

ED 737-004 (Winter 2004): Theories for the Analysis of Practice

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Thursdays, 1-4 pm

This course will examine a number of “theories of practice” that have proven useful both in education and in a variety of other fields. It should be possible to develop these further for the study of teaching and learning as practice. These are theories of meaningful human action and activity, including discourse, analyzed in terms of unique and recurring social practices or “ways of doing”, from sociology, anthropology, cultural psychology, social linguistics, semiotics and other fields. Course readings are drawn both from general theories of practice such as these and from specific studies of educational practice, including work by Ball & Lampert, Wortham, Lemke, Palincsar, and others.

I. Two Approaches to Theorizing Practice

Lemke, J. L. (1990). “Making Meaning: The Principles of Social Semiotics” in *Talking Science: Language, Learning, and Values*. Norwood NJ: Ablex Publishing.

Bourdieu, P. (1990). *The Logic of Practice*. Stanford CA: Stanford University Press. [chapters 3 and 5]

II. Teaching and Learning as Practice

Ball, D.B.& Lampert, M. (1999) Multiples of evidence, time, perspective: Revising the study of teaching and learning. In E.C. Lagemann & L.S. Shulman (Eds.) *Issues in Education Research: Problems and Possibilities*. NY: Jossey-Bass, pp. 371-398.

Palincsar, A. S. (1998). Social constructivist perspectives on teaching and learning. *Annual Review of Psychology*, (49), 345-375.

III. Cultural Theory

Holland, Dorothy, William Lachicotte, Jr., Debra Skinner, and Carole Cain (1998). *Identity and Agency in Cultural Worlds*. Cambridge, Mass: Harvard University Press.

[pp 32-65]

IV. Activity Theory

Leontiev, A. N. (1978). *Activity, consciousness, and personality*. Englewood Cliffs, N.J.: Prentice-Hall.

Engeström, Y. (1987). *Learning by expanding: An activity-theoretical approach to developmental research*. Helsinki: Orienta-Konsultit. [selections, available online]

Saxe, Geoffrey B. 2002. "Children's Developing Mathematics in Collective Practices: A Framework for Analysis." In Anna Sfaard and Kay McClain, Eds. *Analyzing Tools: Perspectives on the Role of Designed Artifacts in Mathematics Learning*. Special Issue, *Journal of the Learning Sciences*, 11 (2-3), 275-300.

V. Social Linguistics

Halliday, M. A. K. (1978). *Language as Social Semiotic*. London: Edward Arnold. [chapter 6]

Halliday, M. A. K. (1993). Towards a language-based theory of learning. *Linguistics and Education*, 5(2), 93-116.

Wortham, Stanton. 2001. Interactionally situated cognition: A classroom example. *Cognitive Science*, 25, 37- 66.

VI. Interaction Analysis

Schegloff, E.A. (1987) 'Analyzing single episodes of interaction: an exercise in conversation analysis', *Social Psychology Quarterly* 50: 101-14 .

Goffman, Erving. 1967. *Interaction Ritual: Essays on Face-to-Face Behavior*. New York: Doubleday Anchor. [selections]

Goffman, Erving. 1974. *Frame Analysis: An Essay on the Organization of Experience*. New York: Harper and Row. [selections]

VII. Situated Cognition

Lave, J. (1997). The culture of acquisition and the practice of understanding. In D. Kirshner and J. Whitson, Eds., *Situated Cognition*. Mahwah, NJ: Erlbaum. [pp. 17-36]

Lemke J.L. (1997). "Cognition, context and learning: a social semiotic perspective." In D. Kirshner and J. Whitson, Eds., *Situated Cognition*. Mahwah, NJ: Erlbaum. [pp 37-55]

Lemke, J.L. "[Across the Scales of Time: Artifacts, Activities, and Meanings in Ecosocial Systems](#)" *Mind, Culture, and Activity* 7 (4): 273-290. 2000.

VIII. How to Analyze Practice?

Hutchins, E. (1995). *Cognition in the Wild*. Cambridge, MA: MIT Press. [chapter 7]

Latour, B. (1999). Circulating Reference. In *Pandora's Hope: Essays on the Reality of Science Studies*. Cambridge, MA: Harvard University Press.