

CSU,
STANISLAUS

Institute of Teaching
and Learning

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*The Legacy of Vygotsky
Language is Learning*

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

Retrieved from www.joanwink.com/scheditems/Vygotsky-June07.pdf

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

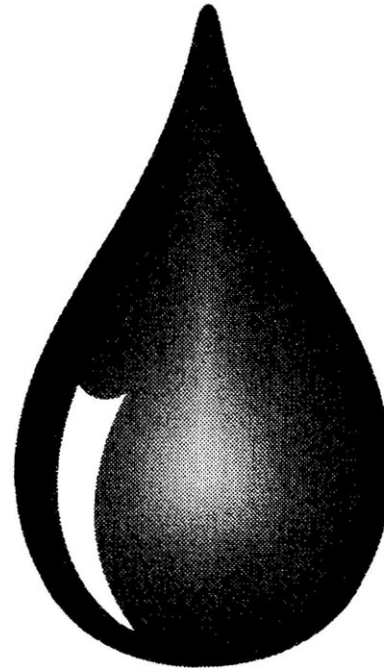
The Vygotskian Metaphor for Water

WATER

Study of the whole:
H₂O extinguishes fire.

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

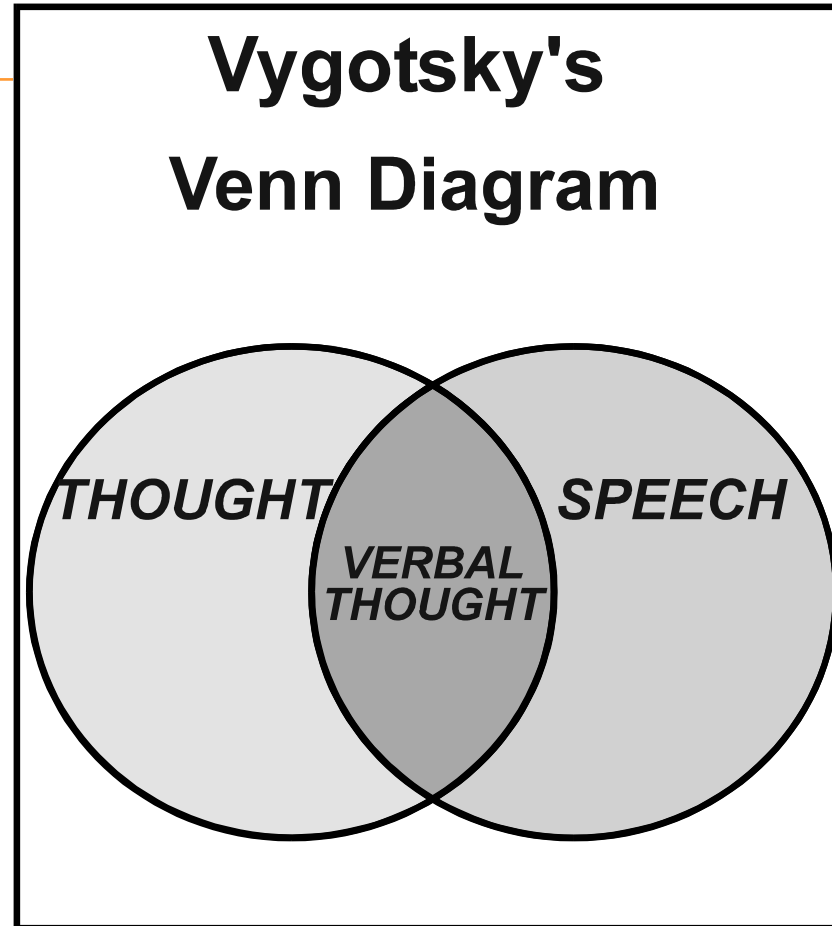
- *Vygotsky*



Vygotsky's Three Principal Principles

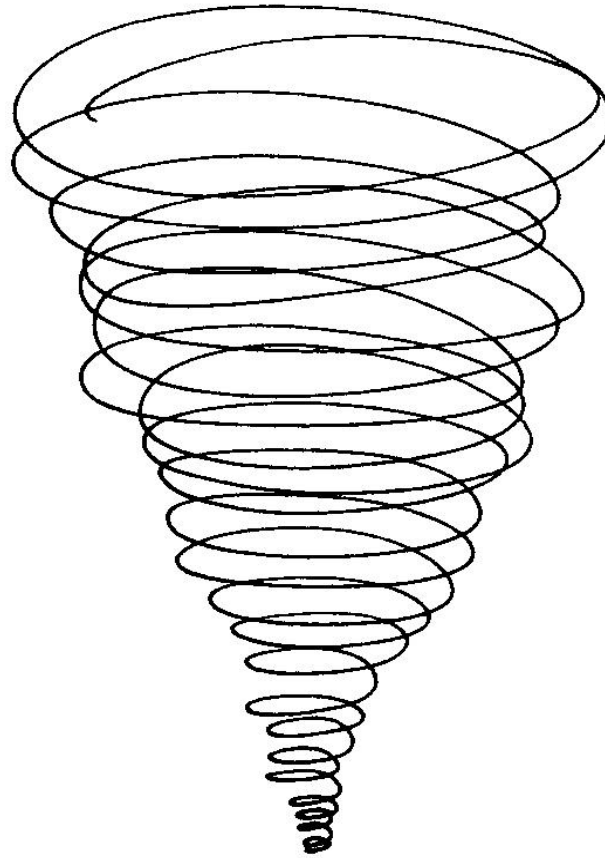
- Thought and Language
 - Verbal Thought
- Sociocultural Context
 - Your experience within your environment
- Zone Of Proximal Development
 - You + More experienced other

Venn Diagram

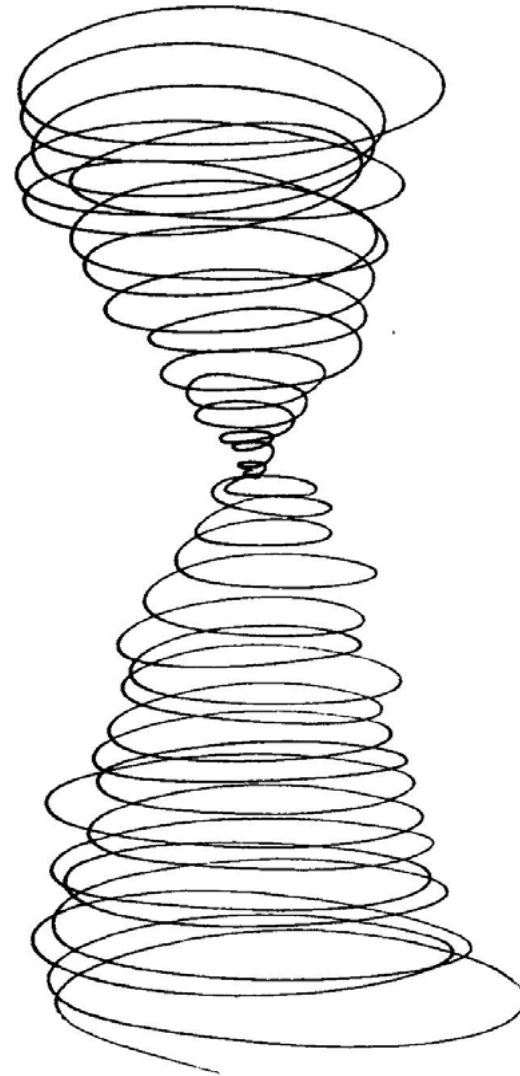


Vygotsky, 1986, p. 88; Wink & Putney, 2002, p, xxv.

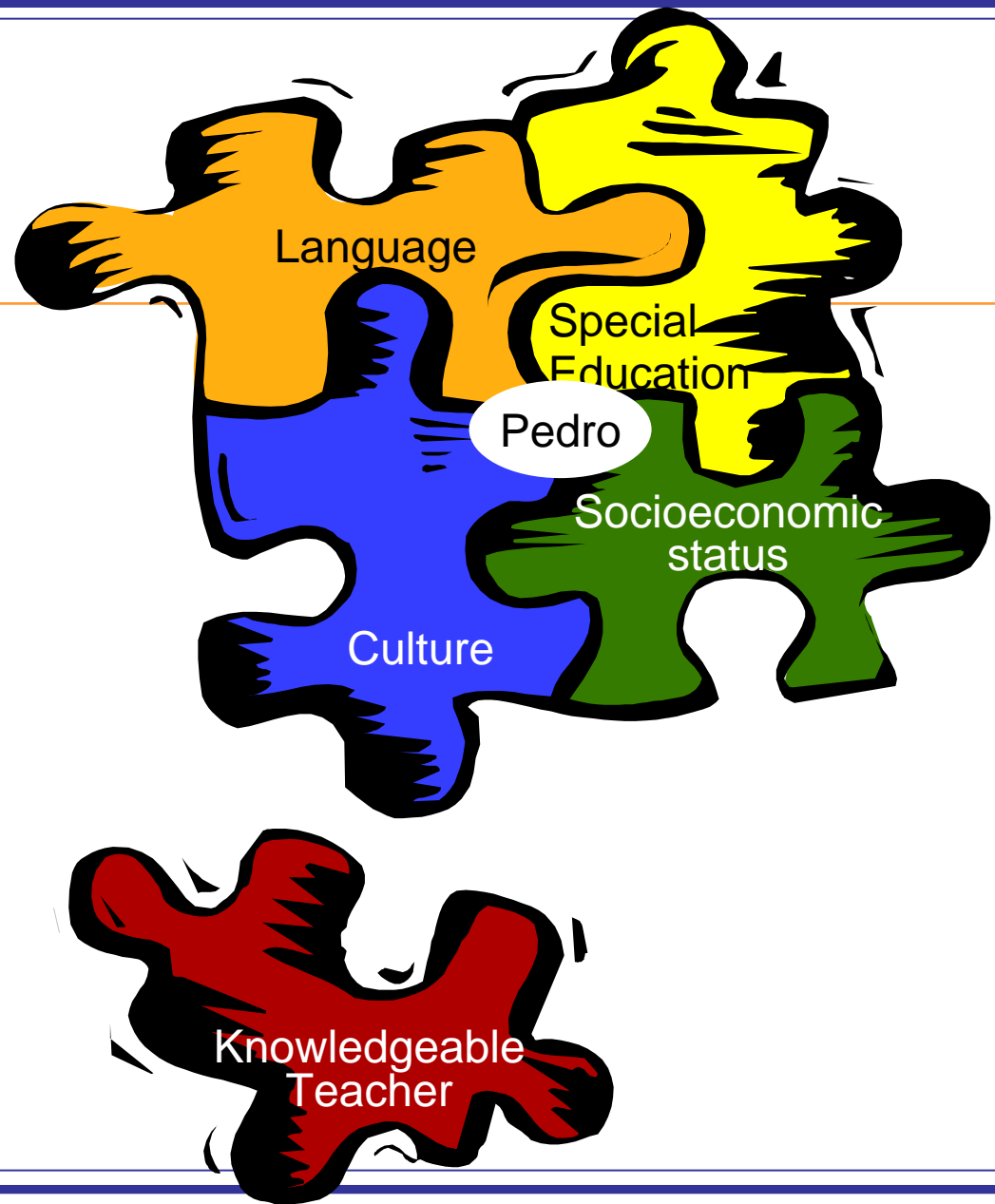
Closed Whirlwind



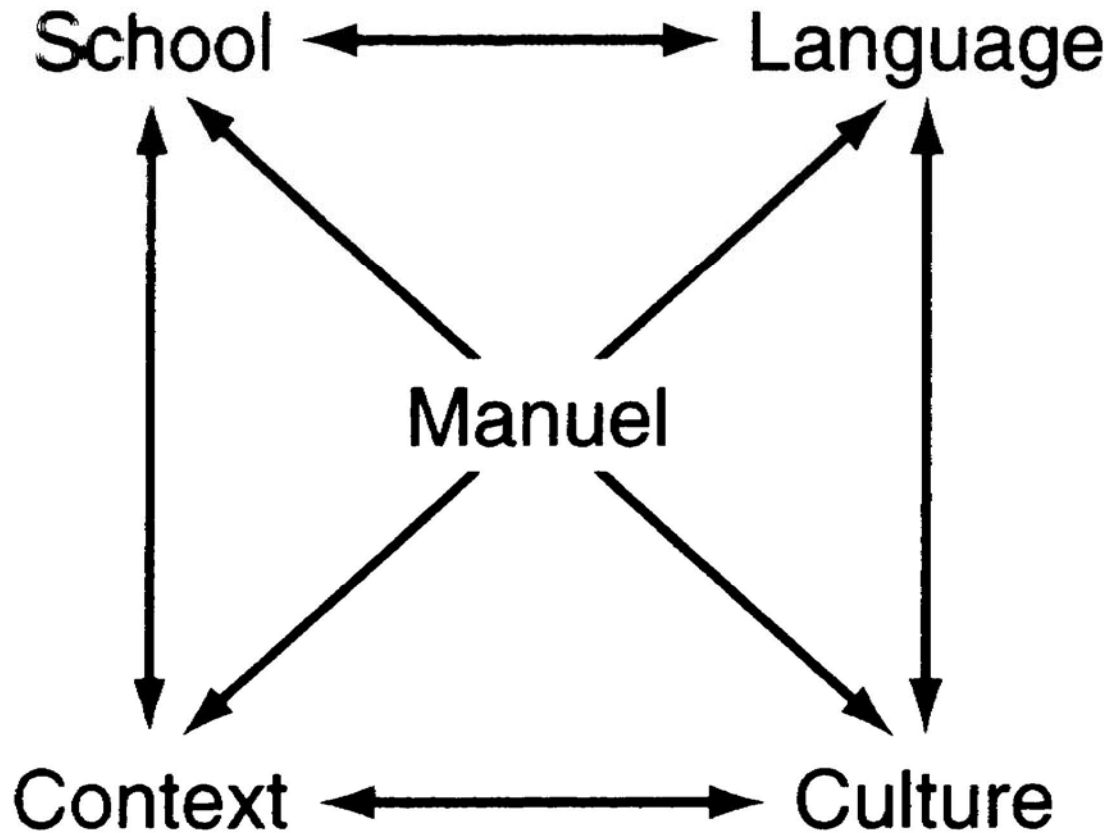
Open Whirlwind



Puzzle of Pedro

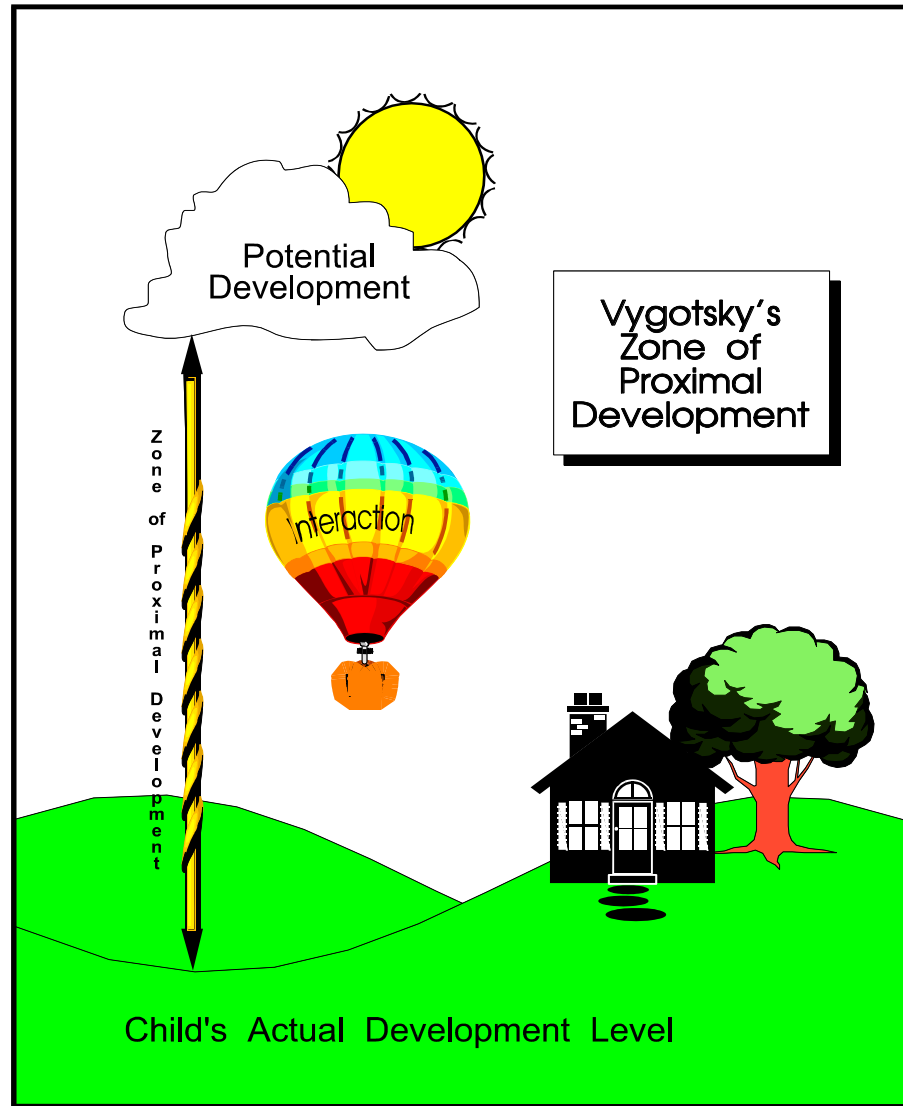


Student in the Center



Wink, 2000, p. 96; Wink & Putney (2002), p. 75

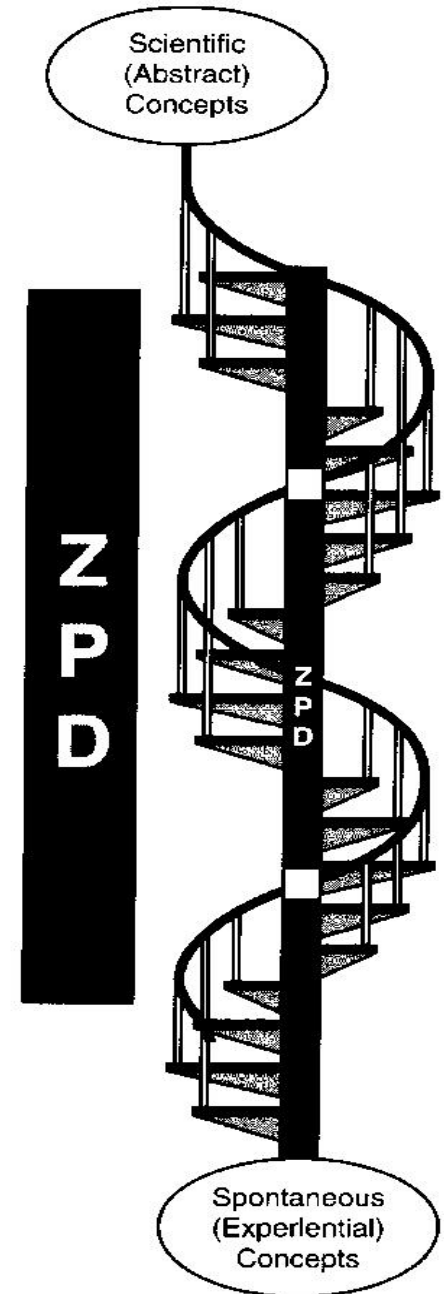
Hot Air Balloon



Integrating Scientific and Spontaneous Concepts

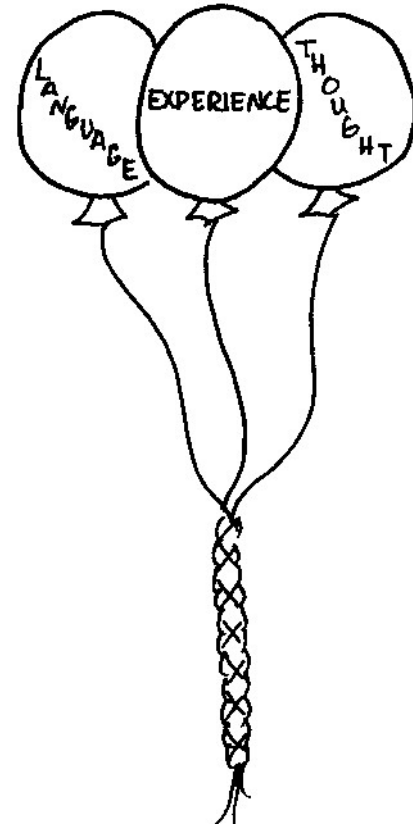
As spontaneous concepts work upward, they clear a path for scientific concepts to become realized.

Where they meet defines the ZPD.



Participant Sharing - Vygotsky

- Thought & Language
- Sociocultural Context
- Zone Of Proximal Development



Principles from Freire

- Reading the Word
 - Reading the World
 - To Name
 - To Reflect Critically
 - To Act
-
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Seabury Press.
 - Freire, P., & Macedo, D. (1987). *Literacy: Reading the word and the world*. South Hadley, MA: Bergin & Garvey.
 - Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage* (Patrick Clarke, Trans.). Lanham, MD: Rowman & Littlefield Publishers, Inc.

Critical Praxis Framework

■ NoteTaking

- Describe
- What is going on in this event?

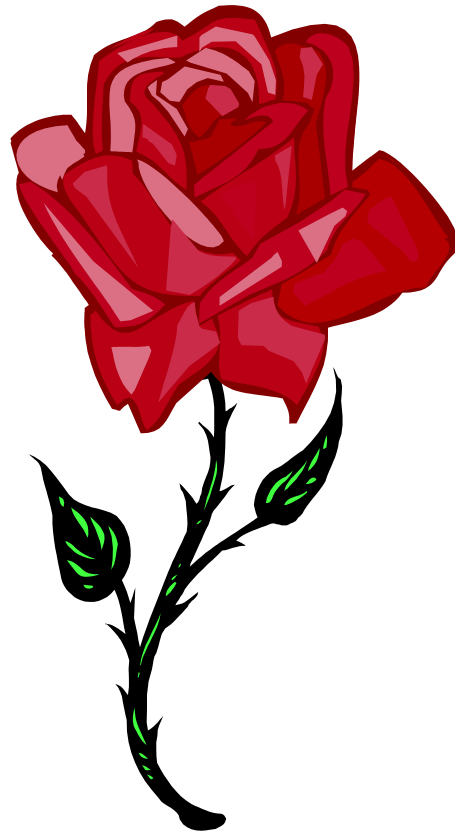
■ NoteMaking

- Interpret
- Why is it happening (from different perspectives)?

■ NoteRemaking

- Transform
- How can I use this to change practice?

Carli's Sociocultural Context



Participant Sharing – Vygotsky + Freire

- Add the political to your scribbles
 - Think
 - Pair
 - Share
 - Scribble
 - Convey

Questions to ask ourselves

- How does knowledge of the legacies of Freire and Vygotsky improve k-12 classroom practice?
- How can the Critical Praxis Framework be used in schools for critical reflection, action, and assessment?
- What happens when teachers reflect and act critically and collaboratively?
- What funds of knowledge are created through critical and collaborative reflection and action?

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)

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

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
 - this is exploitative and fundamentally antidemocratic
- <http://www.joanwink.com/newsletter/news0902-bb1.html>
- <http://www.joanwink.com/newsletter/news0702-freire.html>

Freire, P. (1997). A response. In P. Freire & J. Fraser (Eds.), *Mentoring the mentor: A critical dialogue with Paulo Freire* (304-329). New York: Peter Lang.

Retrieved from www.joanwink.com/scheditems/Vygotsky-June07.pdf

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

Freire, P. (1997). A response. In P. Freire & J. Fraser (Eds.), *Mentoring the mentor: A critical dialogue with Paulo Freire* (304-329). New York: Peter Lang.