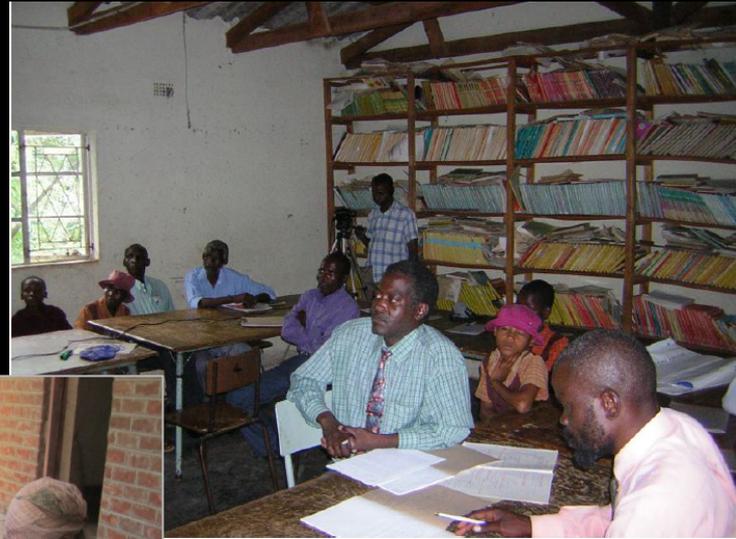


Change Laboratory Workshops ...



Some interesting insights from across this work ...

- The importance of learning forums (generated out of the CL workshop process)
- Cognitive justice, language and the historical effects of oppression
- **Power 1 (internal powers of the agent) and Power 2 (structural / institutional powers) (after Bhaskar) – it helps to differentiate these and not conflate**
- Understanding the underlying mechanisms and structures that shape contradictions (use of CR ontology)
- **Mirror data and subsequent negotiating and prioritisation of contradictions is a powerful platform for ‘leveling the playing field’ and mobilising learning across activity systems (that are not always ‘unhostile’ / effective)**
- The role of the interventionist researcher is critical – it also changes the culture of research
- **“ Agency is vitally important” ... and we need better tools to research agency, esp the learning, agency and social change relation**

Evidence of transformative agency from below ...

The **formation of committees** in Case Study 1 and Case Study ... the **transformation of the production of vegetables** in the school and **community access to such services as grinding mills and electricity for reading**. In Case Study 2 ... the marketer's perception of the role of small farmers supporting their growth not as charity but as a necessity for their own survival.

There was also a morphogenetic **development of relations** between the District Agriculture Extension Office in Maseru and MFS-promoting organisations, which culminated in the setting up of an **MFS demonstration plot**. (Mukute, 2010)

Yes, actually I would say there is a change compared with the way it was in the beginning. For instance at the end of last year, when myself and [CEF 'Em'] went into the community to talk about how the cattle graze the wetlands, to plan on the areas where we will burn, and areas for grazing. So that also has got a positive impact on our relationship. (Forester, NrPrW3P22)

Transformative agency ... “participants' capacity to take purposeful actions to change their work activity” (Engeström & Virkkunen 2007)

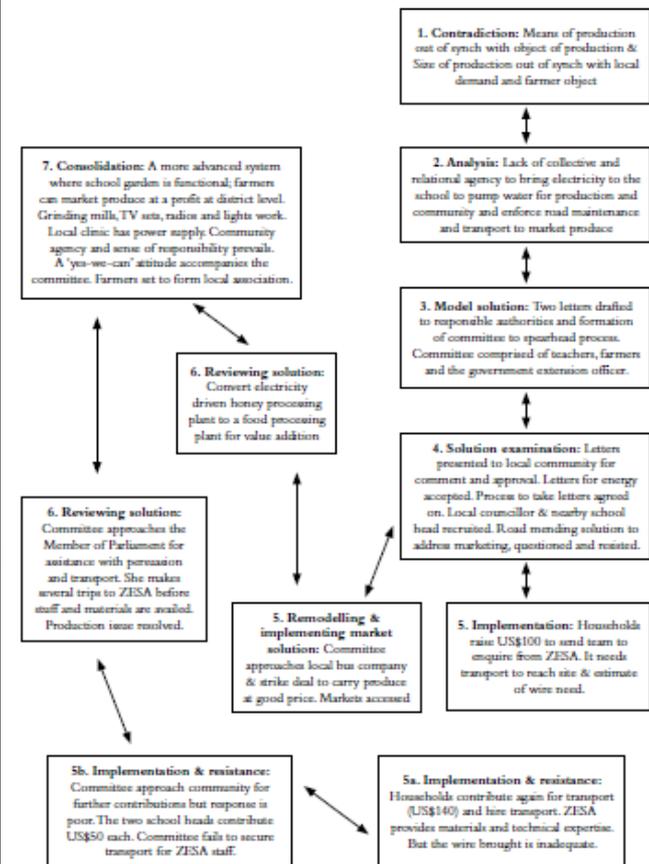
The change oriented expansive social learning process is NOT LINEAR, and it too takes time, but it does appear to result in changed practices and new forms of agency (collective, relational, transformative).

Expansive learning process (after Engestrom, 1999)

- Identification of tensions and contradictions
- Analysis
- Model solution development
- Solution examination
- Implementation
- Implementation and resistance
- Implementation and resistance
- Implementation remodelling
- Reviewing solution
- Consolidation

➔ a more advanced activity system emerges

Figure 5. Expansive learning process in the SCOPE case study



David Lindley 2014: 3rd generation CHAT; organisational learning: NGO supporting improved wetland management practices in forestry company, Archer's morphogenesis

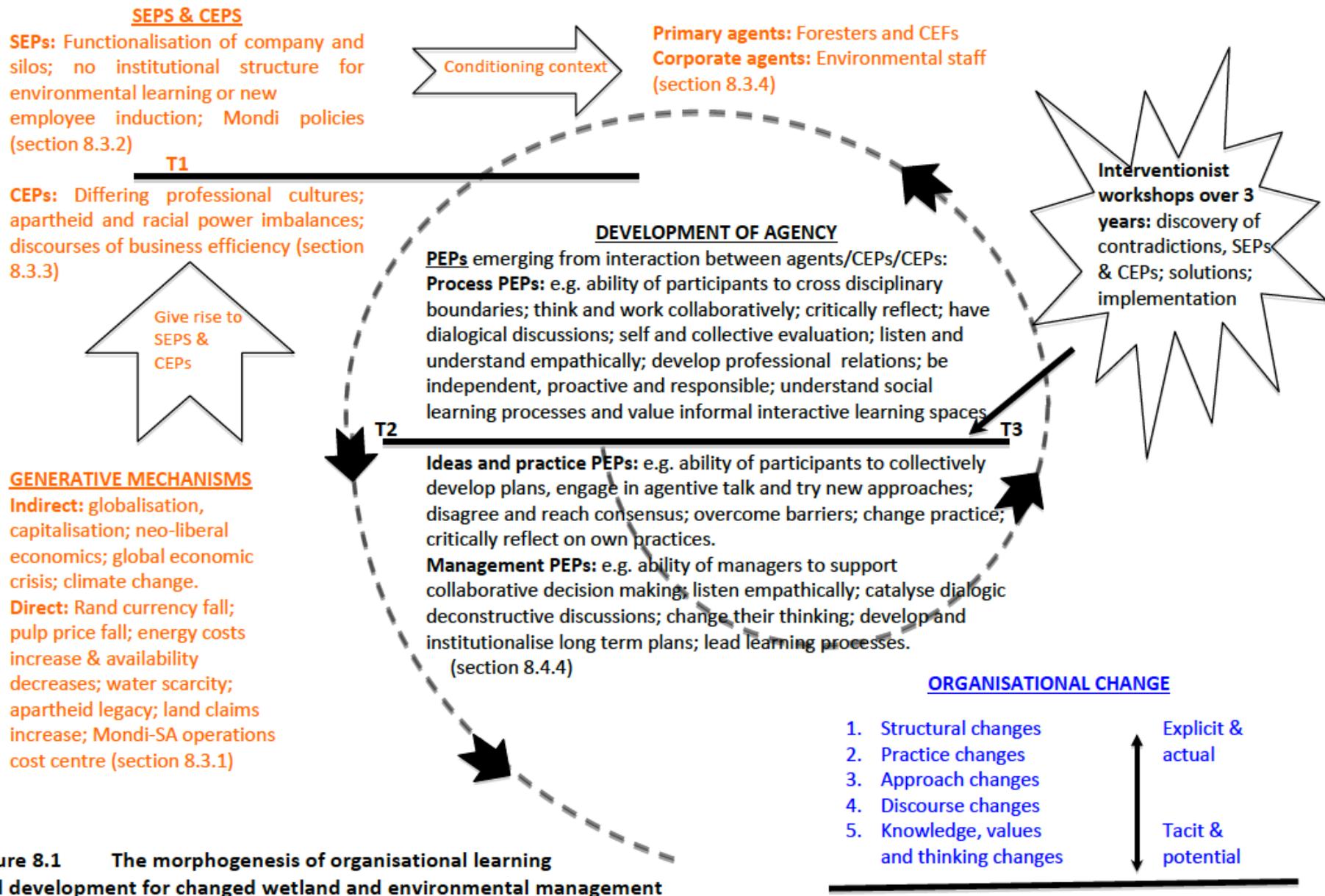


Figure 8.1 The morphogenesis of organisational learning and development for changed wetland and environmental management

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8.3 Structural and cultural conditioning (T1)	3
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5	Recommendations for further research.....	3
9.5.1	Investigating how expansive social learning may better understand and deal with power imbalances between participants:.....	3
9.5.2	Testing the research findings in another organisational context:	3
9.5.3	Testing the research findings at a larger catchment scale across the boundaries of multiple stakeholders:	3
9.5.4	Investigating if including additional managers and greater support during solution implementation strengthens expansive social learning:	3

Power relations & imbalances

Multi-Site & Scale / Multi-Levelled

Role of the interventionist researcher

A debate: Change Oriented, Transformative, Transgressive, Expansive Learning?

When can we say that expansive learning is socially transformative?



Changes in Practice

Change Oriented Learning

Transgressive Learning

Expansive Learning

Transformative Learning

Changes in Cognition / Experiences / Getalt

Explicitly normative, critical and action oriented (hooks) – **agency from below** ... “When dialogue shifts out into dialectics it becomes transgressive ...and integrates the *telos* of universal communication into its functionings” (vdBerg, 2014: 128)

Learning, development and ZPDs

- “Learning leads development” ... “Extensive and highly diverse concrete research based on the concept of the zone of proximal development is necessary” [Vygotsky, 1935/78]
- What zones of proximal development are we talking about and how are these framed?
- Stetsenko’s point on the transformative nature of Vygotsky’s work: ... collaborative purposeful transformation of the world is the core of human nature and the principled grounding for learning and development. An **activist transformative stance** suggests that people come to know themselves and their world as well as ultimately come to be human in and through (not in addition to) the processes of collaboratively transforming the world in view of their goals”. This means that all human activities ... are profoundly imbued with ideology, ethics, and values. (2008, pg. 471).
- Can Bhaskar’s dialectic 1M-4D and emancipatory concept of ‘pulses of freedom’ help to frame Zones of Proximal development in the Anthropocene? (Lotz-Sisitka, in press) (see also Iskra Nunez 2014 on CR & CHAT 1M-7Z) ... Education is the need to absent what has been left out at 1M

Bhaskar: Learning is a passage through the dialectic ... Transformative Praxis

**WHAT EXISTS
- LEARNING AS
PRODUCT -**

**ABSENTING
-LEARNING AS
PROCESS**

**TOTALITY (ethics)
-LEARNING AS
PROCESS-IN-
PRODUCT**

**PRAXIS & AGENCY
- LEARNING AS
PRODUCT-IN-
PROCESS**



Absence of equitable, sustainable food production systems

Substantive technology / knowledge exists to develop sustainable agricultural systems for all

Share / seek out appropriate technology knowledge

Becoming: Intra-psychological plane & Reflexivity in social-ecological context

Food Security as problem at local / global level
Underlying policies and practices

Food production and provisioning practices in integrated, holistic manner

Knowledge of these practices, and systemically implement and use these technologies

Development for holistic learning and implementation
Build and foster

Being / Existing level of development (Cultural Reproduction)

Engagement in Zone of Proximal Development? Inter-psychological plane (Cultural Aspiration / New Knowledge / Creativity / Possibility)

technology, ethics, transformative agency

Reflexivity is a key process linking micro – - meso - macro and linking learning, agency and social change

“Reflexivity has been advanced as the process mediating the effects of our circumstances upon our actions” (Archer, 2012, 6)

The situations in which people find themselves, and their consciousness thereof, affects their reflexivity, and their deliberations and forms of action. Donati proposes a relational sociology that links different forms of reflexivity (individual and socially networked at multi-levels) (Donati, 2011)

Transgressive / Expansive Learning is an integral part of developing reflexivity ... and this seems to be key to strengthening agency from below

Learning, Agency and Social Change:

*Some thoughts on how we could take our
research programme forward*

1. A stronger recognition that responding to the risks and challenges of the Anthropocene involves this relation ...



*... not seeking linear causality,
but rather in-depth
understandings of the complex
relation*



2. Broadening theoretical resources ...



Freire & Critical / Liberatory Pedagogy
Vygotsky & CHAT (3rd generation .
Expansive Learning)
Some theories of Social Learning
Emerging Critical Realist
Educational Theorising 'learning as
passage through the dialectic)

Voluntarism (Weber)
Determinism (Durkheim)
Structuration (Giddens)
TMSA & Morphogenesis
(Bhaskar / Archer)
Lived dialectic (Fanon)
Transcendental Materialist Subject
(Zizek)



3. New research questions and improved analytical tools to sharpen our focus on the learning, agency, social change relationship?

Learn

How do
learning
strengthen
agency?

There are more tools for such analysis ...
Agentive Talk (Sannino); Reflective Talk
(Mukute); D-analysis (Warmington), Reflexivity
Analysis (Archer, Donati), Morphogenic
Analysis (SEPs, PEPs & CEPS) & Forms of
Agency (Archer, Engeström and others)

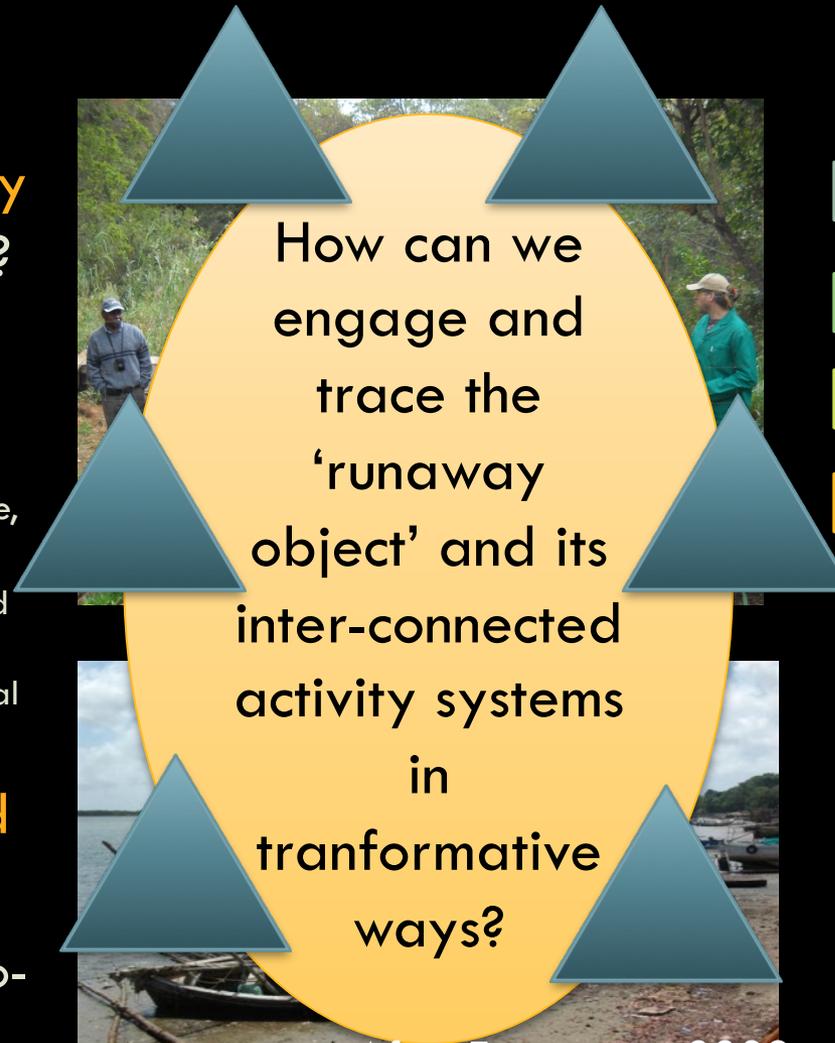
Social
Change

ns /
e
nd
that
y and
does this
are to learning?

4. For me, the real challenge is expanding Learning, Agency and Social Change at multiple levels in the system in interconnected structurally transformative ways

Can **CR ontology** be helpful here?

- **Bhaskar's laminated system:** nature, life, psyche & society with society being composed of social, cultural, institutional, interaccitonal and individual orders
- **Multi-Levelled Transitioning System** — micro-meso-macro



After Engestrom, 2009

Globally active Activity Systems

Nationally active Activity Systems

Provincially active Activity Systems

Locally Active Activity System

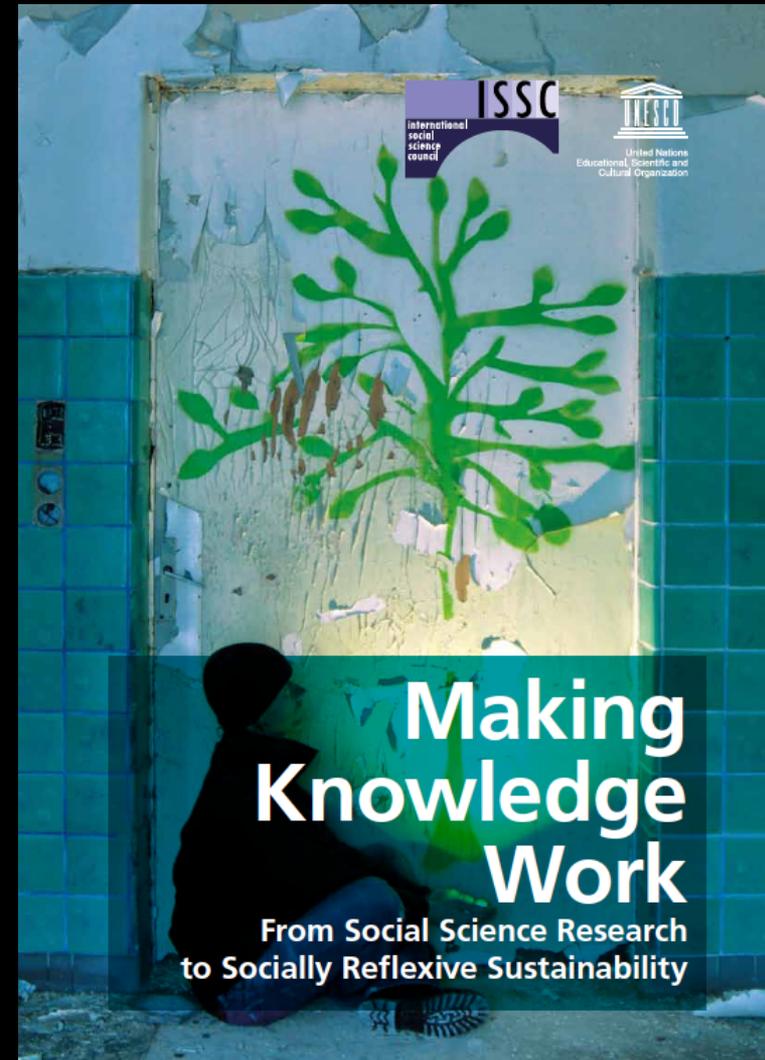
Multiple interconnecting activity systmes functioning at multiple scales and levels

The power of mediating tools?

The same imperative is rising in the wider research community e.g. ISSC

The ISSC's Global Change research programme has an objective **'making knowledge work'** which involves:

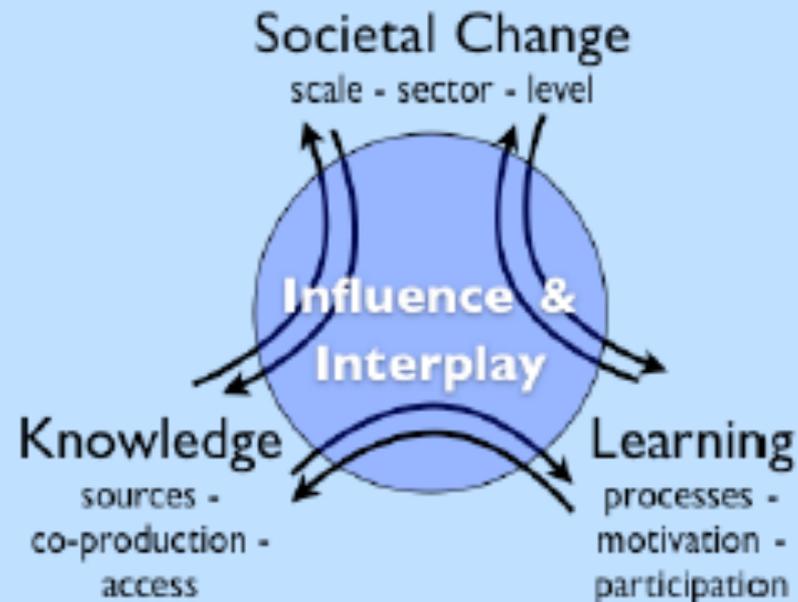
“Understanding best practice in the science-policy and society interfaces, securing effective and timely interaction with policy makers and finding ways of engaging civil society actors, industry and other stakeholders in the co-production of knowledge”



Global Systems

Coupling Between Humans And Ecosystems
climate change, biodiversity loss, resource allocation

Human Social and Economic Systems
cultural - political - sectoral - institutional contexts



The Knowledge,
Learning And
Social Change
System of Interest
(Blackmore et al. 2011)



In sum (at least from my perspective)...

- We seem to increasingly have better approaches for developing and theorising the learning – agency relation
- BUT ... Have we fully analysed activity and role of learning subjects in bringing about deep seated structural transformations? ...our tendency has been to focus more at the level of **changed practice / local actions** ...

Is there a need to more fully scope possibilities for recognising 'transformative agency from below' in the Anthropocene for ZPD and reflexivity

- A shift from 'tactics' to survive to more strategic alternatives?
- New social practices? ... at social unit level, at community level, at national / global level?
- **More egalitarian and just policy?**
- **New institutional forms, social processes, and networked relations?**
- New collectives / social movements and public spheres?
- New transformed structures and mechanisms shaping new kinds of human activity?



Reflexivity at individual / social group / systemic relational perspectives (Archer / Donati, 2011)



In his reconstructive social theory Frederic vandenBergh (2014: 163) says

“... **collectives are real** ... they exist as virtual groups whose causal power manifests itself progressively as they are **structured in groups [activity systems?]** that can produce **social movement**, sending ripples through the whole of society ...”

e.g. Eco-Schools ... involving 14 million students and 1.2 million teachers in 58 countries ... shared ethics-led purpose and enabling mediation tools allowing for reflexive expansive learning ...

OR

Or African Food Sovereignty Association – led by one of our PhD graduates ...

OR

Landless People's movement mentioned in Engeström 2009 etc.

My question for CRADLE on its 20th?

Can a research agenda focussing on **Transgressive Expansive Learning** offer a version of CHAT research and praxis that is **transformative of some of the deep seated ontological and systemically established mechanisms** that hold social justices and accelerating environmental degradation in place? And so doing **EXPAND** the societal reflexivity and relationality of many educational efforts focussing on changed practices at the micro level?

- Is it this multi-levelled reflexivity that we have to uncover more fully in an emerging / possible 4th generation of CHAT research?



Thank you!

