

CABE, 2004

San Jose, CA

March 5, 2004

2:15 – 3:45

*Teachers as Language
Mentors:
Examining Language
Potentials Through the Work
of Vygotsky and Freire*

Joan Wink, Ph.D.

College of Education

CSU Stanislaus

801 West Monte Vista Avenue

Turlock, CA 95382

jwink@csustan.edu

LeAnn G. Putney, Ph.D.

College of Education

University of Nevada, Las Vegas

4505 Maryland Parkway, Box 453003

Las Vegas, NV 89154-3003

putneyl@unlv.nevada.edu

Philosophy of Education

Vygotsky

Thought and Language
Sociocultural Context
Zone of Proximal Development

Intrinsic learning
Dialectical learning
Improving education and society
Naturalistic/organic teachers/learners
Growth and development
Observation of learners
Social reconstructionists
Juxtaposition of ideas
Humanistic

Dewey

Democracy
Progressive
Experiential Learning

Freire

To Name
To Reflect Critically
To Act

Integration of the whole (person)

Education is radically about love (Freire in Wink, 2000)

Human relations at the heart of schools (Cummins, 2001)

Creative Reading Methodology (Ada, 2003)
Descriptive Phase
Personal Interpretive Phase
Critically Reflective Phase
Creative Action Phase

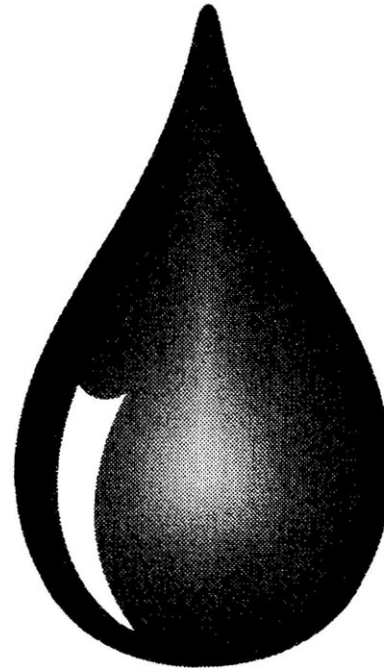
The Vygotskian Metaphor for Water

WATER

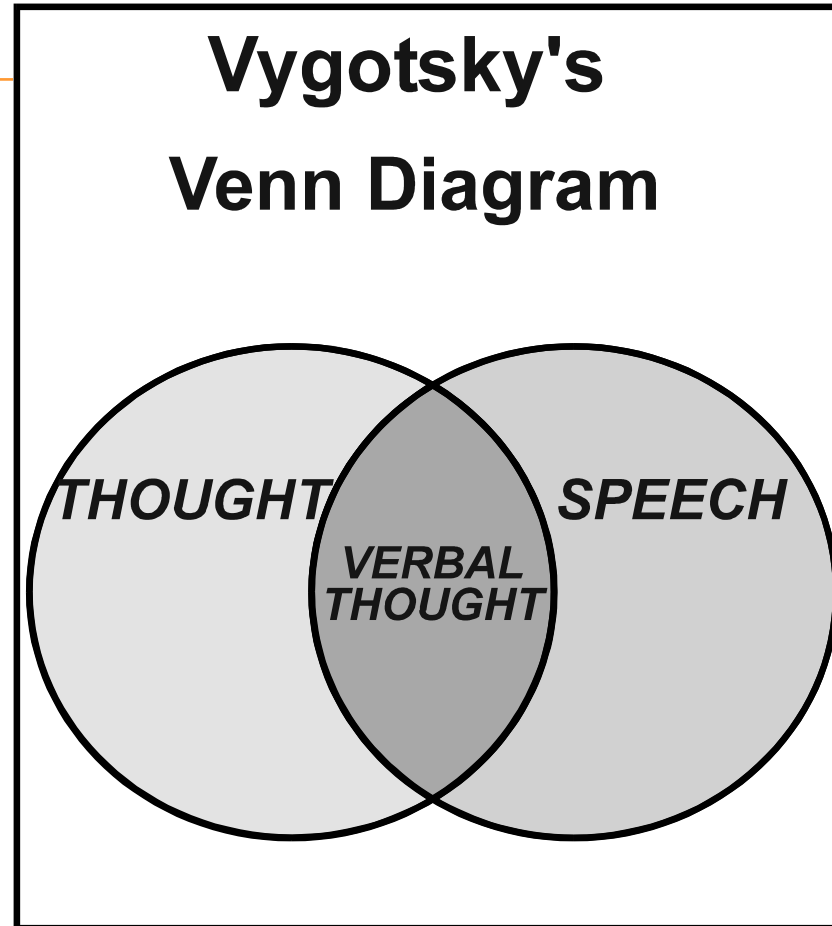
Study of the whole:
H₂O extinguishes fire.

Study of the parts:
H - burns
O - sustains fire

- *Vygotsky*

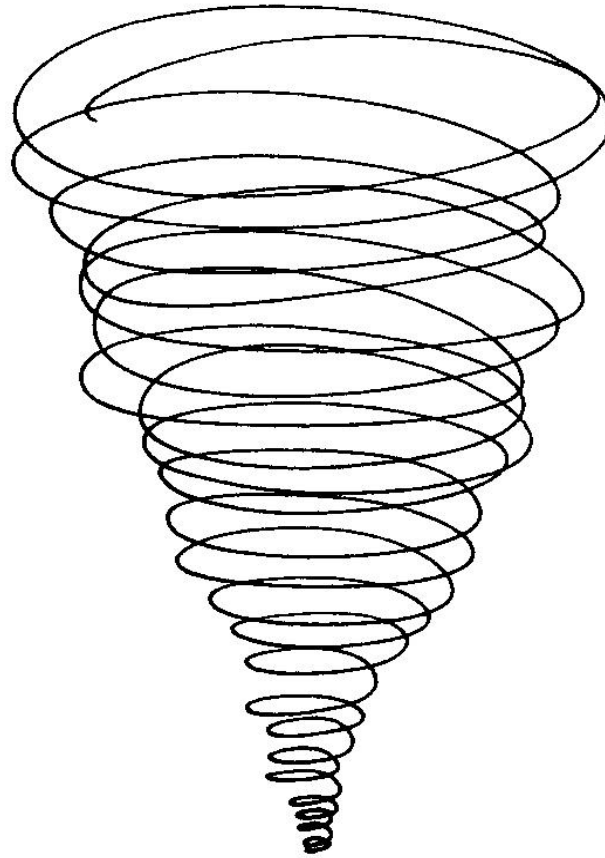


Venn Diagram

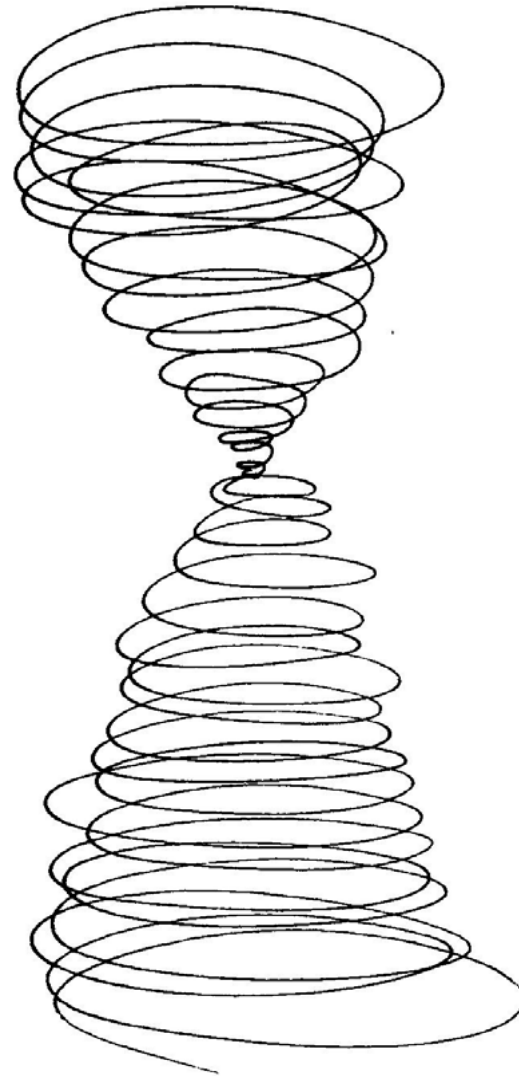


Vygotsky, 1986, p. 88; Wink & Putney, 2002, p, xxv.

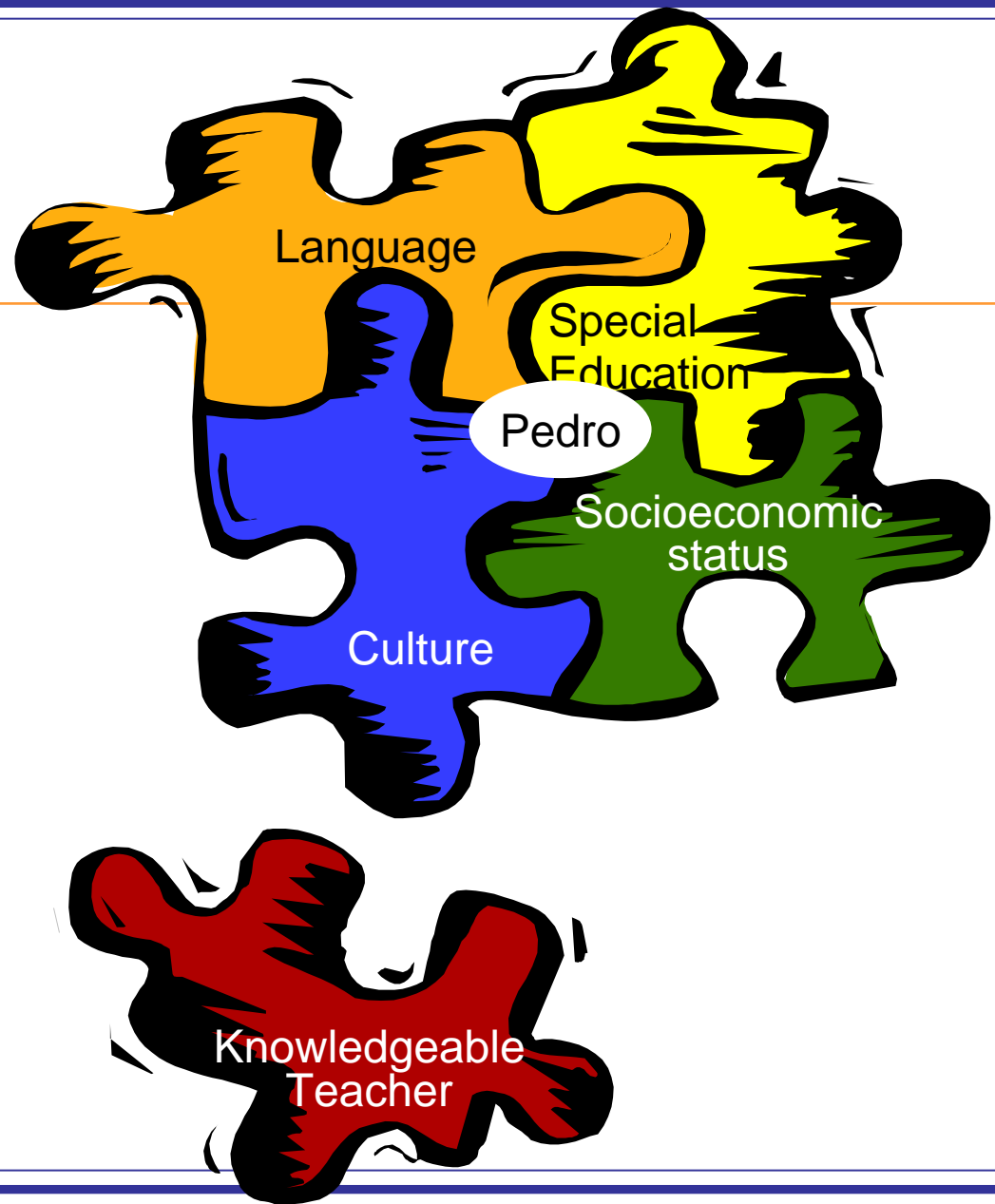
Closed Whirlwind



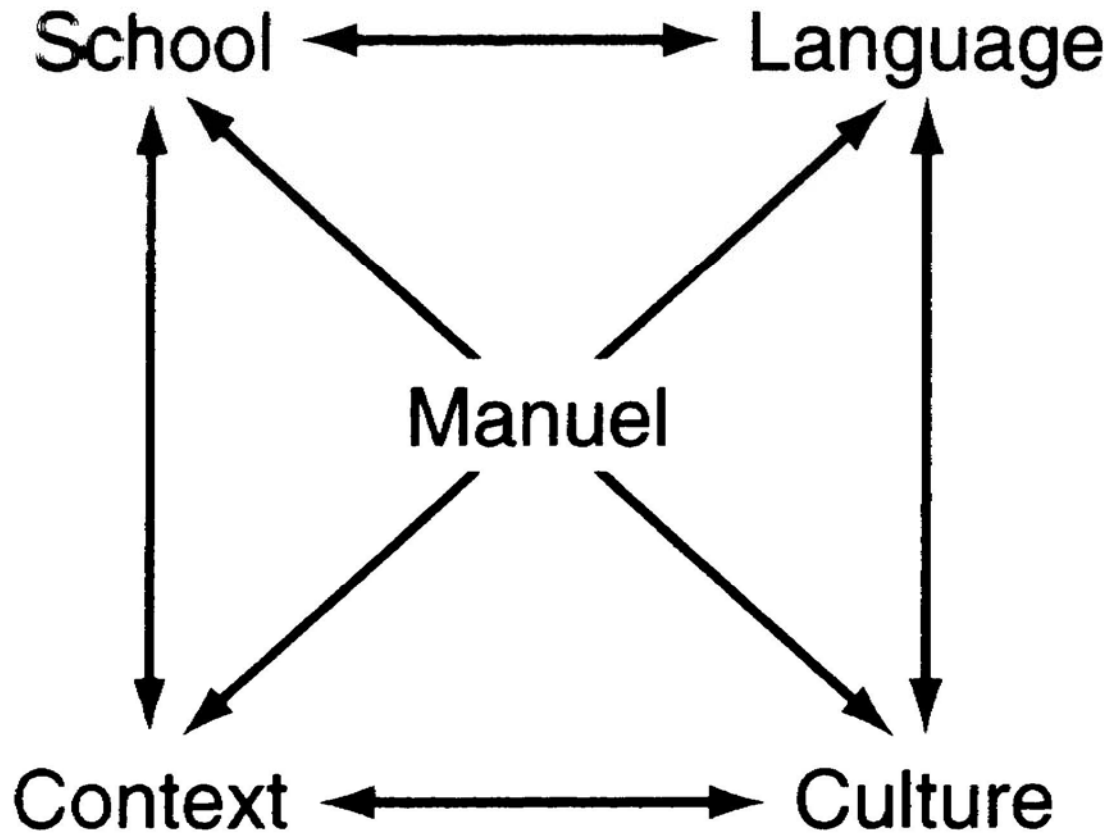
Open Whirlwind



Puzzle of Pedro

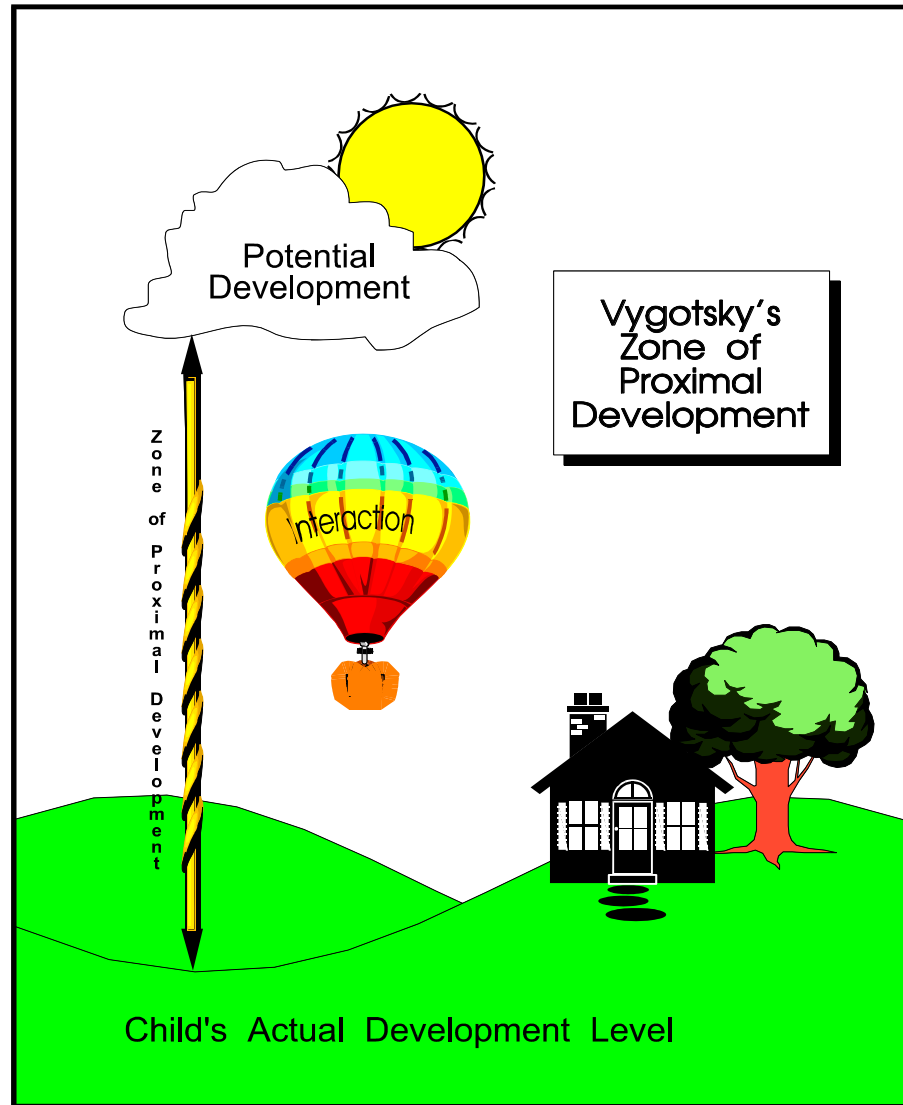


Student in the Center



Wink, 2000, p. 96; Wink & Putney (2002), p. 75

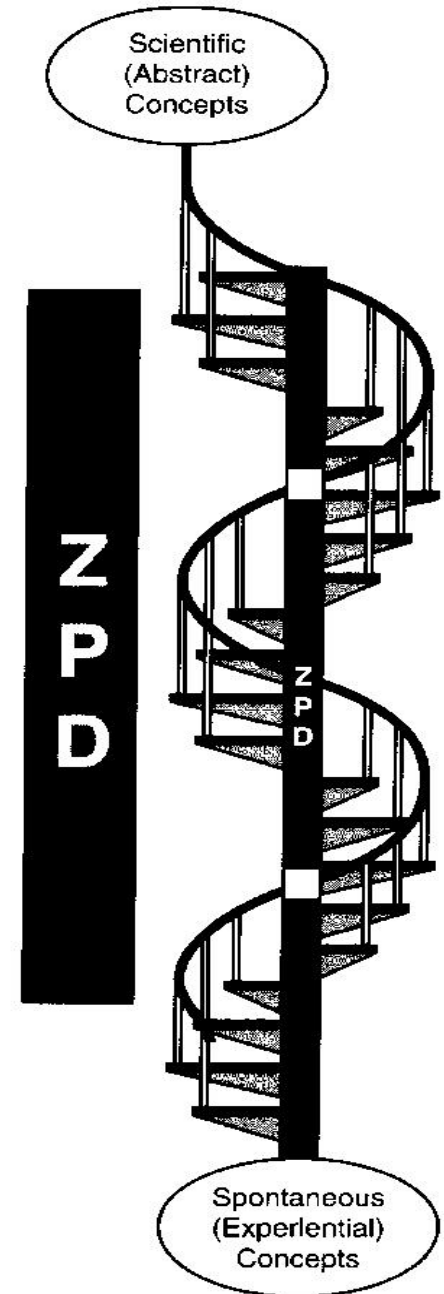
Hot Air Balloon



Integrating Scientific and Spontaneous Concepts

As spontaneous concepts work upward, they clear a path for scientific concepts to become realized.

Where they meet defines the ZPD.



Principles from Freire

- Reading the Word
 - Reading the World
 - To Name
 - To Reflect Critically
 - To Act
-
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Seabury Press.
 - Freire, P., & Macedo, D. (1987). *Literacy: Reading the word and the world*. South Hadley, MA: Bergin & Garvey.
 - Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage* (Patrick Clarke, Trans.). Lanham, MD: Rowman & Littlefield Publishers, Inc.

Critical Praxis Framework

■ NoteTaking

- Describe
- What is going on in this event?

■ NoteMaking

- Interpret
- Why is it happening (from different perspectives)?

■ NoteRemaking

- Transform
- How can I use this to change my practice?

Participant Sharing – Vygotsky + Freire

- Add the political to your scribbles
 - Think
 - Pair
 - Share
 - Scribble
 - Convey

Questions to ask ourselves

- How does knowledge of the legacies of Freire and Vygotsky improve k-12 classroom practice?
- How can the Critical Praxis Framework be used in schools for critical reflection, action, and assessment?
- What happens when teachers reflect and act critically and collaboratively?
- What funds of knowledge are created through critical and collaborative reflection and action?

Vygotsky Extended: Learning is NOT...

- Linear or one-way
- Leading only from teacher to student
- Simply knowing what the teacher knows
- “For present-day education, it is not so important to teach a certain quantity of knowledge as it is to inculcate the ability to acquire such knowledge and to make use of it.” (Vygotsky, 1997, p. 339)

Vygotsky Extended: Learning as an act of Mentoring...

- Learning is reciprocal and dynamic
 - Education is a process of mutual and continuous adaptation of both camps (teacher/student)
(Vygotsky, 1997, p. 349)
- A collaborative process
 - Participants engaged in genuine activity
 - Child
 - Child's social environment
 - Teacher as director

(Vygotsky, 1997)

Freire: Mentoring is NOT...

- Paternalistic
 - Taking control of the life, dreams, and aspirations of the mentee
 - Cloning your mentee
 - Transforming the mentee into the mentor's worker
 - this is exploitative and fundamentally antidemocratic
- <http://www.joanwink.com/newsletter/news0902-bb1.html>
- <http://www.joanwink.com/newsletter/news0702-freire.html>

Freire: Mentoring is...

- Authentic
 - teacher does not adopt the role of mentor
- Challenging
 - the student's creative freedom
 - stimulates the construction of the student's autonomy
- A liberatory task
 - transcends the instructive task
- Believing
 - in total autonomy/freedom/development of the mentee