



Activity Theory Summer School 2021 for PhD Students
ONLINE - FREE OF CHARGE
Week 23-32

Summer School overview:

In the Activity Theory Summer School, PhD students will learn to apply activity theory to undertake research and conduct formative interventions in organisations and communities. Instructors will lead participants in exploring both core concepts and emergent views on activity theory. This will allow participants to access specialist advanced training, and support the establishment of new research networks.

During the Summer School the participants will have the opportunity to discuss their work and attend lectures, seminars and panel discussions on the application and use of activity theory for research.

Activity theory is a theoretical and methodological approach for understanding how people live and work together. Developed in the Soviet Union based on the works of Vygotsky and Leont'ev, it was taken up in the West in the 1980s. Since then, the approach has become important in disciplines and fields as diverse as cultural psychology, education, human-computer interaction, information systems, management and organization, and writing studies. In these and other fields, activity theory anchors interventionist studies in which researchers and participants come together to analyse and re-design their work activities.

An intensive Summer School on Activity Theory has been organized in the Center for Research on Activity, Development and Learning (CRADLE) in the University of Helsinki, Finland on an annual basis for several years. CRADLE is a hub of academics and practitioners pursuing ground-breaking interventionist research based on cultural-historical activity theory (CHAT). In June 2019 the Summer School took place at University West, Trollhättan, Sweden. The summer school attracted participants from China, Europe (France, the Netherlands, Finland, Sweden and the UK), North and South America.

Welcome to apply here: <https://www.hv.se/en/education/third-cycle/activity-theory-in-practice-full-time-distance-atpf010/>

Questions? Contact: Kristina.johansson@hv.se

The Instructors:

[Professor David Allen](#) is Professor of Information Management in the Leeds University Business School and Director and Founder of the AIMTech Research Centre (www.aimtech.org). He has spent most of his academic life exploring information management practices and the influence of technology on organisational work. This has been facilitated by over 50 externally funded projects conducted with colleagues in the AIMTech Research Group. David acted as PI on over 43 of these projects. During this period he has explored the use of Activity Theory to design systems, theorise change and influence practice. He has worked with colleagues to produce frameworks to support the effective evaluation and implementation of information systems. His work has been published in leading information systems and management journals including the Management Information Systems Quarterly, the European Journal of Information Systems, the Journal of the American Society for Information Science and Technology, the Information Systems Journal, and Information Research Journal, Information Research and elsewhere.

[Yrjö Engeström](#) is Professor Emeritus of Adult Education at University of Helsinki and Professor Emeritus of Communication at University of California, San Diego. He is Director of the Center for Research on Activity, Development and Learning (CRADLE). In his work Engeström applies and develops cultural-historical activity theory as a framework for the study of transformations in organizations, communities and work activities. He is known for his theory of expansive learning and for the methodology of formative interventions, including the Change Laboratory method. Engeström's most recent books are *From Teams to Knots: Activity-Theoretical Studies of Collaboration and Learning at Work* (2008), *Learning by Expanding: An Activity-Theoretical Approach to Developmental Research*, 2nd Edition (2015), *Studies in Expansive Learning: Learning What Is Not Yet There* (2016), and *Expertise in Transition: Expansive Learning in Medical Work* (2018).

[Stan Karanasios](#) is Associate Professor at the Business School at the University of Queensland. He has published in leading information systems and management journals including MIS Quarterly, Information Systems Journal, European Journal on Information Systems and Journal of the American Society for Information Science and Technology. Stan is known for his work on Activity Theory in Information Systems research.

[Annalisa Sannino](#) is Professor of Education at Tampere University. She holds visiting professorships at Rhodes University, South Africa and at University West, Sweden. In her work she combines resources from cultural-historical activity theory, pragmatic analyses of discourse and the methodology of formative interventions to explore the critical role scholarship on learning and organizing can play to support transformative agency for equity and sustainability. As well as authoring numerous journal articles, she has served as the leading editor of several special issues and edited volumes in education management and psychology.

[Clay Spinuzzi](#) is Professor of Rhetoric and Writing at University of Texas at Austin. Spinuzzi's interests include research methods and methodology, workplace research, and computer-mediated activity. He has written four books: *Tracing Genres through Organizations* (MIT Press, 2003); *Network* (Cambridge University Press, 2008); *Topsight* (via Amazon CreateSpace, 2013; second edition Urso Press, 2018); and *All Edge* (University of Chicago Press, 2015). Clay teaches graduate courses at the University of Texas in the Department of English, the School of Information, and the Human Dimensions of Organizations MA program.