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I am an educational researcher specializing in Cultural-Historical Activity Theory (CHAT), with a focus on expansive learning and educational innovation. My academic journey began with a fundamental inquiry into the relationship between writing and human development, a theme I explored in depth through my doctoral dissertation at Hiroshima University, where I earned a Ph.D. in Education in 2018.

During this inquiry, I encountered a theoretical dilemma concerning the constraint of the subject. This refers to the paradox that even acts of writing intended to liberate individuals from oppression are inevitably shaped and limited by the ideological nature of language itself. I also critically examined this issue within the context of Japanese composition pedagogy, where teacher guidance often results in control over students' learning, raising questions about autonomy and development.

Although my dissertation offered a partial response to these concerns, it was after joining the Japanese Society for Cultural-Historical Activity Theory following graduation that I rediscovered CHAT, which I had first encountered during my undergraduate years. I was deeply inspired by the theoretical and practical possibilities it offers.

From 2018 to 2021, I served as Assistant Professor in the Faculty of Literature at Kobe Women's University. Since 2021, I have been an Associate Professor in the Faculty of Letters at Kansai University. My current research centers on the Change Laboratory methodology. In 2024, I conducted two full-scale Change Laboratory interventions: one with early childhood educators and another with second-grade students at a national university-affiliated elementary school. I aim to disseminate the outcomes of these projects through English-language publications in the near future.

Selected Publications (in Japanese)

- Motooka, M., Hamana, K., & Yamada, N. (2023). A nursery teacher development program for educational innovation: Focusing on the agency transfer in the “Collaborative Intervention in Nursery Teacher Development Program.” *Bulletin of Hijiya University*, 30, 95–106.
本岡美保子・濱名潔・山田直之（2023）．教育イノベーションをめざした保育者研修に関する報告:「創発的協働研修」におけるエージェンシーの移譲に着目して．『比治山大学紀要』, 30, 95–106.
- Motooka, M., Yamada, N., & Hamana, K. (2021). A report on the issues and prospects of “Collaborative Intervention in Nursery Teacher Development Program”: Ongoing efforts based on sharing problems related to childcare records. *Bulletin of Hiroshima Cosmopolitan University Faculty of Childhood Education*, 8(1), 27–37.
本岡美保子・山田直之・濱名潔（2021）．「創発的協働研修」の課題と展望に関する報告: 保育記録に関する課題の共有を手がかりとした継続的取組．『子ども教育学部紀要』, 8(1), 27–37.
- Yamada, N., Motooka, M., & Hamana, K. (2024). Formation of “pilot unit” in developmental work research with childcare workers: Focusing on the expansive learning of interveners. *Katsudo Riron Kenkyu (Japanese Journal of Activity Theory)*, 9, 17–32.
山田直之・本岡美保子・濱名潔（2024）．保育者との発達のワークリサーチにおける「パイロット的な部署」の形成過程: 介入者の拡張的学習に注目して．『活動理論研究』, 9, 17–32.
- Yamada, N. (2022). Preparing a place for expansive learning: A study group for child care documentation. In K. Yamazumi (Ed.), *Expansive learning and educational innovation: Dialogues with activity theory* (pp. 262–282). Minerva Shobo.
山田直之（2022）．拡張的学習の場を準備する「保育記録研究交流会」．山住勝広（編），『拡張的学習と教育イノベーション：活動理論との対話』, 262–282. ミネルヴァ書房.
- Yamada, N. (2020). The logical status of the expansive learning in the study of education: A sight of “instability” in an elementary school teacher’s reflection of her literary lessons. *Katsudo Riron Kenkyu (Japanese Journal of Activity Theory)*, 5, 29–39.
山田直之（2020）．教育学における拡張的学習の位置価: 初等国語科授業の省察に現れた「不安定性」を端緒として．『活動理論研究』, 5, 29–39.