**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