Situated Learning: A Critical Review

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**Abstract:** The book, Situated Learning: Legitimate Peripheral Participation, sought to broaden the field of analytic questions in which learning was surely a central issue: questions about continuity and change in everyday practices, intergenerational relations, the re-production of complex heterogeneous (work) practices, and the production and displacement of participants -- apprentices, veterans, others - together. How does the central argument hold up (in my view) after twenty years? What was it supposed to do? And what happened to it as it was taken up in a variety of contexts, over the two decades since its publication?