

**Cultural Historical Activity Theory Book Review Recommended Books**  
**Last Updated July 24, 2015**  
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\*Note participants may choose books that are not on this list with instructor permission. Additionally, if you find books that ought to be included in this list please inform the instructor.

- Blunden, A. (2012). *An Interdisciplinary Theory of Activity* (First Trade Paper ed.). Haymarket Books.
- Bozalek, V., Ng'ambi, D., Wood, D., Herrington, J., Hardman, J., & Amory, A. (2014). *Activity Theory, Authentic Learning and Emerging Technologies: Towards a Transformative Higher Education Pedagogy*. New York, NY: Routledge.
- Bruner, J. (1990). *Acts of Meaning*. Cambridge, MA: Harvard University Press.
- Cole, M. (1996). *Cultural psychology: A once and future discipline*. Cambridge, MA: Harvard University Press.
- Cole, M., & Consortium, D. L. (2006). *The Fifth Dimension: An After-School Program Built on Diversity*. Russell Sage Foundation Publications.
- Cole, M., Engeström, Y., & Vasquez, O. (Eds.). (1997). *Mind, Culture, and Activity: Seminal Papers from the Laboratory of Comparative Human Cognition*. Cambridge University Press.
- Daniels, H., Cole, M., & Wertsch, J. V. (Eds.). (2007). *The Cambridge Companion to Vygotsky* (1st ed.). Cambridge University Press.
- Daniels, H., Edwards, A., Engeström, Y., Gallagher, T., & Ludvigsen, S. R. (Eds.). (2009). *Activity Theory in Practice: Promoting Learning Across Boundaries and Agencies* (1st ed.). Routledge.
- Engeström, Y. (2008). *From Teams to Knots: Activity-Theoretical Studies of Collaboration and Learning at Work* (1st ed.). New York: Cambridge University Press.
- Engeström, Y., & Middleton, D. (1996). *Cognition and communication at work*. New York, NY: Cambridge University Press.
- Gay, G., & Hembrooke, H. (2004). *Activity-Centered Design: An Ecological Approach to Designing Smart Tools and Usable Systems*. The MIT Press.
- Holland, D., Jr, W. L., Skinner, D., & Cain, C. (2001). *Identity and Agency in Cultural Worlds*. President and Fellows of Harvard College.
- Kaptelinin, V., & Nardi, B. A. (2006). *Acting with Technology: Activity theory and Interaction Design*. Cambridge, MA: The MIT Press.
- Kozulin, A. (1990). *Vygotsky's psychology: A biography of ideas*. Cambridge, Mass.: Harvard University Press.
- Lave, J. (1988). *Cognition in practice*. New York: Cambridge University Press.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Learning in doing: Social, cognitive, and computational perspectives. New York: Cambridge University Press.
- Lee, C. D., & Smagorinsky, P. (Eds.). (1999). *Vygotskian Perspectives on Literacy Research: Constructing Meaning through Collaborative Inquiry* (1st ed.). Cambridge University Press.
- Moll, L. C. (1990). *Vygotsky and education: Instructional implications and applications of*

- sociohistorical psychology*. New York: Cambridge University Press.
- Moll, L. C. (2014). *L.S. Vygotsky and Education*. New York: Routledge.
- Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. New York: Oxford University Press.
- Rogoff, B. (1999). *Everyday Cognition: Development in Social Context*. iUniverse.
- Tharp, R. G., & Gallimore, R. (1988). *Rousing minds to life: Teaching, learning, and schooling in social context*. New York: Cambridge University Press.
- Rogoff, B. (2003). *The Cultural Nature of Human Development*. Oxford University Press.
- Sannino, A., Daniels, H., & Gutiérrez, K. D. (Eds.). (2009). *Learning and Expanding with Activity Theory* (1st ed.). Cambridge University Press.
- Smagorinsky, P. (2011). *Vygotsky and Literacy Research: A Methodological Framework*. Rotterdam: Sense Publishers.
- Vygotsky, L. (1986). *Thought and language*. Cambridge, Massachusetts: MIT Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Van der Veer, R., & Valsiner, J. (1994). *The Vygotsky Reader*. Oxford, UK; Cambridge, Mass., USA: Wiley-Blackwell.
- Wells, G. (1999). *Dialogic inquiry: Towards a sociocultural practice and theory of education*. Learning in doing. New York: Cambridge University Press.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Learning in doing: social, cognitive, and computational perspectives. New York: Cambridge University Press.
- Wenger, Etienne, McDermott, R., & Snyder, W. M. (2002). *Cultivating Communities of Practice* (1st ed.). Harvard Business Press.
- Wertsch, J. V. (1981). *The concept of activity in Soviet psychology*. New York: M. E. Sharpe.
- Wertsch, J. V. (1985). *Vygotsky and the social formation of mind*. Cambridge, Mass.: Harvard University Press.
- Wertsch, J. V. (1991). *Voices of the mind: A Sociocultural approach to mediated action*. Cambridge, Massachusetts: Harvard University Press.
- Wertsch, J. V. (1998). *Mind as action*. New York: Oxford University Press.