

Michael DeBenedetti, Note taker

8/9/11

## Social Learning Theory

- Exit cards
  - More original sources-more depth
  - Clarity on constructivism/progressivism
- Final Snapshot due 8/11/11
- Group Members Participation Guide
  - For Thursday-next week
- Prezi on Learning Theories
  - Plato: wise teacher, remembering what you *already knew*
  - Gestalt: holistic picture, deep “ah-ha” moment during learning. Whole greater than the sum if its parts
  - Behaviorist: classical, operant conditioning
  - Constructivism: All learning is constructed
    - Locke-Blank slate
    - Piaget-cognitive development
    - Von Glaserfeld-no objective reality; constructed individually
  - Dewey and Brooks & Brooks
    - Dewey-does not strictly describe how students learn. Within a social context
    - Brooks and Brooks-interactions, hands on learning, social learning environment.
- Social Learning Theory
  - Steps away from the notion of individuals as learners.

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- Vygotsky
  - Zone of Proximal Development and Individual learning through social constructs
- Language as a barrier in learning.
- Lave and Wagner-do not recognize individual mind; learning takes place in a community setting.

### **Dewey and Brooks/Brooks**

- Aided socially
- Collaborative learning process-enhances learning experience.

### **Vygotsky**

- Russian Jew, won lottery to attend University
- Criticized cognitive development
- His view: cannot separate development from a social context of learning
- Language place central role in mental development.
- Zone of proximal development
  - Distance between actual understanding and understanding with collaboration with peers. “More capable peers”
- Assistance and imitation and learning important
  - Imitation more powerful in his work.

### **Group Discussions**

- Lave and Wagner

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- Situational Learning Community
  - Learning contextualized
  - Legitimate participation
  - Sense of belonging.
- Experience/learning as mutually constructive
- Active participation
- Learning does not take place in an individual setting-must be contextualized within a community of learners.
- Socialization of knowledge
  - Experiential vs. scientific
- Yuratec Midwives
  - Active participation to learn
  - Apprenticeships
    - Peripheraly participation/full participation.
  - Individual cognition?