|  |  |  |  |
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| Lesson Element | ☹ | 😐 | ☺ |
| Vygotsky |  |  |  |
| * a dynamic interdependence of social and individual processes
 | 🗸 |  |  |
| * a transformation of socially shared activities into internalized processes
 | 🗸 |  |  |
| * a transmission of the experience of others
 |  |  | 🗸 |
| * mediated assistance or guided practice
 | 🗸 |  |  |
| * a Zone of Proximal Development (reading level is too high for most students)
 | 🗸 |  |  |
| * co-participation, cooperative learning, co-construction, joint discovery
 | 🗸 |  |  |
| * semantic mediation using multiple tools to address cognitive pluralism (limited to words and pictures)
 |  | 🗸 |  |
| * semiotic tools provided through social experience and interaction (clicking and linking are not interactive)
 | 🗸 |  |  |
| * artifacts are not reinvented
 |  |  | 🗸 |
| * functional systems (scaffolding) to mirror and encourage cognitive constructs
 | 🗸 |  |  |
| * encourages developmental change over a series of activities
 | 🗸 |  |  |
| * emphasises emergence of the mind
 | 🗸 |  |  |
| * learning is distributed, interactive, contextual and results from participation in a community of practice
 |  | 🗸 |  |
| * reflects a cultural experience
 |  | 🗸 |  |
| Piaget |  |  |  |
| * learning comes through active adaptation to the environment
 | 🗸 |  |  |
| * intellectual growth occurs through the processes of assimilation and accommodation to achieve equilibrium (not a lot of disequilibrium in this lesson – other than the chance to get lost and distracted)
 |  | 🗸 |  |
| * social interaction to examine thinking and justify a position
 | 🗸 |  |  |
| * knower must be active physically and mentally (reading about something is not the same as doing something; most of us do not learn to ride a bike by reading about it)
 | 🗸 |  |  |
| * knowledge gained from an object’s physical properties (using pictures to explain the element of texture?)
 |  | 🗸 |  |
| * specific knowledge learned from other people within the culture
 |  |  | 🗸 |
| * abstract knowledge invented through mental actions on objects (only in the final project)
 |  | 🗸 |  |
| * reflects stage of concrete operations (yes for goal and objectives; no for approach)
 |  |  | 🗸 |