King's College LONDON

STUDYING TEACHER EDUCATION FROM A CULTURAL-HISTORICAL PERSPECTIVE
从文化历史角度研究教师教育

Professor Viv Ellis

CLASS 2: Studying teacher education with Vygotskian and Neo-Vygotskian tools

课程二：使用维果茨基和新维果茨基理论工具来研究教师教育

In the second class, we will look at a range of theories and methodologies derived from the work of Russian psychologist Lev Vygotsky. In particular, we will look at cultural-historical activity theory (CHAT) and ask why it might be useful in teacher education research.

在第二堂课中，我们将关注一系列从俄国心理学家*Lev Vygotsky*（维果茨基）著作中衍生而来的理论和方法论。但我们会尤其关注*cultural-historical activity theory (CHAT)* 并且探讨为什么它会对教师教育研究有所帮助。

Let's talk about theory!
让我们来讨论理论吧！

theory … not doctrine
[是理论...但不是教条]

CULTURAL-HISTORICAL PERSPECTIVES ON TEACHER EDUCATION AND DEVELOPMENT

LEARNING TEACHING

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https://vivellisdotorg.files.wordpress.com/2016/08/ellisedwardssmagorinskyintro-2.pdf

A Cultural-Historical Approach to Understanding Learning
从文化历史角度去理解'学习'

Learning involves <u>internalising</u> the ideas that are culturally valued historically **and** <u>externalising</u> what is learnt in actions on our worlds (potential for change)
学习包含通过历史来内化被文化所推崇的思想和将我们日常行为中所学的思想外化到我们的世界中（改变世界的潜力）

We **are shaped by** our 'social situations of development'[note: social context in which we develop as human beings] **but also shape them** by our actions in and on them
我们被我们所处的社会环境所塑造但同时我们又用我们的行为去塑造它

L.S. Vygotsky (1896 – 1934)

- Russian psychologist
  - But studied literature and produced **The Psychology of Art** (1925) as PhD

- First comprehensively translated into English in 1962 – the book **Thought and Language** (1934) (later translated as Thinking and Speech)

- Next major translation into English in 1978 – the book **Mind in Society: The Development of Higher Psychological Processes** (part-translation; part-paraphrase)

- Vygotsky in the West has been influenced by cognitive psychologists' interests and the legacy of Marx has been downplayed

俄国心理学家
但他学习文学并发表了文学研究的博士论文**The Psychology of Art (1925)**

他的作品在**1962**年被广泛的翻译成英语—**Thought and Language (1934)**（随后被翻译为**Thinking and Speech**）

另一个作品于**1978**年被广泛翻译成英语——**Mind in Society: The Development of Higher Psychological Processes**（部分翻译；部分释义）

维果茨基的理论在西方深受认知心理学家的兴趣影响，因此其马克思思想的部分被淡化了
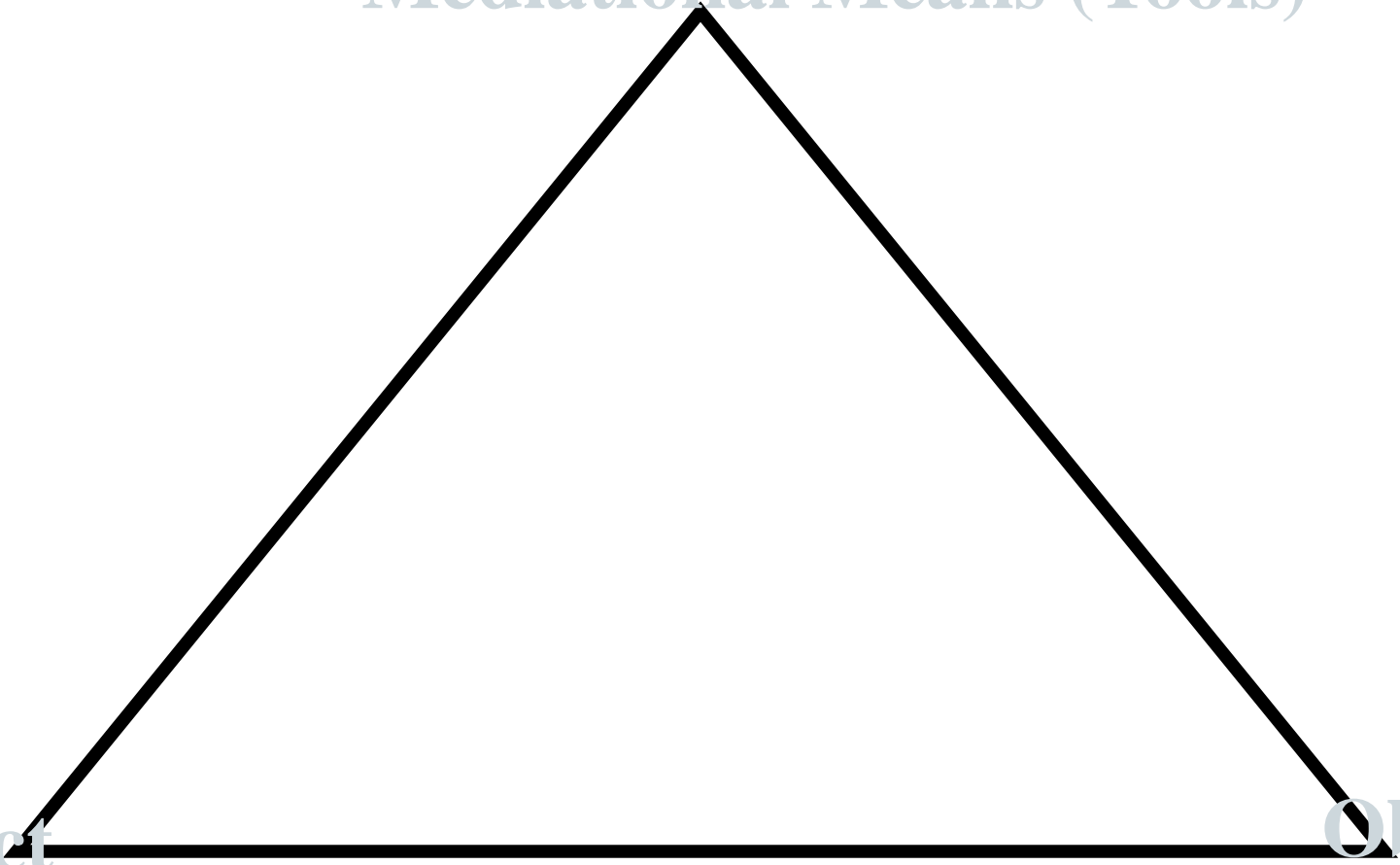
The essence of Vygotsky

Vygotsky is concerned to study how people, through the use of their own social activities, by changing their own conditions of existence, can change themselves.

维果茨基**所关心的是人**们是怎样通过使用社会活动来改变他们的存在状态从**而改**变他们自己

(Shotter, 1993, p. 111)

Vygotsky and Tool-Mediated Action

Mediational Means (Tools)

Subject

Object

A.N. Leont'ev (1903 – 1979)

Activity/activity systems are:
- Collective (not individual)
- Culturally-mediated by tools/instruments/ artefacts
- Object-oriented
- Historically developing
- Subject to rules, norms and divisions of labour

活动理论：
集体（非个体）

由工具/器具/制造品作为文化中介

目标驱动

不断通过历史发展

受限于规范、规则和劳动分工

A.N. Leont'ev (1903 – 1979)
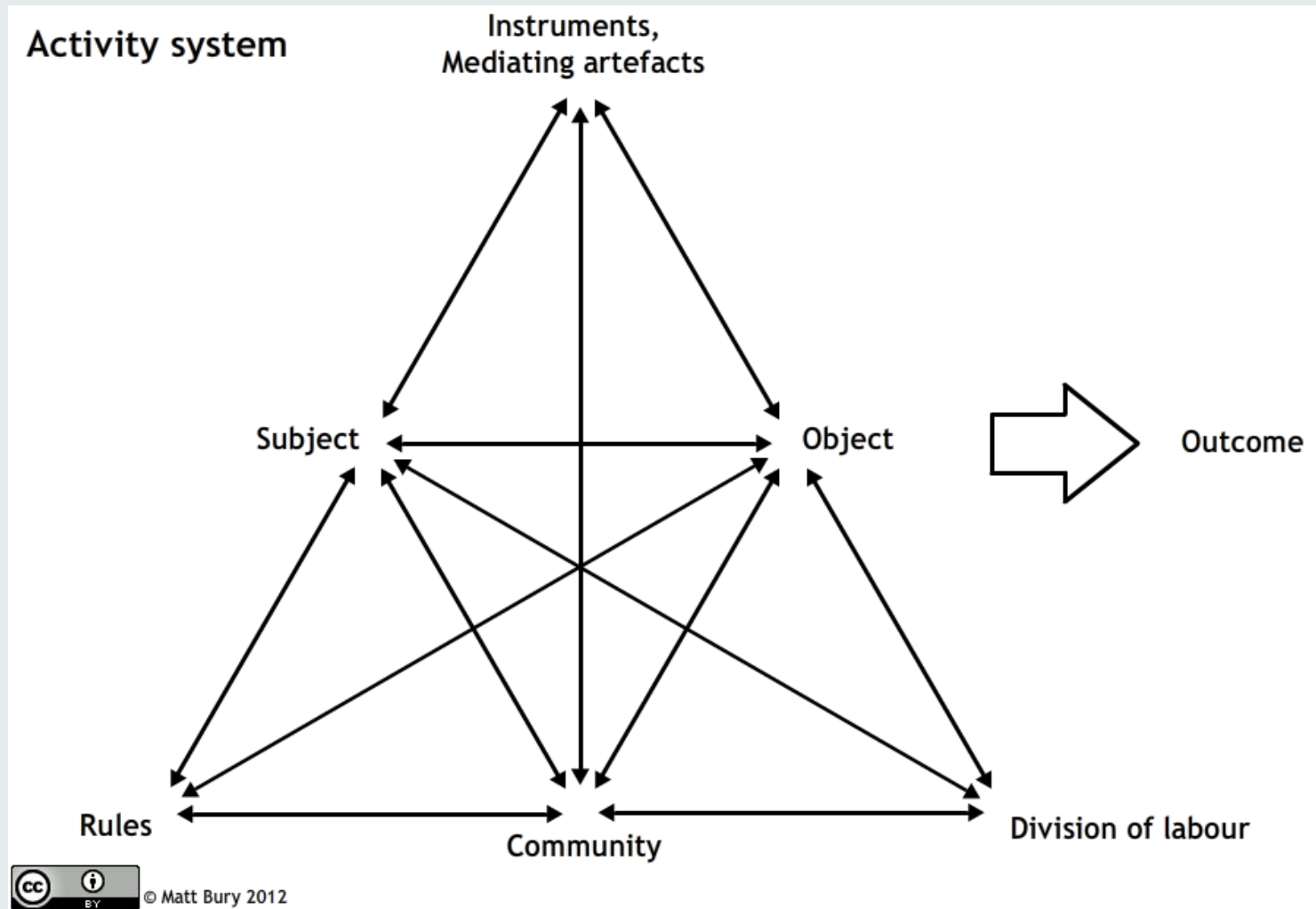
The Object and Object-oriented

The main thing which distinguishes one activity from another, however, is the difference of their **objects**. It is exactly the object of an activity that gives it a determined direction. According to the terminology I have proposed, **the object of the activity is its true motive**.
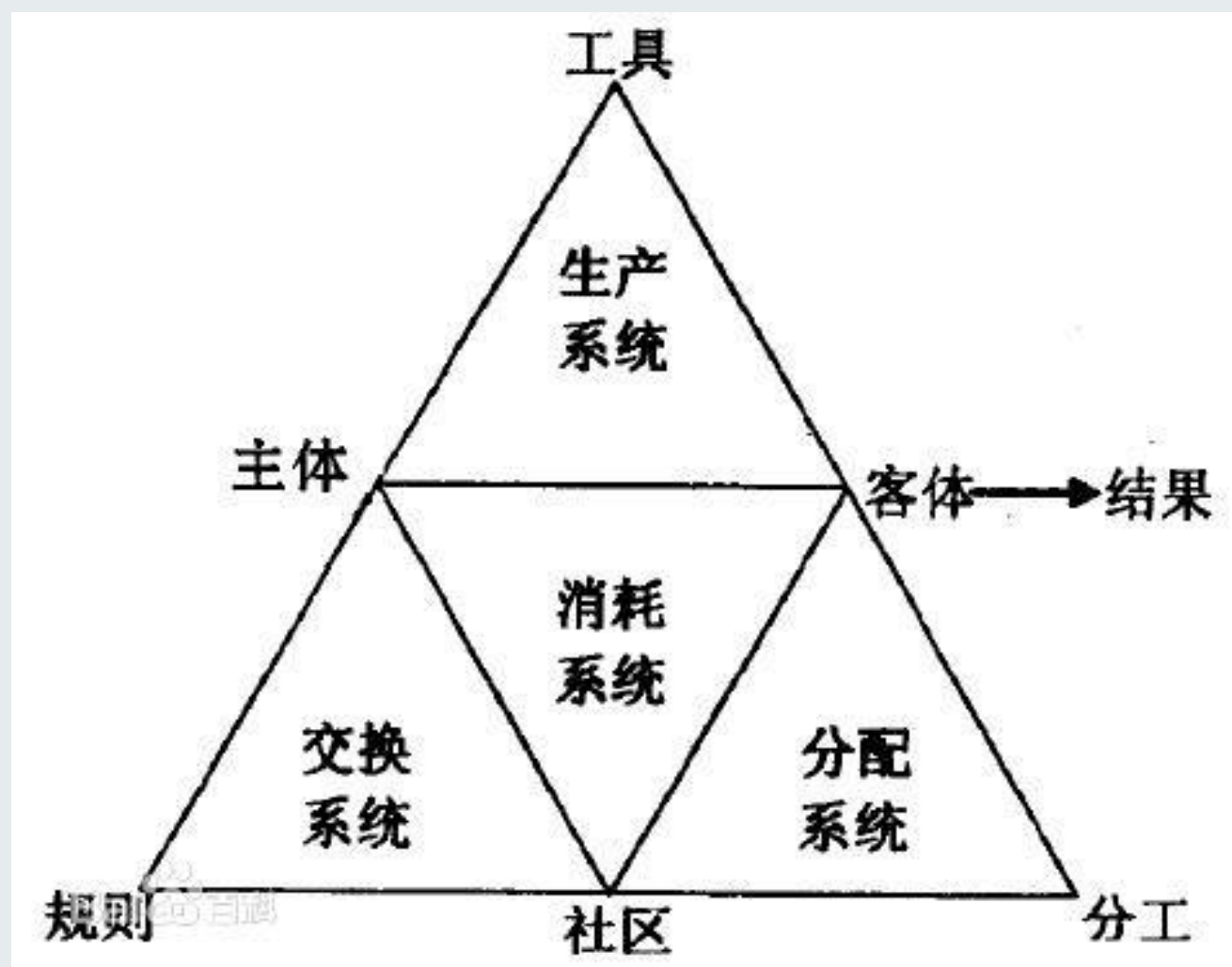(Leont'ev, 1978, p. 62)

目标和目标驱动

区分不同活动的方法是观察目标是否不同。目标定义了活动的方向。根据我提出的术语，一个活动的目标定义了其真实的动机。

An activity system

Activity system

Instruments, Mediating artefacts

Subject — Object ⟹ Outcome

Rules — Community — Division of labour

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A glossary of terms
{术语表}

- **Subject**– the people engaged in the activities
- **Object**- part of the social world that motivates us to work together
- **Community** – social context; all people involved in the activity system
- **Tools or instruments**– the artefacts or ideas used by actors in the system. **Tools** are influenced by culture, and their use is a way for the accumulation and transmission of social knowledge.
- **Division of labour** – how the work of the activity is divided up; who gets to do what part of the work (hierarchy)
- **Rules** – conventions, guidelines and rules regulating activities in the system

主体——参加活动的人

客体/目标——其驱动我们一起工作，**它来自于社会，是社会的一部分**

共同体/群体——社会背景；所有参与活动系统的成员

工具/器具——活动中由主体使用的制品或者思想。

工具深受文化影响。其使用是一种社会思想的积聚和传递

劳动分工——任务是如何被分配的；特定的人需要做特定的工作（阶级）

规则——限制系统活动的惯例、指导方针和规则

# Y. Engeström (first book published in 1987)
[Y. Engeström第一本书于1987年出版]

- Engeström's first contribution was 'third generation' activity theory

Engeström的第一贡献是**'第三代'**活动理论

- The third generation of the theory is based on the fact that we all are participating in more than one activity system at the same time

第三代活动理论的中心要点是我们都**同**时参加多个活动系统

- As well as contradictions and tensions within activity systems, there are contradictions and tensions between them

就像一个系统内部会有矛盾和冲突，**系**统间也会有矛盾和冲突

Third Generation CHAT
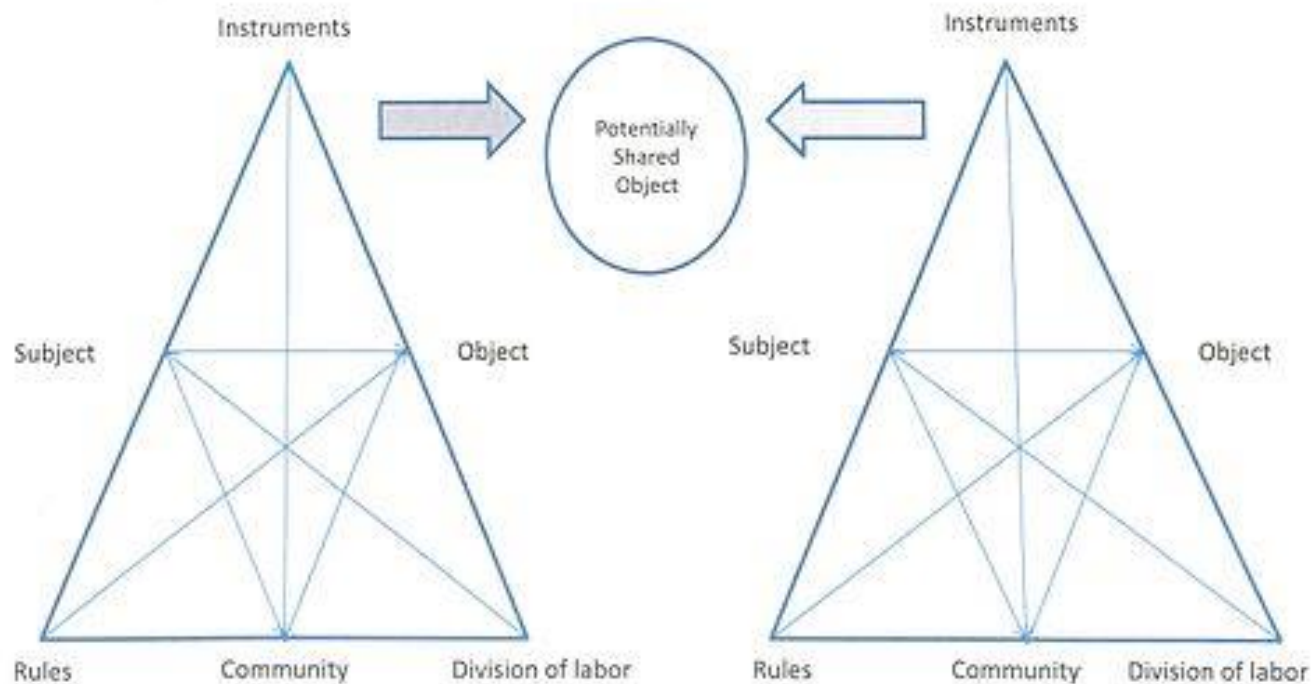
An Information Processing Model of Mind (not Vygotsky!)
【思想的信息加工理论（并不是维果茨基提出的！）】

- Mind is a store of facts which we can call up and apply
- It encodes information and stores it efficiently
- Mind and environment need to be seen as distinct and separate
- Knowledge is carried in the mind and is context free
- Learning is efficient knowledge acquisition
- Knowledge can be easily transferred

思想是大量的事实，我们能够提取和应用

它将信息进行加密并且有效保存

思想和环境是独立和分离的

知识由思想携带且不受所处背景/环境影响

学习是一种有效的知识获取过程

知识能够被轻易传递

The Cultural-Historical View (the Vygotskian view)
【文化历史观点（维果茨基观点）】

- The mind is outward-looking and pattern-seeking

- Learning is evident in increasingly complex interpretations of phenomena e.g. recognising that a person's behaviour is part of a wider set of problems they are facing

- Learning is also evident in how we respond to those more complex interpretations

思想是外向/向外看且寻求某种特定类型/模式的

我们能够从人们如何阐释愈加复杂的外部世界中看到学习
比如：我们必须意识到一个人的行为是他所面对的大量问题的一部分

我们也能从人们又如何面对那些复杂的阐释中看到学习

The learning challenge of teacher education
教师教育中的挑战

- The **theory/practice** divide continues to be structuring (Cartisian dualism – mind/body)
- 理论/实践二元划分被继续建
  - Questions of **application** (of theory) or **transfer** (of knowledge)
  - 问题诸如（**理论的**）应用或（**知**识的）转移
  - Questions of **craft** (judgement, wisdom, skill, practice) or **science** (research, bodies of knowledge)
  - 问题诸如技能（**判断力**，**才智**，**技巧**，实践）**或科学学**术（**研究**，**系统知识**

- The **mobility** of the learner (teacher)
- **学**习者（**老师**）**的流**动性
  - Student teachers move across the **boundaries** of schools and university
  - 实习教师对于学校和大学界限的穿越
  - Different **activities** are ongoing within these different boundaries
  - 这些**不同的范畴内有不同的活**动在进行
  - How do the student teachers make sense of these **boundary crossings**?
  - 实习**教**师是如何看待这些界限穿越的**?**

CLASS 3: Studying teacher development: learning to teach

课程三：研究教师发展：学会教学

Thank you!
谢谢

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