

# STUDYING TEACHER EDUCATION FROM A CULTURAL-HISTORICAL PERSPECTIVE

从文化历史视角研究教师教育

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University



From the land of the people of the Kulin Nation  
来自库林族国家人民的土地



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Workshop!**

**欢迎来到工作坊！**

个人主页

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# PART 1: Why study teacher education?

第一部分：为什么要研究教师教育？

Please ask questions and respond to mine!

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# STUDYING TEACHER EDUCATION FROM A CULTURAL-HISTORICAL PERSPECTIVE

## 从文化历史视角研究教师教育

In this first part, we will consider why it is important, interesting and useful to study the ways we prepare teachers for schools. We will place teacher education in social, cultural and historical context and discuss the learning challenges of teacher education.

在这第一部分中，我们将思考为什么研究为学校培养教师的方式是重要的、有趣且有益的。我们将把教师教育放到社会、文化、历史的背景中来讨论教师教育学习的挑战。

# 1. Social, cultural and historical context

## 社会、文化与历史背景

Studying teacher education ‘provides ways of considering deeper tensions in society’, its relation both to schooling and professionalism compelling us to examine it as a ‘site in which larger issues of social interest and power are contested’.

研究教师教育“提供了思考社会深层矛盾的方式”，其与学校教育和职业的关系迫使我们将其视为“社会利益和权力等更大问题发生争议的场所”。

Popkewitz, T.S. (1985) Ideology and Social Formation in Teacher Education. *Teaching and Teacher Education* 1,2 :102).

**Schools** – not only what young people should learn but what kind of society do we want to become

学校——不仅仅只是一个告诉年轻人应该学习什么的地方，它还让我们知道我们想要什么样的社会

**Professions** – people with expert knowledge and specialist training who have responsibilities to other people (clients, patients, students, etc.) as well as to society as a whole

专业人员——一个拥有专业知识并受过专业培训的人，并对其他人（如客户、病人、学生等群体）以及整个社会负有责任

**Society** – as societies develop, education extends across populations, schools expand, and so the number of professionals (teachers) grows

社会——随着社会发展，教育受众群体扩大，学校规模扩大，专业人员（教师）的数量也随之增加

# Teacher Education in England: A Brief History

## 英国的教师教育：简史

1801: Borough Road College, British and Foreign Schools Society (charity) - the first teacher training college in England [英格兰第一所培训教师的学院]

1846: Pupil-Teacher Centres (vocational training for pupil-teachers) [学生-教师职业培训]

1870: Elementary Education Act – first compulsory state education for 8 – 13 year olds [要求8-13岁孩子的接受国家义务教育]

1890: Day Training Colleges 1944: McNair Report (more demanding requirements) [更加苛刻的条件]

1972: James Report (teacher training based on liberal education plus professional formation; greater involvement of schools) [以通识教育加专业培养为基础的教师培训；更多地学校参与]

1992: Circular 4/92) (statutory partnerships between universities and schools) [大学和学校成为法定的合作伙伴]

1998: Circular 4/98 (national standards for teachers – Qualified Teacher Status [QTS])  
[国家教师资格标准—合格的教师资格]



# Teacher Education and British Colonialism

## 教师教育和大不列颠殖民主义

- The British educated teachers for the Empire and produced textbooks for schools in the Empire to teach young people how to be 'good British subjects' (e.g. the British and Foreign Schools Society charity).
- 1819: The British recommended the use of the 'Bell system' of teaching for schools in New South Wales.
- Teacher education has a powerful influence in **social reproduction**.
- 将殖民地的老师训练成不列颠风格并编写教科书给殖民地学生，教他们如何成为‘好的不列颠臣民’（比如，英国及外国学校协会慈善机构）。
- 1819: 大不列颠帝国推荐使用‘贝尔系统’（一种早期使用的教学方法）用于澳洲新南威尔士学校的教学。
- 教师教育对于社会再生产有强的影响力。



Figure 6: Work displayed for monitor's inspection. From Manual of the British and Foreign School Society, London, 1831.

图6: 学生展示作业以供教师检查

## 2. The learning challenge of teacher education

### 教师教育的学习挑战

The **theory/practice** divide continues to be structuring (Cartesian dualism – mind/body)

理论/实践的鸿沟人在不断形成（笛卡尔二元论 – 心灵/身体）

- Questions of **application** (of theory) or **transfer** (of knowledge)
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- Questions of **craft** (judgement, wisdom, skill, practice) or **science** (research, bodies of knowledge)
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## 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
- 实习教师跨越学校和大学的边界
- Different **activities** are ongoing within these different boundaries
- 不同的活动在这些不同的边界内进行
- How do the student teachers make sense of these **boundary crossings**?
- 实习教师如何理解这些跨越边界的行为？

# Looking forward to Part 2

## 期待第二部分

### **PART 2: Studying teacher education with Vygotskian and Neo-Vygotskian tools**

第二部分：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 part, 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.

在第二部分中，我们将关注一系列从俄国心理学家Lev Vygotsky（列夫·维果茨基）著作中衍生而来的理论和方法论。我们会尤其关注文化历史活动理论，并探讨为什么它会对教师教育研究有所帮助。

**Short break** 短暫休息



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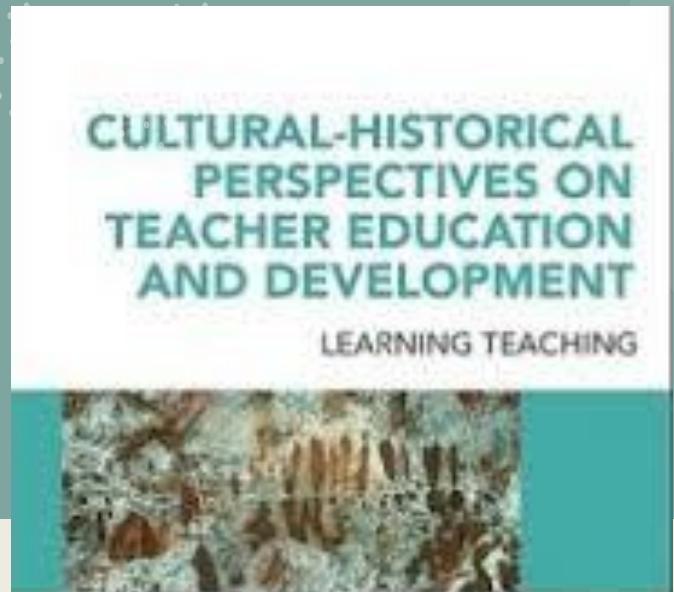
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Let's talk about theory!  
让我们来谈谈理论吧！

theory ...  
not doctrine

[是理论...但  
不是教条]

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by some of the world's  
leading researchers in  
this tradition.



本书汇集了该领域一些世  
界顶尖研究人员的研究章  
节。

EDITED BY  
VIV ELLIS, ANNE EDWARDS  
AND PETER SMAGORINSKY

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Introduction from  
[vivellis.org](http://vivellis.org)

您可以从下面网站下载  
这本书的引言 [vivellis.org](http://vivellis.org)



# A Cultural-Historical Approach to Understanding Learning

## 理解学习的文化历史方法

Learning involves internalising the ideas that are culturally valued historically **and** externalising what is learnt in actions on our worlds (potential for change)

学习包括内化具有历史文化价值的思想，并将学到的东西外化为我们生活中的行动（改变的潜力）

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 [注：我们作为人类成长的社会背景] 但同时我们又用我们的行为去塑造它

# L.S. Vygotsky (1896 – 1934)

## 列夫·谢苗诺维奇·维果茨基

- 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博士论文《艺术心理学》(1925)
- 他的作品《思想与语言》(1934)在1962年被广泛的翻译成英语(随后被翻译为《思考与言语》)
- 另一个作品于1978年被广泛翻译成英语——《社会中的心智-高级心理过程的发展》(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, 而其马克思主义思想的遗产却被淡化了。

# The essence of Vygotsky

## 维果茨基的精髓

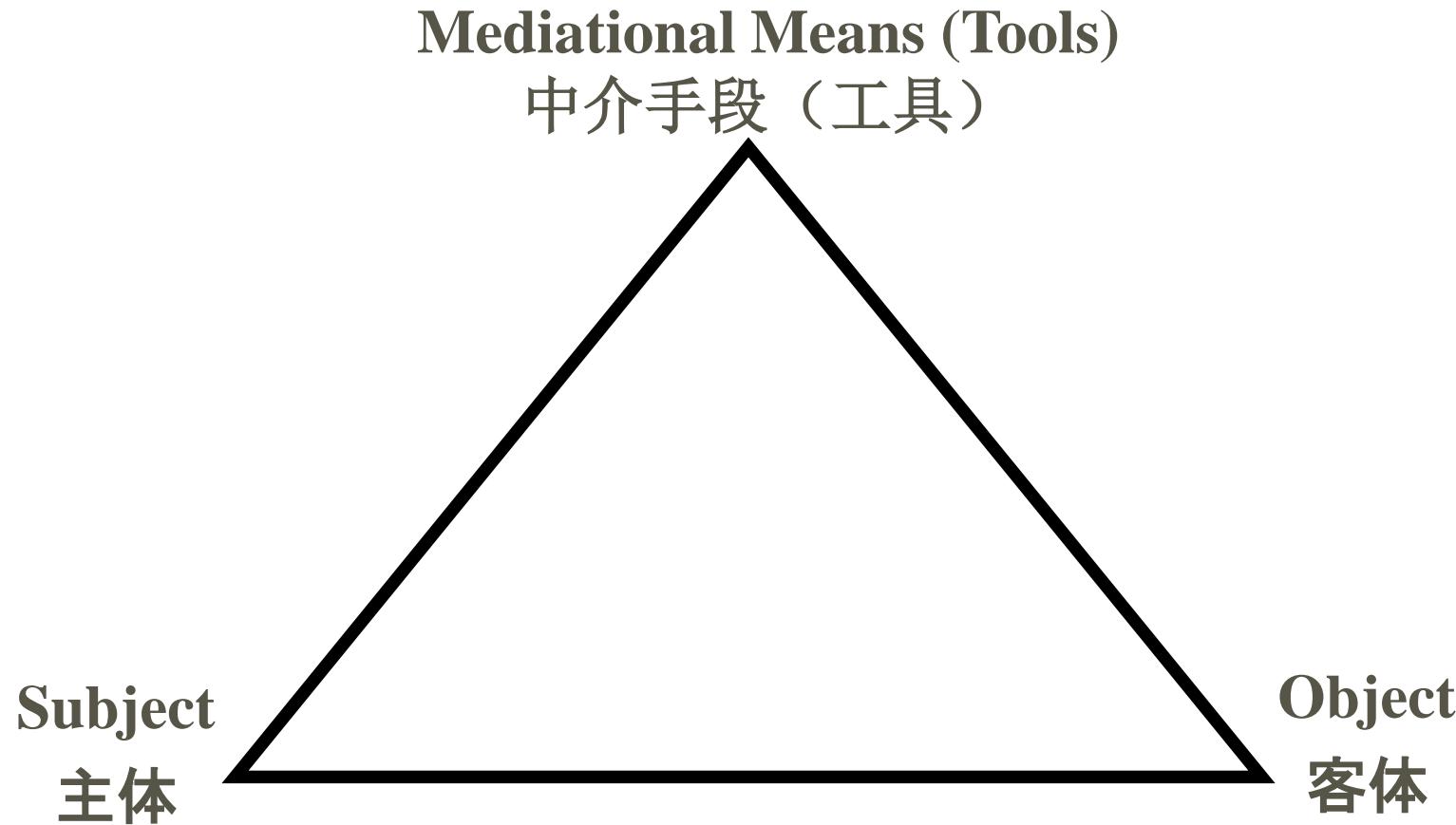
Vygotsky is concerned to study how people, through the use of their own social activities, by changing their own conditions of existence, can change themselves.

维果茨基所关心的是研究人们是如何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

## 维果茨基与工具介导的行动



# A.N. Leont'ev (1903 – 1979)

## 阿列克谢·列昂捷夫

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/活动系统理论:

- 集体 (而非个体)
- 由工具/器具/人工制品进行文化介导
- 目标驱动
- 历史发展
- 受限于规范、规则和劳动分工约束

# A.N. Leont'ev (1903 – 1979)

## 阿列克谢·列昂捷夫

### 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.**

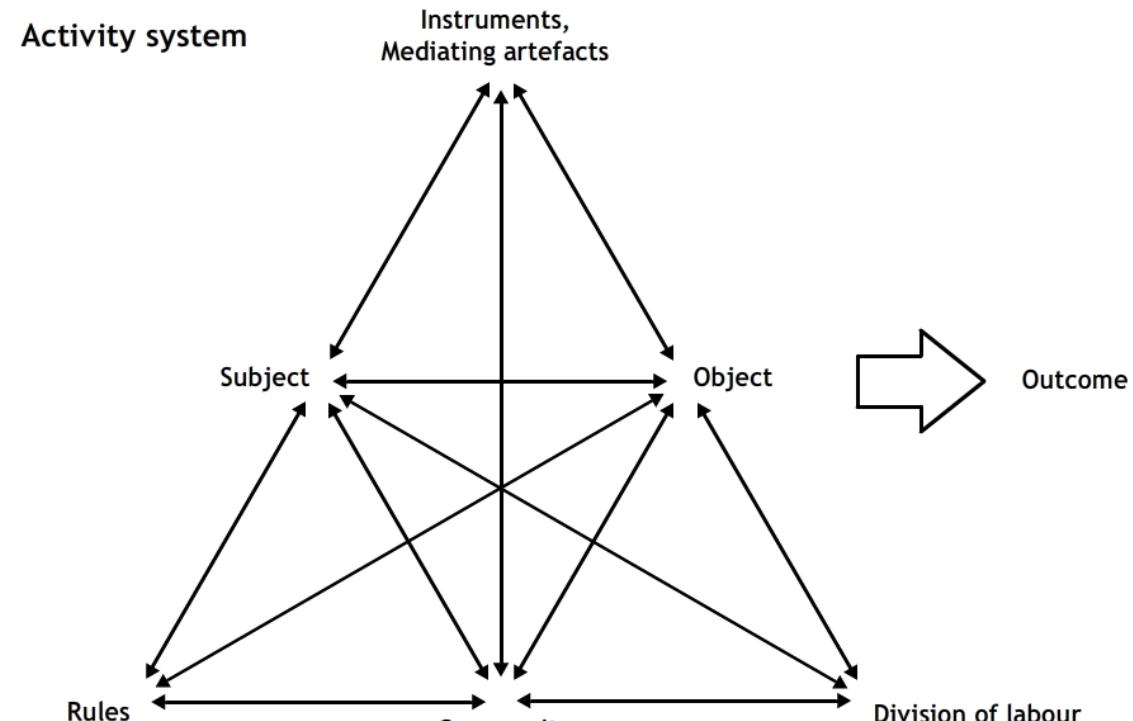
(Leont'ev, 1978, p. 62)

### 目标和目标驱动

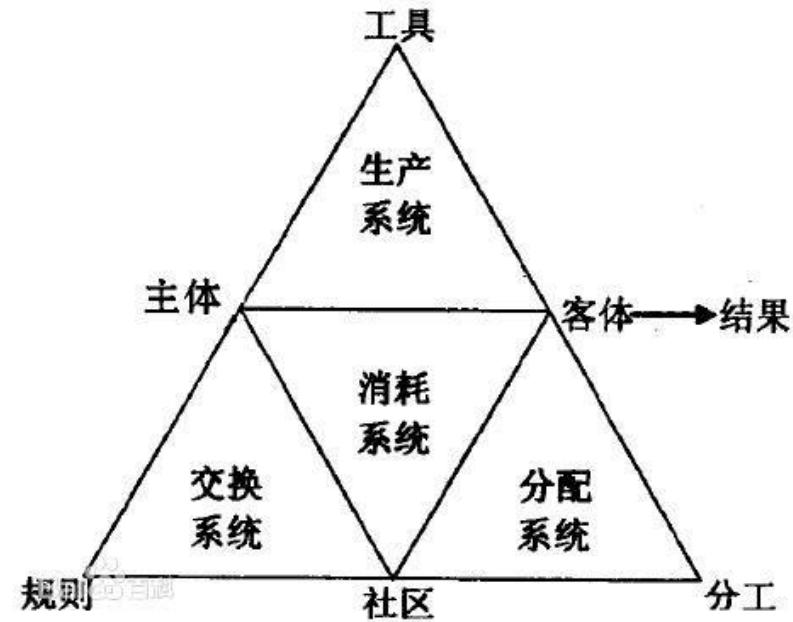
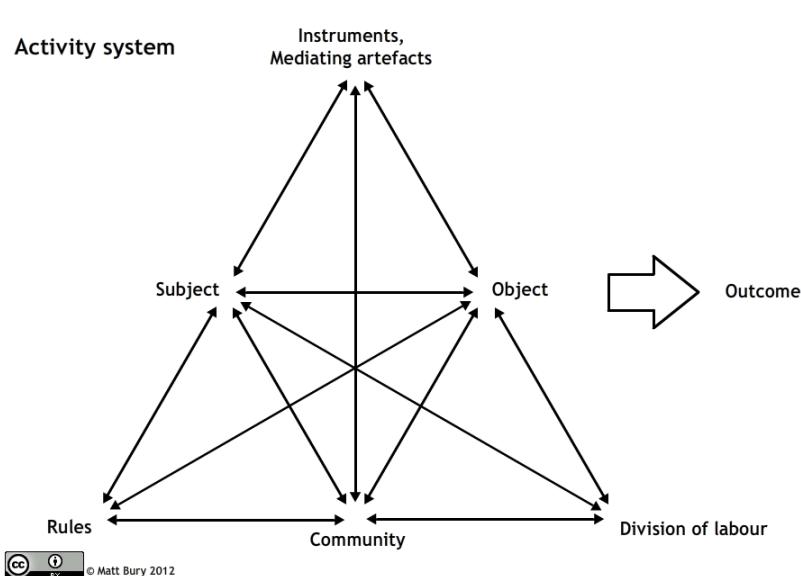
然而，一项活动与另一项活动的主要区别在于其对象的不同。正是活动的对象赋予了活动确定的方向。按照我提出的术语，活动的对象就是其真正的动机。

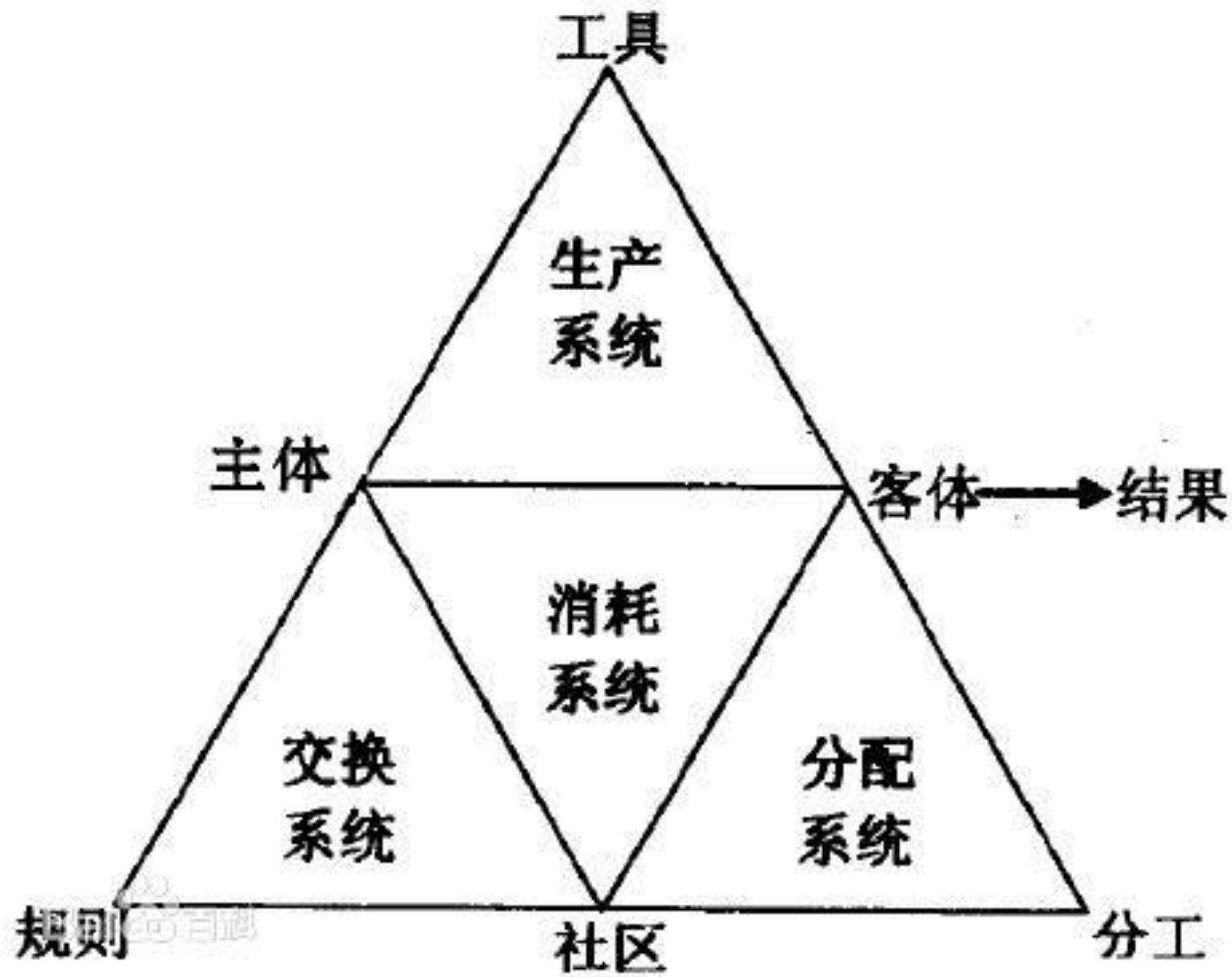
# An activity system

## 一个活动系统



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# A glossary of terms

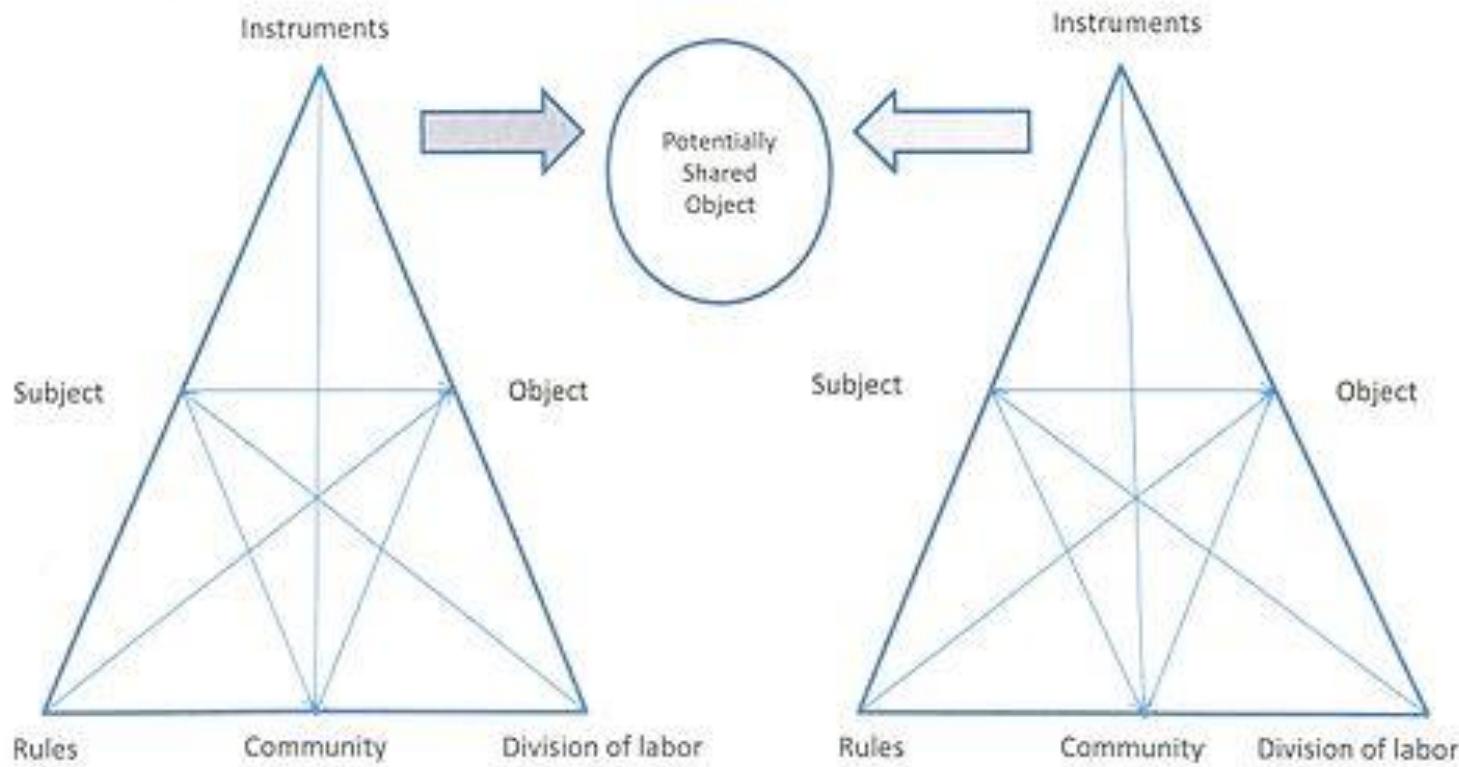
## {术语表}

- **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——参与活动的人
- 客体——社会世界的一部分，激励我们共同努力
- 共同体/社区——社会背景；所有参与活动系统的人
- 工具/器具——系统中参与者使用的人工制品或想法。工具受文化影响，使用工具是积累和传播社会知识的一种方式。
- 劳动分工——活动工作如何划分；谁负责哪部分工作（等级）
- 规则——规范系统中活动的惯例、指导方针和规则

# Y. Engeström (first book published in 1987) 尔约·恩格斯特伦（第一本书于1987年出版】

- Engeström's first contribution was 'third generation' activity theory
- 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
- As well as contradictions and tensions within activity systems, there are contradictions and tensions between them
- 恩格斯特伦的第一贡献是在活动理论的‘第三代’上。
- 第三代活动理论基于这样一个事实：我们所有人都同时参与多个活动系统
- 活动系统内部不仅存在矛盾和紧张，而且活动系统之间也存在矛盾和紧张

## Third Generation CHAT



# An Information Processing Model of Mind (not Vygotsky!)

## 心智信息处理模型（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
- 心智是事实储存库，我们能够提取和应用
- 它编码信息并有效地存储它
- 心智和环境需要被视为截然不同的
- 知识存在于心智中，与环境无关
- 学习是有效的知识获取
- 知识能够被轻易传递

# The Cultural-Historical View (the Vygotskian view)

## 文化历史观（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
- 心智是外向的且在寻求模式
- 学习体现在对现象越来越复杂的解释中，例如认识到一个人的行为是他们所面临的更广泛问题的一部分
- 学习还体现在我们如何应对这些更复杂的解释中

# The learning challenge of teacher education

## 教师教育的学习挑战

The **theory/practice** divide continues to be structuring (Cartesian dualism – mind/body)  
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**Thank you for taking  
part in the workshop!**

**感谢您参加本次工作坊！**



A photograph of a modern building's facade. The left side features a grid of vertical and horizontal light-colored panels. The right side shows a series of dark, angular, cantilevered roof overhangs supported by thin columns, set against a clear blue sky.

**Professor Viv Ellis**  
**Dean, Faculty of Education**  
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