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P254
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Portfolio 6

Prompt:

Part 1b: The role of context. Last week, we discussed culture, mediation, and appropriation. All three of these constructs of sociocultural theory are bound by context or "that which surrounds." Context has been discussed differently across our previous theories (sometimes only implicitly). Consider (in 1-2 sentences) the role of context in learning according to...

Behaviorism:
Social Cognitive Theory:
Cognitive Theories:
Constructivism:
Situated cognition:

Part 1c: JPFs. Who are JPFs and how do they reason and solve problems? How can JPFs inform our understanding of learning in BOTH formal (school or workplace) and informal contexts (think about authenticity and transfer)?

Part 1d: Issues of content-context. Choi & Hannafin present a series of examples of content as embedded in context (knowledge as tool, content diversity and transfer, cognitive apprentice-ships, and anchored instruction). Pick 2: one "more" sociocultural and one "more" constructivist. Justify your choices (it might be helpful to pick one specific theoretical concept).

Part 2 (due Friday at midnight)

Part 2a: Sociocultural Theories. Sociocultural theories is an umbrella term for a number of theo-retical ideas and constructs. We've touched on a few critical ideas this unit. Pick one (feel free to conceptualize this however best fits your understanding) and discuss its role in your future teach-ing practice.

Part 2b: Using the scale below, rank the relevance of sociocultural theories as a guiding set of theories for your teaching and future classroom. Justify your ranking.

Part 1

- 1b
  - Behaviorism: An external change in the environment will change how the learner will be-have in certain situations.

- Social Cognitive Theory: The context includes learning happening through a social interaction, and observing these social interactions.
- Cognitive Theories: The learner will use previous experiences and schemata in order to base their knowledge and learning off of that context.
- Constructivism: Humans use interactions between their experiences and ideas to generate their knowledge and meaning.
- Situated Cognition: Knowledge is situated in activities bound to specific contexts.
- 1c: The "Just Plain Folks" and the develop strategies for reasoning intuitively, resolving issues, and negotiating meaning. In school, the students are usually involved in well-defined problems, which means they are able to related to informal context with ease. Transferring knowledge is a little harder for JPFs though.
- 1d
  - Cognitive Apprenticeships: This is more sociocultural in looking from an educational perspective. The novice is working hard to obtain the knowledge from the master, with their culture as their specific area of expertise. A more constructivist approach is Content Diversity and Transfer. Abstract knowledge and domain-specific knowledge fail to transfer lots of material, focusing on ideas and experience to make learning helpful. For a constructivist view, it focuses on organizing and building knowledge in relation to previous experiences.

Part 2

- 2a
  - I think the ZPD is very useful in a musical educational setting. With the help of their teacher, they will be able to explore parts if their brain that are not normally used in their other classes. Specifically relating to ZPD, most of music is learned by guiding from someone's peers. Even if you do not take band or any music class in a school setting, but still perform, you are listening and using someone else to further your learning on that instrument.
- 2b
  - I think I would relate it to a 4. All of music needs a mentor to help them learn along the way, but there are some cases where this theory might not apply. I also do not understand the theory enough because it seems like all learning, everywhere, should be using the ZPD, and therefore always be on a 5 on the scale.