Help! The Students and Families Speak Many Languages

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Philosophy of Education

Vygotsky
Thought and Language
Sociocultural Context
Zone of Proximal Development

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)

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

Creative Reading Methodology (Ada, 2003)
Descriptive Phase
Personal Interpretive Phase
Critically Reflective Phase
Creative Action Phase
Spiral of Learning
Spiral of Literacy

Joan

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. & Wink, D.

How will you link students to learning in a non-traditional way?
The Vygotskian Metaphor of Water

WATER
Study of the whole:
H₂O 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

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

1. CHOOSE
   - Think. Watch. Look. See. Think.

2. OBSERVE
   - Think about your own biases / perspectives. Make judgments. Make meaning.

3. ANALYZE

4. DESCRIBE
   - Write. Talk. Think.

5. TRANSFORM
   - Find possible solutions. Make recommendations.

6. INTERPRET
   - Think about your own biases / perspectives. Make judgments. Make meaning.

7. CHOOSE
   - Think. Watch. Look. See. Think.
Comparing / Contrasting