


## Dimensions of the problematic situation for situated cognition

		LEARNING	
		as Cognitive Achievement	within Social-Ontological (trans)formation
Situating within the curricula of	Everyday Life	NRC (2000)	Lave (1999)
	School Life	NRC (2005)	Wenger (1999)
			
		Problem (Lave, 1999): “Everyday Life” as analytically	
		turned into an epistemological problem itself	vs. the social, socially constituted world of everyday social practice
		on the conceptual-mental	rather than the social-material
		side of the divide	

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