

TESOL 2002: Language and the Human Spirit

April 9 – 13, 2002

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Visually Vygotsky

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Salt Lake Palace Meeting Room, 251 E

Session #1131

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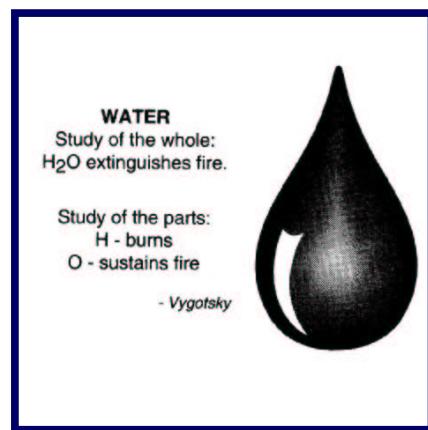
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Introduction

Three Perspectives on Pedagogy

Mentoring: The Early Years

Primary Focus of Visually Vygotsky

Three Principal Principles

Thought and Language

Sociocultural Teaching and Learning

The ZPD

Conclusion

What's new about Vygotsky? Mentoring

Mentoring: The Later



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Introduction

Mentoring: The Early Years

Three Perspectives on Pedagogy

The Vygotskian Metaphor of Water (p. 24)

Vygotsky's Theory of Learning Development

Three Principal Principles

Thought and Language

Thought is not merely expressed in words; it comes into existence through them. Every thought tends to connect something with something else, to establish a relation between things. Every thought moves, grows and develops, fulfills a function, solves a problem -
(Vygotsky, 1986, p. 218). - (p. 41)

Venn Diagram (p. xxv)

Language and Thought (p. xxv)

Language and Thought Dynamic (p. xxvi)

Closed whirlwind (p. 44)

Open Whirlwind (p. 45)

The Braid (p. 46)

The Vygotskian Volcano (p. 52)

The Thought Community Rainbow (p. 53)

Framework for Critical Praxis (p. 55)

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Sociocultural Teaching and Learning

*Instruction, after all, does not begin in school
(Vygotsky, 1986, p. 208). - (p.60)*

Puzzle of Learning, (p. 64)

Puzzle of Pedro (p. 66)

Sam: A Teaching Timeline (p 71)

Student in the Center (p. 75)

The Zone of Proximal Development (ZPD)

What the child can do in cooperation today 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) - (p.85)

ZPD *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 (p. 86)*

Hot Air Balloon (p. 88)

Zebroski: Three Illustrations of Development (p. 90)

Interpersonal/Intrapersonal Communication (p. 92)

Integrating Scientific and Spontaneous (p. 94)

Play Creates a ZPD (p. 113)

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Vygotsky proposed three important pedagogical conclusions.

1. Topics in a course of study must be interconnected. This is the best way to insure a common interest of students around a central theme.
2. Avoid repetition by making instruction focused. Review and relate topics in a more thorough and all-inclusive form, complemented with a wealth of new facts, generalizations, and conclusions. The topics students have already studied are revisited, though unfolded from a new perspective..." (p. 86).
3. Begin with what is familiar to students, and with what arouses their interests naturally.

Conclusion

These processes of internalization do not take place in isolation. They are embedded in apprenticeships with parents, mentors, and distant teachers....When these collaborations are successful, novices develop fluency, and learn how experienced artists and scientists think. At the same time, such collaborations offer renewal for the experienced individual and the use of shared knowledge for the novice's development of self. From a Vygotskian point of view, these interactions are central to the transformation of the novice into an experienced thinker (John-Steiner, 1997, p. xxiii).

Years later: The Mentoring Continues