

Visually Triangulating Vygotsky, Dewey, and Freire

TESOL 2004, Soaring Far, Catching Dreams

March 29- April 3, 2004 Long Beach, CA

Thirty-Eighth Annual Convention and Exposition

Abstract (40 words)

This interactive workshop highlights the combined legacies of Vygotsky, Dewey, and Freire. Part One focuses on visual representations of principles embedded in their theories. Part Two focuses on participant activity to construct ways these principles can become effective classroom practice.

Workshop (1 3/4 hours)
Bilingual Education IS
Overhead projector and screen
Title: Envisioning Vygotsky's legacy

The goal of this workshop is initially to make visible through graphic representations the esoteric theory of Vygotsky related to English language acquisition and to inquire into the multiple ways the principles can be turned into effective classroom practices. The theoretical framework will focus on three fundamental principles embedded in the Vygotskian legacy: the dynamic and reciprocal relationship between thought and language; the sociocultural context; and the zone of proximal development (ZPD). Recognizing that not any one perspective or theory alone can totally express our experience, we will demonstrate how a Vygotskian perspective can be complementary to and enhanced by Dewey's progressive democratic classroom principles, and a Freirian perspective of critical pedagogy.

This workshop will be conducted in a model of the ZPD: thinking and speaking/signing, and experiencing will be grounded in problem solving situations with more experienced others. All ideas will be expanded upon through visual representations as participants will be invited to share their thinking through talk and graphics.

Initially, the presenters will share the visuals, and in the second part of the workshop, the participants and presenters will work together to conceptualize ways in which the principles of Vygotsky, Dewey, and Freire can inform classroom practice. One specific example will be the Critical Praxis Framework. The conclusion of the session will focus on the teaching and learning as a mentoring practice, often overlooked in the literature.

(2 with names)

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