**Ron’s notes**

**November 26, 2018**

**Bruner chapter**

Note that it is only Preface and Section III (pp 13-42) that are required.

Relation to previous material

Rogoff’s emphasis on how schooling influences cognition

Thinking as situated in practices of cultural communities

Language, literacy, math as cultural tools for thinking

Emphasis on social constructionism

Context

Jerome Bruner’s long life and contributions to education

Piaget and Vygotsky, Head Start, Narrative Psychology

Emphasis on meaning-making (see final paragraph of page 3)

How a culture inducts its young into the culture

Two perspectives on how the mind works, can be improved

Computational, cultural

Culture is not a neutral background for education

What are the educational narratives available in the culture?

Mutual learning cultures

An interpretive, normative approach rather than a strictly deterministic one

Nature of individual minds 🡨🡪 Education 🡨🡪 Culture

Education “is a complex pursuit of fitting a culture to the needs of its members and of fitting its members and their ways of knowing to the needs of the culture” (p. 43)

Nine tenets to guide a psycho-cultural approach to education

“A system of education must help those growing up in a culture find an identity within that culture.” (p. 42)

1. Meaning-making is relative to **perspective** and frame of reference

How deal with resulting discord?

2. how we think about meaning-making is **constrained** by our “native endowment”

Sense of time, space, causality. Language

Fixed?

Transmit culture’s toolkit for going beyond – metalinguistics, metacognition

3. the reality we attribute to the world is **constructed**

Reality is made, not found

And could be constructed differently!!

4. education involves **interactions** within communities

Western pedagogy deemphasizes intersubjectivity in transmitting culture

“… how best to conceive of a subcommunity that specializes in learning among its members?” (page 21)

5. cultural activities produce “works” reifications, **externalizations**

Visible works facilitate negotiation, metacognition

6. education is **instrumental** to desired consequences

Education enables various ways of using mind

Who decides who gets what ways? Culture, politics

“Education is always political” (page 25)

Schools in high vs low SES neighbourhoods – climate, curriculum

7. education becomes **institutionalized** and acts in relation to other institutions

Communication, economics, political, family, religious, …

Institutions in conflict with each other and the institution of education

Anti-schools

Institutions that become set in their ways – lectures, exams, essays

Charter schools, home schooling,

Mutual learning communities

8. education is central to the formation of Self (**identity**) and **self-esteem**

Possible selves

School is of the culture, not just preparation for it

9. **narrative** thinking is central to both cultural- and self-coherence.

How create meaning from school experience in relation to cultural life?

Learn the stories of the culture

Learn to use narrative, fiction, dialogue

**Ladsen-Billings chapter**

Elementary teacher, university professor, President of AERA

*The dreamkeepers: Successful teachers of African-American children*

Culturally relevant pedagogy

Black culture

Emphasis on family

Concept of extended self

Her use of the term “assimilationist”

Individualist *vs.* collectivist school culture

Bruner and others construing education as bringing students into the culture

What culture

Parent – Teacher differences

Community building

Support and challenge within a group