
HS 525: Cognitive, Sociocultural and Critical Foundations of the Learning Sciences

Lecture 12: September 11, 2025

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Reflection

What did we learn?

- We learned signs are also situated, and become base for further abstract thinking

What was difficult?

- The transition from internalization to zpd was a little challenging
- A bit difficult to understand what are signs and how to connect it with real world examples.
- Especially after this discussion with development, I am unable to distinguish between child learning and using this vygotsky theory to understand general learning processes. Can we explore this theory with respect to an example that doesn't just with reference to child development?
 - Social learning and child development. But can you may be show a relevant example in learning science?
- Yeah, that was my doubt as well. Can we say that signs are like scaffolds?

Expansive Learning

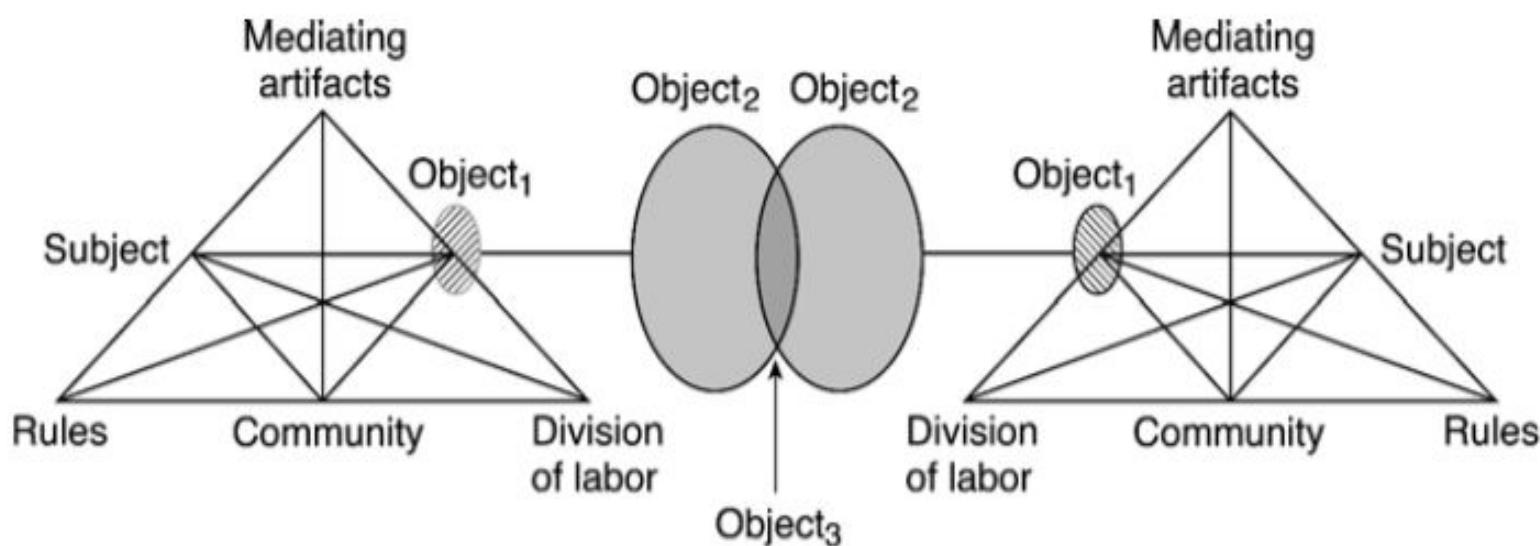
Questions

- 1) Who is learning?
- 2) Why are they learning?
- 3) What do they learn?
- 4) How do they learn?

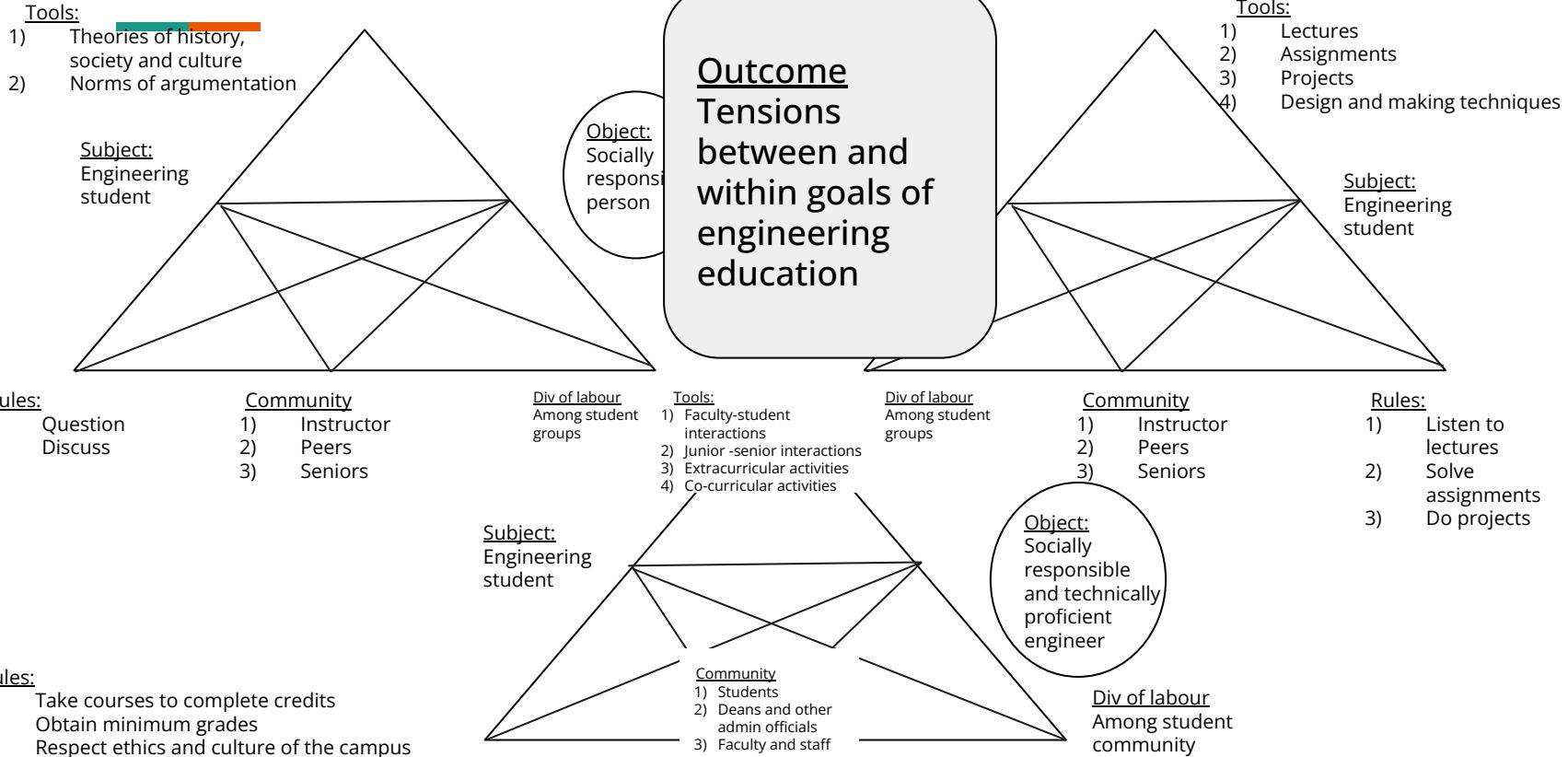
Principles

- 1) The activity system is the unit of analysis
- 2) Multivoicedness (multiple points of view)
- 3) Historicity
- 4) Central role of contradictions
- 5) Possibility of expansive transformations

Expansive Learning



An example activity system



Think of a workplace or organizational learning situation you know — it could be from an internship, volunteering, or even a club. Where did people face a difficulty or tension in how work/learning was organized? Add one response each.

<https://docs.google.com/document/d/12BiVCly-DVoT4NsgeF9Q3WqPxjkvzcN838gm4htkOnk/edit?tab=t.ixyp1mxn58e4>

Learning Process

	Activity system as unit of analysis	Multi- voicedness	Historicity	Contradictions	Expansive cycles
Who are learning?	<i>Interconnected activity systems hospital, health center, patient's family</i>	<i>Voces of specialized hospital care, general primary care and lay home care</i>			
Why do they learn?		<i>Historically emerging pressures: patients move between primary care and hospitals</i>	<i>Contradictions between new object and available tools and rules in the three activity systems</i>		
What do they learn?	<i>A new pattern of activity: knotworking based on the instrumentality of care agreement</i>	<i>Historical layering and co-existence of old and new concepts: pathways and care agreement</i>	<i>Struggle between old and new concepts: critical pathway vs care agreement</i>	<i>Expansion of the object from visit to trajectory: from doctor-patient dyad to network of care</i>	
How do they learn?		<i>Dialogue and debate between positions and voices, focused on a vital object</i>		<i>Contradictions converted from need state to double bind to resistance to realignment</i>	<i>Learning actions from questioning to analysis, modeling, examining, implementing, reflecting ...</i>

Learning Process

