

#### WORKING RELATIONALLY IN AND ACROSS PRACTICES

Three core ideas are at the heart of this book: relational expertise, the capacity to interpret problems with others; common knowledge, which consists of knowing what matters for professionals in other practices; and relational agency, using that common knowledge to take action with others. These ideas are based in cultural-historical approaches to learning and change and give coherence to the arguments presented. This is not a recipe book; the ideas are offered as resources for reflecting on and developing professional and research practices and the conditions in which they occur.

Anne Edwards writes extensively on cultural-historical theory and professional learning. Joining the Oxford Department of Education after chairs at Leeds and Birmingham, she co-founded the Centre for Socio-cultural and Activity Theory Research. She holds honorary doctorates from Helsinki and Oslo for her work on relational expertise. She has been President of the British Educational Research Association and Editor of the *British Educational Research Journal*. She also co-edited *Mind Culture and Activity* and is a founding editor of *Learning, Culture and Social Interaction*. She is currently researching social inclusion in Chile, South Africa and the United Kingdom.

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# Working Relationally in and across Practices

A CULTURAL-HISTORICAL APPROACH TO  
COLLABORATION

*Edited by*

Anne Edwards

*Oxford University*



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## Notes on Contributors

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### BIPANA BANTAWA

Bipana Bantawa recently completed her DPhil from Oxford University. Her thesis followed the knowledge production structures and processes within Galaxy Zoo, a large-scale online Big Data citizen science initiative based at Oxford. The DPhil research drew on cultural-historical theory to examine how the work and expertise of scientists evolved in these new practices, while in her earlier MSc thesis she used activity theory to identify key challenges in integrating the One Laptop Per Child programme in classrooms in Nepal.

### FABIAN CAMPOS

Fabian Campos is Department Coordinator for Field Experiences and Student Teaching in the School of Psychology at the Pontificia Universidad Católica de Valparaíso, where he is also undertaking a PhD. Recent coauthored publications include ‘Excellence in School Principal Preparation’ (*Perspectiva Educacional*, 2014); ‘Stories of Learning and Training of Eight School Principals’ (*Recherches en Education*, 2013); and ‘Development of Educational Leadership’ (*Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 2012).

## FREDA DANIELS

Freda Daniels is Senior Lecturer in the Division for Lifelong Learning at the University of the Western Cape, where she is the university's Continuing Education Programme Coordinator. Freda is also undertaking a PhD focusing on a critical analysis of continuing professional development (CPD) in the public health sector. Using a cultural-historical lens, the study investigates the relationship between public health practitioners' motives for CPD participation and the development of relational agency.

## CATHERINE DOLAN

Dr Catherine Dolan is Reader in Anthropology at SOAS, University of London, and a Visiting Scholar at Saïd Business School at the University of Oxford. As an anthropologist, she specialises in the social and political economy of development, primarily in Africa, and over the past fifteen years has directed and researched interdisciplinary programmes on poverty, globalisation, commodity chains, rural livelihoods, corporate social responsibility and gender. Her work is concentrated in three main areas: changing relationship between the public and private sectors in international development; corporate governance of global value chains; and sustainability.

## IRIS DUHN

Iris Duhn is a Senior Lecturer at Monash, where she leads the early years course. Her research interests focus on the globalisation and professionalisation of early childhood and on education for sustainability.

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Anne is Professor Emerita at the University of Oxford Department of Education and a Fellow of St Hilda's College. She holds Doctorates *honoris causa* from the Universities of Helsinki and Oslo and has been President of the British Educational Research Association. She was cofounder of the Oxford Centre for Sociocultural and Activity Theory Research and draws on cultural-historical approaches in her work on learning in the professions, a topic on which she has published extensively.

## YRJÖ ENGSTRÖM

Yrjö Engeström is Professor of Adult Education and Director of the Center for Research on Activity, Development and Learning (CRADLE) at the University of Helsinki. He is known for his work on cultural-historical activity theory and the theory of expansive learning. In his research, he uses the methodology of formative interventions, particularly the Change Laboratory, to facilitate expansive learning in organisations, communities and social movements.

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## KAI HAKKARAINEN

Dr Kai Hakkarainen is Professor of Education at the Institute of Behavioral Sciences, University of Helsinki. With his colleagues, he has, for twenty years, investigated personal and collaborative learning processes at all levels, from elementary to higher education. Many investigations have included a strong theoretical component and have addressed how learning and human intellectual resources can be expanded using collaborative technologies based on the information and communication technologies. During recent years, Hakkarainen's research activity has expanded towards investigating personal and collective learning processes taking place in knowledge-intensive organisations, including innovative private corporations and academic research communities.

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## NICK HOPWOOD

Dr Nick Hopwood is a Senior Lecturer at the University of Technology Sydney, School of Education. He draws on cultural-historical and sociomaterial theories in studies of learning in a range of contexts, including schools, universities and health settings. Nick is author of several books as well as numerous book chapters and journal articles on substantive, theoretical and methodological topics.

## KAISA HYTÖNEN

Kaisa Hytönen, MEd, is a PhD student pursuing her dissertation at the Department of Teacher Education, University of Turku, Finland. In her study, she examines expert networks as learning environments in the context of bridging working life and academic expertise. Her special interests are professional learning, expertise studies and social expert networks. She is currently working as a project coordinator in a project called Early Stage Researchers at the Human Resources, University of Turku.

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## CARMEN MONTECINOS

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Dr Rai is Assistant Professor at Ambedkar University Delhi. In the past he has been associated as Senior Fellow (Research) with the Royal Academy, Paro, Bhutan, and Professor and Assistant Director in the Academic Unit of Central Board of Secondary Education, Delhi. His PhD at the Oxford University Department of Education in 2014 investigated the role of building and using of common knowledge to inform pedagogical practices in primary school classrooms. His research draws largely upon cultural-historical activity theory.

## KATE ROLL

Dr Kate Roll a Research Fellow at the Saïd Business School, University of Oxford. She is also a Research Associate at the Centre for International Studies and a Lecturer in Empirical Politics for Somerville College, University of Oxford. Kate’s research is divided into two main streams, reflecting both her background in international development and interest in postconflict recovery. While distinct, both areas look to transitions: the mechanics and politics of how people move out of poverty or rebuild their lives following war. Her research shares an analytical focus on power, resources, social networks and identity.

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Dr Annalisa Sannino is University Lecturer at the Center for Research on Activity, Development and Learning (CRADLE) in the Institute of Behavioural Sciences at the University of Helsinki. Her research is primarily focused on understanding the emergence of transformative agency as a dialectical process of mastering historical contradictions and related conflicts of motives. Her work aims at showing how this form of agency can be discursively identified, supported and enhanced in formative interventions.

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