

Situated Learning: Legitimate Peripheral Participation, Jean Lave and Etienne Wenger

- * Does unsituated learning, or so-called general knowledge exist?

- * The reading claims "learning is an integral part of generative social practice in the lived-in world." What does that mean?

- * Why do the authors use the phrase "legitimate peripheral participation" if it can neither be illegitimate nor non-peripheral?

- * If all education is legitimate peripheral participation, what does classroom learning accomplish?

- * How does school learning differ from learning outside of schools?

- * What is the significance of the structure of apprenticeship models of education? Specifically, that they tend to begin with finishing work, and that they tend not to do any actual teaching.

- * The reading notes that "engaging in practice, rather than being its object" is important for learning. What does that mean?

- * What is the importance of a "culture of practice" for learning?

- * What stories do MIT students tell?

- * What is the difference between "learning from talk" and "learning to talk"?

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