

Cambridge University Press

0521821312 - Vygotsky's Educational Theory in Cultural Context

Edited by Alex Kozulin, Boris Gindis, Vladimir S. Ageyev and Suzanne M. Miller

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## Vygotsky's Educational Theory in Cultural Context

This book comprehensively covers all major topics of Vygotskian educational theory and its classroom applications. Particular attention is paid to the Vygotskian idea of child development as a consequence rather than premise of learning experiences. Such a reversal allows for new interpretations of the relationships between cognitive development and education at different junctions of the human life span. It also opens new perspectives on atypical development, learning disabilities, and assessment of children's learning potential. Classroom applications of Vygotskian theory, teacher preparation, and the changing role of a teacher in a sociocultural classroom are discussed in addition to the issues of learning activities and peer interaction. Relevant research findings from the United States, Western Europe, and Russia are considered together to clarify the possible new applications of Vygotskian ideas in different disciplinary areas. The sociocultural orientation of Vygotskian theory helps to reveal learning patterns that become obscured in more traditional research.

Dr. Alex Kozulin is Research Director at the International Center for the Enhancement of Learning Potential and an Invited Lecturer at Hebrew University, School of Education, in Jerusalem. Dr. Kozulin is author of *Vygotsky's Psychology: A Biography of Ideas* (1990) and *Psychological Tools: A Sociocultural Approach to Education* (1998).

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## Learning in Doing: Social, Cognitive, and Computational Perspectives

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## Series Foreword

This series for Cambridge University Press is becoming widely known as an international forum for studies of situated learning and cognition.

Innovative contributions are being made by anthropology; by cognitive, developmental, and cultural psychology; by computer science; by education; and by social theory. These contributions are providing the basis for new ways of understanding the social, historical, and contextual nature of learning, thinking, and practice that emerges from human activity. The empirical settings of these research inquiries range from the classroom to the workplace, to the high-technology office, and to learning in the streets and in other communities of practice.

The situated nature of learning and remembering through activity is a central fact. It may appear obvious that human minds develop in social situations and extend their sphere of activity and communicative competencies. But cognitive theories of knowledge representation and learning alone have not provided sufficient insight into these relationships.

This series was born of the conviction that new and exciting interdisciplinary syntheses are under way as scholars and practitioners from diverse fields seek to develop theory and empirical investigations adequate for characterizing the complex relations of social and mental life and for understanding successful learning wherever it occurs. The series invites contributions that advance our understanding of these seminal issues.

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