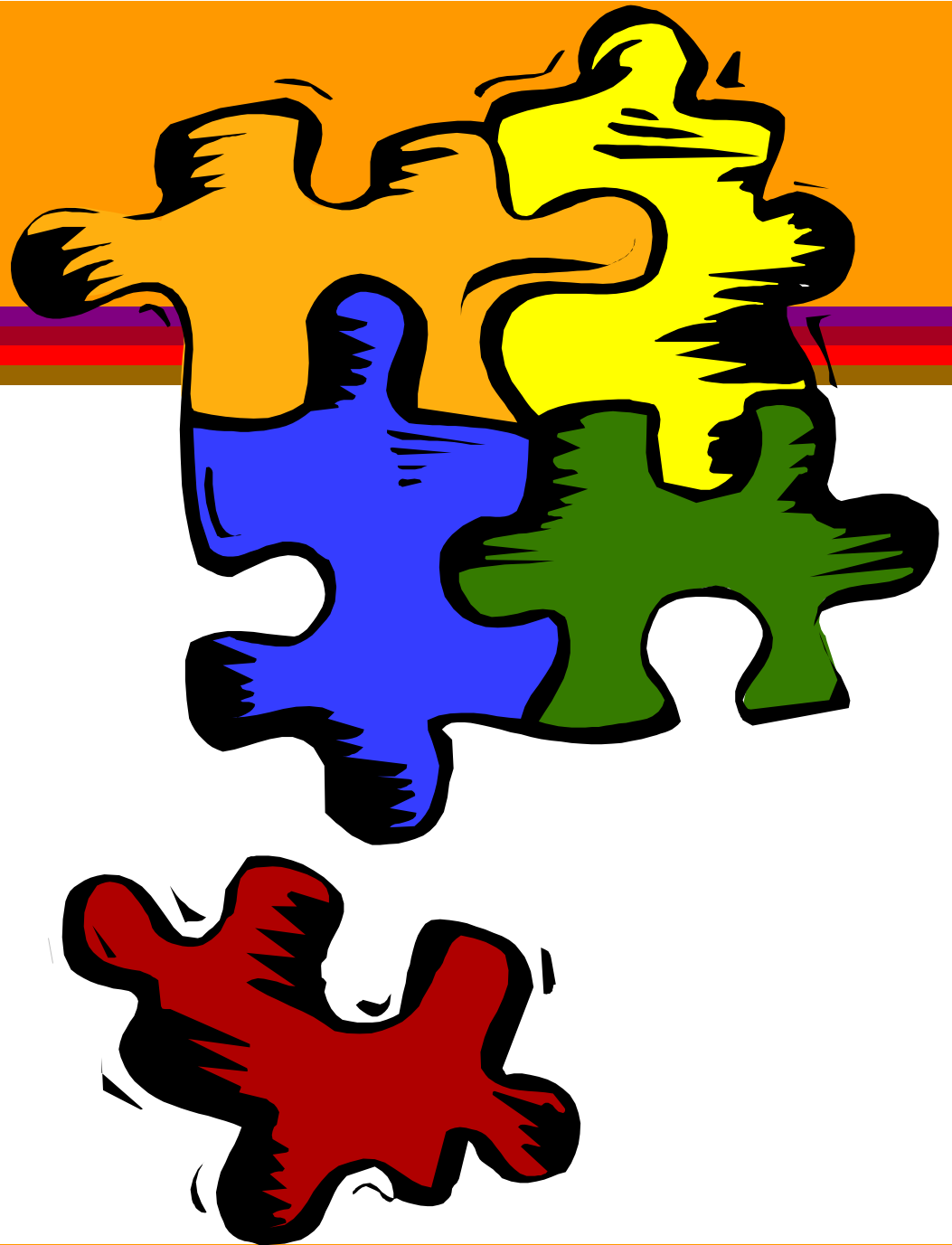


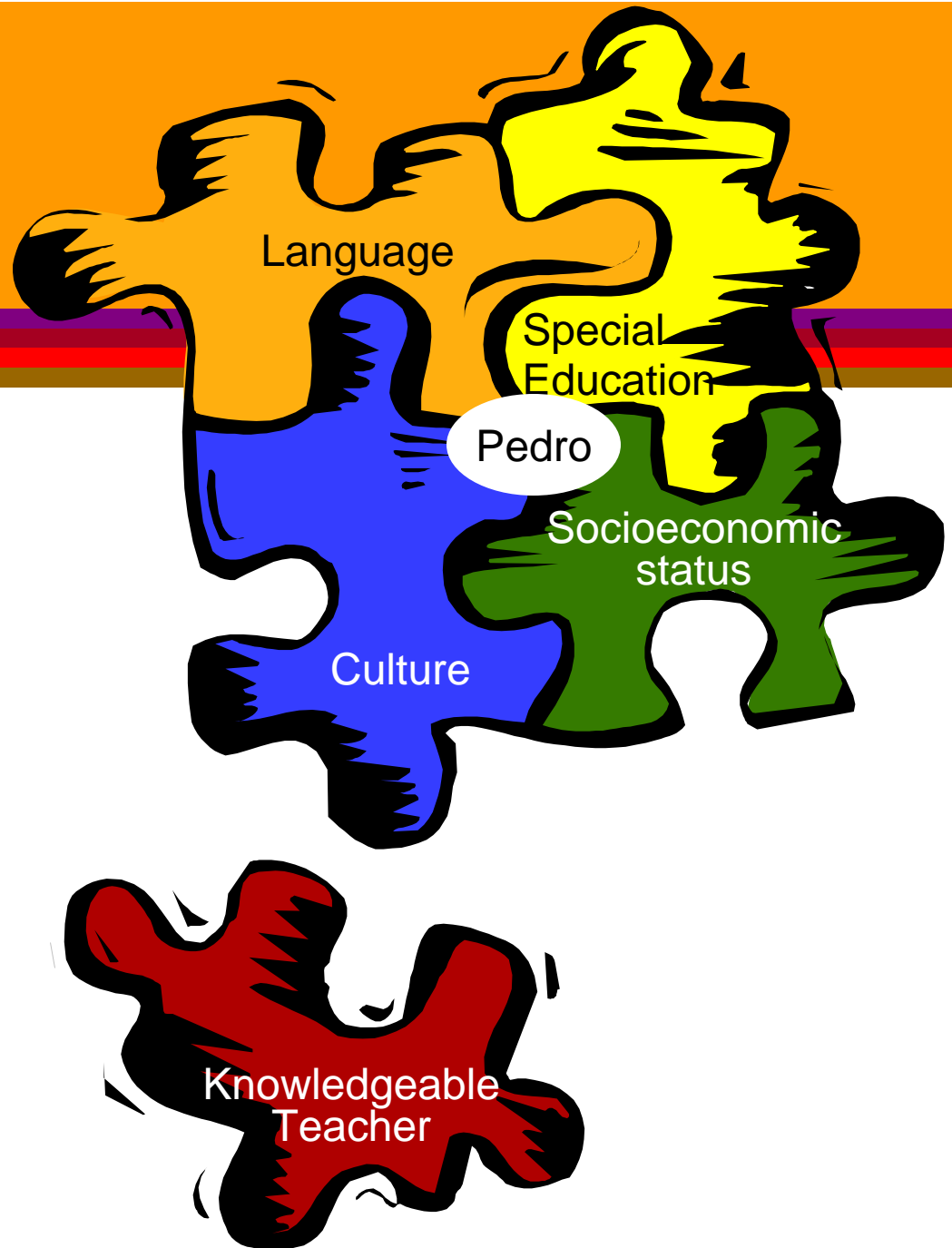
# Sociocultural Teaching and Learning

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

# Puzzle of Learning



# Puzzle of Pedro



# Sam: A Teaching Timeline



## **1996: First Year of Teaching**

I began teaching in Elementary; I was fresh from the University; I came with a generative/constructivist perspective. I was full of fresh, new ideas. I had many second-language learners; half of my curriculum was devoted to teaching language skills.



## **1997: Second Year of Teaching**

Reading Recovery is introduced to my district; test results are low for students in the district. Instruction and testing are standardized. All teachers, myself included, are mandated to use a district-approved method of teaching and material. Bilingual education is being phased out.



## **1998: Third Year of Teaching**

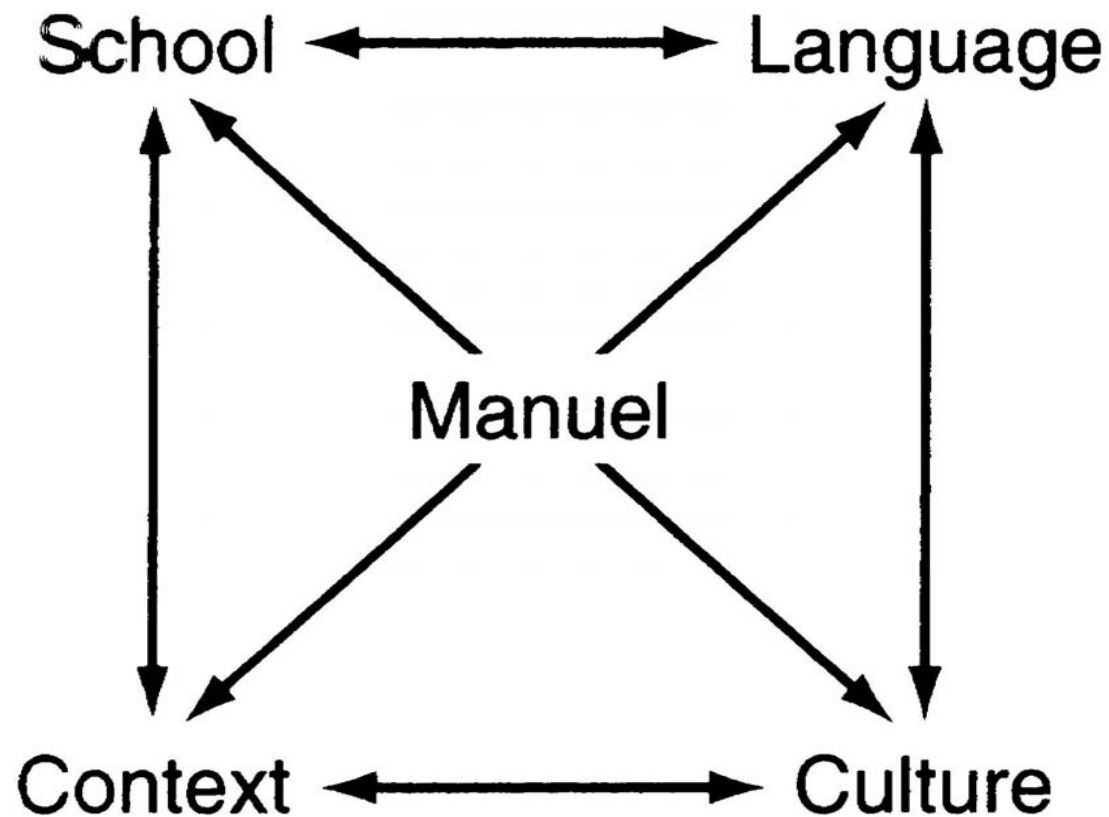
I am sent to a three-day guided reading workshop. I am required to use a highly scripted, heavily formatted method of teaching reading. Bilingual Ed is gone. I still attempt to teach second-language skills, but it is getting harder to fit into limited time periods. The fun in teaching is getting harder to find.



## **1999: Fourth Year of Teaching**

The pressure is on schools/districts. They are being held to strict standards. Whose standards, I wonder? Fun, interactive classroom activities are almost nonexistent. Students' poor behaviors are escalating. My bilingual students are showing little growth in all areas of academics. I find that I have become the teacher in the school that I hated so much when I was a child. I have moved from generative to transmission. What will next year bring?

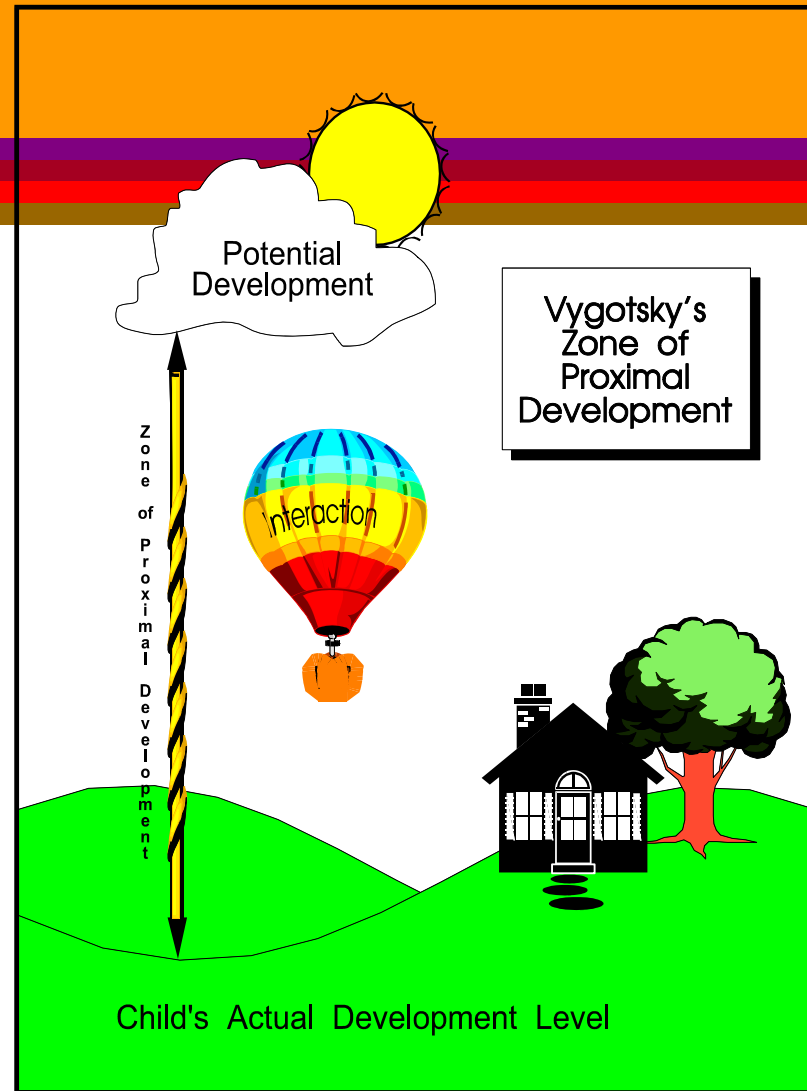
# Student in the Center



# Zone of Proximal Development

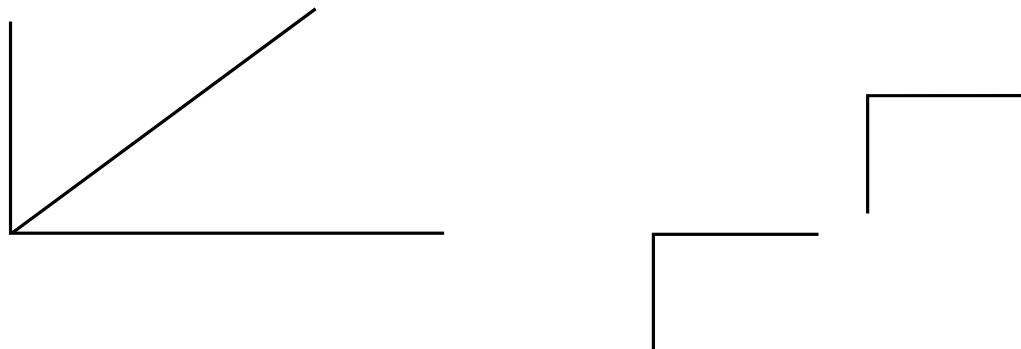
- What the child can do in cooperation today he can do alone tomorrow.
- Therefore, the only good kind of instruction is that which marches ahead of development and leads it.
  - (Vygotsky, 1986, p. 188)

# Hot Air Balloon

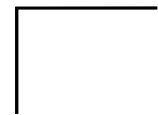


# Zebroski: Three Illustrations of Development

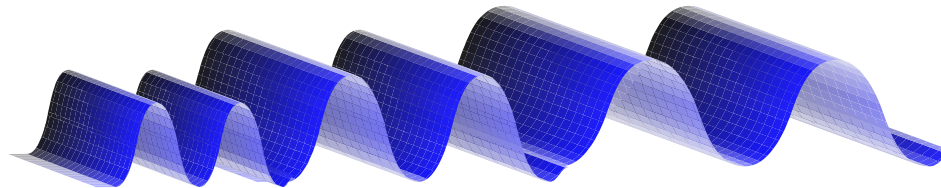
Step Theory



Stage Theory

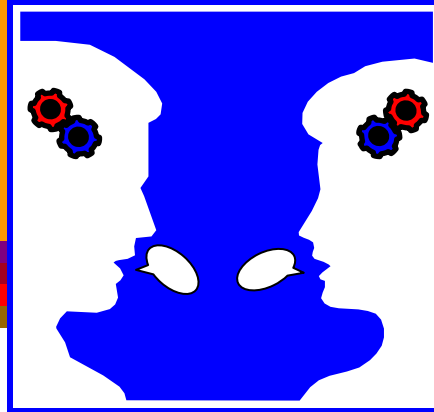


Tidal Wave Theory



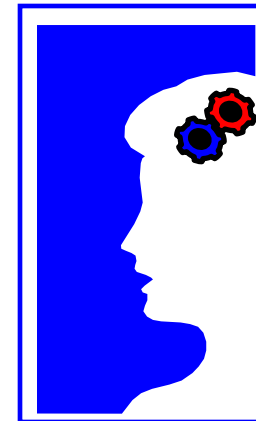


# Interpersonal and Intrapersonal Communication

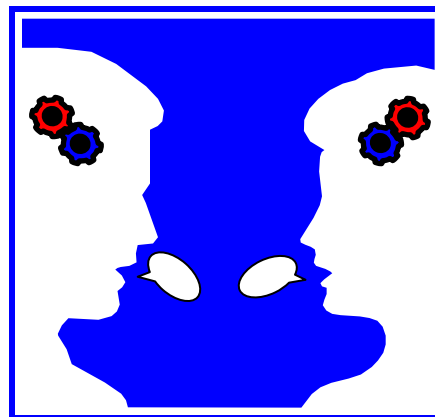


Internalization: An  
INTERpersonal  
process

transformed into an  
INTRApersonal one



until we share  
again with others

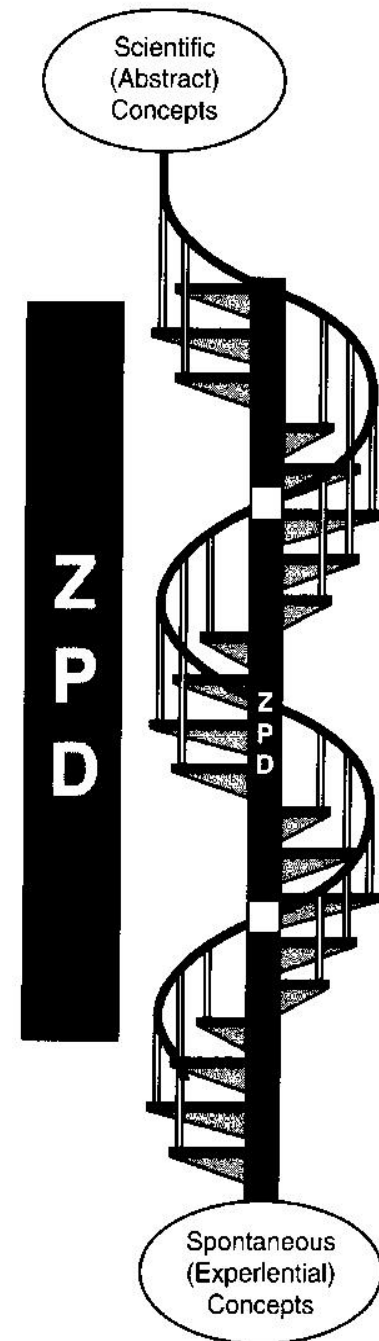


Vygotsky,  
1978

# 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.



# Play Creates a ZPD



A Head  
Taller in Play

Play mediates  
the learning of  
children

In play, children  
become a head  
taller than their  
currents  
selves.

Vygotsky, 1978



# Vygotsky's Pedagogical Considerations

- Topics must be interconnected
    - insures common interest around a theme
  - Focus instruction
    - review and relate topics
    - add new facts, generalizations, conclusions
    - unfold learning from a new perspective
  - Begin instruction with
    - what is familiar to students, and
    - with what arouses their interests naturally
- (Vygotsky, 1997, p. 86)