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978-0-521-63095-5 - Vygotskian Perspectives on Literacy Research: Constructing
Meaning through Collaborative Inquiry

Edited by Carol D. Lee and Peter Smagorinsky

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Vygotskian Perspectives on Literacy Research

The authors in this collection use Vygotsky's cultural-historical theory of human development to frame their analyses of schooling, with particular emphasis on the ways in which literacy practices are mediated by social interaction and cultural artifacts. This volume extends Vygotsky's cultural-historical theoretical framework to embrace nuances of learning and development that are influenced by culture as instantiated through the experiences of race, ethnicity, and language variation. Rather than seeking to provide definitive answers to social questions using Vygotsky's core principles, the authors wrestle with educational problems through the mediation of Vygotsky's theory. In doing so, they both sharpen their focus on the problems and speak back to Vygotsky, helping to extend the foundation of his work to address modern problems. This collection serves as a form of collaborative inquiry that itself will stimulate further consideration of these topics and further learning with Vygotsky about the ways in which individuals and social groups inquire and learn.

Carol D. Lee is Associate Professor of Education and Social Policy at the School of Education and Social Policy, Northwestern University.

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In Memoriam

Dr. Jan Hawkins, our Learning in Doing series co-editor, friend, and colleague, died on February 9, 1999, of cancer at the age of 47. We will miss Jan's wisdom, integrity, and leadership in the humanistic study of learning, technology, and education.

Roy Pea
John Seely Brown

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