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In my work, I apply and develop the conceptual framework of cultural-historical activity theory and the theory of expansive learning. I study transformations of activity systems, ranging from workplaces and organizations to schools and social movements. This goes hand in hand with the application and development of the methodology of formative interventions, notably the Change Laboratory. At present, my main concern is the dialectics of global collaboration for developing the fourth generation of activity theory, to respond to the challenges of current planetary crises.

With my research group, we have recently completed a four-year project called 'In Search for Significance: Fostering Movement across the Worlds of Adolescents'. This project has generated and will generate a number of publications (see papers 4 and 5 at the end of this profile).

I am an active member of Annalisa Sannino's RESET research group, pursuing a long-term agenda of formative intervention studies supporting the Finnish Housing First movement to eradicate homelessness (see paper 2 at the end of this profile).

I have just completed a book titled *Concept Formation in the Wild*, to be published by Cambridge University Press in the summer of 2024. In this book I show that we are all involved in collective formation of functional concepts. In particular, collaborative creation and implementation of future-making germ-cell concepts can become a

powerful resource for transforming activity systems and generating alternatives to capitalism.

In the near future, I will be working on a scientific autobiography titled *The Concepts of My Life – the Lives of My Concepts*. With Annalisa Sannino and Ge Wei, we are editing a book titled *Cultural-Historical Activity Theory: Foundational and Inspirational Readings*, to be published both in Chinese and in English. With Aydin Bal, I am preparing a special journal issue on Change Laboratories and formative interventions around the world.

Books from recent years

Engeström, Y. (2008). *From teams to knots: Activity-theoretical studies of collaboration and learning at work*. Cambridge: Cambridge University Press.

Engeström, Y. (2015). *Learning by expanding: An activity-theoretical approach to developmental research*. 2nd edition. Cambridge: Cambridge University Press.

Engeström, Y. (2016). *Studies in expansive learning: Learning what is not yet there*. Cambridge: Cambridge University Press.

Engeström, Y. (2018). *Expertise in transition: Expansive learning in medical work*. Cambridge: Cambridge University Press.

Engeström, Y. (2024). *Concept formation in the wild*. Cambridge: Cambridge University Press.

Papers from 2023-24

1. Engeström, Y. (2023). Writing for stabilization and writing for possibility: The dialectics of representation in everyday work with vulnerable clients. In P. M. Rogers, D. R. Russell, P. Carlino & J. M. Marine (Eds.), *Writing as a human activity: Implications and applications of the work of Charles Bazerman* (pp. 293-314). Denver: University Press of Colorado. <https://www.aacademica.org/paula.carlino/307.pdf>

2. Sannino, A., Engeström, Y. & Kärki, E. (2023). *Multiprofessional mobile support for overcoming homelessness: A study of Nopsajalka work in Jyväskylä*. Tampere: Tampere University, Faculty of Education and Culture. https://research.tuni.fi/uploads/2023/02/e806d7d0-jyvaskyla-nopsajalka_reportenglish_23.2.2023_pdf.pdf

3. Sannino, A., Engeström, Y. (2023). In search of an experiment: From Vygotsky to Lewin and Dembo and back to the future. In G. Marsico & L. Tateo (Eds.) *Humanity in psychology* (pp. 159-179). Cham: Springer. https://link.springer.com/chapter/10.1007/978-3-031-30640-2_14

4. Engeström, Y., Rantavuori, P., Ruutu, P. & Tapola-Haapala, M. (2023). From future orientation to future-making: Towards adolescents' transformative agency. In N.

Hopwood & A. Sannino (Eds.), *Agency and transformation: Motives, mediation, and motion* (pp.107-138). Cambridge: Cambridge University Press.
[https://www.cambridge.org/core/services/aop-cambridge-core/content/view/B75893A939D11E7FEC4D97F600C8462C/9781009153676c5_107-138.pdf/from future orientation to futuremaking.pdf](https://www.cambridge.org/core/services/aop-cambridge-core/content/view/B75893A939D11E7FEC4D97F600C8462C/9781009153676c5_107-138.pdf/from_future_orientation_to_futuremaking.pdf)

5. Engeström, Y., Rantavuori, P., Ruutu, P. & Tapola-Haapala, M. (2023). Finding life beyond the classroom walls: A Change Laboratory supporting expansive de-encapsulation of school. *Education & Didactique*, 17(2), 125-141.
<https://journals.openedition.org/educationdidactique/11773>

6. Engeström, Y., Brunila, M. & Rantavuori, J. (2024). The politics of expansive learning: A study of two social movements. In A. Levant, K. Murakami & M. McSweeney (Eds.), *Activity theory: An introduction* (pp. 137-172). Stuttgart: Ibidem.