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## Computational **Situated Learning** **Legitimate** **Peripheral** **Participation**

Learning viewed as situated activity has as its central defining characteristic a

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process that we call legitimate peripheral participation. By this we mean to draw attention to the point that learners inevitably participate in communities of practitioners and that the mastery of knowledge and skill requires newcomers to move toward full ...

### **Legitimate Peripheral Participation**

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## Situated Learning

### (Chapter 1) -

### **Situated ...**

Situated Learning:  
Legitimate Peripheral  
Participation. Situated  
Learning. : In this  
important theoretical  
treatise, Jean Lave,  
anthropologist, and  
Etienne Wenger,  
computer scientist,  
push forward...

### **Situated Learning: Legitimate Peripheral Participation ...**



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The authors maintain that learning viewed as situated activity has as its central defining characteristic a process they call legitimate peripheral participation. Learners participate in communities of practitioners, moving toward full participation in the sociocultural practices of a community.

**Situated Learning:**

*Page 9/28*

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**Legitimate  
Peripheral  
Participation by ...**  
PDF | On Nov 1, 1994,  
Eugene Matusov and  
others published  
Situated Learning:  
Legitimate Peripheral  
Participation. Jean  
Lave, Etienne Wenger |  
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## **Participation ...**

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move toward full participation in the sociocultural practice of a community. . . .

### **Situated learning: Legitimate peripheral participation.**

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important theoretical  
treatist, Jean Lave,  
anthropologist, and  
Etienne Wenger,

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computer scientist,  
push forward...

### **Situated Learning: Legitimate Peripheral Participation ...**

Here, the students  
become 'legitimate  
peripheral  
participants'. Benefits  
and Limitations  
Benefits (Advantages)  
Situated learning  
theory has the  
following advantages:  
A focus on social

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learning: SLT has at its core the belief that learning must be social.

### **Situated Learning Theory (Lave & Wenger) - Pros & Cons (2020)**

Situated Learning: Legitimate Peripheral Participation Jean Lave , Etienne Wenger In this important theoretical treatise, Jean Lave, anthropologist, and

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Etienne Wenger,  
computer scientist,  
push forward the  
notion of situated  
learning—that learning  
is fundamentally a  
social process and not  
solely in the learner's  
head.

### **Situated Learning: Legitimate Peripheral Participation ...**

Summary: Situated  
Learning Theory posits  
that learning is

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## Situated Learning

unintentional and situated within authentic activity, context, and culture.

Originator: Jean Lave

Key Terms: Legitimate Peripheral Participation (LPP), Cognitive

Apprenticeship

Situated Learning

Theory (Lave) In

contrast with most

classroom learning

activities that involve

abstract knowledge

which is and out of

context, Lave argues



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that ...

Peripheral  
**Situated Learning  
Theory (Lave) -  
Learning Theories**

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in Doing: Social,  
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Perspectives) 1st  
Edition by Lave, Jean  
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9780521423748) from  
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## **Situated Learning: Legitimate Peripheral Participation ...**

Lave, & Wenger, E.  
(1991). Situated  
Learning Legitimate  
Peripheral  
Participation. New York  
Cambridge University  
Press.

**Lave, & Wenger, E.  
(1991). Situated**

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### Legitimate Learning Legitimate

... Peripheral

Situated learning is a theory that explains an individual's acquisition of professional skills and includes research on apprenticeship into how legitimate peripheral participation leads to membership in a community of practice. Situated learning "takes as its focus the relationship between learning and the social situation in

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which it occurs".

## **Situated learning - Wikipedia**

Situated Learning:  
Legitimate Peripheral  
Participation (Learning  
in Doing: Social,  
Cognitive and  
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Perspectives) - Kindle  
edition by Lave, Jean,  
Wenger, Etienne.

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## **Situated Learning: Legitimate Peripheral Participation ...**

The authors maintain that learning viewed as situated activity has as its central defining characteristic a process they call

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Legitimate peripheral participation (LPP). Learners participate in communities of practitioners, moving toward full participation in the sociocultural practices of a community.

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legitimate peripheral

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participation. [Jean Lave; Etienne Wenger]

-- Publisher's description: In this important theoretical treatise, Jean Lave, anthropologist, and Etienne Wenger, computer scientist, push forward the notion of situated learning--that learning is ...

**Situated learning :  
legitimate  
peripheral**

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### Legitimate Peripheral Participation ...

The authors maintain that learning viewed as situated activity has as its central defining characteristic a process they call legitimate peripheral participation (LPP).

Learners participate in communities of practitioners, moving toward full participation in the sociocultural practices of a community.



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## **Situated Learning : Legitimate Peripheral Participation**

Situated Learning:  
Legitimate Peripheral  
Participation, A Review  
Learning with

Technology: "This is an  
incredibly difficult book  
to read and even more  
difficult to understand,  
so good luck! However,  
after cogitating on the  
book awhile and  
reading what others  
wrote, I wrote " Cold,

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so cold!" as a synopsis of what I saw as the key idea."

## **BOOK REVIEW:** **"Situated Learning: Legitimate Peripheral ...**

more, once one begins to think in terms of legitimate peripheral participation in communities of practice, many other forms of socially organized activity .

Situating Learning

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become ... situated  
theory of learning  
reveals the  
problematic character  
of the social-

## **Situating learning in communities of practice**

Their path-breaking  
analysis, first published  
in *Situated Learning:  
Legitimate peripheral  
participation* (1991)  
and later augmented in  
works by Jean Lave  
(1993) and Etienne

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Wenger (1999; 2002) set the scene for some significant innovations in practice within organizations and more recently within some schools (see Rogoff et al 2001).

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