Developing Vygotskian Approaches to Literacy

Ruben R. Puentedura, Ph.D.

Redefinition
Tech allows for the creation of new tasks, previously inconceivable

Modification
Tech allows for significant task redesign
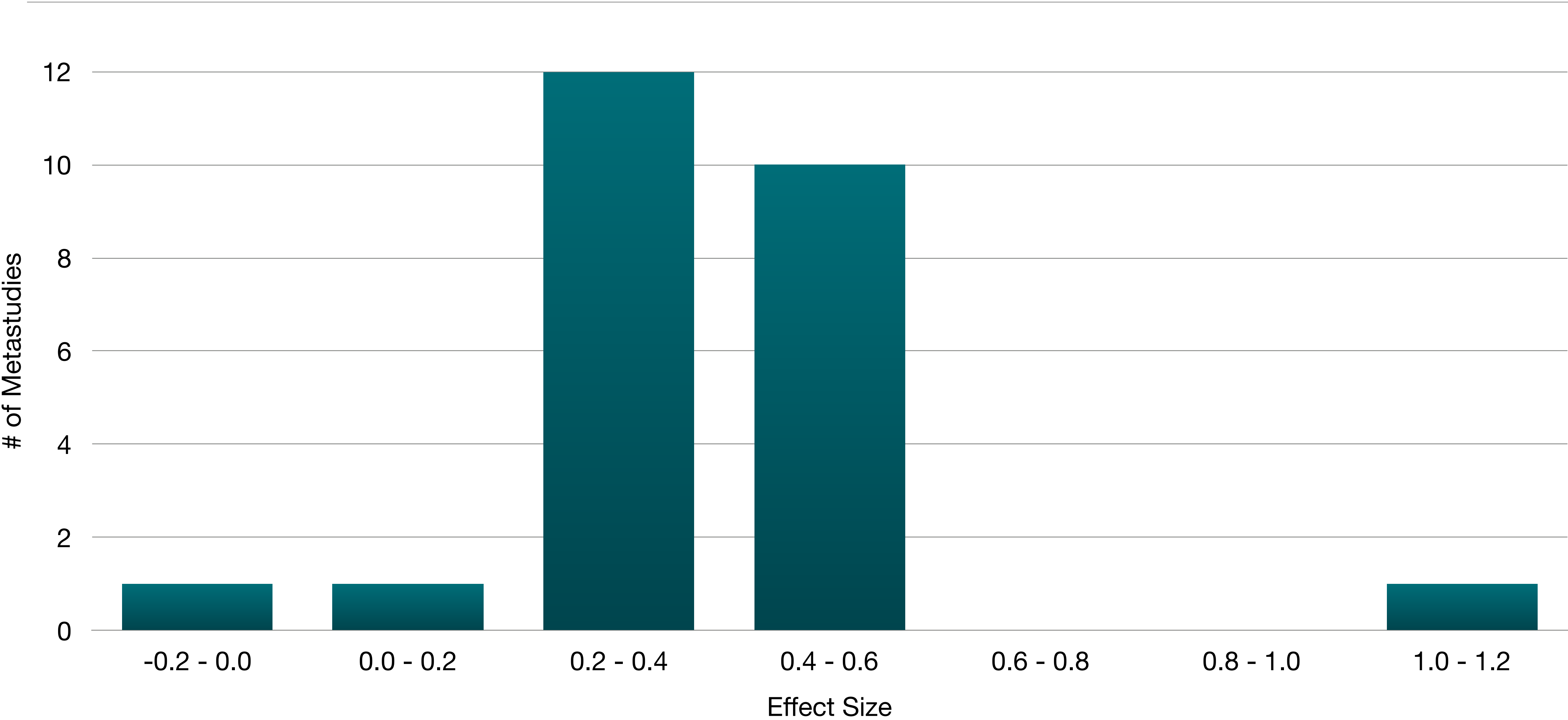
Augmentation
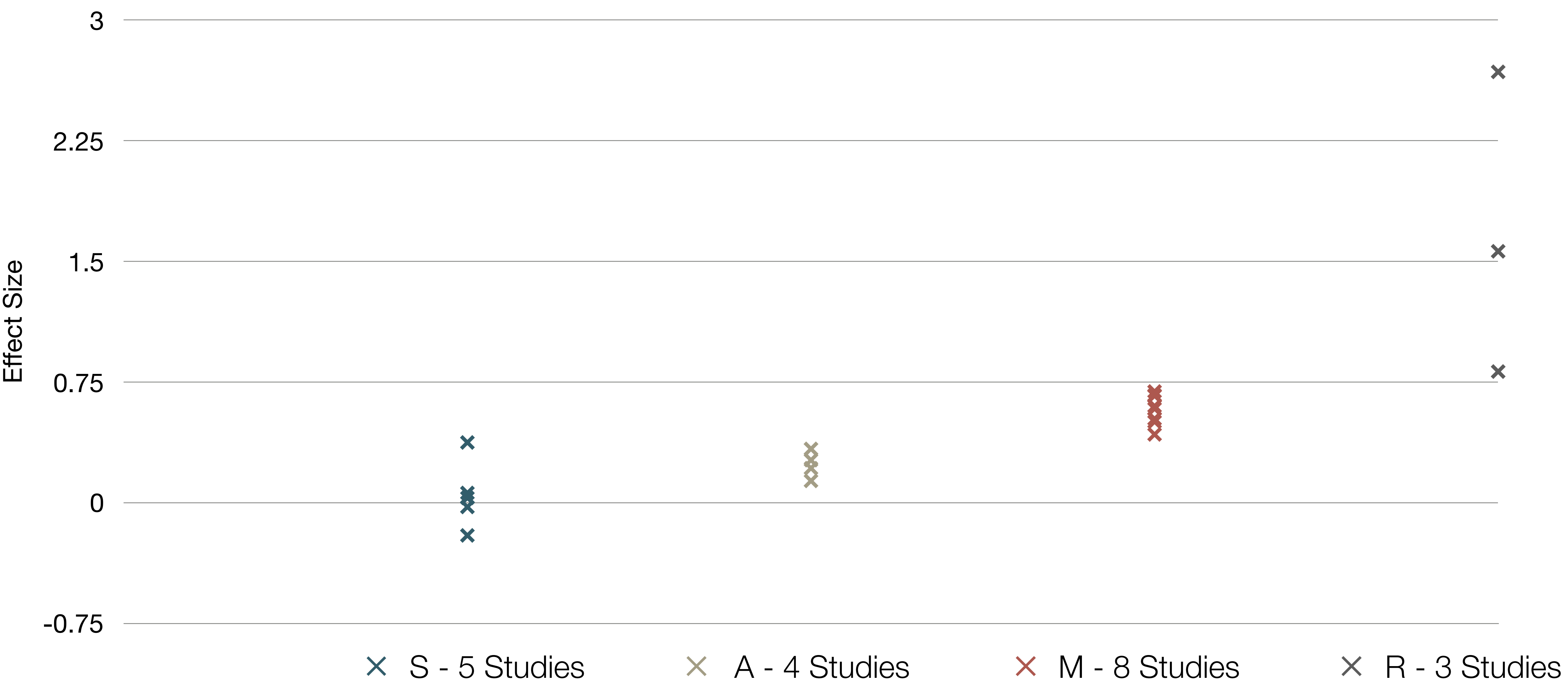*Tech acts as a direct tool substitute, with functional improvement*

Substitution
Tech acts as a direct tool substitute, with no functional change

Transformation

Enhancement

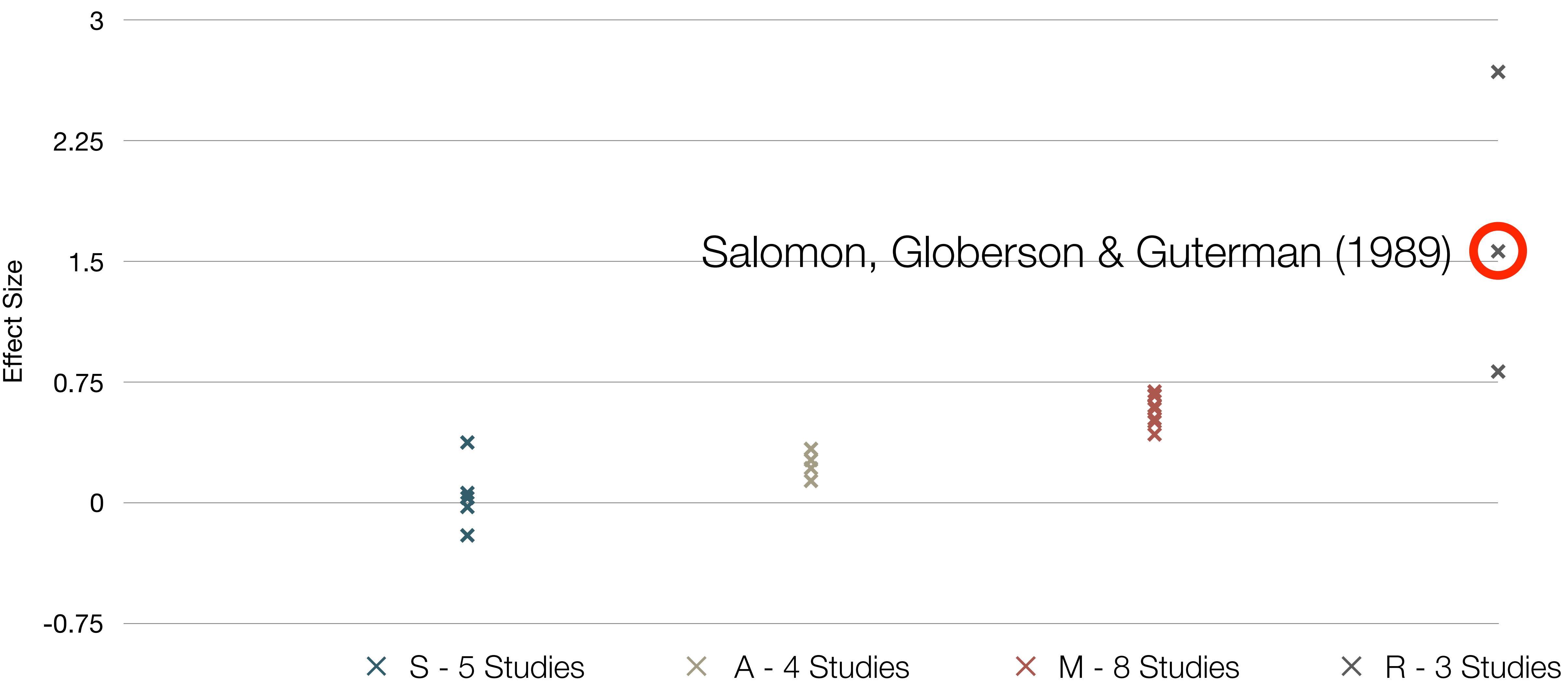Ruben R. Puentedura, *As We May Teach: Educational Technology, From Theory Into Practice*. (2009)

The Research: 1,097 Studies, 25 Metastudies, 19 Years

Tamim, Rana M., Robert M. Bernard, Eugene Borokhovski, Philip C. Abrami, and Richard F. Schmid. "What forty years of research says about the impact of technology on learning a second-order meta-analysis and validation study." *Review of Educational Research 81*, no. 1 (2011): 4-28.

SAMR and the Use of Technology to Enhance Reading Performance in Middle School

Pearson, P.D., Ferdig, R.E., Blomeyer Jr, R.L., & Moran, J. "The Effects of Technology on Reading Performance in the Middle-School Grades: A Meta-Analysis With Recommendations for Policy." *Learning Point Associates/North Central Regional Educational Laboratory (NCREL)* (2005).

SAMR and the Use of Technology to Enhance Reading Performance in Middle School

Salomon, Globerson & Guterman (1989)

Effect Size

3
2.25
1.5
0.75
0
-0.75

✕ S - 5 Studies   ✕ A - 4 Studies   ✕ M - 8 Studies   ✕ R - 3 Studies

Pearson, P.D., Ferdig, R.E., Blomeyer Jr, R.L., & Moran, J. "The Effects of Technology on Reading Performance in the Middle-School Grades: A Meta-Analysis With Recommendations for Policy." *Learning Point Associates/North Central Regional Educational Laboratory (NCREL)* (2005).

Social	Mobility	Visualization	Storytelling	Gaming
200,000 years	70,000 years	40,000 years	17,000 years	8,000 years

The EdTech Quintet – Associated Practices	
Social	Communication, Collaboration, Sharing
Mobility	Anytime, Anyplace Learning and Creation
Visualization	Making Abstract Concepts Tangible
Storytelling	Knowledge Integration and Transmission
Gaming	Feedback Loops and Formative Assessment

With MKO

Alone

ZPD

ZCD

IP

ZPD

ZCD

Lev Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press. (1978)

Galperin, P.Ia. "Stage by Stage formation as a method of psychological investigation". *Journal of Russian and East European Psychology, 30*(4), 61-80 (1992)

Van Geert, Paul. "Vygotsky's dynamic systems." *Lev Vygotsky: Critical assessments* 4 (1997): 3-21.
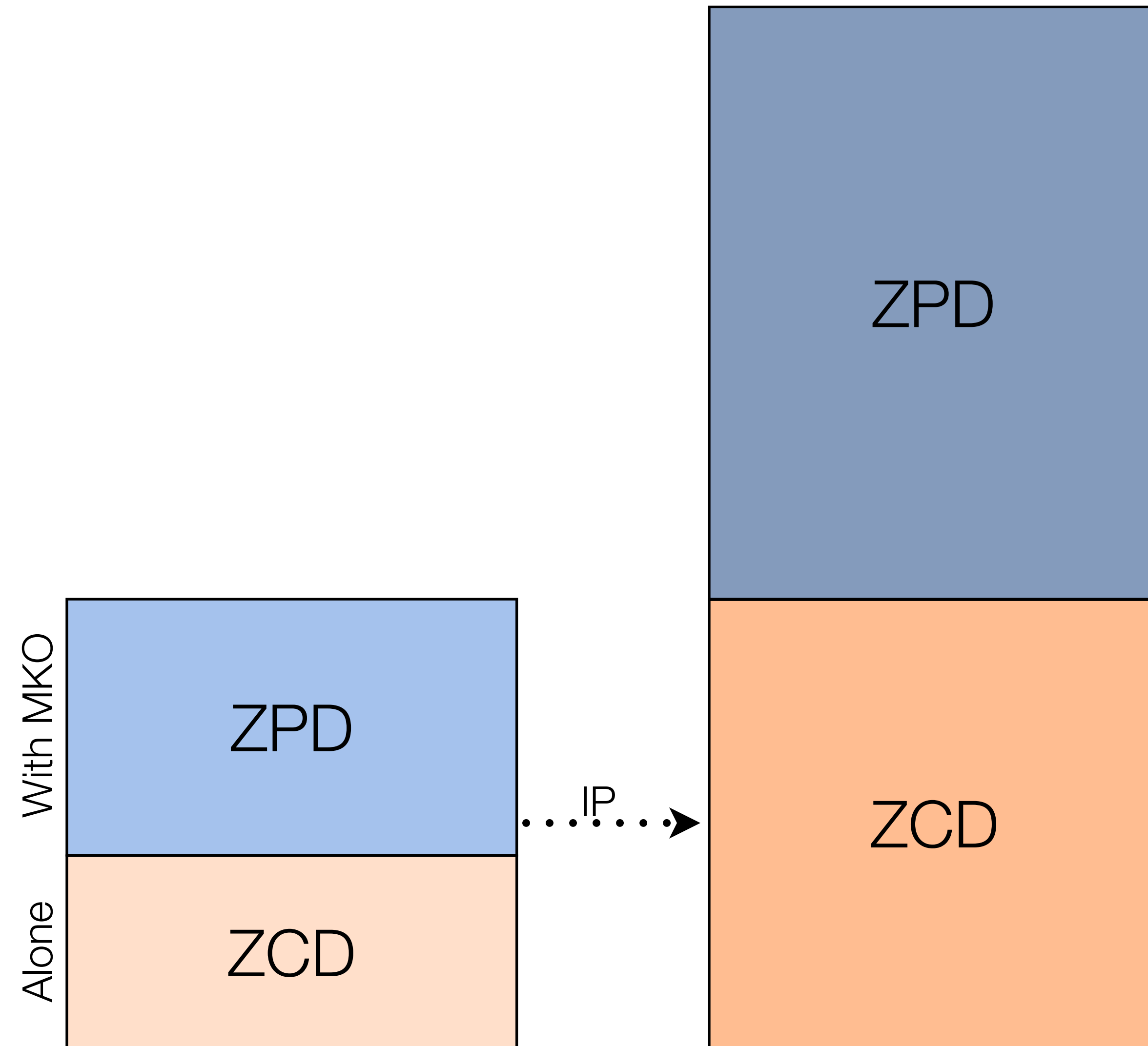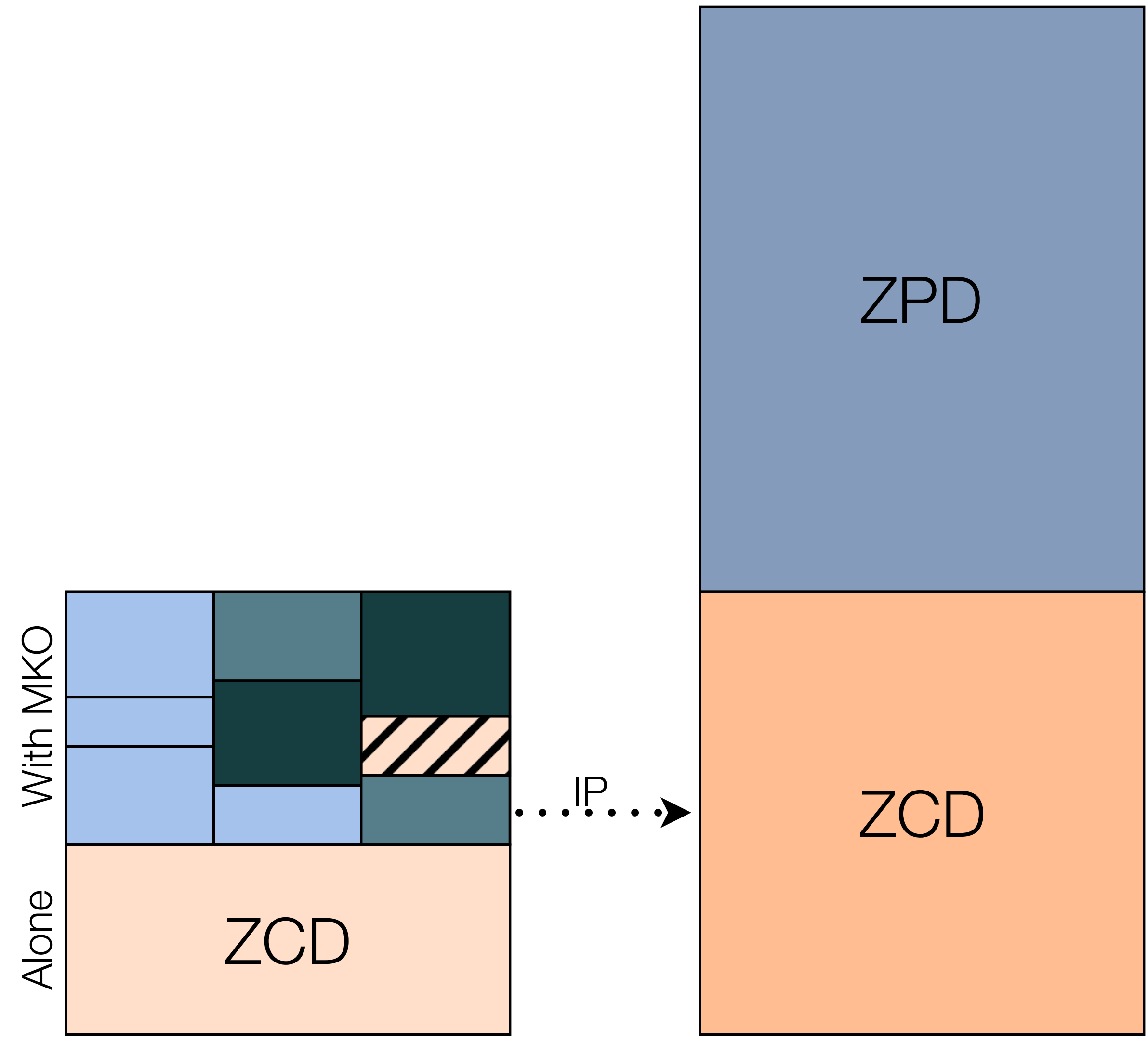
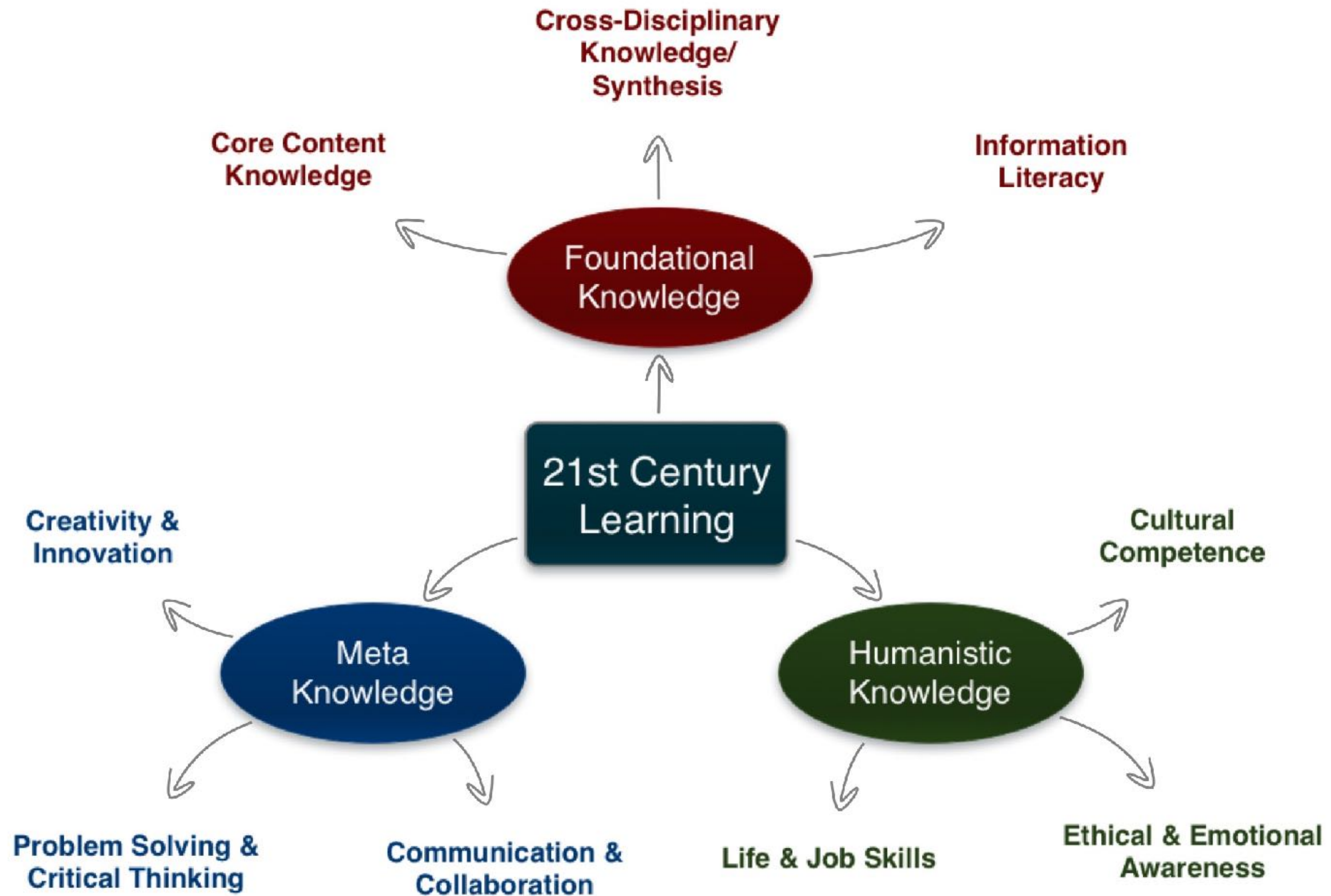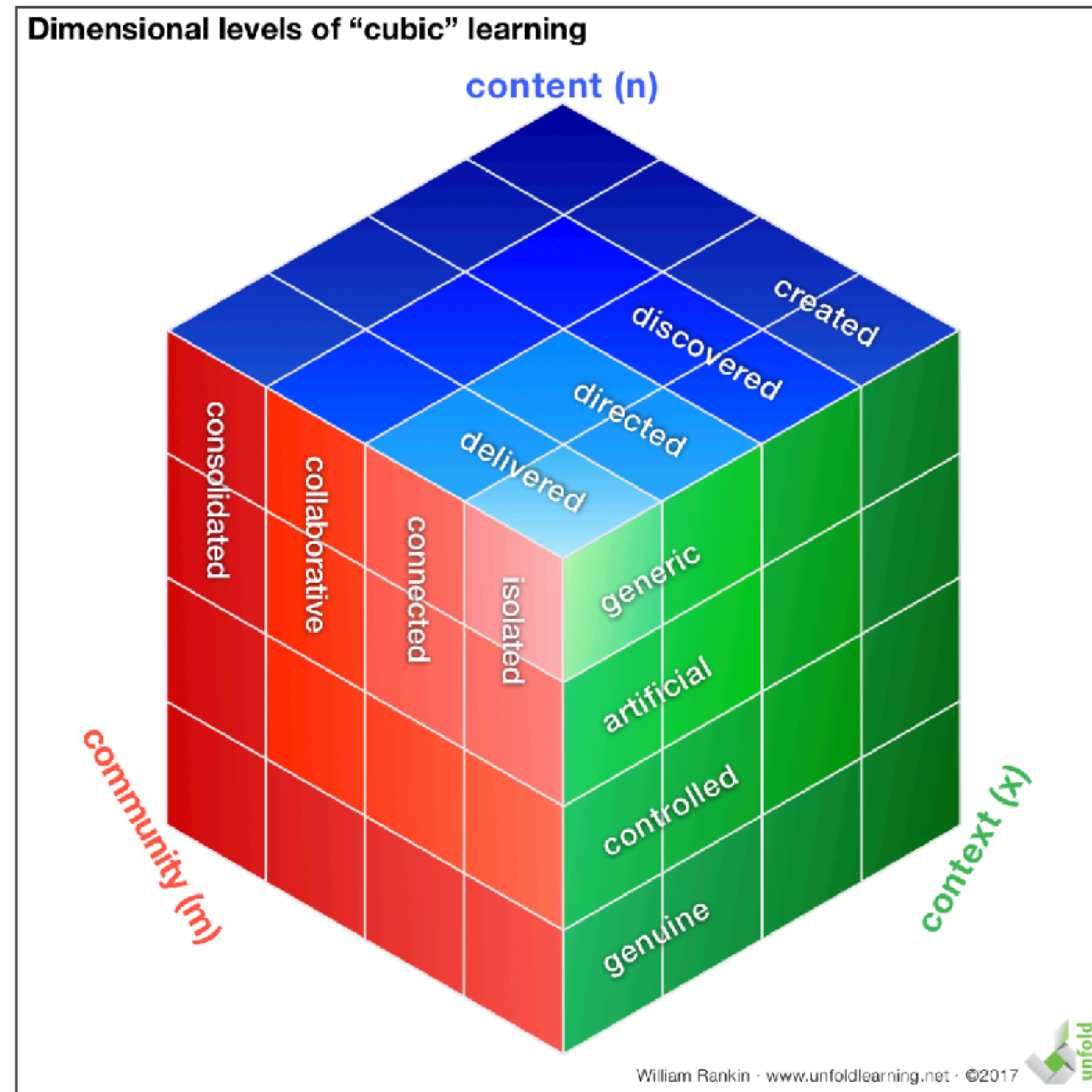| The EdTech Quintet – Associated Practices	
Social	Communication, Collaboration, Sharing
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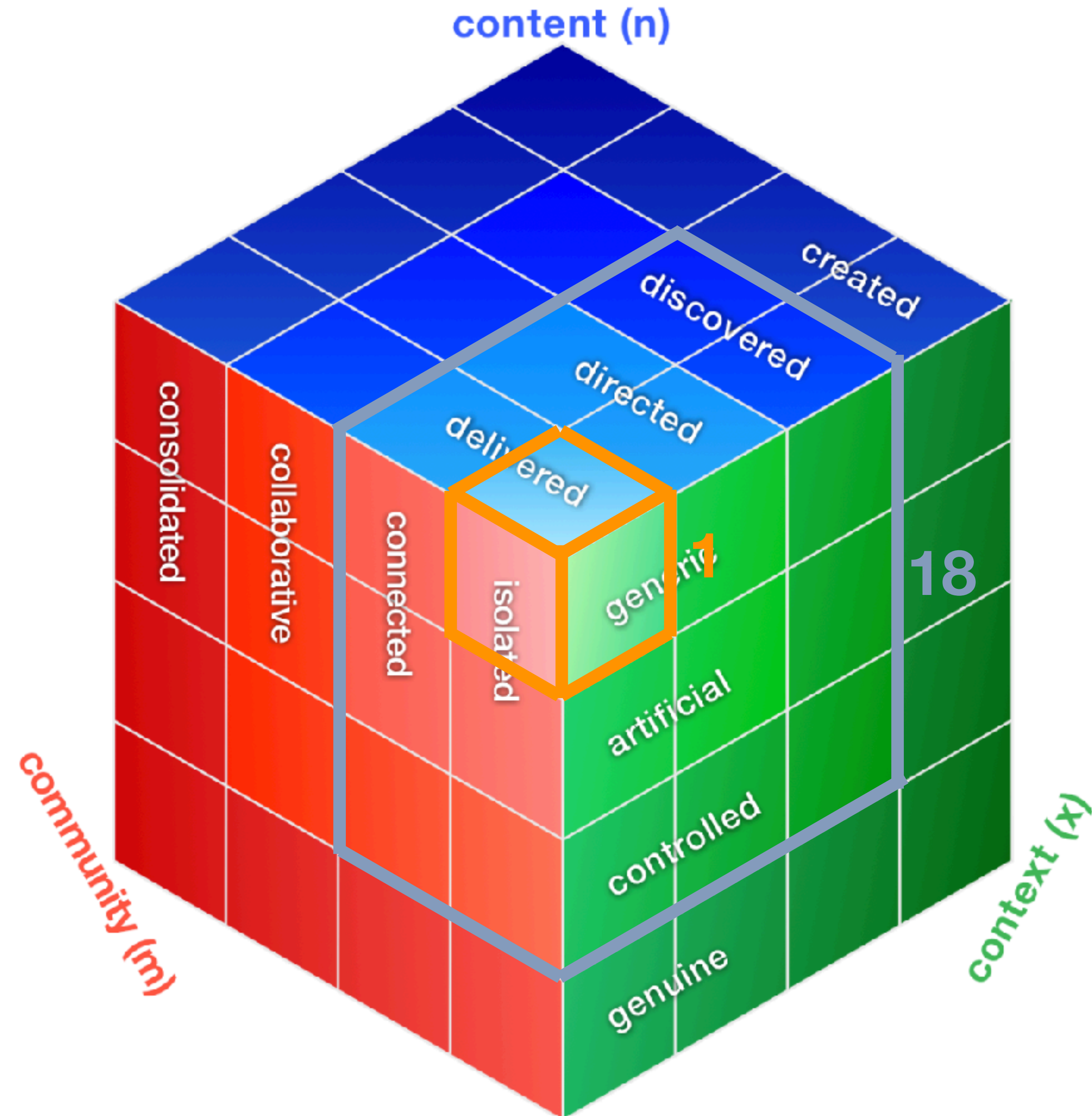| The EdTech Quintet – Associated Practices	
Social	Provides diversity to the ZPD
Mobility	Creates the context for the process
Visualization	Aids in segmenting ZPD, bridging gaps
Storytelling	Aids in the integration of the ZPD
Gaming	Provides frameworks for independent practice

Cross-Disciplinary Knowledge/ Synthesis

Core Content Knowledge

Information Literacy

Foundational Knowledge

21st Century Learning

Creativity & Innovation

Cultural Competence

Meta Knowledge

Humanistic Knowledge

Problem Solving & Critical Thinking

Communication & Collaboration

Life & Job Skills

Ethical & Emotional Awareness

William Rankin – The Cubic Learning Model

Dimensional levels of "cubic" learning

content (n): created, discovered, directed, delivered

community (m): consolidated, collaborative, connected, isolated

context (x): generic, artificial, controlled, genuine

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Dimensional levels of "cubic" learning

content (n)

created
discovered
directed
delivered

consolidated
collaborative
connected
isolated

generic
artificial
controlled
genuine

community (m)

context (x)

1
18

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CASEL – Core SEL Competencies

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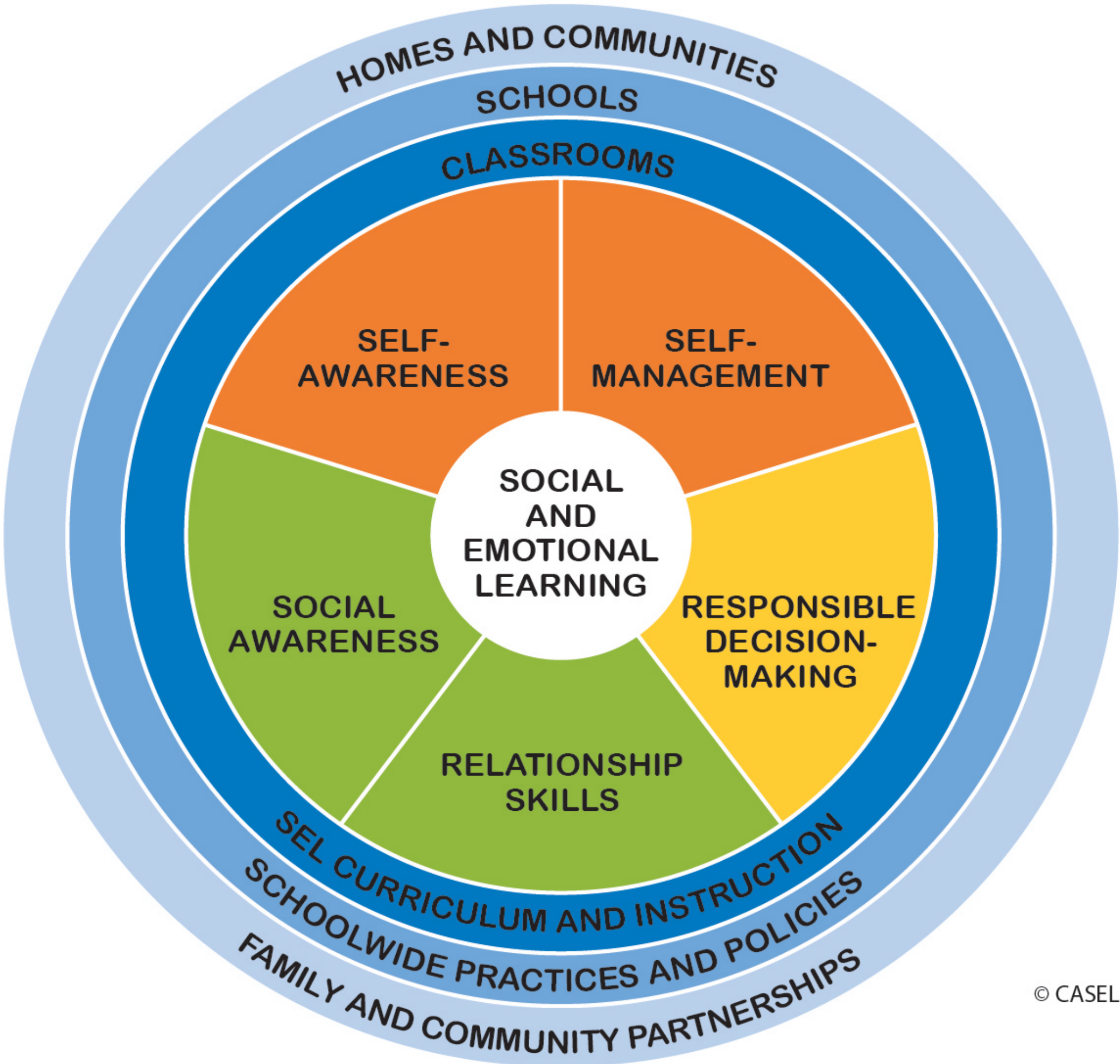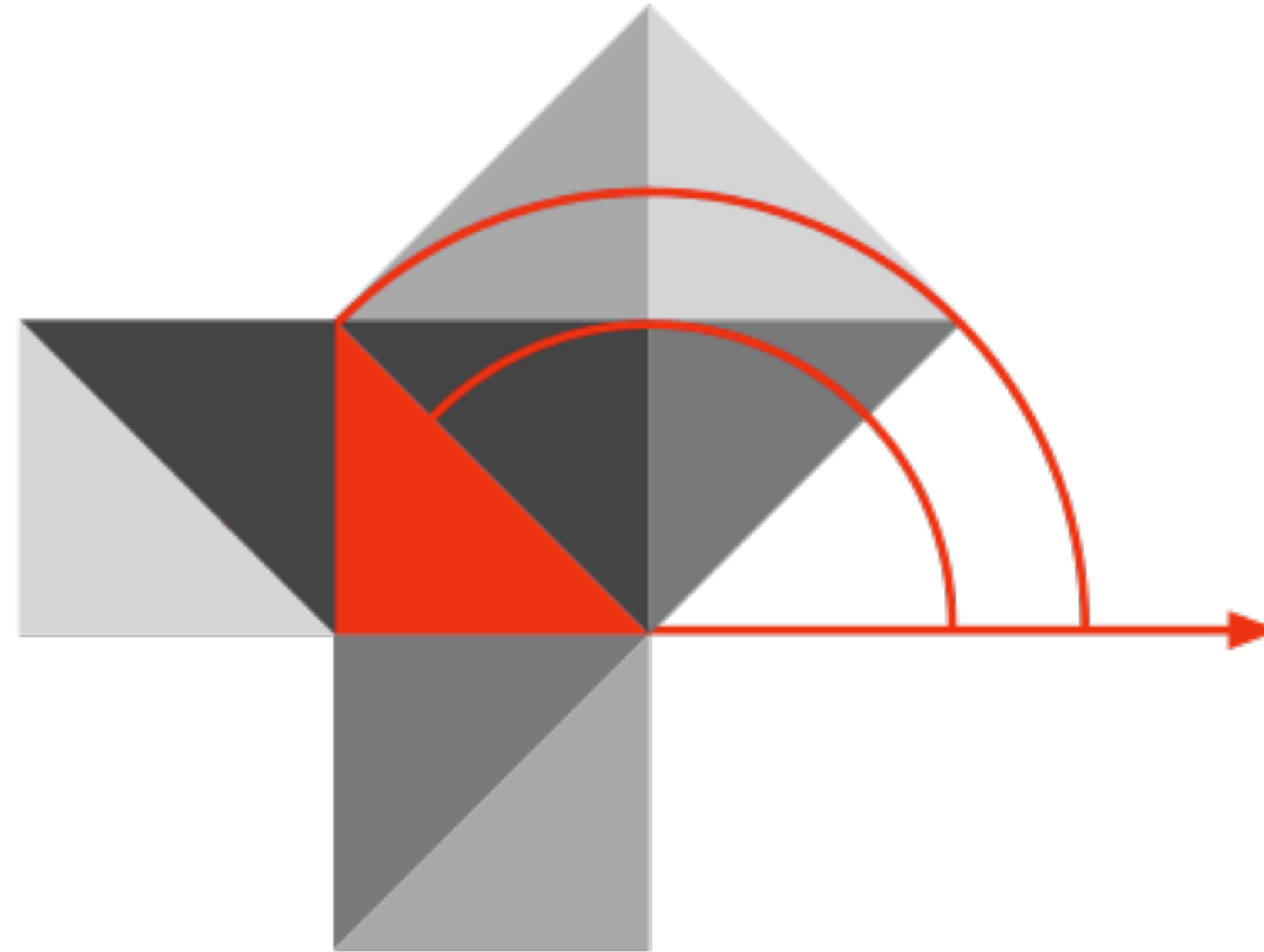
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Twitter: @rubenrp