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

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?


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


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