# **Work-integrated learning in CHAT-driven research 5 HE credits - International PhD Course, Autumn 2025**

# **Study period:** From week 36, 2025 to week 03, 2026

# **Register online:** <https://www.hv.se/en/education/forskarutbildning/work-integrated-learning-in-chat-driven-research-part-time-distance-learning-ailf100/>

# **Welcome to the course!**

We are happy to welcome you to this course in WILCHAT, as we call it in short.

# **Content:**

Cultural-historical activity theory (CHAT) and related formative intervention methods will be presented, discussed, and evaluated during the course. CHAT-driven research is put in relation to work-integrated learning, and continuous discussions of the connection between work-integrated learning and CHAT-driven research will be held. Furthermore, we will have discussions and problematization of ethical considerations in the planning, implementation and analysis of CHAT-driven research related to work-integrated learning.

# **Learning outcomes**

After completing the course, the doctoral student must be able to speak independently.

Knowledge and understanding

* give an account of work-integrated learning and its relationship to cultural-historical activity theory (CHAT)
* explain the difference between the use of theory and concepts in the design of research projects compared to the analysis of empirical work

Skills and Abilities

* identify and propose how work-integrated learning can be expressed in CHAT driven research
* plan for a project based on CHAT and one of its formative intervention methods

Judgement and approach

* reflect and evaluate CHAT-driven research in relation to work-integrated learning
* reflect and discuss ethical considerations in the execution of CHAT-driven research in relation to work-integrated learning

# **Teachers**

Annalisa Sannino

Yrjö Engeström

Maria Spante (course responsible)

# **Schedule and pedagogy**

The course is run as a part time course with the speed of 25%. We meet in online seminars once a month to discuss topics related to learning outcomes. Each seminar is designed to address every learning outcome to continuously scaffold the knowledge accordingly. We will therefore add literature on the way and take into consideration suggested readings also from students when appropriate. This dynamic approach is important for the collective knowledge capacity creation so that we build up knowledge together. This kind of seminar culture is an important part of the course.

Each seminar aims to energize the student for further reading and reflections regarding WILCHAT. There is a possibility to engage in collective writing to stimulate the collective learning process to show active participation apart from discussions during the scheduled seminars. For examination there is a hand in of an individually written paper.

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| Week | Date | Focus | Teachers |
| 36 | 3th September | account of work-integrated learning and its relationship to cultural-historical activity theory (CHAT)  Sannino, A. (2023) Problem identification in Change Laboratories-Workplace learning to eradicate homelessness. Book chapter in [Workplace Learning for Changing Social and Economic Circumstances](https://www.taylorfrancis.com/books/mono/10.4324/9781003227946/workplace-learning-changing-social-economic-circumstances?refId=22e868ca-74e2-4e53-b979-22e2cf10bbbd&context=ubx)  Sannino, A. (2022). Transformative agency as warping: how collectives accomplish change amidst uncertainty,. 30 (1) 9-33. Pedagogy, Culture & Society,. <https://doi.org/10.1080/14681366.2020.1805493> | Maria Spante |
| 39 | 24th  September | the difference between the use of theory and concepts in the design of research projects compared to the analysis of empirical work  Spante, M., Varga, A & Carlsson, L. (2022). Triggering sustainable professional agency: using change laboratory to tackle unequal access to educational success collectively. Journal of Workplace Learning,. 34(2) 162-175 | Maria Spante |
| 44 | 30th October | identify and propose how work-integrated learning can be expressed in CHAT driven research  Sannino, A. (2023) Problem identification in Change Laboratories-Workplace learning to eradicate homelessness. Book chapter in [Workplace Learning for Changing Social and Economic Circumstances](https://www.taylorfrancis.com/books/mono/10.4324/9781003227946/workplace-learning-changing-social-economic-circumstances?refId=22e868ca-74e2-4e53-b979-22e2cf10bbbd&context=ubx) | Annalisa Sannino and Maria Spante |
| 48 | 26th November | plan for a project based on CHAT and one of its formative intervention methods  Bal, A, Afacan, K., & Cakir, H.I. (2018). Culturally responsive school discipline: Implementing learning lab at a high school for systemic transformation. American Educational Research Journal,. 31(2), 155-180  Chang, S., Martinez-Roldan, C & Torres-Guzman, M. E. (2020). The manifestation of Chinese preservice bilingual teachers relational agency in Change Laboratory intervention. Mind, Culture and Activity,. 13 (2), 44-60  Kandjengo, S.N & Shikalepo, E.E. (2021). Change Laboratory Workshops as tools for improving learning leadership in schools: A researcher- interventionist approach. International Journal of Social Science and Human Research,. 4(12), 3584-3600 | Maria Spante |
| 51 | 17th December | reflect and evaluate CHAT-driven research in relation to work-integrated learning  reflect and discuss ethical considerations in the execution of CHAT-driven research in relation to work-integrated learning  Joce Nuttall (2022) Formative interventions and the ethics of double stimulation for transformative agency in professional practice, Pedagogy, Culture & Society, 30:1, 111-128 | Maria Spante and Yrjö Engeström |
| 03 | 14th January | Discussion seminar  Combining it all | Annalisa Sannino and Maria Spante |

All seminars are on Zoom and between 13.00 and 16.00 Swedish time.

# **Examination**

In the course plan you find that the examination is about that the student must show their knowledge through active participation in the seminar and one individually written course paper.

The course paper should therefore address the learning goals so that the content of the paper is reflected in relation to the learning goals. This can be done in several ways, so the individual student has the freedom to develop individual thoughts and arguments about how to address the learning goals. Important is that literature is used in the course paper following academic standard referencing. Furthermore, the guiding number of pages should be about 10 pages, 12pt, times new roman, but there are some degrees of freedom also here. The most important thing is the content. The number of articles to be used as references in the individual paper is a minimum of 8 articles.

**Readings:**   
Some key articles that will be addressed are listed below. Additional papers will be added during the course.

Bal, A, Afacan, K., & Cakir, H.I. (2018). Culturally responsive school discipline: Implementing learning lab at a high school for systemic transformation. American Educational Research Journal,. 31(2), 155-180

Chang, S., Martinez-Roldan, C & Torres-Guzman, M. E. (2020). The manifestation of Chinese perservice bilingual teachers relational agency in Change Laboratory intervention. Mind, Culture and Activity,. 13 (2), 44-60

Kandjengo, S.N & Shikalepo, E.E. (2021). Change Laboratory Workshops as tools for improving learning leadership in schools: A researcher- interventionist approach. International Journal of Social Science and Human Research,. 4(12), 3584-3600

Sannino, A. (2022). Transformative agency as warping: how collectives accomplish change amidst uncertainty,. 30 (1) 9-33. Pedagogy, Culture & Society,. <https://doi.org/10.1080/14681366.2020.1805493>

Spante, M., Varga, A & Carlsson, L. (2022). Triggering sustainable professional agency: using change laboratory to tackle unequal access to educational success collectively. Journal of Workplace Learning,. 34(2) 162-175

Really looking forward to meeting you,

Kind regards

Maria, Annalisa and Yjrö