

## **CHDV 242**

### **Contextual/Cultural Perspective – Vygotsky**

#### **I. Overview**

- Sociocultural/dialectical theory
- Position on developmental issues
- What develops?

##### **A. Assumptions**

1. Cognition is socially and culturally mediated.
  - Child-in-Activity-in-Cultural-Context
2. Processes (more important than product)
  - Infants are endowed with basic perceptual, attentional, memory capacities that are shared with many other animals
  - Higher order processes have their origins in social interaction.  
Intermental = intramental (internalization)/Role of language
  - Zone of proximal development

##### **B. Methodology**

- dynamic assessment

##### **C. Examples of research this theory generates**

- Collaborative problem-solving
- Cross-cultural research
- Study of narratives & conversations
- Apprenticeship mode/guided participation (Rogoff)

#### **II. Discussion**

1) Evaluate the theory. What are the strengths and weakness of this approach?

2) Compare Piaget with Vygotsky. How does each theorist view the role of language (including private speech) and social interaction, and role of peers?