

# Vygotsky and Freire: Linked Through the Transformative Power of Language

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# The Vygotskian Metaphor for Water

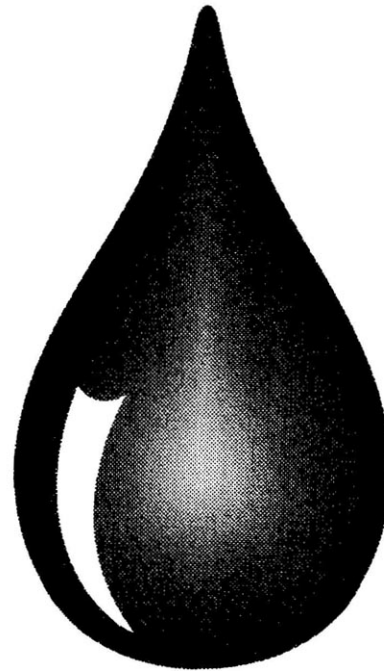
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## **WATER**

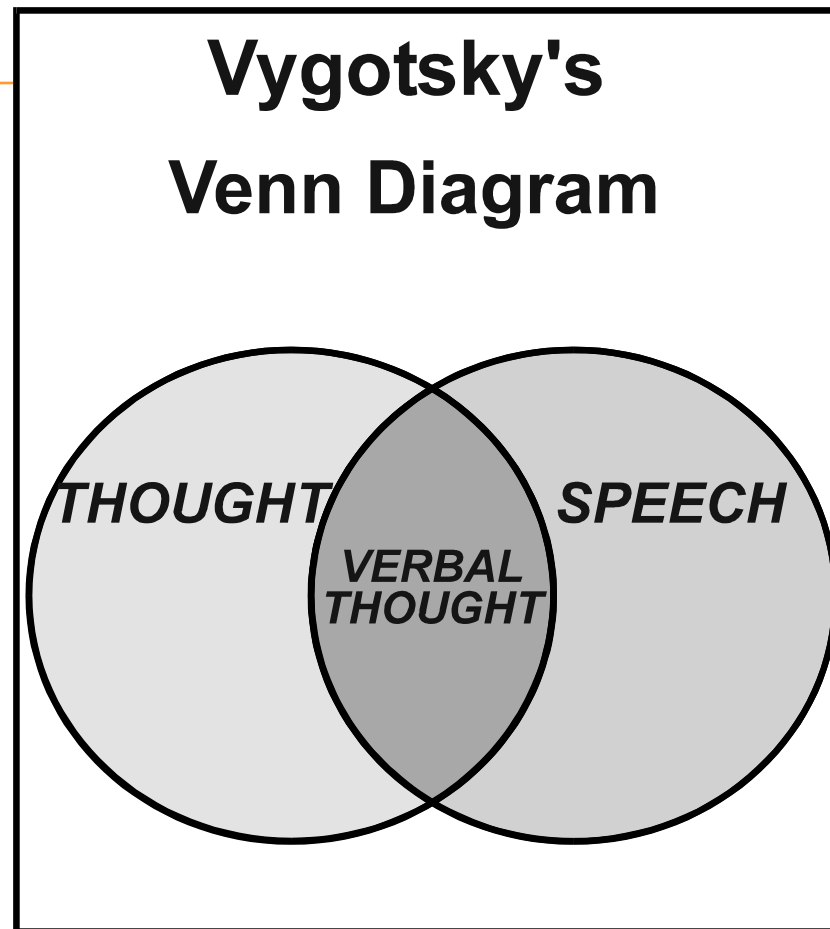
Study of the whole:  
H<sub>2</sub>O extinguishes fire.

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

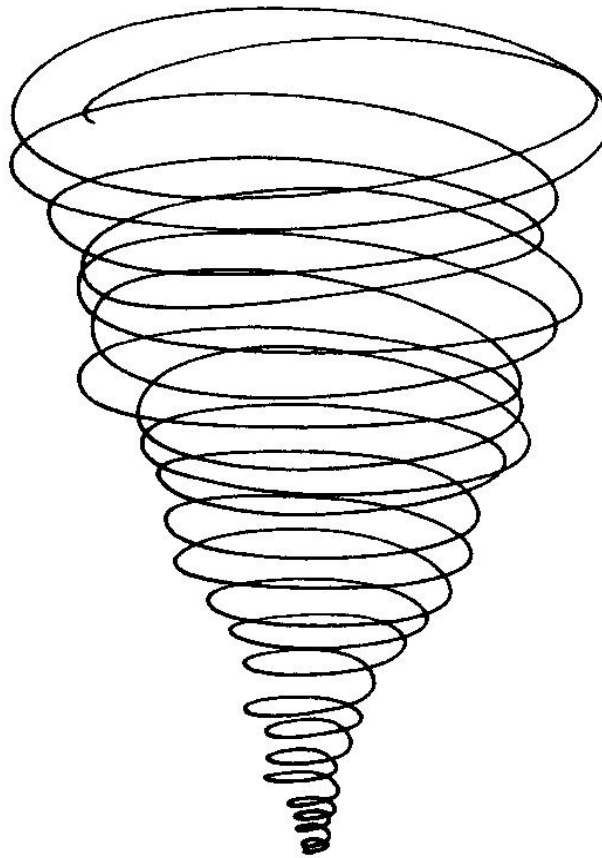
- *Vygotsky*



# Venn Diagram

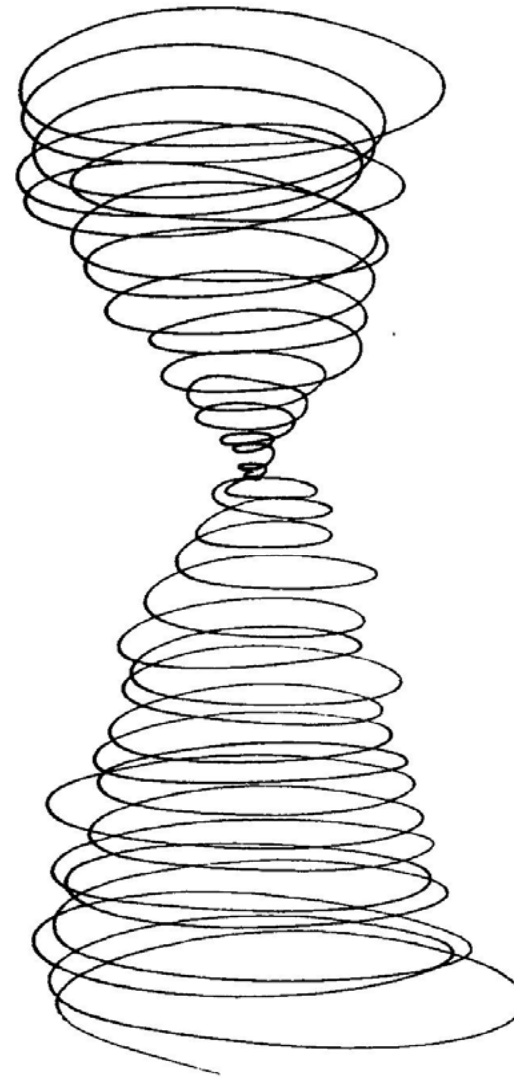


# Closed Whirlwind

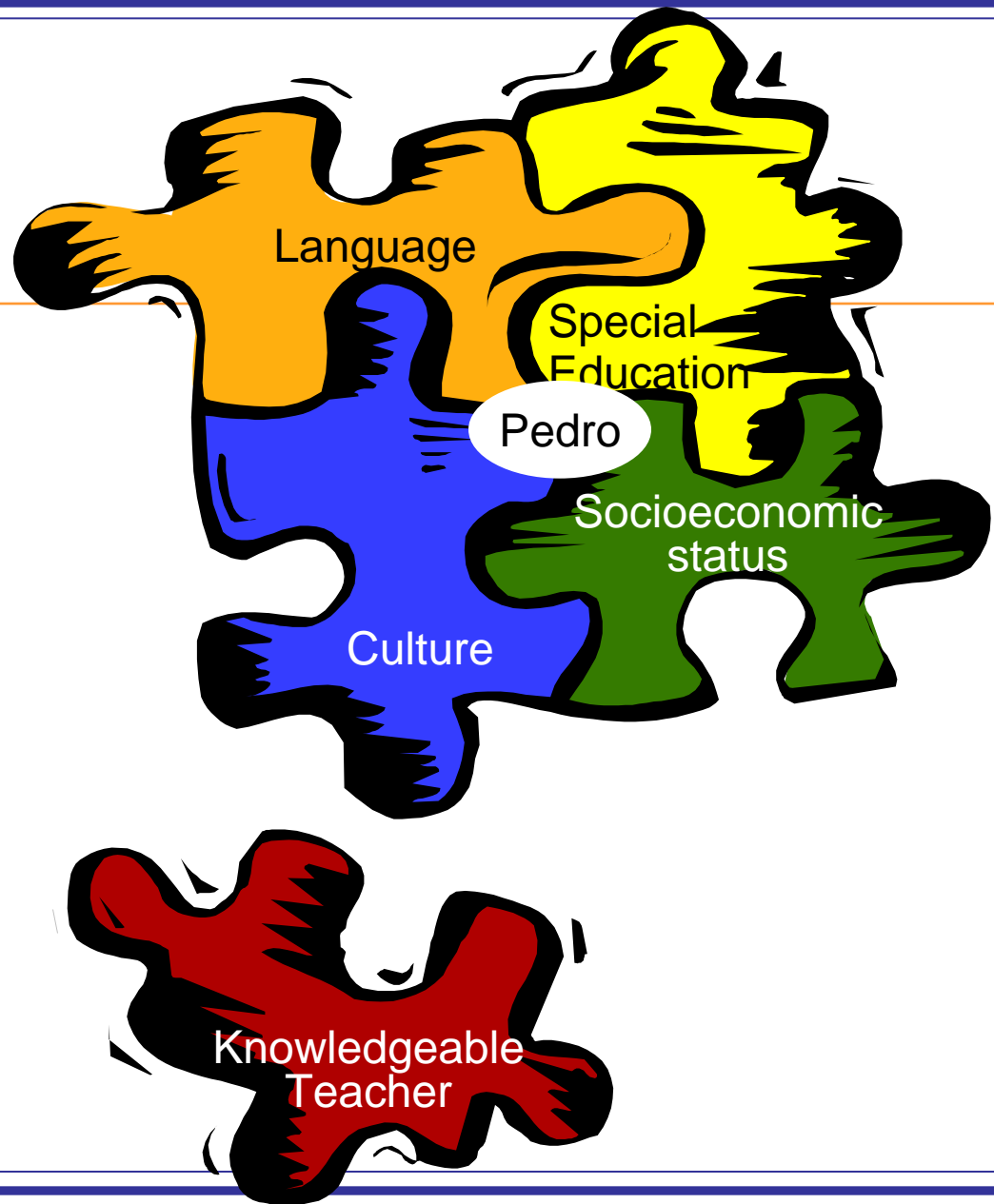


# Open Whirlwind

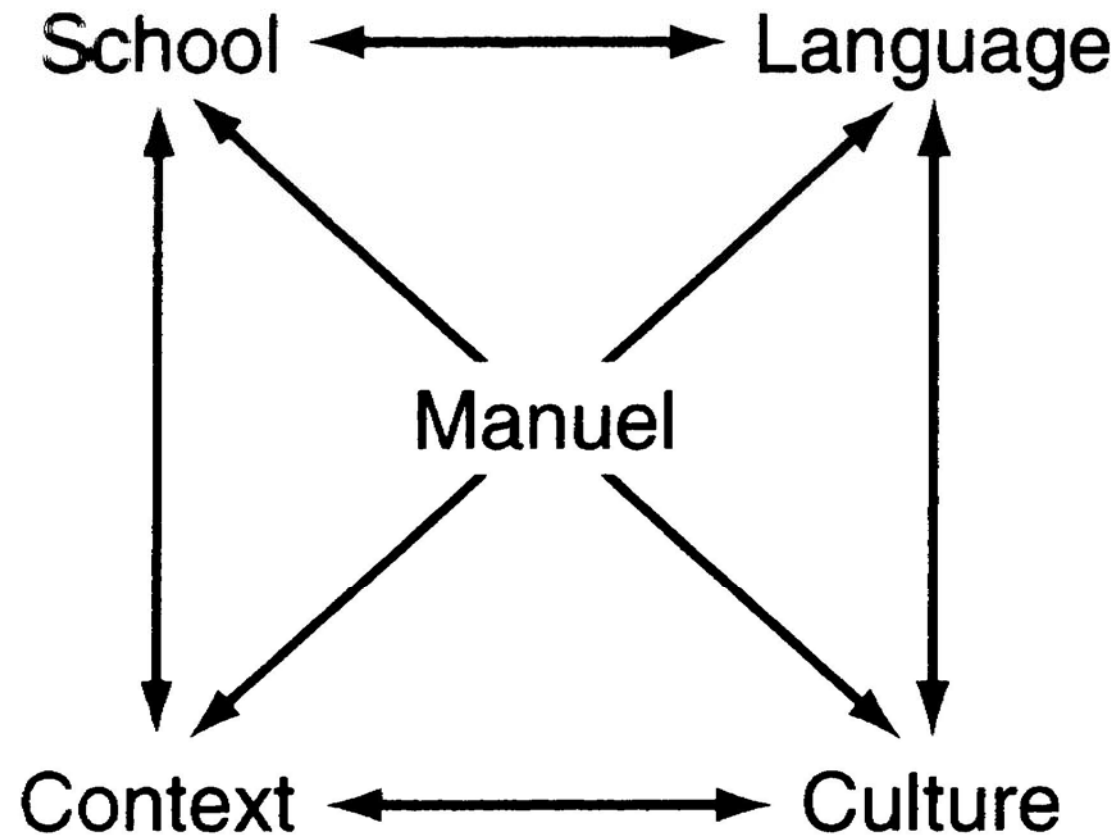
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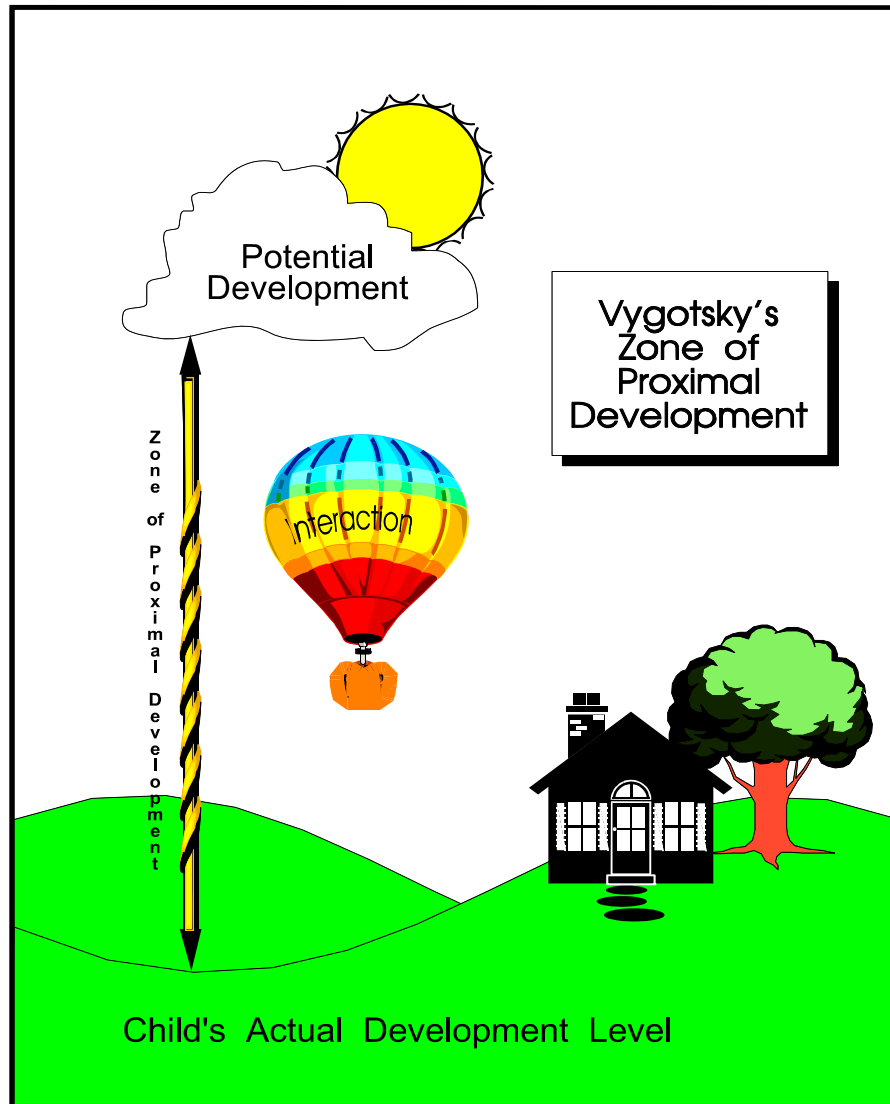
# Puzzle of Pedro



# Student in the Center



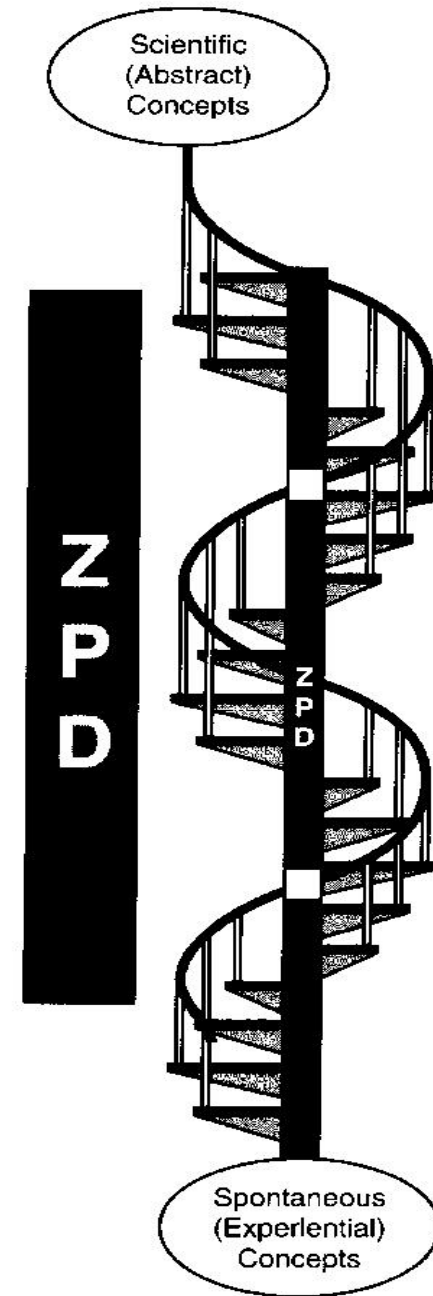
# Hot Air Balloon





# 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

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- Thinking and Speaking or
- Sociocultural Context or
- Zone Of Proximal Development
  - Think
  - Pair
  - Share
  - Scribble
  - Convey

# Principles from Freire

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- Reading the Word
  - Reading the World
  - To Name
  - To Reflect Critically
  - To Act
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- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Seabury Press.
  - Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage* (Patrick Clarke, Trans.). Lanham, MD: Rowman & Littlefield Publishers, Inc.

# Critical Praxis Framework

## ■ NoteTaking

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- 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?

# Participant Sharing – Vygotsky + Freire

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

# Vygotsky Extended: Learning is NOT...

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- 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...

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- 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...

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- 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/cabe2003freire-vyg.pdf](http://www.joanwink.com/scheditems/cabe2003freire-vyg.pdf)



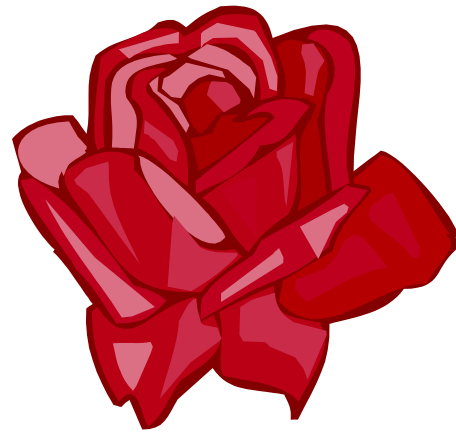
# Freire: Mentoring is...

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- 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

# Carli's Sociocultural Context

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# Carli's Sociocultural Context

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