of Vygotsky and other sociocultural theorists. Previously, he was the director of the Bristol Study of Language Development (1969–84) and a professor at the Ontario Institute for Studies in Education/University of Toronto (1984–2000), where he was involved in a collaborative action research project, "Developing Inquiring Communities in Education" (DICEP), funded by the Spencer Foundation. Previous books he has authored include *The Meaning Makers* (second edition), *Multilingual Matters* (2009); *Dialogic Inquiry*, (Cambridge University Press 1999); and *Action, Talk and Text: Learning and Teaching through Inquiry* (Teachers College Press 2001).

Deborah Downing Wilson is a research associate in the Laboratory of Comparative Human Cognition and a lecturer at the University of California, San Diego. Her research, writing, and teaching explore the intersection of education, culture, and communication, with a focus on the social and intellectual development of university students. Her ethnographic research is conducted among undergraduates engaged in academic activities in intercultural settings, both on and off the university campus. She is particularly interested in experiential learning, in facilitating the transition from student life to engaged citizenship, and in promoting the smooth deployment of university-acquired knowledge in the larger social arena.