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.

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Continued following the Index
Vygotsky’s Educational Theory in Cultural Context

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Contents

List of Contributors xi
Series Foreword xiii

Introduction: Sociocultural Theory and Education: Students, Teachers, and Knowledge 1
Alex Kozulin, Boris Gindis, Vladimir S. Ageyev, and Suzanne M. Miller

PART I: CONCEPTS AND PARADIGMS

1 Psychological Tools and Mediated Learning 15
Alex Kozulin

2 The Zone of Proximal Development in Vygotsky’s Analysis of Learning and Instruction 39
Seth Chaiklin

3 Vygotsky’s Doctrine of Scientific Concepts: Its Role for Contemporary Education 65
Yuriy V. Karpov

4 Some Cognitive Tools of Literacy 83
Kieran Egan and Natalia Gajdamaschko

5 Dynamic Assessment of the Evolving Cognitive Functions in Children 99
Carol S. Lidz and Boris Gindis

PART II: DEVELOPMENT AND LEARNING

6 Periods in Child Development: Vygotsky’s Perspective 119
Holbrook Mahn

7 Development Through the Lifespan: A Neo-Vygotskian Approach 138
Yuriy V. Karpov
| Contents |
|-----------------|--------|
| 8 Learning and Development of Preschool Children from the Vygotskian Perspective | 156 |
| Elena Bodrova and Deborah J. Leong |
| 9 The Learning Activity in the First Years of Schooling: The Developmental Path Toward Reflection | 177 |
| Galina Zuckerman |
| 10 Remediation Through Education: Sociocultural Theory and Children with Special Needs | 200 |
| Boris Gindis |

**PART III: SOCIOCULTURAL THEORY APPLICATION IN THE CLASSROOM**

| Contents |
|-----------------|--------|
| 11 Cultural–Historical Theory and Mathematics Education | 225 |
| Jean Schmittau |
| 12 Sociocultural Theory and the Practice of Teaching Historical Concepts | 246 |
| Jacques Haenen, Hubert Schrijnemakers, and Job Stufkens |
| 13 Formation of Learning Activity and Theoretical Thinking in Science Teaching | 267 |
| Hartmut Giest and Joachim Lompscher |
| 14 How Literature Discussion Shapes Thinking: ZPDs for Teaching/Learning Habits of the Heart and Mind | 289 |
| Suzanne M. Miller |
| 15 Beyond Cognition: A Vygotskian Perspective on Emotionality and Teachers’ Professional Lives | 317 |
| Anne DiPardo and Christine Potter |

**PART IV: DIVERSE LEARNERS AND CONTEXTS OF EDUCATION**

| Contents |
|-----------------|--------|
| 16 Intrapersonal Communication and Internalization in the Second Language Classroom | 349 |
| James P. Lantolf |
| 17 Mediation in Cognitive Socialization: The Influence of Socioeconomic Status | 371 |
| Pedro R. Portes and Jennifer A. Vadeboncoeur |
| 18 Cultural Modeling: CHAT as a Lens for Understanding Instructional Discourse Based on African American English Discourse Patterns | 393 |
| Carol D. Lee |
Contents

19 The Relations of Learning and Student Social Class: Toward Re-“socializing” Sociocultural Learning Theory
   Carolyn P. Panofsky 411

20 Vygotsky in the Mirror of Cultural Interpretations
   Vladimir S. Ageyev 432

Author Index 451
Subject Index 457
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This series for Cambridge University Press is becoming widely known as an international forum for studies of situated learning and cognition.

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