

Vygotsky and Freire: Linked Through the Transformative Power of Language

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Agenda

- Sharing Vygotskian principles through graphic representations
- Participants think, pair, share, scribble, convey
- Adding Freire's political stance
- Participants think, pair, share, scribble, convey again
- Teaching as a mentoring act

Principles from Vygotsky

- Thought and Language
- Sociocultural Context
- Zone of Proximal Development

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
Vygotsky, L. S. (1986). *Thought and language*. Cambridge, MA: MIT Press.
Vygotsky, L. S. (1997). *Educational Psychology* (R. Silverman, Trans.). Boca Raton, FL: St. Lucie Press.

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Seabury Press.
Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage* (Patrick Clarke, Trans.). Lanham, MD: Rowman & Littlefield Publishers, Inc.

Principles from Freire

- Reading the Word
- Reading the World
- To Name
- To Reflect Critically
- To Act

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?

Wink, J., & Putney, L. G. (2002). *A Vision of Vygotsky*. Boston, MA: Allyn & Bacon.

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 as this is exploitative and fundamentally antidemocratic

<http://www.joanwink.com/newsletter/2002/news0902-bb1.html>

<http://www.joanwink.com/newsletter/2002/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