

**UNIVERSIDAD ARTURO PRAT**

70.777.500-9

CASA CENTRAL UNAP

AV. ARTURO PRAT 2120 IQUIQUE

ORDEN DE COMPRA**N° 101608**

Departamento	:	FINANZAS	JULIO 25, 2022
Proveedor	:	ANNALISSA SANNINO	
RUT	:	300057-5	
Dirección	:	Kuntokatu3,33520 Tampere,Finlandia, TAMPERE FINLAND	
Fono	:	+358 29 45222	Nro.ID Chile Compra
Generado por	:	RDRI -RUBEN DEL RIO	Decreto exento N° 10-0658-22
Atención Sr.(a)	:		
Solicitamos UDS.	:	ENTREGAR	En:
Condiciones de Pago:		30 DIAS	Plazo Entrega: 30 DIAS

CANTIDAD	UNIDAD	DETALLE	V. UNITARIO	TOTAL
1	UN	Contratación Sra. Annalissa Sannino, academica finlandesa que realiza seminario de evaluación Ex ante, análisis y asesorías del diseño del programa de entrega de buenas practicas educativas para el proyecto FIC "transferencia y formación de capital Humano" por un valor de 1.000 USD	865,000	865,000
		SUBTOTAL		865,000
		DESCUENTO 0.0 %		0
		OTROS DESCUENTOS 0.0 %		0
		OTROS CARGOS		0
		IMPTO. 0 %		0
		TOTAL IVA INCLUIDO \$		865,000

Cuenta	Código Gestión	Proyecto
1220619000	IQUH05FND	020202030044

SOLIC. DE COMPRA38747

Observación

Firma Responsable

NOTA: Al presentar la FACTURA, original y dos copias, debe acompañarse la presente orden, sin la cual NO será PAGADA.

SOLICITUD DE MATERIALES / SERVICIOS

Solicitante

Nombre : **Hernan Eduardo Barrientos Briceño**
 Unidad : **Universidad Arturo Prat**
 E-mail : **hbarrientos@unap.cl**

Cargo :
 Rubro Compra: **Medios De Comunicación Y Publicidad**
 Telefonos : /

Detalles de la compra :	Contratación Sra. Annalissa Sannino, académica finlandesa que realiza seminario para proyecto FIC "transferencia y formación de capital Humano"
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Cant.	Artículo	SubRubro	Un.	Descripción	Valor Estimado	Valor Real	Cod. Gestión	Proyecto	Custodio
1	Servicios Profesionales	Servicios Profesionales	UN	Contratación Sra. Annalissa Sannino, academica finlandesa que realiza seminario de evaluación Ex ante, análisis y asesorías del diseño del programa de entrega de buenas practicas educativas para el proyecto FIC "transferencia y formación de capital Humano" por un valor de 1.000 USD	800.000	865.000	IQUH05FND	020202030044	Alexander Martin Perez Mora

Dirección a despachar lo solicitado :

CRITERIOS DE EVALUACIÓN

- Precio - 40(%)
- Calidad Técnica de los Bienes y Servicios - 10(%)
- Cumplimiento de los requisitos - 50(%)



CDT: **20220600100359473**
 Leandro Iván Valenzuela Espinoza
 Jefe De Proyecto



CDT: **20220600100359503**
 Marcela Patricia Quintana Lara
 Decano(a)



CDT: **20220600100359617**
 Romina Eugenia Campillay Campillay
 Encargado De Área

MEMORANDUM

A : **SRA(ITA). SILVANA LARRAIN VARAS**
Jefe De Unidad / Adquisiciones / Sede Iquique

DE : **SR. LEANDRO VALENZUELA ESPINOZA**
Jefe De Proyecto / Formacion De Capital Humano Avanzado En Tecnicas Pedagogicas En La Region De Tarapaca,
Metodologia, Innovacion Tecnologica Y Buenas Practica En Las Areas De Las Matematicas, Fisica, Quimica, Biologia
Y Tecnologia / Sede Iquique

REF : Solicita Trato Directo Proyecto FIC "Formación De Capital Humano Avanzado"

FECHA : Miércoles, 08 de Junio de 2022

Estimada Silvana Larraín:

Por medio del presente informo y solicito a Ud. Lo siguiente; en el marco del proyecto FIC Capital Humano adjudicado por el Gobierno Regional de Tarapacá para difundir y preparar docentes locales con modalidades impartidas en Finlandia, quienes son líderes en educación, agradeceré A Ud., autorizar la emisión de Decreto Exento para Trato Directo con Proveedor Extranjero, Srta Annalissa Sannino, Número de pasaporte YB3401913, por un monto total de USD 1.000, por concepto de pago para Desarrollo de un seminario, en modalidad online, de divulgación científica para la comunidad educativa tarapaqueña, denominado: ¿Cómo pueden los educadores activar la voluntad de aprender?; y tres talleres de asesoría pedagógica destinados a los/as docentes beneficiarios/as directos/as del proyecto, para la planificación e implementación de innovaciones metodológicas en el ámbito escolar, en base a la metodología de la 5ta dimensión.

Cabe señalar que no es posible gestionar este tipo de compra directamente a través de Convenio Marco, por no encontrarse este Servicio dentro de las ofertas de dicha modalidad en Mercado Publico. Por Tanto, solicitamos Decreto que autorice Trato Directo con Proveedor Extranjero, Conforme Al Art. Art. 62 N° 6 En Relación Al Art. 10 N°7 Letra K) Del Reglamento De Compras Públicas. - El servicio debe hacerse fuera del sistema de información, por cuanto, la Srta. Annalissa Sannino, quien realizará el servicio de asesoría se le cancelará mediante Transferencia Bancaria como Forma de Pago.

Atentamente.

LVE/moa

Cc: Saralea Salgado Espinoza
Cc: Melissa Olivares Alfaro
Cc: Jessica Barraza Rivera
Cc: Siegfried Barbagelata Velasquez
Cc: Claudia Castro Alcaya
Cc: Hernan Barrientos Briceño
Cc: Alexander Perez Mora



LEANDRO VALENZUELA ESPINOZA

Jefe De Proyecto / Formacion De Capital Humano Avanzado En Tecnicas Pedagogicas En La Region De Tarapaca, Metodologia,
Innovacion Tecnologica Y Buenas Practica En Las Areas De Las Matematicas, Fisica, Quimica, Biologia Y Tecnologia
CDT: 2022afabc55f3af79136f3



1. Applicant's full name, gender and date of the CV

- Surname: Sannino; Given name: Annalisa
- ORCID: 0000-0003-1470-3666
- Year of birth: 1975
- Website (URL): <https://research.tuni.fi/reset/>



2. Education, degrees and titles

- 12.2000, Ph.D. in Social Psychology, University of Nancy, France
- 3.1997, M.A. in Psychology, Pedagogy and Didactics, University of Salerno, Italy
- 1.2011, Title of Docent in Intervention Methodologies in Education, University of Helsinki

3. Current positions

- 1.2018 (without end date), Professor, Faculty of Education and Culture, Tampere University
- 8.2018-12.2023 Director of the Doctoral Programme Education & Society, Faculty of Education and Culture, Tampere University
- 8.2021-7.2025, Distinguished Research Fellow, Faculty of Education, Monash University in Melbourne, Australia
- 9.2016-12.2022, Visiting Professor of Education, Rhodes University, South Africa
- 10.2016-12.2022, Visiting Professor of Work-Integrated Learning, University West, Sweden

4. Previous work experience

- 12.2011-12.2017, University Lecturer in Educational Sciences, Faculty of Educational Sciences, University of Helsinki
- 9.2012-8.2017, Academy Research Fellow (Academy of Finland)
- 8.2008-11.2011, University Lecturer (fixed-term contract), Institute of Behavioural Sciences, University of Helsinki
- 3.2002-7.2008, Researcher (permanent position), Department of Education, University of Salerno, Italy
- 9.2002-5.2003, Lecturer (fixed-term teaching contracts), Department of Communication, University of California San Diego, USA
- 1.2001-2.2002, Researcher (fixed-term contracts), Department of Education, University of Salerno, Italy
- 1.1997-5.1999, Lecturer (fixed-term teaching contracts), Department of Psychology, University of Nancy, France

5. Career breaks

- 2005-2007 Two-year career break (maternity leave)

6. Selected research funding and grants

- The Finnish Work Environment Fund, 1.1.2020-31.12.2021 (€160.000)
- 1.9.2012-31.8.2017, Academy Research Fellowship, Academy of Finland (€ 464, 622)
- 9.2002-6.2003, Fulbright Fellowship grant (27,000 US\$)
- 2009-2010 Drafting of funding application and subproject leader, OPCE Project, Academy of

Finland (400,000€), PI J. Lasonen, University of Jyväskylä

7. Overview of scientific publications and their impact

78 publications with a significant increase of the H-index: H-index 3 in 2010; H-index 30 in 2022, with 6140 citations (Google Scholar Citations)

8. Leadership and supervision experience

- 2009-2010, Supervision of post-doc researcher Olivier Irmann, graduation year 2006
- 2015-2016, Co-supervision of Marie Curie post-doctoral researcher Daniele Morselli, graduation year 2013
- Since 2008, Supervision of seven post-graduate students
- Five doctoral dissertations (Jenny Vainio, September 2012; Heli Kaatrakoski, 2016; Antti Rajala, 2016; Liubov Vetoshkina, 2018: Faculty Award for Best Dissertation, University of Helsinki; Jaana Nummijoki, 2020), one licentiate thesis (Anne Laitinen, 2012) brought to completion

9. Main teaching experience

- 1997-present, Teaching of university courses ranging from seminars with Master's and doctoral students to large classes with over 150 undergraduate students in Italian, French, American and Finnish Universities (in chronological order)
- 2010-2013, Design and leadership of the annual Helsinki Summer School course on Activity Theory and Formative Interventions, with participants from the five continents at the University of Helsinki
- Seminars at Pontifical Catholic University of São Paulo, Brazil (2007, 2020), at Ca' Foscari University of Venice, Italy (2011), at Laval University Quebec, Canada (2012, 2017), at Rhodes University, South Africa (2015, 2017, 2019), at University West, Sweden (2016, 2019), and at University of Bergamo, Italy (2018)

10. Award

- 2018: Technical and Scientific Communication Award of the Conference on College Composition and Communication (CCCC) for Best Article Reporting Qualitative or Quantitative Research in Technical or Scientific Communication

11. Other key scientific or academic merits

- 2009-2012, Visiting Professor, University of Luxembourg
- 2008-2020, eleven keynotes in national and international conferences; Keynotes in 2020: at the Finnish Education Research Association, University of Helsinki, Finland; VILÄR Work Integrated Conference, University West, Sweden.
 - Selected invited talks: City University of New York, May 2017; University of California, Berkeley, May 2017; University of Wisconsin-Madison, April 2017; University of California, Berkeley, March 2017; Deakin University, Melbourne, 2016; Rhodes University, South Africa, 2015; University of Oxford, May 2015.
- External examiner of seven doctoral dissertations (abroad)
- 2021, Member of the evaluation board for the selection of National Doctoral Programs, Swedish Research Council
- 2010, 2011, International peer evaluation of Project proposals for the Luxembourg National Research Fund, € 1.5 million budget
- 2001-present, Refereeing for numerous scientific journals including *Cognition and Instruction*; *Educational Research Review*; *Journal for the Theory of Social Behaviour*; *Journal of Workplace*

12. Complete list of publications

Journal articles (A1)

78. Ivaldi, S., Sannino, A. & Scaratti, G. (2022). Is ‘co’ in coworking a short for contradictions. *Qualitative Research in Organizations and Management*, 17(5), 38-63.
77. Ko, D., Bal, A., Bird Bear, A., Sannino, A. & Engeström, Y. (2021). Transformative agency for Justice: Addressing racial disparity of school discipline with the indigenous learning lab. *Race Ethnicity and Education*. <https://doi.org/10.1080/13613324.2021.1969903>
76. Sannino, A., Engeström, Y. & Jokinen, E. (2021). Digital peer learning for transformative professional agency: The case of homelessness practitioners in Finland. *British Journal of Educational Technology*, 52, 1612–1628. DOI: 10.1111/bjet.13117
75. Engeström, Y. & Sannino, A. (2021). From mediated actions to heterogeneous coalitions: Four generations of activity-theoretical studies of work and learning. *Mind, Culture, and Activity*, 28(1), 4-23. DOI: 10.1080/10749039.2020.1806328
74. Morselli, D. & Sannino, A. (2021). Testing the model of double stimulation in a Change Laboratory. *Teaching and Teacher Education*, 97, 1-8. DOI: <https://doi.org/10.1016/j.tate.2020.103224>
73. Sannino, A. (2020). Transformative agency as warping: How collectives accomplish change amidst uncertainty. *Pedagogy, Culture & Society*. DOI: 10.1080/14681366.2020.1805493
72. Sannino, A. (2020). Enacting the utopia of eradicating homelessness: Toward a new generation of activity-theoretical studies of learning. *Studies in Continuing Education*, 42:2, 163-179. <http://dx.doi.org/10.1080/0158037X.2020.1725459>
71. Sannino, A. (2018). Counteracting the stigma of homelessness: The Finnish Housing First strategy as educational work. *Educação*, 41(3), p. 385-392.
70. Sannino, A. & Engeström, Y. (2018). Cultural-historical activity theory: founding insights and new challenges. *Cultural-Historical Psychology*, 14(3), 43-56.
69. Sannino, A. & Engeström, Y. (2018). 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*, 8(2), 60-79.
68. Nummijoki, J., Engeström, Y., & Sannino, A. (2018). Defensive and expansive cycles of learning: A study of home care encounters. *Journal of the Learning Sciences*. DOI: 10.1080/10508406.2017.1412970
67. Laitinen, A., Sannino, A., & Engeström, Y. (2017). From controlled experiments to formative interventions in studies of agency: Methodological considerations. *Educação*, 39, 14-23.

66. Sannino, A. & Engeström, Y. (2017). Co-generation of societally impactful knowledge in Change Laboratories. *Management Learning*, 48(1), 80-96.
65. Sannino, A., Engeström, Y., & Lemos, M. (2016). Formative interventions for expansive learning and transformative agency. *Journal of the Learning Sciences*, 25(4), 599-633.
64. Sannino, A., Engeström, Y., & Lahikainen, J. (2016). The dialectics of authoring expansive learning: Tracing the long tail of a Change Laboratory. *Journal of Workplace Learning*, 28(4), 245-262.
63. Engeström, Y. & Sannino, A. (2016). Expansive learning on the move: Insights from ongoing research. *Infancia y Aprendizaje: Journal for the Study of Education and Development*, 39(3), 401-416.

- Spanish translation of the article reproduced in *Infancia y Aprendizaje: Journal for the Study of Education and Development*, 39(3), 417-435.
62. Virtaluoto, J., Sannino, A. & Engeström, Y. (2016). Surviving outsourcing and offshoring: Technical communication professionals in search of a future. *Journal of Business and Technical Communication*, 30(4), 495-532.
61. Gutiérrez, K. D., Engeström, Y. & Sannino, A. (2016). Expanding educational research: Toward viable interventionist methodologies. *Cognition and Instruction*, 3, 275-284.
60. Sannino, A. (2016). Double stimulation in the waiting experiment with collectives. *Integrative Psychological and Behavioral Science*, 50(1), 142-173.
59. Sannino, A. & Vainio, J. (2015). Gendered hegemony and its contradictions among Finnish university physicists. *Gender and Education*, 27(5), 505-522.
58. Engeström, Y., Kajamaa, A., Lahtinen, P., & Sannino, A. (2015). Toward a grammar of collaboration. *Mind, Culture, and Activity*, 22(2), 92-111.
57. Sannino, A. (2015). The principle of double stimulation: A path to volitional action. *Learning, Culture, and Social Interaction*, 6, 1-15.
56. Sannino, A. (2015). The emergence of transformative agency and double stimulation: Activity-based studies in the Vygotskian tradition. *Learning, Culture, and Social Interaction*, 4, 1-3.
55. Sannino, A. & Laitinen, A. (2015). Double stimulation in the waiting experiment: Testing a Vygotskian model of the emergence of volitional action. *Learning, Culture, and Social Interaction*, 4, 4-18.
54. Rajala, A. & Sannino, A. (2015). Students' deviations from a learning task: An activity-theoretical analysis. *International Journal of Educational Research*, 70, 31-46.
53. Engeström, Y., Sannino, A. & Virkkunen, J. (2014). On the methodological demands of formative interventions. *Mind, Culture, and Activity*, 2(2), 118-128.
52. Engeström, Y. & Sannino, A. (2013). La volition et l'agentivité transformatrice : Perspective théorique de l'activité [Volition and transformative agency: An activity-theoretical perspective]. *Revue*

international du CRIRES: Innover dans la tradition de Vygotsky, 1(1), 4-19.

51. Engeström, Y., Nummijoki, J. & Sannino, A. (2012). Embodied germ cell at work: Building an expansive concept of physical mobility in home care. *Mind, Culture, and Activity*, 19(3), 287-309.
50. Engeström, Y. & Sannino, A. (2012). Concept formation in the wild. *Mind, Culture, and Activity*, 19(3), 201-206.
49. Engeström, Y. & Sannino, A. (2012). Whatever happened to process theories of learning? *Learning, Culture and Social Interaction*, 1(1), 45-56.
48. Sannino, A. (2011). Activity theory as an activist and interventionist theory. *Theory & Psychology*, 21(5), 571-597.
47. Sannino, A. (2011). Ricerca–intervento in teoria dell’attività: Attualità della tradizione vygotskijana [Interventionist research in activity theory: Timeliness of the Vygotskian tradition], *Formazione & Insegnamento*, 3, 103-115. (in Italian)
46. Sannino, A. & Sutter, B. (2011). Cultural-historical activity theory and interventionist methodology: Classical legacy and contemporary developments. *Theory & Psychology*, 21(5), 557-570.
45. Engeström, Y. & Sannino, A. (2011). Discursive manifestations of contradictions in organizational change efforts: A methodological framework. *Journal of Organizational Change Management*, 24(3), 368-387.
44. Engeström, Y. & Sannino, A. (2010). Studies of expansive learning: Foundations, findings and future challenges. *Educational Research Review*, 5, 1-24.
- German translation of the article reproduced in F. Seeger (Ed.), *Lernen Durch Expansion* (pp. 403-461), 2011, Berlin: Lehmanns Media.
- Polish translation of the article reproduced in *Forum Oświatowe*, 1(46), 2012, 209-266.
43. Sannino, A. (2010). Teachers’ talk of experiencing: Conflict, resistance and agency. *Teaching and Teacher Education*, 26, 838-844.
42. Sannino, A. (2008). Experiencing conversations: Bridging the gap between discourse and activity. *Journal for the Theory of Social Behaviour*, 38(3), 267-291.
41. Sannino, A. (2008). From talk to action: Experiencing interlocution in developmental interventions. *Mind, Culture, and Activity*, 15(3), 234-257.
40. Sannino, A. & Nocon, H. (2008). Special issue introduction: Activity theory and school innovation. *Journal of Educational Change*, 9(4), 325-328.
39. Sannino, A. (2008). Sustaining a non-dominant activity in school: Only a utopia? *Journal of Educational Change*, 9(4), 329-338.

38. Sannino, A. (2006). Analyzing discontinuous speech in EU conversations: A methodological proposal. *Journal of Pragmatics*, 38(4), 543-566.
37. Sannino, A. & Trognon, A. (2004). Un'introduzione alla Logica Interlocutoria: Come studiare l'interlocuzione per accedere alle dinamiche generative del pensiero e dei rapporti sociali. [Introduction to Interlocutionary Logic: How to study interlocution in order to access to the generative dynamics of thinking and social relationships]. *Ricerche di Psicologia*, 27(4), 143-174. (in Italian)
36. Sannino, A. , Trognon, A. , Dessagne, L. , Kostulski, K. (2001). Les connaissances émergeant d'une relation tuteur-apprenti sur le lieu de travail [Knowledge emerging from a relationship between tutors and apprentices in the workplace]. *Bulletin de Psychologie* , 54(3), 453, 261- 273. (in French)

Chapters in edited books (A3)

35. Engeström, Y. & Sannino, A. (2021). Des actions de travail aux coalitions hétérogènes: Quatre générations d'études théoriques de l'activité de travail [From work actions to heterogeneous coalitions: Four generations of theoretical studies on work activities]. In M.-A. Dujarier, A. Gillet, & P. Lénel (Eds.), *L'activité en théories: Regards croisés sur le travail* (pp. 241-251). Paris: Octares (in French).
34. Engeström, Y. & Sannino, A. (2020). Toward a Vygotskian perspective on transformative agency for social change. In A. Tanzi Neto, F. Liberali & M. Dafermos (Eds.), *Rivisiting Vygotsky for social change: Bringing together theory and practice* (pp. 87-110). New York: Peter Lang.
33. Engeström, Y. & Sannino, A. (2018). Expansive learning on the move: Insights from ongoing research. In U. Denet, C. Reis, C. Reutlinger & M. Winkler (Eds), *Potentiale des Aneignungskonzepts [Potentials of the appropriation concept]* (pp. 211-228). Weinheim: Belts Juventa.
32. Francisco, R., Klein, A., Engeström, Y., & Sannino, A. (2018). Knowledge on the move: Expansive learning among mobile workers. In D. Kolbaek (Ed.), *Online Collaboration and Communication in Contemporary Organizations*. Hershey, PA: Igi Global.
31. Sannino, A., Engeström, Y., & Lemos, M. (2017). Formative interventions for expansive learning and transformative agency. In M. Cole, W. Penuel & K. O'Neill (Eds.), *Cultural-Historical Activity Theory Approaches to Design-Based Research* (Routledge Special Issues as Books, SPIB series). London: Routledge.
30. Sannino, A. & Engeström, Y. (2017). Relational agency, double stimulation and the object of activity: An intervention study in a primary school. In A. Edwards (Ed.), *Working relationally in and across practices: Cultural-historical approaches to collaboration* (pp. 58-77). Cambridge: Cambridge University Press.
29. Vetoshkina, L., Engeström, Y., & Sannino, A. (2017). On the power of the object: History-making through skilled performance in wooden boat building. In J. Sandberg, L. Rouleau, A. Langley & H. Tsoukas (Eds.), *Skillful performance: Enacting expertise, competence and capabilities in organizations* (pp. 73-102). Oxford: Oxford University Press.
28. Sannino, A. (2013). Critical transitions in the pursuit of a professional object: Simone de Beauvoir's

- expansive journey to become a writer. In A. Sannino & V. Ellis (Eds.), *Learning and collective creativity: Activity-theoretical and sociocultural studies* (pp. 40-60). New York: Routledge.
27. Sannino, A. & Ellis, V. (2013). Activity-theoretical and sociocultural approaches to learning and collective creativity: An introduction. In A. Sannino & V. Ellis (Eds.), *Learning and collective creativity: Activity-theoretical and sociocultural studies* (pp. 1-19). New York: Routledge.
26. Sannino, A. (2012). Dialectique et intervention en théorie de l'activité [Dialectics and intervention in activity theory]. In Y. Clot (Ed.), *Vygotski maintenant* (pp. 213-230). Paris: La Dispute. (in French)
25. Dochy, F., Engeström, Y., Sannino, A., Van Meeuwen, N. (2011). Interorganisational expansive learning at work. In F. Dochy, D. Gijbels, M. Segers, P. Van den Bossche (Eds.), *Theories of learning for the workplace: Building blocks for training and professional development programs* (pp. 125-147). London: Routledge.
24. Lasonen, J., Teräs, M. & Sannino, A. (2011). 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.), *Jatkuvuusia ja katkoksia: Koulutus yhteiskunnan muutoksissa*. Jyväskylä: Suomen Kasvatustieteellinen Seura. (in Finnish)
23. 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)
22. 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.
21. 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.
20. Sannino, A., Daniels, H. Gutierrez, K. (2009). Editors' introduction. In A. Sannino, H. Daniels & K. Gutierrez (Eds.), *Learning and expanding with activity theory* (pp. xi-xxi). Cambridge: Cambridge University Press.
19. 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.
18. 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.

17. 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.

- Italian translation of the chapter reproduced in Ajello, A.M., Engeström, Y., Sannino, A., Tuomi-Gröhn, T. (Eds.) (2013). *Apprendere tra scuola e lavoro* [Learning between school and work] (pp. 227-250). Bologna: Il Mulino.

16. 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* (p.123-157). Nancy, Presses Universitaires de Nancy. (in French)

Scientific monograph (C1)

15. 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)

Edited books and special issues (C2)

14. Sannino, A. (Ed.) (2015). The emergence of transformative agency and double stimulation: Activity-based studies in the Vygotskian tradition. Special issue of *Learning, Culture, and Social Interaction*, 4.

13. Sannino, A. & Ellis, V. (Eds.) (2013). *Learning and collective creativity: Activity-theoretical and sociocultural studies*. New York: Routledge.

12. Engeström, Y. & Sannino, A. (Eds.) (2012). Concept formation in the wild. *Mind, Culture, and Activity*, 19(3).

11. Sannino, A. & Sutter, B. (Eds.) (2011). Cultural-historical activity theory and interventionist methodology: Classical legacy and contemporary developments. Special issue of *Theory & Psychology*, 21(5).

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

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

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ADJUDICACION

SOLICITUD DE MATERIALES / SERVICIOS

Solicitante

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Cargo :

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Derivación : Sin estado de derivación

Rubro Compra: Medios De Comunicación Y Publicidad

Detalles de la compra :	Contratación Sra. Annalissa Sannino, académica finlandesa que realiza seminario para proyecto FIC "transferencia y formación de capital Humano"
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Cant.	Artículo	SubRubro	Un.	Descripción	Valor Adjudicado	Cod. Gestión	Proyecto	Cuenta	Adjudicado
1	Servicios Profesionales	Servicios Profesionales	UN	Contratación Sra. Annalissa Sannino, academica finlandesa que realiza seminario de evaluación Ex ante, análisis y asesorías del diseño del programa de entrega de buenas practicas educativas para el proyecto FIC "transferencia y formación de capital Humano" por un valor de 1.000 USD	865.000	IQUH05FND	020202030044	1220619000	Si
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