

A Summary of Vygotsky

as found in:

Wink, J., & Putney, L. (2002). *A vision of Vygotsky*. Boston, MA: Allyn & Bacon. Retrieved June 16, 2007, from <http://www.joanwink.com/vygotsky.html>

And also, at

www.JoanWink.com (URL citation provided)

(Prepared by Hans Hauselmann, Le Putney, and Joan Wink for EDSC 3900, June 2007.)

A Vision of Vygotsky

A summary of Vygotsky's work that portrays the features of the book.

Wink, J., & Putney, L. (2002). *A vision of Vygotsky*. Boston, MA: Allyn & Bacon. Retrieved June 16, 2007, from <http://www.joanwink.com/vygotsky.html>

Selected excerpts from *A Vision of Vygotsky* including a brief history of Vygotsky, a summary of his water metaphor (study of the whole versus study of the parts), and an introduction to visuals used in the book to assist readers' understandings of the complex notions of Vygotsky.

Wink, J., & Putney, L. (2002). *A vision of Vygotsky*. Boston, MA: Allyn & Bacon. Retrieved June 16, 2007, from <http://www.joanwink.com/vyg-exp.html>

A Vision of Vygotsky, Table of Contents. This page also includes links to the *zone of proximal development*, as explained by a student in Mallorca, Spain as "mumbo-jumbo theory," as well as a timeline of official and classical education and how they have evolved over time.

Wink, J., & Putney, L. (2002). *A vision of Vygotsky*. Boston, MA: Allyn & Bacon. Retrieved June 16, 2007, from <http://www.joanwink.com/vyg-toc.html>

An explanation the Vygotskian notion the value of cultural knowledge, often called *funds of knowledge*, a term coined by Moll (2002). These are inherent cultural resources (human and material) found in communities surrounding schools. From the legacy of Vygotsky, Moll (1990; 2000) has demonstrated the importance of communities of learners within the large cultural and familial networks.

Wink, J., & Putney, L. (2002). *A vision of Vygotsky*. Boston, MA: Allyn & Bacon. Retrieved June 16, 2007, from <http://www.joanwink.com/vyg-know.html>

The *zone of proximal development* is explained through an authentic experience, which happened in a class of international educators in Mallorca, Spain. This completely unplanned and spontaneous occurrence illustrates *the zone of proximal development*, the distance between the actual developmental level as determined by independent problem solving and the level of potential

development 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). In *A Vision of Vygotsky* (p. 86), this particular example will forever be known as the ~mumbo-jumbo~ theory. [You'll have to read this short example to understand why. Enjoy.]

Wink, J., & Putney, L. (2002). *A vision of Vygotsky*. Boston, MA: Allyn & Bacon. Retrieved June 16, 2007, from <http://www.joanwink.com/vyg-know.html>
<http://www.joanwink.com/vyg-zpd.html>

An example of Socratic dialogue between a professor and her students. In particular, the professor is trying to instill her sociohistorical theory into the students without using direct, transmission processes.

Wink, J., & Putney, L. (2002). *A vision of Vygotsky*. Boston, MA: Allyn & Bacon. Retrieved June 16, 2007, from <http://www.joanwink.com/vov/vov25-28.html>

Other examples of Socratic dialogue can be found at:

WinkWorld Archive

<http://www.joanwink.com/newsletter/archive.html>

June/July 2006

<http://www.joanwink.com/newsletter/2006/news0706-intro.html>

May 2006

<http://www.joanwink.com/newsletter/2006/news0506-intro.html>

November 2004

<http://www.joanwink.com/newsletter/2004/news1104-intro.html>

A chart comparing and contrasting the 3 big ideas: behaviorist-derived, cognitive construction, and social constructionism.

Wink, J., & Putney, L. (2002). *A vision of Vygotsky*. Boston, MA: Allyn & Bacon. Retrieved June 16, 2007, from <http://www.joanwink.com/vov/vov33-34.html>

A collection of visuals and illustrations used to explain his philosophical ideas, particularly that thought is not merely expressed through words, but thoughts move, grow, and develop to solve a problem. Much of this is found in *A Vision of Vygotsky* by Wink & Putney and *Critical Pedagogy: Notes from the Real World* by Wink.

Retrieved June 16, 2007, from <http://www.joanwink.com/scheditems/tesol-part1.pdf>

The 3 Models of Pedagogy, as found in the citation above, can be found in its entirety at, <http://www.joanwink.com/scheditems/3perspective.pdf>

Or

Wink, J. (2005) *Critical pedagogy: Notes from the real world*
Boston: Allyn & Bacon, pp. 178-180

Lev Vygotsky and His Central Ideas

June 2007

<http://www.joanwink.com/scheditems/VygotskyCentralIdeas.pdf>

Mentoring Partnerships in Learning: Examining Democratic Literacy Practices as a Form of Mentoring.

<http://www.joanwink.com/sched.html>

(scroll down to November 2003)

Vygotsky and Freire

Vygotsky and Freire: Linked Through the Transformative Power of Language

CABE 2003

<http://www.joanwink.com/scheditems/cabe2003freire-vyg.pdf>

<http://www.joanwink.com/cabe2003.pdf>

Vygotsky and Freire: Linked Through the Transformative Power of Language

<http://www.joanwink.com/sched-cabe.html>

To Reference this list: www.joanwink.com/scheditems/vyg-urls-june07.pdf