

Introduction

- Importance of transition to primary grades
- Current factors impinging on school success:
 - Lack of social and intellectual preparation of learners
 - Cultural emphasis on reactive behaviors
 - Decline in support for education

Instructional Models

- Teacher-Directed
- Student-Directed
- Vygotskian Model based on the *Zone of Proximal Development (ZPD)*
 - Learning/teaching depends on the active intellectual involvement of both teacher and learner
 - Assisted performance indicates student's learning level better than independent performance
 - Instruction should be aimed above the learner's current level, but s/he should be given enough support so that success is possible

Scaffolding—Introduced by Jerome Bruner

- A way to raise performance from current independent level to a higher assisted level
- All three types mentioned in this video are interconnected and interdependent:
 1. Mediators—Tools to facilitate a complex behavior
 - For example: clocks, alphabet strips, signs, slogans
 - Must be:
 - ◆ Meaningful
 - ◆ Salient/stand out
 - ◆ Positive
 2. Language—Vygotsky saw a developmental relationship between thought and language:
 1. Language is a *public* exchange between people
 2. *Private speech*—used by young children to bring new concepts into their minds; they have to move their mouths to do so
 3. *Inner speech*—sentences are silently encoded in the mind
 4. *Verbal thought*—ideas form short messages in the mind rather than complete sentences
 - Use of language in primary classrooms:
 - ◆ Private speech:
 - Initially, reading and any intellectual task cannot be silent
 - Mediators should have an associated phrase that students can orally repeat
 - ◆ Written speech:
 - Includes drawings, numbers, symbols and letters
 - Writing facilitates the physiology of learning
 3. Shared Activity—with teacher, peers, or an imaginary audience

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- Learner adopts strategies of a more or equally knowledgeable partner and gradually makes them his or her own. By helping a less knowledgeable partner, the learner solidifies his/her own knowledge
4. *Scaffolding* writing experiences illustrate these points

Self-Regulation

- Vygotsky saw development as a person becoming increasingly intentional or deliberate
- Learning plans (menus or learning agendas):
 - Are a means of helping young learners regulate their own learning
 - Progression of types of learning plans:
 - First used to track work that has been done
 - Then to plan and monitor how the plan went
 - Evaluation and identification of learning strategies
 - Final stage is setting goals for the future
 - Should incorporate the three types of scaffolding: mediators, language and shared activity
- Drs. Bodrova and Leong have written a book: *Tools of the Mind: the Vygotskian Approach to Early Childhood Education*, published by Merrill/Prentice Hall, in its second edition

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- Related Films Also Available from Davidson Films

This is one of six films in Davidson Films' "Constructivism" series. The other titles are:

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| • <i>Adolescent Cognition</i> | (1999) | 30 Minutes |
| • <i>Growing Minds: Cognitive Development In Early Childhood</i> | (1996) | 25 Minutes |
| • <i>Morality: Judgments And Action</i> | (2002) | 31 Minutes |
| • <i>Concrete Operations</i> | (1993) | 25 Minutes |
| • <i>Using What We Know: Applying Piaget's Developmental Theory in Primary Classrooms</i> | (1991) | 35 Minutes |

Other related films include:

- | | | |
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| • <i>Building Literacy Competencies In Early Childhood</i> | (2000) | 30 Minutes |
| • <i>Performance Assessment: A Teacher's Way of Knowing</i> | (1993) | 21 Minutes |
| • <i>Vygotsky's Developmental Theory: An Introduction</i> | (1994) | 28 Minutes |

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