

# Engelske resuméer

## **Introduction to Situated learning and changing practice**

Lene Tanggaard and Erik Axel

### **Abstract**

Jean Lave has through her career developed a notion about learning as engagement in ongoing practice. We compare two steps on the way, an early draft which was published in the present journal in 1988, and the monography itself *Situated learning*, thereby setting the scene for the following paper. In the article learning is the result of a person getting access to a practice and making its problems its own, thereby learning. In the monography there is more focus on the circumstance that participants in practice reproduce it by engaging new participants, and that practice is developed by a process through which the newcomers learn in a nearly unavoidable conflict with veterans by engagement in practice. Thereby contradictions in practice become more central theoretically, which is stressed in the following paper. In relation to the reception in Denmark we point at two central notions in the conception, decentering and the perspective of the participant. They both contribute to perform the analysis of learning processes in a concrete and situated way and from the

perspective of the learner. Furthermore we sketch out a difference in the Danish reception between researchers with a background in Aarhus University, where the researchers more clearly take up issues of apprenticeship, and researchers with a background in Copenhagen University, where the researchers take up issues of learning in everyday practice.

*Keywords:* learning as engagement in ongoing practice, situated learning, apprenticeship, decentering and perspective of the participant.

## **Situated learning and changing practice**

Jean Lave

### **Abstract**

The author looks back upon her intentions with Lave and Wenger's monography "*Situated learning*" and discusses it in relation to the way, the concept has been received by economic and organizational scientists. Especially the notion of community of practice is reflected upon. Many theoreticians have understood communities of practice as harmonic communities which can facilitate innovation, for example. The author distances herself from such notions and stresses that the notion was a

way not to reduce social life only to its interpersonal transactions, interactions, and problem solving activities. It was therefore intended as an analytical notion, a hat, which should cover the concept of legitimate, peripheral participation, and concepts of class, gender and ethnicity. They were tools with which to open the investigation for those contradictory and conflictual perspectives, whereby the interaction between newcomers and oldtimers reproduces and changes practice and develop identities. The author stresses that the vision of learning as engagement in praxis can only be unfolded, when you stick to notions about contradictory changing practice.

*Keywords:* Situated learning, changing practice, communities of practice, legitimate peripheral participation, class, gender, ethnicity, oldtimers and newcomers.

#### **Committing oneself as an aspect of social processes of learning**

Pernille Juhl

##### **Abstract**

Through analysis of empirical examples, the paper shows how Dreier's concept of stance can be connected to processes of learning in everyday life. The empirical examples come from an investigation of parents' learning while they live in a family institution for a limited time. The investigation was undertaken in connection with the author's master thesis in psychology. Through analysis of the empirical material it is demonstrated in the paper how a mother learns in other contexts and in other processes of learning than the one the pedagogues in a family institution arrange for her. The professionals pose limited learning tasks, which the parents must relate to. The professionals' concern has an impact on parents' possibilities for learning. The more concern for a family, the more the

control of the performance of the task. This has implications for the processes of learning the parents go through. The more parents give cause for concern the more difficulties they have in combining institutional life and the remaining everyday life. In the analysis we gain insight to a mother's life, about which the pedagogues are concerned, and whose everyday life changes over time. She is presented with limited tasks, while at the same time in her changed everyday life she must commit herself to the changing conditions and thereby change her conditions and possibilities for learning. The paper is thereby a contribution to the theoretical discussions about learning as situated processes in everyday life. At the same time the paper is critical in relation to processes of learning in pedagogical practice, which are often organized as individual and prearranged processes without a concrete investigation of the concrete practice of everyday life.

*Keywords:* Situated learning, stance, family work, everyday life, pedagogical practice.

#### **Changing everyday life – disruptions and processes of learning in the life of cancer patients**

Anne Prip og Rikke Liljegren

##### **Abstract**

The article shows how people's everyday lives are disrupted and transformed as a result of contracting cancer and being treated for it. This means that everyday life needs to be established under novel conditions. This reorientation can be described as a learning process for the cancer patient, where s/he learns to live and participate in a much different way than before. The article includes a discussion of the concept of rehabilitation and of the existing practice of rehabilitation. In conclusion, the article emphasizes the importance of rehabili-

tation efforts being rooted in the actual lived contexts of the cancer patient.

*Keywords:* Cancer patients, everyday life, rehabilitation, learning processes.

### **Participation in the practice of evaluation in the Danish public school**

Kristine Kousholt

#### **Abstract**

The paper is a slightly revised version of my defence for the dissertation "To be evaluated. Participation in the practice of evaluation in public schools". The defence took place at the Danish School of Education, Aarhus University, Dec 17th 2009.

In the paper is presented first a short and rather general presentation of the methodical, empirical, and theoretical foundation of the dissertation. Thereupon follows a short sketch of how the use of evaluation has developed in the Danish public school. Next, three empirical analyses from the dissertation is presented, and the text concludes with hopes specifically for the practice of evaluation, and in general for the structuring of competence by public schools.

*Keywords:* The practice of evaluation in the Danish public school, participation, competence, communities, being responsible for one's own learning.

### **An Investigation of career guidance in communities**

Rie Thomsen

#### **Abstract**

Career guidance is an expanding practice. Career guidance takes place as educational and professional guidance by local authorities, as counseling choice of education, as occupa-

tional guidance in job centres and counseling choice of job for employed workers as well as unemployed people in private agencies.

This paper is a slightly revised edition of the author's defense of her PhD dissertation "Guidance in communities – career guidance from a participant perspective." Here selected guidance practices are explored with methods and concepts from critical psychology. One purpose of the dissertation and this paper is to contribute to the development of guidance practice by discussing the implication of the fact:

- that often career guidance is perceived and arranged as individual interviews and criticized for its contribution to individualization.
- that understanding clarification and motivation for participation in education is tied to concrete participation in communities, instead of understanding clarification and motivation for participation in education as an inner proces, facilitated through interview and reflection.

*Keywords:* communities, participation, forms of arrangement, supervisor functions, educational and vocational guidance, career choice.

### **Care for socially exposed children – an analysis of pedagogues' competences and of pedagogical work with socially exposed children in day-care centres**

Kirsten Elisa Petersen

#### **Abstract**

This article is a summary of the authors' PhD dissertation, which focuses on professional pedagogues' work with socially exposed children in day-care centres. The article presents the scope, method and main results of the project. The project is part of Danish research in professional work which includes the research

tradition of non-scholastic learning, and is at the same time founded on the theory of critical psychology with a specific focus on developing knowledge from the perspectives of subjects. Four day-care centres have been selected and professional pedagogues have been involved in a praxis research perspective.

*Keywords:* research in professional work, socially exposed children, day-care centres, praxis research, critical psychology, sociocultural theory of learning, childhood research

### **Mobile governing technologies and their effects for professional subjectification**

Katia Dupret Søndergaard

#### **Abstract**

The paper demonstrates through the introduction of the concept of “technology as continuum” and analytical examples, how the generation of a new therapeutic practice (Open Dialogue) in adult psychiatry and its effect on the possibilities for the professionals’ subjectification can be understood. “Technology as possibility” is here defined as a concept, which includes the following: 1. It is not known in advance how a technology is collected and created locally, and how it connects to the social and material environment. Therefore it is necessary to investigate it empirically in order to know its governing effects. 2. It manifests itself in many ways, stable ones as well as those ‘being on their way’. 3. It is unreliable and unsafe. The effects for the possibilities of professional subjectification are: 1. an internal relation for the individual, which takes precedence over the tools of standardization and clinical evidence. 2. A position of opposition and resistance against the legitimation of the new practice. 3. A tool for orientation

with which to navigate between new and old practice. Overall the argument is that changes in practice can neither be predetermined nor isolated from the environment, and that the changes will always have empirically founded effects on the possibilities of professional subjectification.

*Keywords:* Organizational changes, technology as possibility, open dialogue, STS, tools for standardization, diagnostic system, teams in adult psychiatry.

### **Situated design in a construction of a building**

Erik Axel

#### **Abstract**

The author has performed a participatory observation, participating in the design of a parish hall. From these observations an analysis of the design of a parking lot belonging to the parish hall is presented. The material is analysed as a development, and it is argued, that developments can only be understood in a conception of praxis, which involves the subjective aspects of human beings’ praxis, and shows their relations to the connected and contradictory conditions in praxis. It is argued that design is situated, that its object is an actual material thing during the design process, and that it exists as mutual commitments about future activities based on the participants’ experiences and conditions. It is stressed how design is regulated in a situated way with tools, and the situated use of two such tools, design stages and budgets, is analysed.

*Keywords:* contradictions, praxis, act, subjective aspects, development, situated design, conflictual cooperation, tools for design.