

Vygotsky's sociocultural theory: cognitive development is driven by social interaction and language, and higher functions appear first between people and only later within the individual.

ZPD
with help

SUPPORT
scaffolding

DIRECTION
social → individual

- Zone of proximal development: what a child can do with guidance but not alone.
- Scaffolding: support that is gradually withdrawn.
- More knowledgeable other: a peer, adult or tool.
- Private speech becomes inner speech and then thought.
- Culture supplies the tools of thinking, including language.
- Contrasts with Piaget, who saw development as leading learning.

LOOK FOR IT

A child who cannot solve a puzzle alone but can with prompts is working inside the ZPD.

Piaget: development enables learning. Vygotsky: learning drives development. The practical difference is when to intervene.