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Features of J. Bruner's theory of Instruction

1. Tendency towards learning
2. The ways in which a body of knowledge can be structured so that it can be most readily grasped by the learner.
3. The most effective sequences in which to present material.
4. The nature and pacing of rewards and punishments.

WIKIPÉDIA

**Jerome Bruner**

Origem: Wikipédia, a enciclopédia livre.

**Jerome Seymour Bruner** (Nova Iorque, 1 de outubro de 1915), faleceu em 05 de junho de 2016, em Nova Iorque, nos Estados Unidos, foi um psicólogo estadunidense, de família polonesa. Professor de psicologia em Harvard e depois em Oxford, escreveu importantes trabalhos sobre educação, liderou o que veio a ser conhecido como *Revolução Cognitiva*, na década de 1950. Esta introduz novas perspectivas no estudo da mente, superando os postulados colocados até aquela época pelo behaviorism, q ue focava apenas nos fenômenos observáveis. Durante o governo dos presidentes *Kennedy* e *Johnson* ele chefiou o Comitê de Ciências (Science and Advisory Committee). Foi professor da Escola de Direito da NYU. Suas publicações mais importantes são *Sobre o Conhecimento: Ensaios da mão esquerda* (1960) *O Processo da Educação* (1961), *Atos de Significação* (1990), *A Cultura da Educação* (1996).

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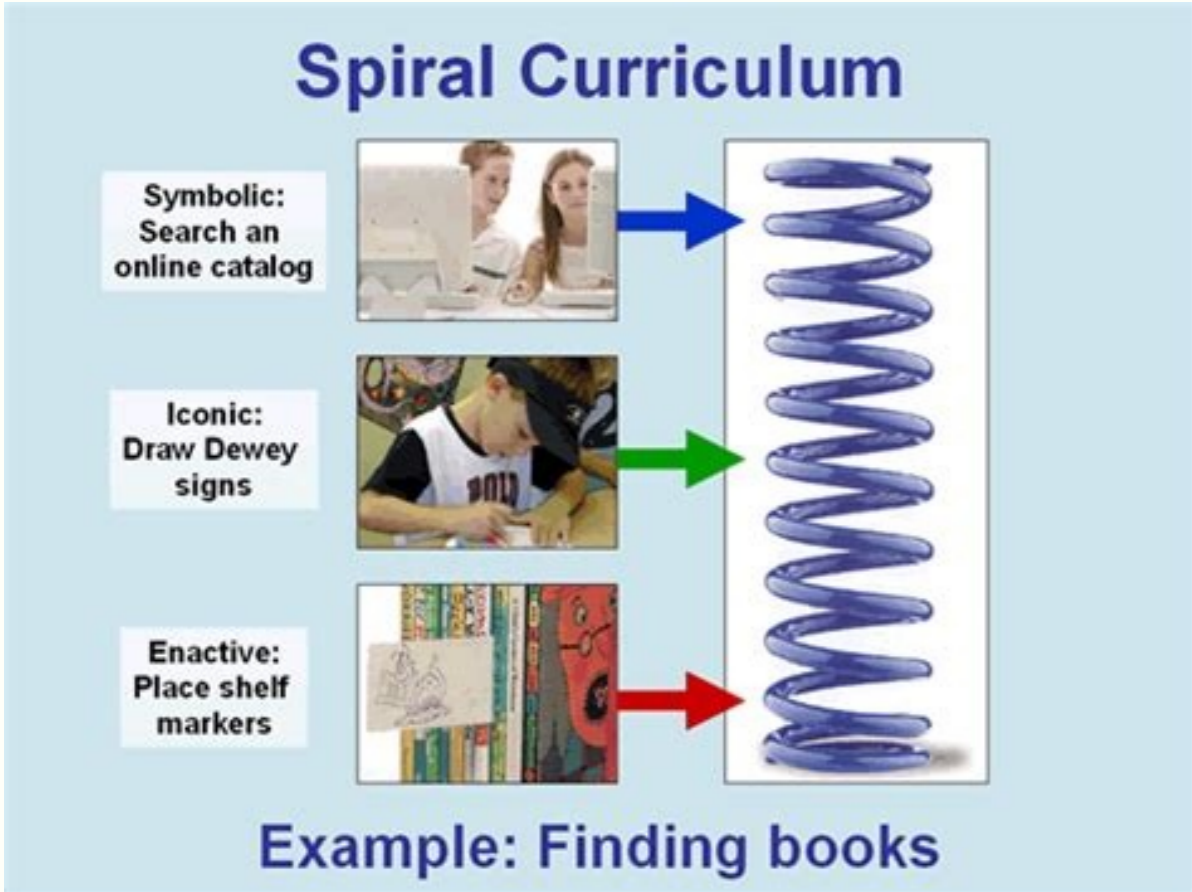
**Biografia**

Graduou-se na Universidade de Duke, Durham (Carolina do Norte), em 1937 e posteriormente em Harvard, Cambridge (Massachusetts), em 1941, obteve o título de doutor em Psicologia e tem sido chamado o pai da Psicologia Cognitiva pois desartou os postulados behavioristas da época. Ensinou e fez investigação, também na New School for Social Research.

Possui doutoramentos "honoris causa" pelas Universidades de Yale, Columbia, Sorbonne, Berlim, Roma, ISPA Instituto Universitário, entre outras. É membro da Society for Research in Child Development e da American Psychological Association. Possui uma obra muito diversificada e traduzida na área da educação, pedagogia e psicologia.

**Psicologia Cognitiva**

Jerome Bruner foi um dos pioneiros nos estudos da Psicologia Cognitiva nos Estados Unidos. Bruner usou seus estudos de sensação e da percepção humanas como parte de um processo ativo e não apenas receptivo. Em 1947 Bruner publicou seu clássico estudo "Valores e Necessidades com o Fatores Organizacionais na Percepção" (*Value and Need as Organizing Factors in Perception*). Nesta investigação crianças ricas e pobres eram solicitadas a avaliar o tamanho de moedas e de discos de madeira. Seus resultados mostram que os valores e a necessidade das crianças ricas e pobres se diferenciavam ao superestimar o tamanho das moedas, comparadas aos



## Jerome Bruner

- Goal of education is to make learner "as autonomous and self-propelled a thinker" as possible
- Educational occurs via cultural integration
  - Contrasts with ideas of:
    - Transmission of knowledge
    - "Culture-free" knowledge

•Folk psychology

- Focus on creating and understanding meaning
- "Contextual Revolution" as opposed to the cognitive revolution

•"Golden mean" in student motivation



Jerome bruner theory of education. Jerome bruner theory in the classroom. Jerome bruner making stories. Jerome bruner theory of development. Jerome bruner learning theory pdf.

The act of discovery. Going beyond the information given. (1978). He argued that schools waste time trying to match the complexity of subject material to a child's cognitive stage of development. This means students are held back by teachers as certain topics are deemed too difficult to understand and must be taught when the teacher believes the child has reached the appropriate stage of cognitive maturity. The Spiral Curriculum Bruner (1960) adopts a different view and believes a child (of any age) is capable of understanding complex information: "We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development." (p. Simply Psychology, S., & Ross, G. This mode is used within the first year of life (corresponding with Piaget's sensorimotor stage). Download this article as a PDF How to reference this article: McLeod, S. (2019, July 11). Jarvella, and W. J. M. Levelt (eds.) The Child's Concept of Language. By Dr. Saul McLeod, updated 2019 Bruner (1966) was concerned with how knowledge is represented and organized through different modes of thinking (or representation). Ideally, teaching his way should lead to children being able to solve problems by themselves. Discovery Learning Bruner (1961) proposes that learners construct their own knowledge and do this by organizing and categorizing information using a coding system. 33) Bruner (1960) explained how this was possible through the concept of the spiral curriculum. Thinking is based entirely on physical actions, and infants learn by doing, rather than by internal representation (or thinking). It involves encoding physical action based information and storing it in our memory. Journal of Child Psychiatry and Psychology, 17(2), 89-100. Both agree that adults should play an active role in assisting the child's learning. Bruner, like Vygotsky, emphasized the social nature of learning, citing that other people should help a child develop skills through the process of scaffolding. [Scaffolding] refers to the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring" (Bruner, 1978, p. You don't have to wait for the child to be ready The involvement of ADULTS and MORE KNOWLEDGEABLE PEERS makes a big difference The involvement of ADULTS and MORE KNOWLEDGEABLE PEERS makes a big difference Obviously, there are similarities between Piaget and Bruner, but an important difference is that Bruner's modes are not related in terms of which presuppose the one that precedes it. The use of the spiral curriculum can aid the process of discovery learning. Bruner and Vygotsky Both Bruner and Vygotsky emphasize a child's environment, especially the social environment, more than Piaget did. Bruner believed that the most effective way to develop a coding system is to discover it rather than being told by the teacher. The concept of discovery learning implies that students construct their own knowledge for themselves (also known as a constructivist approach). The role of the teacher should not be to teach information by rote learning, but instead to facilitate the learning process. Scaffolding involves helpful, structured interaction between an adult and a child with the aim of helping the child achieve a specific goal. For example, in the form of movement as a muscle memory, a baby might remember the action of shaking a rattle. This mode continues later in many physical activities, such as learning to ride a bike. Many adults can perform a variety of motor tasks (typing, sewing a shirt, operating a lawn mower) that they would find difficult to describe in iconic (picture) or symbolic (word) form. Iconic (1 - 6 years) Information is stored as sensory images (icons), usually visual ones, like pictures in the mind. This means that a good teacher will design lessons that help students discover the relationship between bits of information. To do this a teacher must give students the information they need, but without organizing for them. For some, this is conscious; others say they don't experience it. Bruner views the infant as an intelligent & active problem solver from birth, with intellectual abilities basically similar to those of the mature adult. Educational Implications The aim of education should be to create autonomous learners (i.e., learning to learn). For Bruner (1961), the purpose of education is not to impart knowledge, but instead to facilitate a child's thinking and problem-solving skills which can then be transferred to a range of situations. While sometimes one mode may dominate in usage, they coexist. The main premise of Bruner's text was that students are active learners who construct their own knowledge. Readiness Bruner (1960) opposed Piaget's notion of readiness. The relevance of education. This may explain why, when we are learning a new subject, it is often helpful to have diagrams or illustrations to accompany the verbal information. Thinking is also based on the use of other mental images (icons), such as hearing, smell or touch. This is where information is stored in the form of a code or symbol, such as language. (1957). This mode is acquired around six to seven years-old (corresponding to Piaget's concrete operational stage). In the symbolic stage, knowledge is stored primarily as words, mathematical symbols, or in other symbol systems, such as music. Symbols are flexible in that they can be manipulated, ordered, classified, etc. 19). He was especially interested in the characteristics of people whom he considered to have achieved their potential as individuals. The term scaffolding first appeared in the literature when Wood, Bruner, and Ross described how tutors interacted with a preschooler to help them solve a block reconstruction problem (Wood et al., 1976). The concept of scaffolding is very similar to Vygotsky's notion of the zone of proximal development, and it's not uncommon for the terms to be used interchangeably. The role of dialogue in language acquisition. Harvard Educational Review, 31, 21-32. Bruner, J. Toward a theory of instruction. Cambridge, Mass.: Belkapp Press. Bruner, J. so the user isn't constrained by actions or images (which have a fixed relation to that which they represent). The importance of Language Language is important for the increased ability to deal with abstract concepts. Bruner argues that language can code stimuli and free an individual from the constraints of dealing only with appearances, to provide a more complex yet flexible cognition. The use of words can aid the development of the concepts they represent and can remove the constraints of the "here & now" concept. Our website is not intended to be a substitute for professional medical advice, diagnosis, or treatment. © Simply Scholar Ltd - All rights reserved report this ad (1973). (1976). Cambridge, Mass.: Harvard University Press. Bruner, J. His theory stresses the role of education and the adult. Although Bruner proposes stages of cognitive development, he doesn't see them as representing different separate modes of thought at different points of development (like Piaget). Instead, he sees a gradual development of cognitive skills and techniques into more integrated "adult" cognitive techniques. Bruner views symbolic representation as crucial for cognitive development, and since language is our primary means of symbolizing the world, he attaches great importance to language in determining cognitive development. Bruner states that what determines the level of intellectual development is the extent to which the child has been given appropriate instruction together with practice or experience. So - the right way of presentation and the right explanation will enable a child to grasp a concept usually only understood by an adult. In his research on the cognitive development of children, Jerome Bruner proposed three modes of representation: Enactive representation (action-based) Iconic representation (image-based) Symbolic representation (language-based) Bruner's constructivist theory suggests it is effective when faced with new material to follow a progression from enactive to iconic to symbolic representation; this holds true even for adult learners. Bruner's work also suggests that a learner even of a very young age is capable of learning any material so long as the instruction is organized appropriately, in sharp contrast to the beliefs of Piaget and other stage theorists. Bruner's Three Modes of Representation Modes of representation are the way in which information or knowledge are stored and encoded in memory. Rather than neat age-related stages (like Piaget), the modes of representation are integrated and only loosely sequential as they "translate" into each other. Enactive (0 - 1 year) The first kind of memory. The purpose of the support is to allow the child to achieve higher levels of development by: Simplifying the task or idea. Motivating and encouraging the child. Highlighting important task elements or errors. Giving models that can be imitated. Bruner and Piaget Agree Children are innately PRE-ADAPTED to learning Children have a NATURAL CURIOSITY Children's COGNITIVE STRUCTURES develop over time Children are ACTIVE participants in the learning process Cognitive development entails the acquisition of SYMBOLS Disagree Social factors, particularly language, were important for cognitive growth. Specifically, education should also develop symbolic thinking in children. In 1960 Bruner's text, The Process of Education was published. Symbolic (7 years onwards) This develops last. The Process of education. www.simplypsychology.org/bruner.html Home | About Us | Privacy Policy | Advertise | Contact Us Simply Psychology's content is for informational and educational purposes only. New York: Norton. Bruner, J. (1960). Sinclair, R., J. J., Bruner, J. Bruner - learning theory in education. www.simplypsychology.org/bruner.html APA Style References Bruner, J. A. This involved information being structured so that complex ideas can be taught at a simplified level first, and then re-visited at more complex levels later on. Therefore, subjects would be taught at levels of gradually increasing difficulty (hence the spiral analogy). These underpin the concept of "scaffolding". The development of LANGUAGE is a cause not a consequence of cognitive development You can SPEED-UP cognitive development. S. The role of tutoring in problem solving. In A. (1966). New York: Springer-Verlag. Wood, D. (1961).

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