

Situated learning

Legitimate peripheral participation

These days, the framework of learning is changing, since **Jean Lave**, professor of Education at the UC Berkeley, and **Etienne Wenger**, research scientist at the Institute for Research on Learning in Palo Alto, advocated a new concept of learning that is "**Legitimate Peripheral Participation (LPP)**" in 1991.

According to LPP theory, learning is a process of identity-formation towards becoming a full member of a community of practice, or towards full participation from peripheral participation.

LPP surpasses usual notion of learning, because of the following points;

- (a) Learning is recognized as a sustained interaction of the learner with his/her environment-others, and community, all of it should not be resolved into one's intellectual powers or information processing.
- (b) A learner should be recognized as a whole person, and not as a knowledge-obtainer. Learning changes his/her development of identity to be a full-fledged person, and not limiting to a specific knowledge or skill that is obtained.
- (c) Learning is based on actual practices in collaboration with others. It's value or meaning is returned to a learner as a response in a community. It is not based on cognitive or technical activities, such as repeat-training of mnemonics, consideration, solution of a problem, and skill.
- (d) As learning is a process of participation in a community of practice, conflicts between newcomers and old-timers (or, less individualistically, between generations) take place inevitably in the everyday participation. LPP recognizes these conflicts as powers that make "reproduction" of a whole community and "displacement of generations."
- (e) Motivation for learning activity is both learner's feeling of reality of becoming a "full-participant" in a community of practice, and social relations to ongoing community practices. This is achieved by his/her foreseeing that some sharing field or other is opening "here and now," rather than simple "income wage" or "intrinsic factor" such as "curiosity" or "effectiveness."
- (f) Therefore, what promotes learning at all times is based on accessibility to full productive activity in a community, and based on extensiveness of semantic network in the orbit of his/her participation, i.e. "cultural transparency."