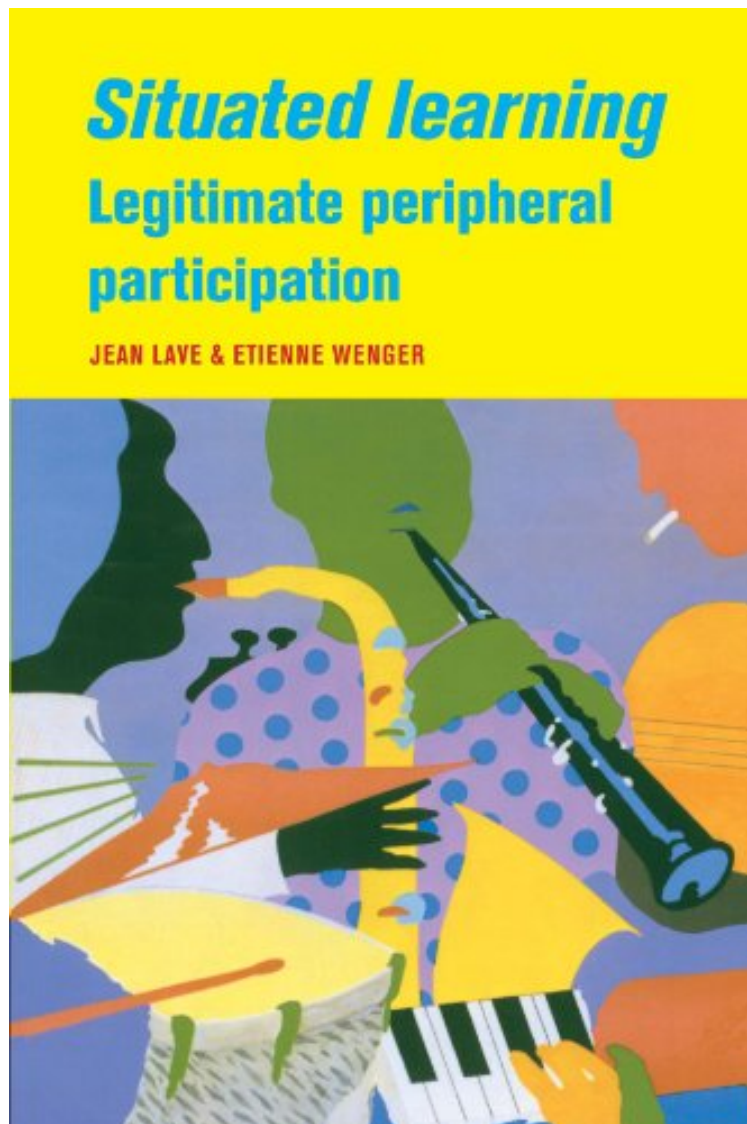


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Situated Learning: Legitimate Peripheral Participation (Learning in Doing: Social, Cognitive and Computational Perspectives)

Jean Lave, Etienne Wenger
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Jean Lave, Etienne Wenger : Situated Learning: Legitimate Peripheral Participation (Learning in Doing: Social, Cognitive and Computational Perspectives) before purchasing it in order to gage whether or not it would be worth my time, and all praised Situated Learning: Legitimate Peripheral Participation (Learning in Doing: Social, Cognitive and Computational Perspectives):

2 of 2 people found the following review helpful. Could change your practiceBy Dr. PeterI bought this book so long ago and recently purchased a Kindle version. It is a book I re-read every other year to remind me of what I think is important. I teach in a very small multi-level classroom in a small rural school and the industrial production line model of teaching simply is not applicable to us. More a craft shop I use the situated learning model in my classroom. I am at the centre and I am the master, and the students spiral in towards me as they master the knowledge they need to be good students. Starting on the periphery students work alongside peers and more advanced learners.I learnt how to do this it from this book.0 of 0 people found the following review helpful. Five StarsBy Taftsexcellent2 of 2 people found the following review helpful. Inspiring, but hard to readBy Sk8erBoiWasTakenLoved this. Inspired me to keep reading on about this situated learning stuff, and just finished "Communities of Practice" by Wenger. This book by Lave and Wenger is really hard to read though, and it makes the book a challenging read. Really hits home with examples, though.

In this important theoretical treatise, Jean Lave, anthropologist, and Etienne Wenger, computer scientist, push forward the notion of situated learning--that learning is fundamentally a social process and not solely in the learner's head. The authors maintain that learning viewed as situated activity has as its central defining characteristic a process they call legitimate peripheral participation. Learners participate in communities of practitioners, moving toward full participation in the sociocultural practices of a community. Legitimate peripheral participation provides a way to speak about crucial relations between newcomers and oldtimers and about their activities, identities, artifacts, knowledge and practice. The communities discussed in the book are midwives, tailors, quartermasters, butchers, and recovering alcoholics, however, the process by which participants in those communities learn can be generalized to other social groups.

"...is undoubtedly worth reading. Lave and Wenger present an interesting and strong position on issues which are of basic interest to practice theory in a broader sense, and not just issues on learning and apprenticeship." Carsten Osterlund, NyhedsbrevAbout the AuthorJean Lave is Professor of Education and Geography at the University of California, Berkeley. She is the author of *Cognition in Practice*, coauthor of *Understanding Practice and Situated Learning*, and coeditor of *History in Person*.