Vygotsky's Educational Theory in Cultural Context

This book comprehensively covers all major topics of Vygotskian educational theory and its classroom applications. Particular attention is paid to the Vygotskian idea of child development as a consequence rather than premise of learning experiences. Such a reversal allows for new interpretations of the relationships between cognitive development and education at different junctions of the human life span. It also opens new perspectives on atypical development, learning disabilities, and assessment of children’s learning potential. Classroom applications of Vygotskian theory, teacher preparation, and the changing role of a teacher in a sociocultural classroom are discussed in addition to the issues of learning activities and peer interaction. Relevant research findings from the United States, Western Europe, and Russia are considered together to clarify the possible new applications of Vygotskian ideas in different disciplinary areas. The sociocultural orientation of Vygotskian theory helps to reveal learning patterns that become obscured in more traditional research.

Dr. Alex Kozulin is Research Director at the International Center for the Enhancement of Learning Potential and an Invited Lecturer at Hebrew University, School of Education, in Jerusalem. Dr. Kozulin is author of *Vygotsky’s Psychology: A Biography of Ideas* (1990) and *Psychological Tools: A Sociocultural Approach to Education* (1998).

Dr. Boris Gindis is Professor of Psychology and Director of Bilingual Programs at Touro College, Graduate School of Psychology and Education, in New York. He is the author of many articles and book chapters on Lev Vygotsky’s scientific legacy, and in 1995–1996 he was guest editor of special issues of two journals, *Educational Psychologist* and *School Psychology International*, devoted to Vygotsky’s theory and practice.

Dr. Vladimir S. Ageyev is Associate Director of the Urban Education Institute and Clinical Professor of Psychology in the Graduate School of Education at the University at Buffalo, State University of New York. He was an Editorial Board member of the journals *Conflict and Peace: Journal of Peace Psychology* and *Politics and Individual*.

Dr. Suzanne M. Miller is Associate Professor in the Graduate School of Education at the University at Buffalo, State University of New York. She is a coeditor of the book *Multicultural Literature and Literacies* (1993) and has published numerous articles in journals such as *Research in the Teaching of English*, *American Educational Research Journal*, and *English Education*.
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Vygotsky’s Educational Theory in Cultural Context

Edited by

ALEX KOZULIN
International Center for the Enhancement of Learning Potential

BORIS GINDIS
Touro College

VLADIMIR S. AGEYEY
The University at Buffalo, State University of New York

SUZANNE M. MILLER
The University at Buffalo, State University of New York
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Contributors

Vladimir S. Ageyev, Graduate School of Education, University at Buffalo, State University of New York, Buffalo, New York
Elena Bodrova, Mid-Continent Research for Education and Learning, Colorado
Seth Chaiklin, Department of Psychology, University of Aarhus, Risskov, Denmark
Anne DiPardo, University of Iowa, Iowa City, Iowa
Kieran Egan, Faculty of Education, Simon Fraser University, British Columbia, Canada
Natalia Gajdamaschko, Faculty of Education, Simon Fraser University, British Columbia, Canada
Hartmut Giest, Institute for Primary Education, University of Potsdam, Potsdam, Germany
Boris Gindis, Graduate School of Education and Psychology, Touro College, New York, New York
Jacques Haenen, IVLOS Institute of Education, Utrecht University, The Netherlands
Yuriy V. Karpov, Graduate School of Education and Psychology, Touro College, New York, New York
Alex Kozulin, The International Center for the Enhancement of Learning Potential, Jerusalem, Israel
James P. Lantolf, Center for Language Acquisition, Penn State University, University Park, Pennsylvania
Carol D. Lee, School of Education and Social Policy, Northwestern University, Chicago, Illinois
Deborah J. Leong, Department of Psychology, Metropolitan State College of Denver, Denver, Colorado
Carol S. Lidz, Freidman Associates, New Hope, Pennsylvania
Joachim Lompscher, Institute for Primary Education, University of Potsdam, Potsdam, Germany
Holbrook Mahn, College of Education, University of New Mexico, Albuquerque, New Mexico
Suzanne M. Miller, Graduate School of Education, University at Buffalo, State University of New York, Buffalo, New York
Carolyn P. Panofsky, Department of Educational Studies, Rhode Island College, Providence, Rhode Island
Pedro R. Portes, College of Education, University of Louisville, Louisville, Kentucky
Christine Potter, Language, Literacy and Culture Division of Curriculum & Instruction, University of Iowa, Iowa City, Iowa
Jean Schmittau, School of Education and Development, State University of New York at Binghamton, Binghamton, New York
Hubert Schrijnemakers, IVLOS Institute of Education, Utrecht University, Utrecht, The Netherlands
Job Stufkens, IVLOS Institute of Education, Utrecht University, Utrecht, The Netherlands
Jennifer A. Vadeboncoeur, School of Education, The University of Queensland, St. Lucia, Queensland, Australia
Galina Zuckerman, Psychological Institute, Russian Academy of Education, Moscow, Russia
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