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summary situated cognition is the theory that people s knowledge is embedded in the activity context and culture in which it was learned it is also referred to as situated learning originators proponents john seely brown allan collins paul duguid keywords activity authentic domain activity authentic learning cognitive situated learning theory slt first presented by jean lave and etienne wenger 1991 explains the process and development of learning when individuals have the opportunity to participate in a community of practice situated cognition is a theory that posits that knowing is inseparable from doing by arguing that all knowledge is situated in activity bound to social cultural and physical contexts situativity theorists suggest a model of knowledge and learning that requires learning by thinking on the fly rather than the storage and retrieval of conceptual knowledge situated

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~~cognition theory promises to complete the~~

symbolic computation approach to cognition as information processing theory neglects

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camp of situated cognition theory simply

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that unfold in natural contexts teaching

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situated cognition first emerged as an

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situated learning is a theory that explains an

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skills and includes research on apprenticeship

into how legitimate peripheral participation

leads to membership in a community of practice

situated cognition has become an important

concept in educational theory and one of the

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~~situated cognition since its inception some~~

fifty years ago cognitive science has undergone a number of sea changes perhaps the best known is the development of connectionist models of cognition as alternatives to classical symbol based approaches 1 citations abstract jean lave is a social anthropologist whose studies in the 1970s and 1980s of apprentice tailors in west africa and everyday routines such as grocery shopping contributed to the development of situated learning theory which posits that learning is embedded within socially culturally and contextually specific activity just as situated cognition theorists argue that an adequate analysis of forms of reasoning requires that we understand their genesis so an adequate account of contemporary situated perspectives requires that we trace their development the theory of situated learning claims that every idea and human action is a generalization adapted to the ongoing environment because what people see and what they do arise together from situated learning is a general theory of knowledge acquisition it has been applied in the context of technology based learning activities for schools that focus on problem solving skills cognition technology group at vanderbilt 1993 mclellan 1995 provides a collection of articles that describe various perspectives on the theory example the purpose of

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that is examine the theoretical underpinnings of situ the learning of facts that are isolated from the ated cognition and to derive implications for contexts in which they derive meaning cogni situated learning perspective is that of knowing as an activ ity that is situated with regard to an individual s position in the world of social affairs in the following paragraphs we attempt to cast the differing assumptions of the two per spectives in broad relief by considering the entailments of the concept of situated learning theory is that learning occurs within authentic context culture and activity and that it is widely unintentional it promotes the idea that students learn better in collaborative group settings and when the activities are based on real life experiences guidelines for use guideline 1 authentic contexts the situated cognition theory is based upon principles related to the fields of anthropology sociology and cognitive sciences its main argument is that all knowledge that a learner acquires is somehow situated within activities that are socially physically or culturally based situated learning theory holds that effective education requires learning that is embedded in authentic contexts of practice by wherein students engage in increasingly more complex tasks within empirical and theoretical

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the emergence of the situated cognition which  
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members of a learning community and that  
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physical contexts in which it is produced and  
used by abstract legitimate peripheral  
participation is the bedrock of situated  
learning it involves the novice or newcomer  
acquiring skills through work in a community  
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jean lave is a social anthropologist whose studies in the 1970s and 1980s of apprentice tailors in west africa and everyday routines such as grocery shopping contributed to the development of situated learning theory which posits that learning is embedded within socially culturally and contextually specific activity

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