

# YrjÃ¶ EngestrÃ¶m

## List of Publications by Year in descending order

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Version: 2024-02-01

96  
papers

15,736  
citations

101384

36  
h-index

95083

68  
g-index

111  
all docs

111  
docs citations

111  
times ranked

5065  
citing authors

#	ARTICLE	IF	CITATIONS
1	Expansive Learning at Work: Toward an activity theoretical reconceptualization. Journal of Education and Work, 2001, 14, 133-156.	0.8	3,242
2	Activity theory and individual and social transformation. , 1999, , 19-38.		1,415
3	Studies of expansive learning: Foundations, findings and future challenges. Educational Research Review, 2010, 5, 1-24.	4.1	1,063
4	Activity theory as a framework for analyzing and redesigning work. Ergonomics, 2000, 43, 960-974.	1.1	866
5	Polycontextuality and boundary crossing in expert cognition: Learning and problem solving in complex work activities. Learning and Instruction, 1995, 5, 319-336.	1.9	574
6	Innovative learning in work teams: Analyzing cycles of knowledge creation in practice. , 1999, , 377-404.		470
7	Developmental studies of work as a testbench of activity theory: The case of primary care medical practice. , 1993, , 64-103.		414
8	From design experiments to formative interventions. Theory and Psychology, 2011, 21, 598-628.	0.7	345
9	Discursive manifestations of contradictions in organizational change efforts. Journal of Organizational Change Management, 2011, 24, 368-387.	1.7	333
10	Expansive Visibilization of Work: An Activity-Theoretical Perspective. Computer Supported Cooperative Work, 1999, 8, 63-93.	1.9	327
11	Seeing as situated activity: Formulating planes. , 1996, , 61-95.		296
12	New forms of learning in coâ€configuration work. Journal of Workplace Learning, 2004, 16, 11-21.	0.9	244
13	Learning in Activity. , 2014, , 128-148.		202
14	Formative Interventions for Expansive Learning and Transformative Agency. Journal of the Learning Sciences, 2016, 25, 599-633.	2.0	195
15	Non scolae sed vitae discimus: Toward overcoming the encapsulation of school learning. Learning and Instruction, 1991, 1, 243-259.	1.9	193
16	On the Life of the Object. Organization, 2005, 12, 307-330.	2.8	193
17	Enriching the Theory of Expansive Learning: Lessons From Journeys Toward Coconfiguration. Mind, Culture, and Activity, 2007, 14, 23-39.	1.1	189
18	The Future of Activity Theory: A Rough Draft. , 2009, , 303-328.		170

#	ARTICLE	IF	CITATIONS
19	Putting Vygotsky to Work: The Change Laboratory as an Application of Double Stimulation. , 2007, , 363-382.		166
20	From workplace learning to inter-organizational learning and back: the contribution of activity theory. Journal of Workplace Learning, 2007, 19, 336-342.	0.9	132
21	On the Methodological Demands of Formative Interventions. Mind, Culture, and Activity, 2014, 21, 118-128.	1.1	130
22	The emergence of learners'™ transformative agency in a Change Laboratory intervention. Journal of Education and Work, 2016, 29, 232-262.	0.8	127
23	Boundary crossing and learning in creation of new work practice. Journal of Workplace Learning, 2003, 15, 345-351.	0.9	125
24	The Discursive Construction of Collaborative Care. Applied Linguistics, 2003, 24, 286-315.	1.1	124
25	Objects, contradictions and collaboration in medical cognition: an activity-theoretical perspective. Artificial Intelligence in Medicine, 1995, 7, 395-412.	3.8	121
26	Expansive Learning in a Library: Actions, Cycles and Deviations from Instructional Intentions. Vocations and Learning, 2013, 6, 81-106.	0.9	106
27	Measurement in action: an activity-theoretical perspective on producer-user interaction. International Journal of Human Computer Studies, 2000, 53, 61-89.	3.7	99
28	From mediated actions to heterogenous coalitions: four generations of activity-theoretical studies of work and learning. Mind, Culture, and Activity, 2021, 28, 4-23.	1.1	91
29	Communication, discourse and activity. Communication Review, 1999, 3, 165-185.	0.8	85
30	Whatever happened to process theories of learning?. Learning, Culture and Social Interaction, 2012, 1, 45-56.	1.1	78
31	Enriching activity theory without shortcuts. Interacting With Computers, 2008, 20, 256-259.	1.0	76
32	Beyond Discontinuity: Expansive Organizational Learning Remembered. Management Learning, 2007, 38, 319-336.	1.4	68
33	From individual action to collective activity and back: developmental work research as an interventionist methodology. , 2000, , 150-166.		66
34	Co-generation of societally impactful knowledge in Change Laboratories. Management Learning, 2017, 48, 80-96.	1.4	61
35	Embodied Germ Cell at Work: Building an Expansive Concept of Physical Mobility in Home Care. Mind, Culture, and Activity, 2012, 19, 287-309.	1.1	60
36	Working together: Symbolic interactionism, activity theory, and information systems. , 1996, , 296-318.		58

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37	From Stabilization Knowledge to Possibility Knowledge in Organizational Learning. Management Learning, 2007, 38, 271-275.	1.4	58
38	Using activity theory to transform medical work and learning. Medical Teacher, 2021, 43, 7-13.	1.0	57
39	Knotworking to Create Collaborative Intentionality Capital in Fluid Organizational Fields. Advances in Interdisciplinary Studies of Work Teams, 0, , 307-336.	0.0	56
40	Wildfire Activities. International Journal of Mobile and Blended Learning, 2009, 1, 1-18.	0.5	53
41	Interobjectivity, Ideality, and Dialectics. Mind, Culture, and Activity, 1996, 3, 259-265.	1.1	52
42	From Well-Bounded Ethnographies to Intervening in Mycorrhizae Activities. Organization Studies, 2006, 27, 1783-1793.	3.8	49
43	From communities of practice to mycorrhizae. , 2007, , .		49
44	Expanding Educational Research and Interventionist Methodologies. Cognition and Instruction, 2016, 34, 275-284.	1.9	46
45	Managing content in e-learning environments. British Journal of Educational Technology, 2005, 36, 453-463.	3.9	45
46	Reorganizing the motivational sphere of classroom culture: An activity-theoretical analysis of planning in a teacher team. , 1998, , 76-103.		44
47	Generating transformative agency among horticultural producers: An activity-theoretical approach to transforming Integrated Pest Management. Agricultural Systems, 2015, 139, 38-49.	3.2	36
48	Weaving the texture of school change. Journal of Educational Change, 2008, 9, 379-383.	2.5	34
49	Expansive learning on the move: insights from ongoing research / El aprendizaje expansivo en movimiento: aportaciones de la investigaci3n en curso. Infancia Y Aprendizaje, 2016, 39, 401-435.	0.5	33
50	On Third Generation Activity Theory: Interview With YrjÄ¶ EngestrÄ¶m. Europe's Journal of Psychology, 2012, 8, .	0.6	32
51	Activity Theory and Learning at Work. , 2011, , 86-104.		32
52	Concept Formation in the Wild. Mind, Culture, and Activity, 2012, 19, 201-206.	1.1	30
53	Making Expansive Decisions: An Activity-Theoretical Study of Practitioners Building Collaborative Medical Care for Children. , 2001, , 281-301.		29
54	Double stimulation in everyday work: Critical encounters between home care workers and their elderly clients. Learning, Culture and Social Interaction, 2015, 4, 48-61.	1.1	27

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55	Toward a Grammar of Collaboration. <i>Mind, Culture, and Activity</i> , 2015, 22, 92-111.	1.1	27
56	Knotworking in Academic Libraries: Two Case Studies from the University of Helsinki. <i>LIBER Quarterly</i> , 2012, 21, 387-405.	0.6	27
57	Innovative organizational learning in medical and legal settings. , 1995, , 326-356.		25
58	Transformative agency by double stimulation: advances in theory and methodology. <i>Pedagogy, Culture and Society</i> , 2022, 30, 1-7.	1.8	23
59	The Cultural-Historical Theory of Activity and the Study of Political Repression. <i>International Journal of Mental Health</i> , 1988, 17, 29-41.	0.5	22
60	The dialectics of authoring expansive learning: tracing the long tail of a Change Laboratory. <i>Journal of Workplace Learning</i> , 2016, 28, 245-262.	0.9	22
61	From initiatives to employee-driven innovations. <i>European Journal of Innovation Management</i> , 2018, 21, 206-226.	2.4	22
62	Quand le centre se d��robe��: la notion de knotworking et ses promesses. <i>Sociologie Du Travail</i> , 2008, 50, 303-330.	0.0	19
63	LEARNING ACTIONS, OBJECTS AND TYPES OF INTERACTION: A METHODOLOGICAL ANALYSIS OF EXPANSIVE LEARNING AMONG PRE-SERVICE TEACHERS. <i>Frontline Learning Research</i> , 2016, 4, 1-27.	0.4	19
64	From paralyzing myths to expansive action. , 2002, , .		19
65	The tensions of judging: Handling cases of driving under the influence of alcohol in Finland and California. , 1996, , 199-232.		17
66	Activity Theory and Learning at Work. , 2014, , 67-96.		16
67	Defensive and Expansive Cycles of Learning: A Study of Home Care Encounters. <i>Journal of the Learning Sciences</i> , 2018, 27, 224-264.	2.0	12
68	Transformative agency for justice: addressing racial disparity of school discipline with the Indigenous Learning Lab. <i>Race Ethnicity and Education</i> , 2022, 25, 997-1020.	1.9	12
69	System disturbances as springboard for development of operators' expertise. , 1996, , 159-176.		12
70	Quand le centre se d��robe��: la notion de knotworking et ses promesses. <i>Sociologie Du Travail</i> , 2008, 50, 303-330.	0.0	11
71	Digital peer learning for transformative professional agency: The case of homelessness practitioners in Finland. <i>British Journal of Educational Technology</i> , 2021, 52, 1612-1628.	3.9	10
72	The contradictions within inclusion in Brazil. <i>Learning, Culture and Social Interaction</i> , 2020, 24, 100375.	1.1	9

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73	Laws, logics, and human activity. , 1999, , 107-114.		8
74	Valuable innovations out of nonsense? Expansive organizational learning and transformative agency in the Mann Gulch disaster and in the Finnish homelessness strategy. Teoria E Prática Em Administração, 2018, 8, 60-79.	0.1	7
75	The change laboratory in medical education: Two examples of tackling contradictory challenges. Medical Education, 2021, 55, 93-100.	1.1	6
76	Concept formation in the wild: towards a research agenda. Education Et Didactique, 2020, , 99-113.	0.1	6
77	Grand challenges for future HCI research. , 2010, , .		5
78	Surviving Outsourcing and Offshoring. Journal of Business and Technical Communication, 2016, 30, 495-532.	1.4	5
79	Collective concept formation in educational management: An intervention study in São Paulo, Brazil. Estonian Journal of Education, 2018, 6, 32-56.	0.2	4
80	Double stimulation for collaborative transformation of agricultural systems: The role of models for building agency. Learning, Culture and Social Interaction, 2021, 30, 100541.	1.1	4
81	Expanding the Scope of Science Education: An Activity-Theoretical Perspective. Contributions From Science Education Research, 2017, , 357-370.	0.4	4
82	Values, Rubbish, and Workplace Learning. , 0, , 193-208.		3
83	Learning in Activity. , 2022, , 134-155.		3
84	L'interagentivité orientée-objet: vers une compréhension de l'intentionnalité collective dans les activités distribuées. , 2006, , 135-173.		2
85	Improvement versus transformation. Education Et Didactique, 2017, 11, 31-34.	0.1	2
86	Knowledge on the Move. Advances in Human Resources Management and Organizational Development Book Series, 0, , 179-200.	0.2	2
87	The hybridisation of adolescents' worlds as a source of developmental tensions: a study of discursive manifestations of contradictions. Educational Review, 2024, 76, 321-342.	2.2	2
88	Becoming a Swarm Catalyst. International Journal of Knowledge-Based Organizations, 2013, 3, 57-70.	0.3	1
89	Contradictions as an entry into inclusive systemic design: Addressing racial disparities in the discipline at an urban middle school. Learning, Culture and Social Interaction, 2022, 35, 100641.	1.1	1
90	: Voices of the Mind: A Sociocultural Approach to Mediated Action . James V. Wertsch.. American Anthropologist, 1992, 94, 999-1000.	0.7	0

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91	How We Think They Think: Anthropological Approaches to Cognition, Memory, and Literacy. <i>American Ethnologist</i> , 1999, 26, 750-751.	1.0	0
92	Conflict and Curiosity: The Legacy of Naoki Ueno. <i>Mind, Culture, and Activity</i> , 2017, 24, 146-149.	1.1	0
93	Editorial: Critical Perspectives on Replicability in Work/Organizational Psychology Research. <i>Frontiers in Psychology</i> , 2021, 12, 667479.	1.1	0
94	Hariduskorraldust kÄsitleva Ä½hise kontseptsiooni vÄljatÄÄtamine: sekkumisuuring SÄo Paulos Brasillias. <i>Estonian Journal of Education</i> , 2018, 6, 7-31.	0.2	0
95	Wildfire Activities. , 0, , 1-14.		0
96	Yhteinen ammatillinen toimijuus Asunto ensin -tyÄssÄ TADS-prosessina. , 2022, 53, 86-94.		0