

Change laboratory in a social situation: is there a crisis?

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PROJECT

- ▶ Voluntary integration project
- ▶ “Mother–child facilitator”
- ▶ Doing homework
- ▶ Hidden agenda: Integrate mothers into the wider society
- ▶ 2004 beginning : 2005 voluntary facilitator
- ▶ Specialized teachers (6), Swiss immigrants group (4) and voluntary (mostly retired teachers) facilitators (10)

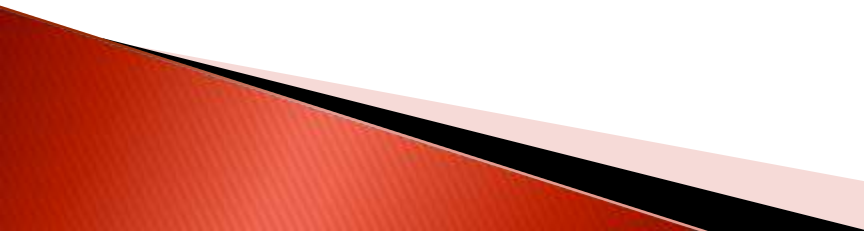
Problems encountered 2005

- ▶ Coordination amongst various stakeholders
- ▶ Childrens' teachers exasperated
- ▶ Facilitators doing the homework instead of facilitating


= Perception of otherness and integration



Theoretical framework: the construction of social mind

- ▶ Markova, 1999., Jovchelovitch, 1996
Social perception strengthening the dualism of cognitive and performance
 - ▶ Leontiev (1981) “consciousness is a product of society”
 - ▶ Concept: ‘otherness’
 - ▶ Vygotsky “double stimulation” as a way to consciousness
 - ▶ Concepts as in Illyenkov/Engestrom
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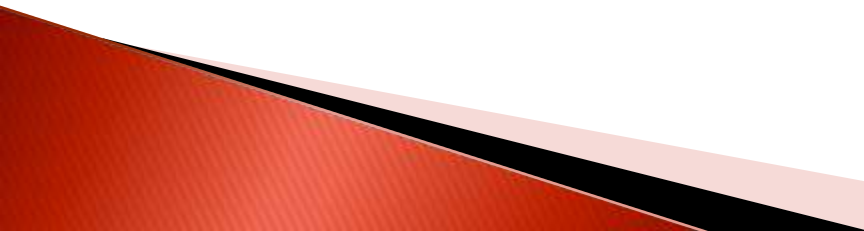
Research question

- ▶ Can a cultural everyday concept of otherness be developed through the process of Change laboratory
 - ▶ Development = from the everyday to the scientific through a dialectical process
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Hypothesis

- ▶ the subjects of the activity will develop more scientific concepts of otherness:
- ▶ measurement = shifts in discourse and design of new models for integration

Conceptual shifts possible

- “Different modes of socio-cultural adaptation require different “intelligences” or repertoires of cognitive skills’ (Ogbu, 1981)
- ▶ Children are anchored in their ethnic or cultural identity by parents, teachers and students (Hedegaard, 2003)
 - ▶ Parents’ need to move on...a delicate balance between past present and future (Engestrom)
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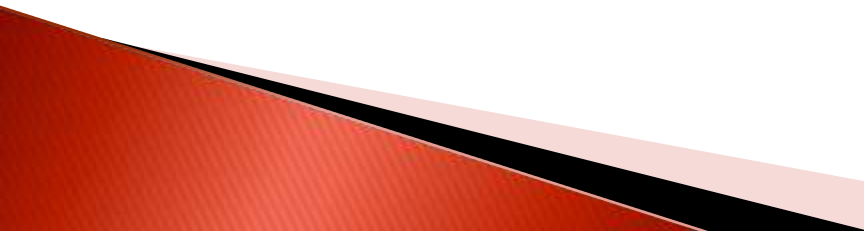
Research contributions

- ▶ The use of Change laboratory in a social activity
 - ▶ Theoretical contribution to diversity problems as being a human dilemma
 - ▶ New ways of dealing with growing tensions world wide between home and school
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METHOD: Breaking a vicious circle of abstract thinking (Hegel)(Sannino, 2010)

- ▶ Change laboratory (Engestrom, 1987)
 - ▶ Facilitates change within an activity and between activities
 - ▶ Overcomes overarching historically embedded contradictions
 - ▶ Designing new ways of working
- ❖ Deals with Change and development around the thematic of integration

Type of data

- ▶ 10 two hour sessions over 10 weeks
 - ▶ Intervention
 - ▶ Video recordings and voice recordings of all sessions
 - ▶ Tools (mirror data: video, matrix, theoretical models)
 - ▶ Activity (contradiction/double binds/resistance)
 - ▶ Expansive learning cycle
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Analysis– discourse and practical activity?

- ▶ Thematic (evolving out of the sessions)
- ▶ Activity structure (expansive learning cycle)
- ▶ Process of mini cycles:
communication/cooperation/coordination
(Engestrom, 2005)
- ▶ Social construct
<> dialectical/dialogical/process