

SPHSC 308  
Social-Cultural  
Development  
Winter 2010



Social/Interpersonal and  
Cultural  
Learning/Development

Socio-Cultural  
Framework - Rogoff

- How do individuals learn?
- How do systems evolve?
- How do cultures change/grow?



## Socio-Cultural Learning/Development

- Shared activity
- Learning occurs at three levels:
  - Individual
  - Social/Interpersonal
  - Cultural



## Individual Learning

- Learning new behaviors, skills, concepts
- Example

## Social-Interpersonal Learning

- Learning that advances relationships, social interactions (enhances systems)
- Example

## Cultural Learning

- Learning that passes on cultural practices
  - actions shared with others in a social group
- ~ Culture shapes development and development shapes culture

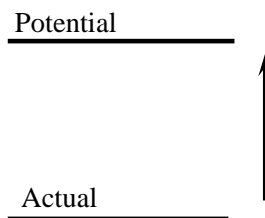
Example:

## Socio-Cultural Learning: How does it work?

- Learning (three levels) that takes place between adult and child, or more knowledgeable person serving as tutor for less knowledgeable person, through guided participation
- Teaching/learning for an individual takes place within the zone of proximal development (zpd)

## What is the Zone of Proximal Development?

- Area between actual and potential level of performance



## Actual Level of Performance

Individual's

- habitual performance -- current level of functioning
- performance without prompts and cues
- performance without support of more knowledgeable person

## Potential Level of Performance

Individual's

- skills/behaviors that need to be learned

ALSO

- performance with prompts and cues
- performance with support of more knowledgeable person

## Moments of Learning When does learning occur?

Adult or more knowledgeable  
person

- arranges the occurrence of learning activities
- facilitates learning
  - by regulating the difficulty of the tasks and
  - by guiding the child or less knowledgeable person from actual level to potential level of performance

Guided Participation!



## Adult Brings

- Opportunities for learning (activities)
- Recruiting and Connecting with child (Intersubjectivity)
- Knowledge of child's actual and potential levels of performance
  - actual--current level
  - potential--higher level--goal
- Guidance (prompts and cues to bring the child to higher level of performance)

## Child Brings

- Biological readiness
- Prerequisite skills
- Motivation to learn
- Active participation  
(Intersubjectivity)



## Moments of Learning

Adult or more knowledgeable person arranges the occurrence of learning activities and facilitates learning by regulating the difficulty of the tasks and by **guiding the child or less knowledgeable person from actual level to potential level of performance**

Guided Participation!

## Examples of Moments of Learning

Consider the adult/child  
interaction--what is involved  
in cultural practice and what  
adult/child brings:

Baking cookies

## Baking Cookies Example

Moment of learning

- What Adult Brings:
  - Opportunity
  
  - Knowledge of child skills
  - Recruiting
- What Child Brings:
  - Biological readiness
  - Prerequisite skills
  - Motivation



### Process of Teaching

- reading recipe
  - Adult reads and maybe underlines and explains
  - Child might repeat
- measuring ingredients
  - Adult explains each measure, holds child's hands and helps child measure
  - Adult may fade help
  - Child imitates adult
- stirring
  - Adult holds child's hands – hand over hand to assist in stirring
  - Adult gradually lets go of child
  - Child stirs and adult corrects

### In-Class Activity



- Describe a Moment of Learning
  - Consider situational context (where)
  - Social context (with whom)
  - Cultural context

## Moments of Learning

- REMINDER NOTE:
- Most tasks can be broken down into smaller tasks and skills
  - E.g., baking cookies
  - Reading recipe, getting ingredients, measuring, stirring
  - Each can be described as a moment of learning, or the whole task

## Socio-Cultural Learning

During shared activity all three levels of learning take place:

- Individual Learning
- 
- Social-Interpersonal Learning
- 
- Cultural Learning

## Baking cookies

- Individual learning
  - Skills that are learned
- Social-interpersonal
  - Way interact with adult/more knowledgeable person
- Cultural
  - Kinds of cookies – reflection of culture

## Socio-Cultural Learning An Example

### Girl Scout Cookie Sales

- Individual Learning
- Social-Interpersonal Learning
- Cultural Learning

## Girl Scout Cookie Sales

### Individual Learning

- Moments of Learning
- Specific skills learned:
  - social greeting
  - making change
  - completing forms

## Girl Scout Cookie Sales

### Social Interpersonal Learning

- Moments of Learning
- Specific social behaviors learned that may impact a system
  - Social interactions
    - within systems
    - outside of systems
  - Management
    - within systems
    - outside of systems

## Girl Scout Cookie Sales

Cultural Learning

Specific cultural practices  
learned:

- Bake sale to mass marketing
- Door-to-door to computers

## Research Investigating Universal and Differences across Cultures (Rogoff, Mistry, Concu, & Mosier, 1993)

Investigated three types of  
activities with children and  
caregivers

- operating routine object
- operating novel objects --  
caregiver requested to help
- operating novel objects --  
caregiver not requested to help

## Cultural Universals

- Universals--identifying the zone
  - **bridging**
    - linking the known and the new for the child
    - recruiting and connecting (achieving intersubjectivity)
  - **structuring**
    - arranging activities for learning
    - orienting child and supporting his/her efforts
    - adjusting involvement

## Cultural Differences

- Differences
  - **selection of goals**
    - **what to teach**
  - **nature of involvement between child and adult (level and types of prompts and cues)**
    - means of communication
    - asymmetries in adults' and children's responsibility

## Socio-Cultural Learning – Different Styles

- General Attention
- Focused Attention
- Active Questioning

## General Attention

- Children taught to attend and to observe
- Child absorbed into community
- Active observation -- child takes responsibility for learning
- Child taught to display knowledge only after he/she determines it is ready for display

Example:

## Focused Attention

- Children taught to notice and pay attention to a particular situation, those that have uncertain outcomes
- More learning situations created

Example:

## Active Questioning

- Children taught to ask questions
- Child display knowledge while in the process of developing it
- Adult and child bear responsibility for learning...adult guides and gives feedback

Example:



What gets passed on?  
Cultural Practices (i.e.,  
what is different across  
cultures)

- Goals of learning--i.e., the information that is deemed important
- Teaching/Means of learning--communication style; responsibility for learning

Communication –  
Social/Cultural

- Consider teaching/learning styles and impact on communication
  - General Attention
  - Focus Attention
  - Active Questioning

## Where do we go from here?

- Disabilities
- Culturally responsive health care