Record Nr. UNINA9910483276703321 Autore Hasse Cathrine Titolo An Anthropology of Learning: On Nested Frictions in Cultural Ecologies // by Cathrine Hasse Dordrecht:,: Springer Netherlands:,: Imprint: Springer,, 2015 Pubbl/distr/stampa 94-017-9606-8 **ISBN** Edizione [1st ed. 2015.] Descrizione fisica 1 online resource (322 p.) 301 Disciplina 370 370113 371.3 Soggetti Learning Instruction Anthropology Professional education Vocational education Learning & Instruction Professional & Vocational Education Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Nota di bibliografia Includes bibliographical references and index. Foreword -- 1. Introducing the engaged anthropologist -- 2. Culture as Nota di contenuto contested field -- 3. Collective and social cultures -- 4. Position matters! -- 5. Social designations of cultural markers -- 6. Learning from culture contrast -- 7. Towards nested engagement -- 8. Future zones of development -- 9. Epilogue. Index. Sommario/riassunto This book deals with the black box of social science methodology: participant observation. From the perspective of anthropology, it explores the difference between an ethnographer as participant observer and any other participant. It discusses and gives insight into what participant observers do before they write their texts. It explains how they learn to engage with other people's cultural ecologies and

develop relational expertise. Showing that anthropology is a craft of cultural learning processes, the book introduces the engaged

participant observer as an expert ethnographer capable of aligning engagements with others. It argues that culture as representation is replaced by culture as a frictioned learning process through which collective and social cultures emerge. To advance understanding of the ethnographer's learning process, the book introduces a new methodological vocabulary of cultural learning processes that is based on a diffracted reading of ethnography, anthropological theory, post-phenomenology, feminist materialism and cultural-historical activity theory.