

***Feuerstein and Vygotsky in the  
21st century / Feuerstein e  
Vygotskij nel XXI secolo***



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# The Paradox

Why theories developed 60 (Feuerstein) or even 90 (Vygotsky) years ago might be relevant in the 21<sup>st</sup> century?



## Possible reason

These theories offered answers to the questions ... that emerged in Western psychology and education only at the end of the 20<sup>th</sup> century.



# What kind of questions?

- The question of the relationships between cognition and education.
- The question of cultural differences.
- The question of learning potential.



# Cognition and Education

- Traditionally educators assumed that cognitive functions should already be ready by the time when students start to digest educational content given to them.



# Cognition and Education

## **Vygotsky**

Education is a true motor of cognitive development. Each lesson should have not only curricular but also cognitive goal.

## **Feuerstein**

The need to develop students' cognitive prerequisites for effective direct learning.  
“Instrumental enrichment” program.



# The question of cultural difference

## **Vygotsky**

Cultural differences can be operationalized as different systems of symbolic tools and as formal vs. everyday learning practices.

## **Feuerstein**

Cultural difference vs. cultural deprivation.  
Deprivation of native culture hinders the process of acquisition of the new culture.



# The question of learning potential

## **Vygotsky**

The need to identify not only fully developed but also emerging psychological functions. The notion of the Zone of Proximal Development.

## **Feuerstein**

The difference between current performance (identified by the typical static tests) and the cognitive modifiability (LPAD as an assessment system).