

CCSD

Equity & Diversity Ed  
Cross-Cultural Institute  
Henderson, NV  
June 11, 2008

# *Help! The Students and Families Speak Many Languages*

**Presentation Participants**

Joan Wink, Ph.D.  
Professor, CSU Stanislaus  
College of Education  
One University Avenue  
Turlock, CA 95382  
[jwink@csustan.edu](mailto:jwink@csustan.edu)  
[www.JoanWink.com](http://www.JoanWink.com)

LeAnn G. Putney, Ph.D.  
Associate Professor, UNLV  
College of Education  
4505 Maryland Parkway,  
Las Vegas, NV 89154-3003  
[putneyl@unlv.nevada.edu](mailto: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*

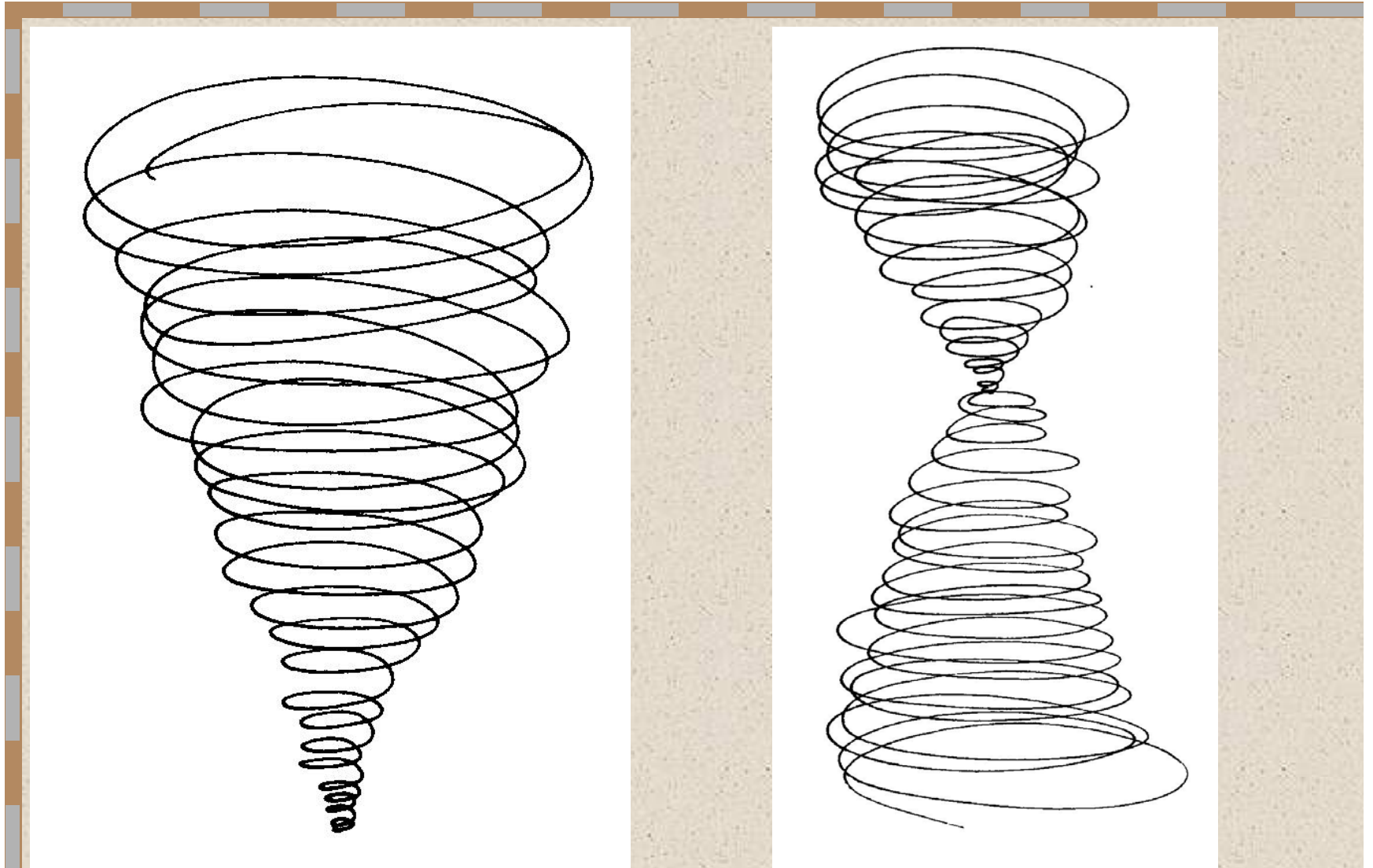
**Integration of the whole (person)**

**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*

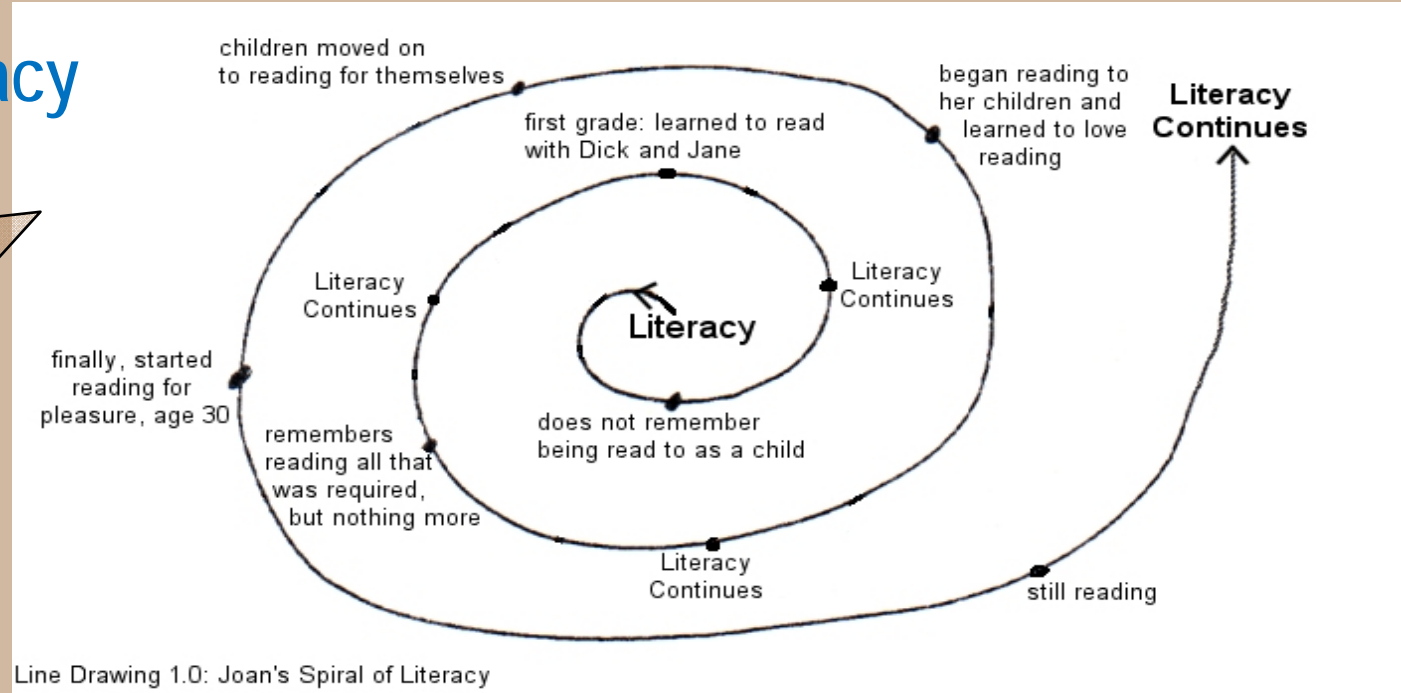
# Spiral of Learning



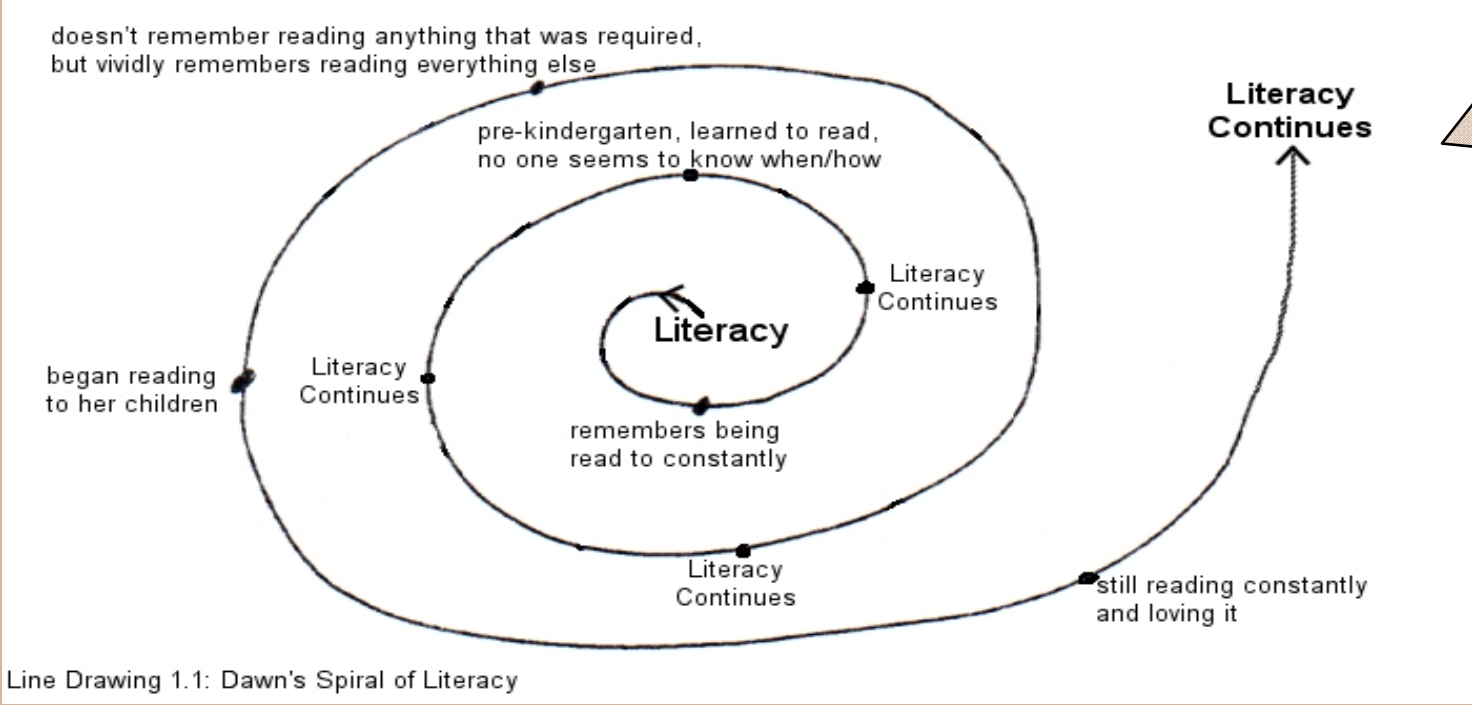
# Spiral of Literacy

Joan

Wink, J. & Putney, L.G., CCSD  
CCI, June 2008



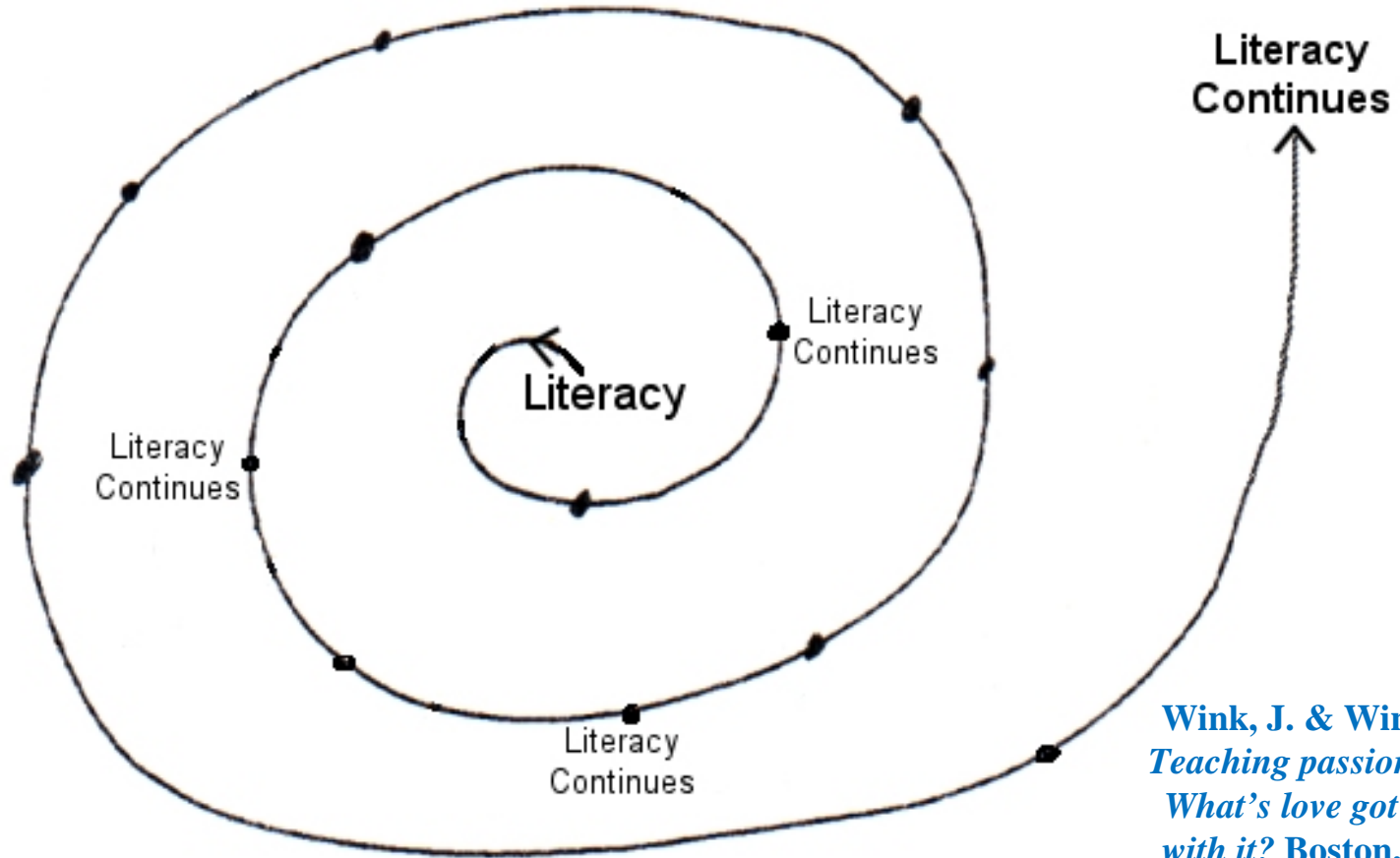
Dawn



Wink, J. & Wink, D.  
*Teaching passionately:  
What's love got to do  
with it?* Boston, MA:  
Allyn & Bacon.

# Spiral of Literacy – You and Students and Families

Wink, J. & Putney, L.G., CCSD  
CCI, June 2008



Wink, J. & Wink, D.  
*Teaching passionately:  
What's love got to do  
with it?* Boston, MA:  
Allyn & Bacon.

Line Drawing 1.2: Your Spiral of Literacy

**How will you link students to learning in a non-traditional way?**

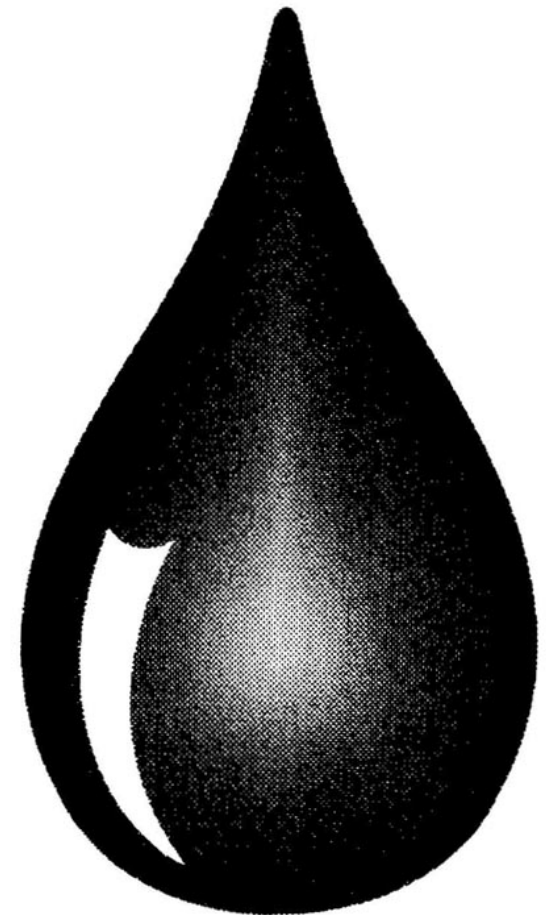
# The Vygotskian Metaphor of Water

## **WATER**

Study of the whole:  
H<sub>2</sub>O extinguishes fire.

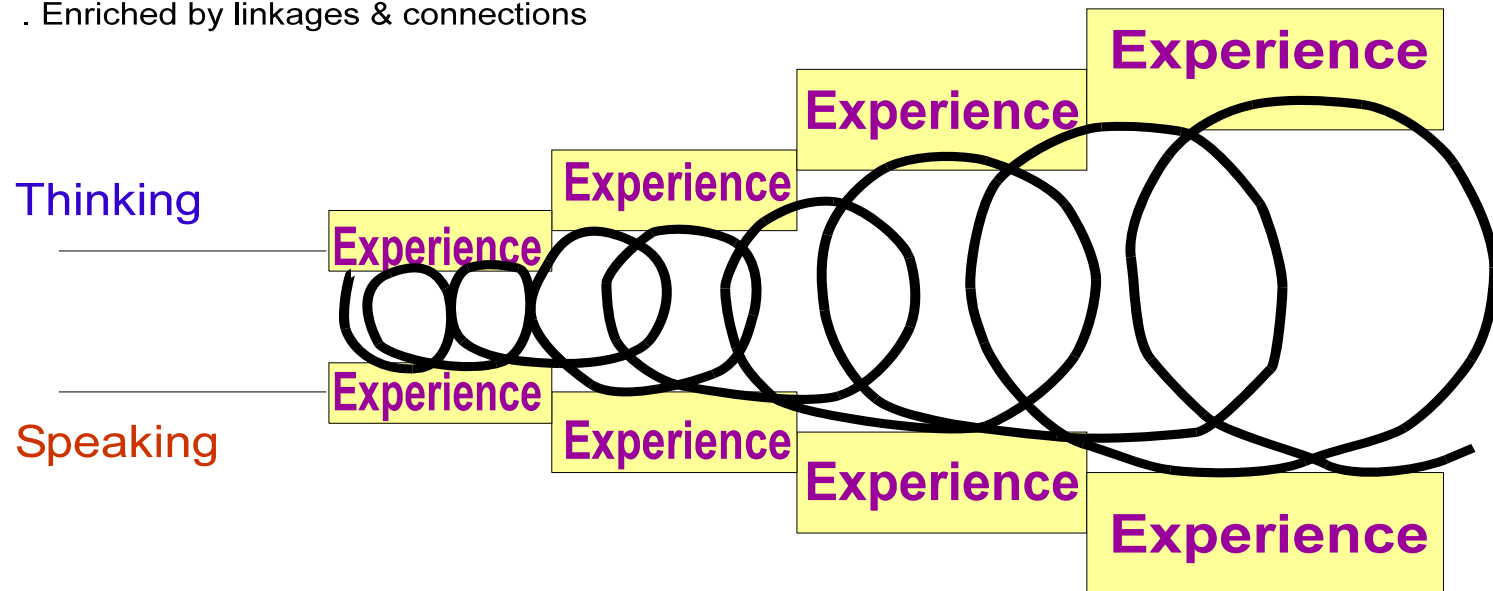
Study of the parts:  
H - burns  
O - sustains fire

- *Vygotsky*



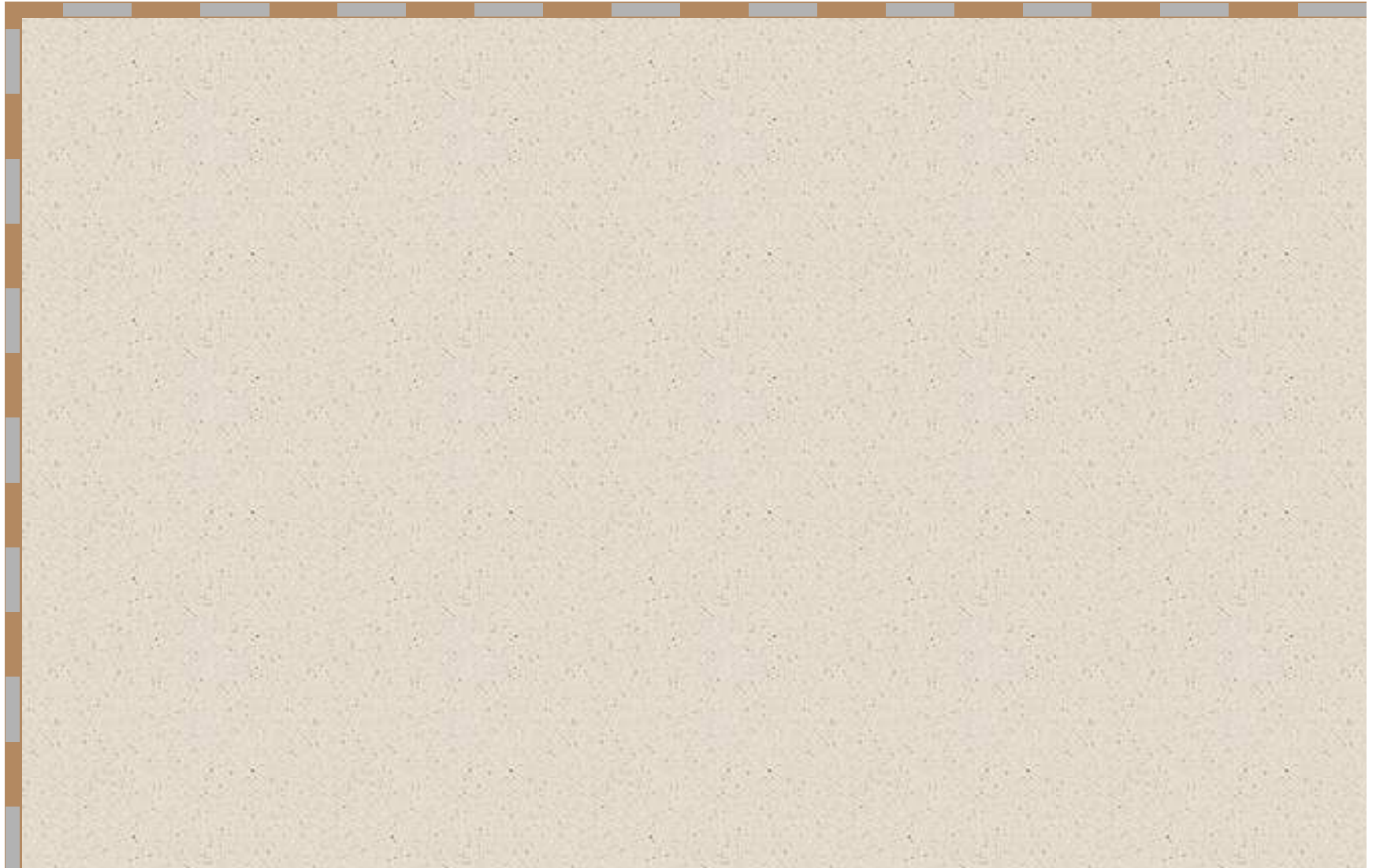
# Language and Thought Dynamic

- . Dynamic and reciprocal development
- . Transformation & new directions
- . Deeper & deeper structures grow
- . Enriched by linkages & connections



Wink & Putney, 2002, *A Vision of Vygotsky*, p. xxvi

- How can you take this notion back to your own classroom?





# Zone of Proximal Development

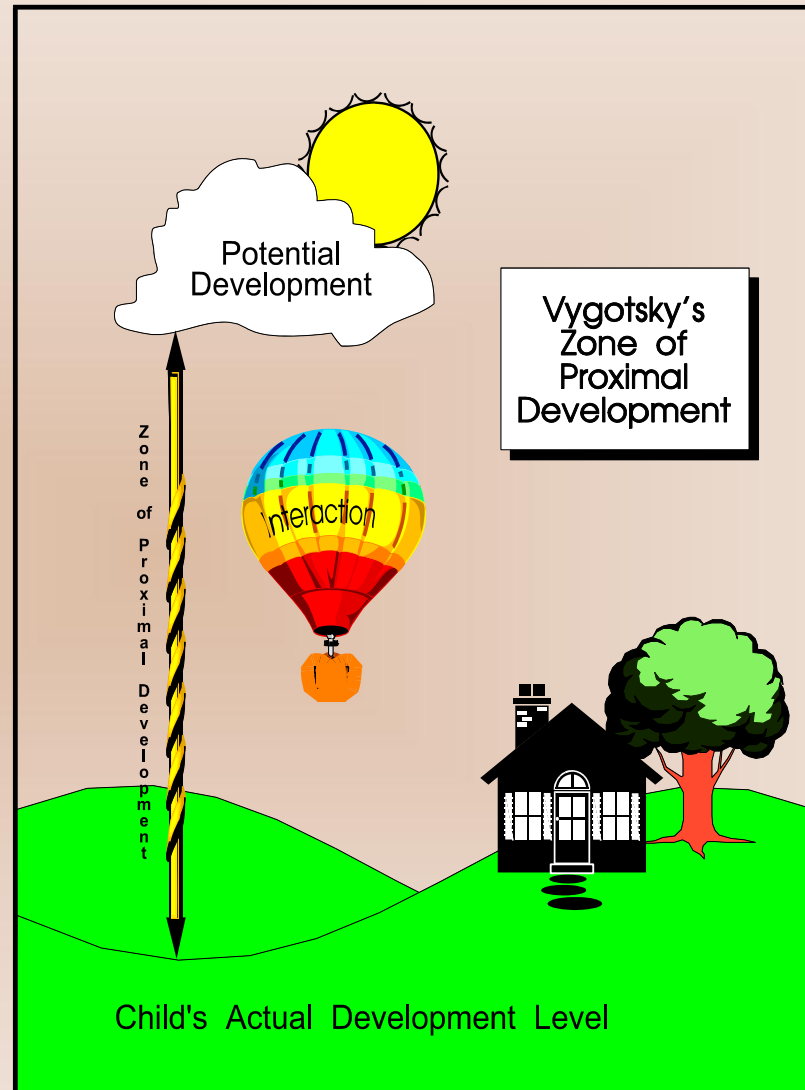
- The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

(Vygotsky, 1978, p. 86)

- What the child can do in cooperation today s/he can do alone tomorrow.
  - Therefore, the only good kind of instruction is that which marches ahead of development and leads it.

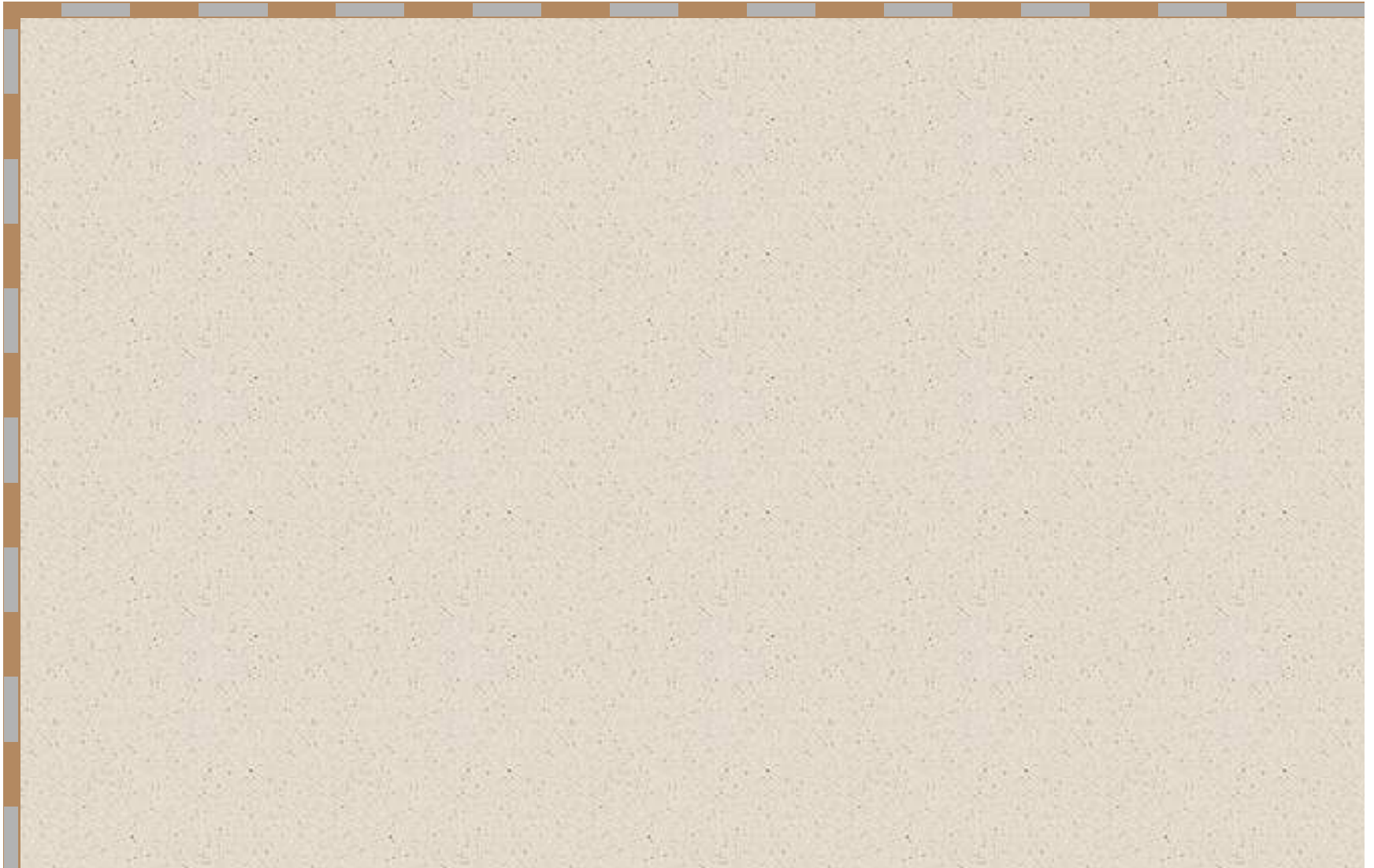
(Vygotsky, 1986, p. 188)

# ZPD as a Hot Air Balloon Ride



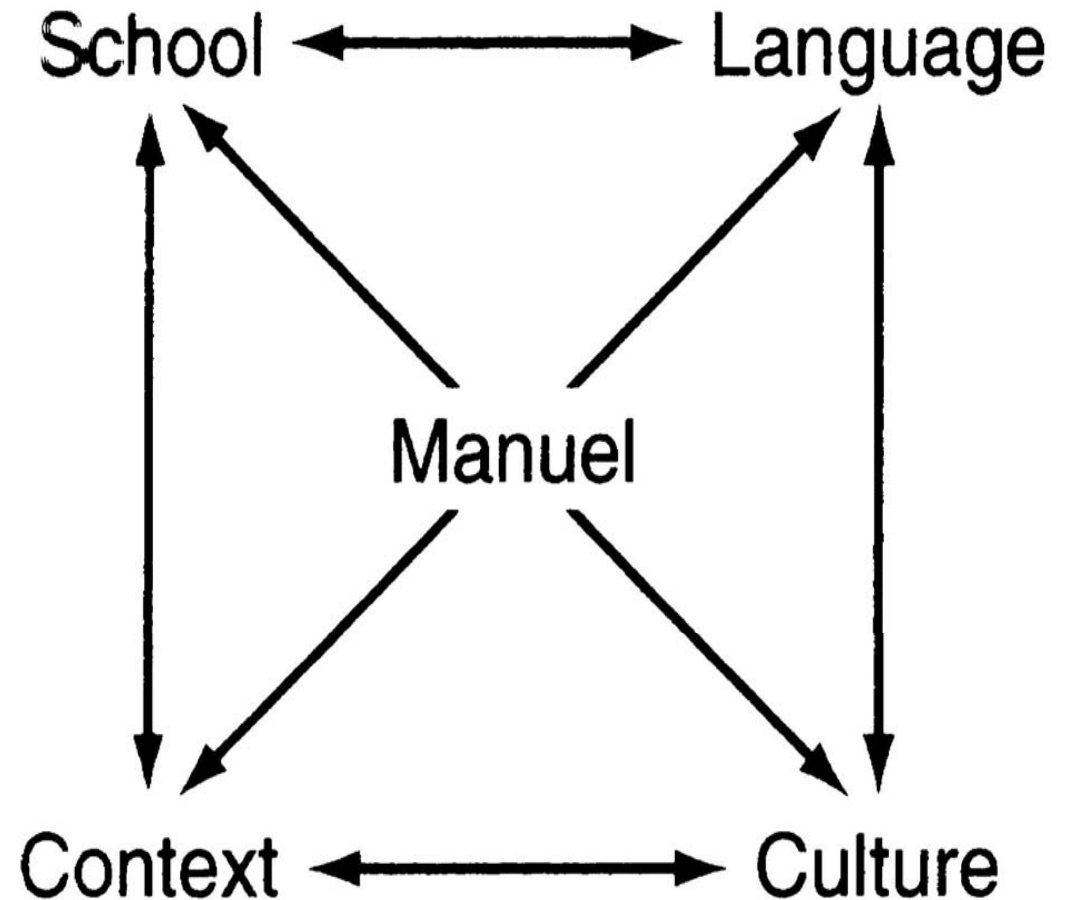
Wink & Putney, 2002, *A Vision of Vygotsky*, p. 88.

## ■ How will you facilitate learning in the Zone of Proximal Development?

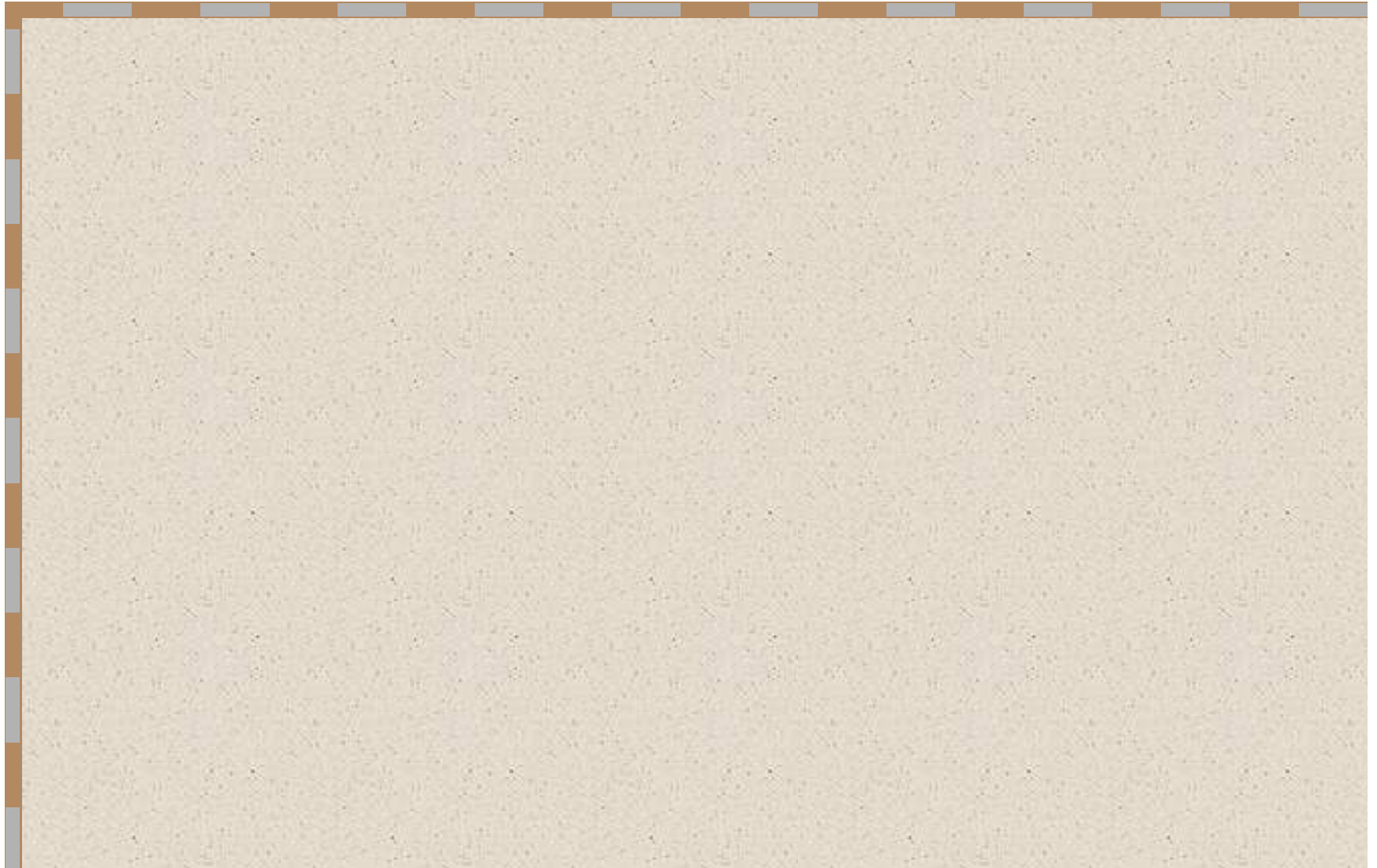


# Sociocultural Context

- Instruction, after all, does not begin in school.
  - (Vygotsky, 1986, p. 208)



- How do you link learning to the sociocultural context of the students?



# 3 Perspectives of Pedagogy



■ The educational process is an active one on three levels:

- Student is active
- Teacher is active
- Environment created between them is an active one

(Vygotsky, 1997, p.54)

# Vygotsky's Pedagogical Considerations

- Begin instruction with
  - What is familiar to students, and
  - What arouses their interests naturally
- Interconnect Topics
  - insures common interest around a theme
- Focus Instruction
  - review and relate topics
  - add new facts, generalizations, conclusions
  - unfold learning from a new perspective

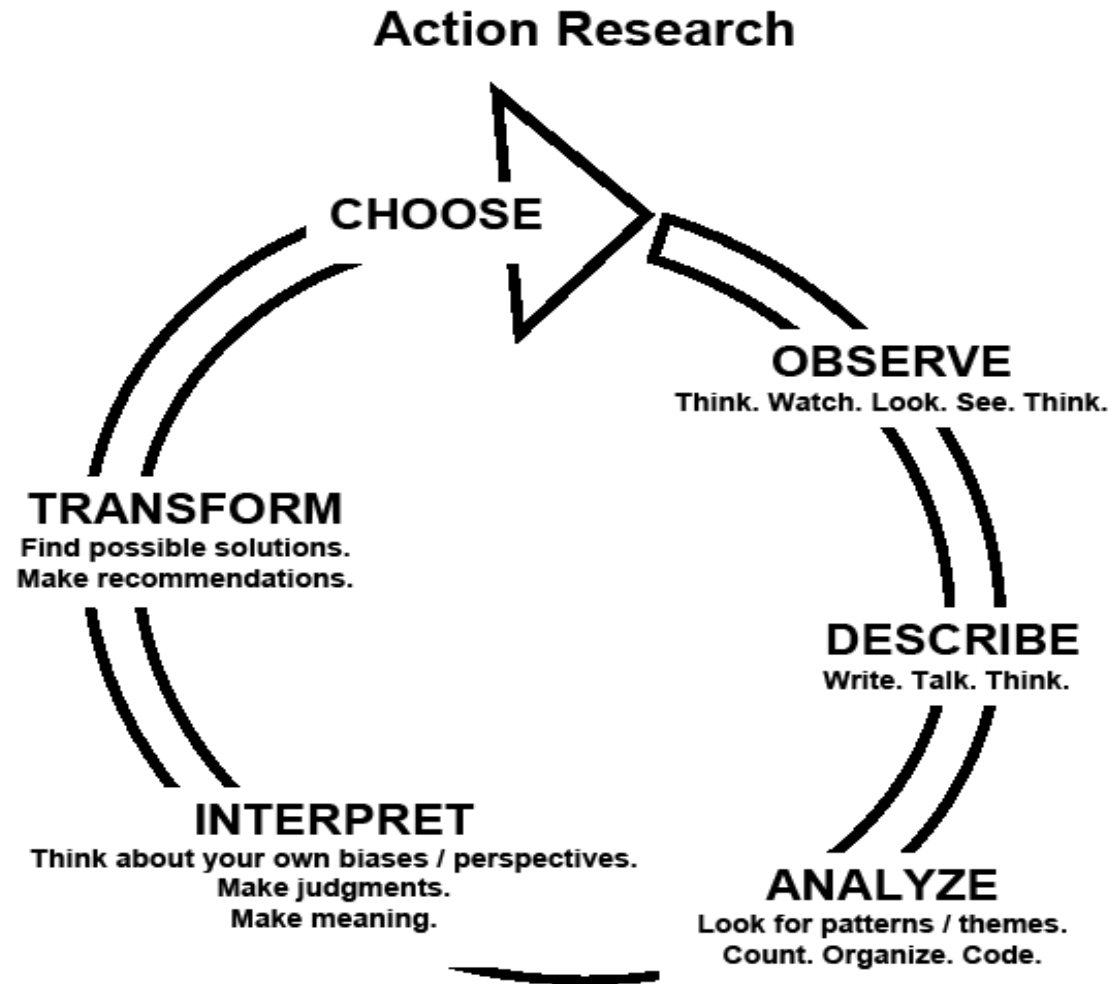
(Vygotsky, 1997, p. 86)

# So what gets students excited about learning in your classroom?

- Art
- Music
- Skateboarding
- Dinosaurs?
  - How will you link their classroom learning from your curriculum to something they really want to know?

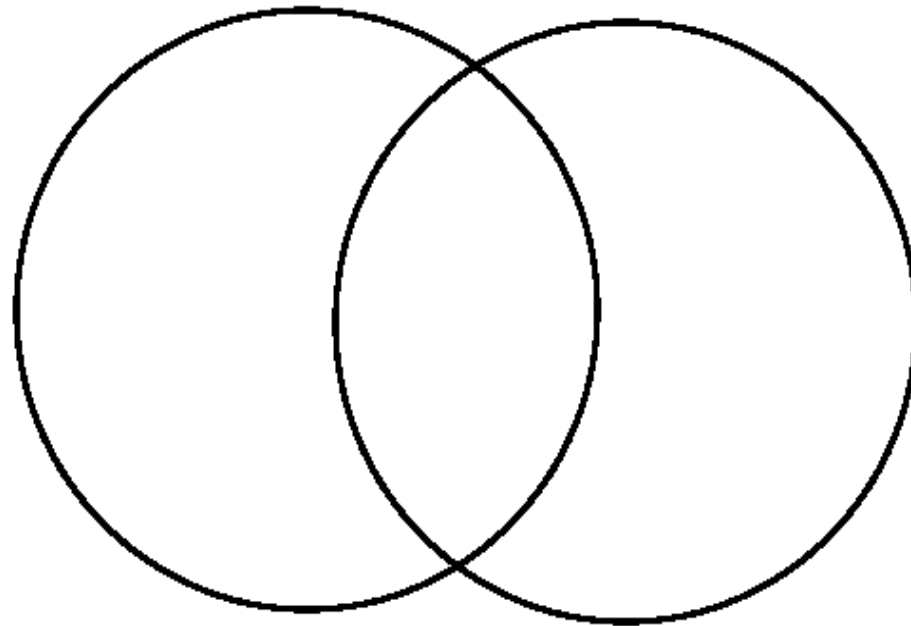


# Action Research Cycle



# Venn Diagram

## VENN Diagram



**Comparing / Contrasting**