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Vygotsky and Relationship Learning

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Interdisciplinary Study

- Can't be 'taught' in a traditional way
- Students from different academic backgrounds
- Students with different academic 'goals'
- Students may be used to having an answer

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Thinking - Approach

- Need to have students think in new ways
- Or, at least to explore different ways and approaches
- Research literature has shown us that ‘understanding’ or a common language is the key

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Development of Thought

- Vygotsky argues that children learn by building on their existing knowledge
- The process of learning is not only linear, but networked
- Neurology supports this idea of brain development as networked and related
- Memory requires a key
- Interlinked ideas and concepts

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Taking time to explore

- Setting the scene is a key component
- In an HE setting, we are probably used to assuming prior knowledge through a traditional educational background
- There is knowledge within the group that can help provide a common platform

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- Knowledge Production
- What is ‘true’, ‘valid’, ‘appropriate’
- Co-production of knowledge is important
- May need to break down existing ideas
- This is difficult and needs constant negotiating

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Project based interdisciplinary

- A useful structure for providing a focus
- But doesn't necessarily require a change in thought
- Re-enforcing existing disciplinary views – defending knowledge/understanding
- Doesn't require a change in approach

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Project Based Interdisciplinary

- Knowledge brought already
- Concepts not necessarily broken down
- Concepts within systems
- Unconscious ‘bias’ or use of language and knowledge

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SEED – Rachel van Duyvenbode

- Seeking Educational Equity and Diversity
- A varied group – academic and professional
- A common ‘project’ – but no right answer
- Narrative - Discourse
- Breaking down ‘knowns’

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Interdisciplinary Research in Practice IPA1000-2000-3000

- Students from all levels - Knowledge production
- Lecturers from a range of disciplines – explaining their research methods
- Underpinned by students asking – how does the question influence the research
- How is does prior knowledge influence the question

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It is important

- Interdisciplinary thinking and critical thinking can work together
- New approaches reflect better what is already ‘known’
- New languages re-articulate those that are already familiar

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To Discover And Understand.

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