

Publications

Results of my research have been published in 34 refereed publications in English, Finnish, French, and Italian.

International refereed journal articles. 10 of these publications have appeared in leading international peer-reviewed multi-disciplinary scientific journals. Of these 10 publications, only 2 have been co-authored with my PhD supervisor (Alain Trognon). In 6 of the remaining journal articles (listed below) I am the sole author.

Sannino, A. (accepted to be published in 2011). Activity theory as an activist and interventionist theory. *Theory & Psychology*.

Sannino, A. (2010). Teachers' talk of experiencing: Conflict, resistance and agency. *Teaching and Teacher Education*, 26, 838-844.

Sannino, A. (2008). Sustaining a non-dominant activity in school: Only a utopia? *Journal of Educational Change*, 9(4), 329-338.

Sannino, A. (2008). Experiencing conversations: Bridging the gap between discourse and activity. *Journal for the Theory of Social Behaviour*, 38(3), 267-291.

Sannino, A. (2008). From talk to action: Experiencing interlocution in developmental interventions. *Mind, Culture, and Activity*, 15(3), 234-257.

Sannino, A. (2006). Analyzing discontinuous speech in EU conversations: A methodological proposal. *Journal of Pragmatics*, 38(4), 543-566.

Two of the remaining journal articles have as equal authors (listed in alphabetical order) Yrjö Engeström and myself. These two articles are listed below:

Engeström, Y. & Sannino, A. (in press). Discursive manifestations of contradictions in organizational change efforts: A methodological framework. *Journal of Organizational Change Management*.

Engeström, Y. & Sannino, A. (2010). Studies of expansive learning: Foundations, findings and future challenges. *Educational Research Review*, 5, 1-24.

Editing works. I have been the lead editor of two special issues of refereed international journals, namely:

Sannino, A. & Sutter, B. (Eds.) (accepted to be published in 2011). Cultural-historical activity theory and interventionist methodology: Classical legacy and contemporary developments. Special issue of *Theory & Psychology*.

Sannino, A. & Nocon H. D. (Eds.) (2008). Activity theory and school innovation. Special issue of *Journal of Educational Change*, 9, 4.

I have recently published a major edited book, *Learning and Expanding with Activity Theory*, together with H. Daniels and K. Gutierrez. The book was published in 2009 by Cambridge University Press, the world's oldest and most prestigious academic publisher. The complete reference of this book is:

Sannino, A., Daniels, H. & Gutierrez, K. (Eds.) (2009). *Learning and expanding with activity theory*. Cambridge: Cambridge University Press.

Monograph. My doctoral thesis was published as a monograph by the French publisher Presses Universitaires du Septentrion in 2002:

Sannino, A. (2002). *L'élaboration des avis dans une assemblée consultative de l'Union européenne: un jeu de langage dans un collectif complexe et en évolution* [Developing opinions in a Consultative Assembly of the European Union: Language game of a complex collective in evolution]. Villeneuve D'Ascq : Presses Universitaires du Septentrion. (in French)

Book chapters. Among my other publications there are 10 chapters in books (listed below) published by prominent academic publishers.

Sannino, A. (in press). Dialectique et intervention en théorie de l'activité [Dialectics and intervention in activity theory]. In Y. Clot & J.-L. Tomas (Eds.), *Méthodes indirectes : Développer pour comprendre*. Paris: PUF. (In French)

Dochy, F., Engeström, Y., Sannino, A., Van Meeuwen, N. (accepted to be published in 2011). Interorganisational expansive learning at work. In F. Dochy, D. Gijbels, M. Segers, P. Van den Bossche (Eds.), *Theories of learning in the professions: Building blocks for training and development programs*. Elsevier, Amsterdam.

Teräs, M., Lasonen, J. & Sannino, A. (2010). Maahanmuuttajien lasten siirtymät koulutukseen ja työelämään [Transitions of immigrant children into education and working life]. In T. Martikainen & L. Haikkola (Eds.), *Maahanmuutto ja sukupolvet*. Helsinki: Suomalaisen Kirjallisuuden Seura. (in Finnish)

Lasonen, J., Sannino, A. & Teräs, M. (in press). Tunnustaminen, kokeminen ja ekspansiivinen oppiminen käsitteellisinä resursseina maahanmuuttajia tutkittaessa [Recognition, experiencing and

expansive learning as conceptual resources in studies of immigrants]. In J. Ursin & J. Lasonen (Eds.), *Jatkuvuuksia ja katkoksia: Koulutus Yhteiskunnan muutoksissa*. Jyväskylä: Suomen Kasvatustieteellinen Seura. (in Finnish)

Sannino, A. (2010). The predictable failure of sustainable innovations in school? From warrants to actions and back to the future. In K. Yamazumi (Ed.), *Activity theory and fostering learning: Developmental interventions in education and work* (pp. 61-85). Osaka: Kansai University Press.

Sannino, A. (2010). Breaking out of a professional abstraction: The pupil as materialized object for trainee teachers. In V. Ellis, A. Edwards & P. Smagorinsky (Eds.), *Cultural-historical perspectives on teacher education and development: Learning teaching* (pp. 146-159). London: Routledge.

Sannino, A., Daniels, H. Gutierrez, K. (2009). Activity theory between historical engagement and future-making practice. In A. Sannino, H. Daniels & K. Gutierrez (Eds.), *Learning and expanding with activity theory* (pp. 1-15). Cambridge: Cambridge University Press.

Sannino, A. (2005). Cultural-historical and discursive tools for analyzing critical conflicts in students' development. In K. Yamazumi, Y. Engeström & H. Daniels (Eds.), *New learning challenges: Going beyond the industrial age system of school and work* (pp. 165-195). Osaka: Kansai University Press.

Sannino, A., Trognon, A. & Dessagne, L. (2003). A model for analyzing knowledge content and processes of learning a trade within alternance vocational training. In T. Tuomi-Gröhn & Y. Engeström (Eds.), *Between school and work: New perspectives on transfer and boundary crossing* (pp.267-285). Amsterdam: Pergamon.

Sannino, A. (1998). L'accomplissement interlocutoire et intergestuel d'une interaction en situation de travail [Interlocutionary and intergestural interactions at work]. In K. Kostulski & A. Trognon (Eds.), *Communications Interactives dans les Groupes de Travail* [Interactive Communications in Working Groups] (p.123-157). Nancy, Presses Universitaires de Nancy. (in French)

Other publications

Forthcoming

Ajello, A.M., Engeström, Y., Sannino, A., Tuomi-Gröhn, T. (Eds.) (forthcoming). *Apprendere tra scuola e lavoro* [Learning between school and work]. Bologna: Il Mulino. (in Italian)

Laitinen, A, Sannino, A. Engeström, Y. (forthcoming). From double stimulation to mediational chains in the replication of the experiment of the "meaningless situation". Manuscript to be submitted to *Mind, Culture, and Activity*.

Translations

Sannino, A. (accepted to be published in 2011). Translation from French of the article by Yves Clot and Katia Kostulski "Intervening for transforming: The horizon of action in the clinic of activity", *Theory and Psychology*.

Sannino, A. (2009). Translation from French of the chapter by Yves Clot “Clinic of Activity: The dialogue as instrument”, in A. Sannino, H. Daniels & K. Gutierrez (Eds.), *Learning and expanding with activity theory* (pp. 286-302). Cambridge: Cambridge University Press.

Research reports

Brixhe, D. , Sannino, A. & Specogna, A. (1999). Etude de la mise en oeuvre et de l'élaboration de notions fondatrices: le cas des sciences et des mathématiques [Study of the implementation and elaboration of founding notions: The case of sciences and mathematics], Comité National de Coordination de la Recherche en Education, Paris. (Technical report, in French)

Sannino, A. (2004). “Ordine e caos come categorie per l'analisi delle conversazioni a lavoro”, University of Salerno, Italy. (Technical report, in Italian)

Sannino, A. (2002). “Analisi delle regolazioni in gruppi a differente stile di leadership”, University of Salerno, Italy. (Technical report, in Italian)

Teaching materials

Sannino, A., Maglione, A., Ammaturo, G., Basile, I., Caputo, M., Ciardi, T., Palmentieri, A., Savoia, M. G. & Stanzione, A. (2002). Formare gli esperti nei processi formativi. Attività del seminario d'orientamento teorico-pratico [Training experts in training processes: Activities of a theoretical and practical orientation seminar], Centro Elaborazione Dati Università degli Studi di Salerno, Fisciano. (Book containing a report and portfolio of a pedagogical experiment, in Italian).

Sannino, A. & Maglione, A. (2002). L'esperto nei processi formativi come esperto nell'apprendimento investigativo [The expert in training processes as expert in investigative learning]. In A. Sannino et al. (Eds.), Formare gli esperti nei processi formativi. Attività del seminario d'orientamento teorico-pratico, Centro Elaborazione Dati Università degli Studi di Salerno, Fisciano. (in Italian)