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Situated Learning Responses

1. Why do the authors believe that apprenticeships (and most likely internships) are integral to fully understanding and mastering a profession?
    a. The authors believe that situated learning is a gateway bridge between institutional learning and education to the outside social world (Lave and Wenger 33). Institutional learning can only get a student so far in their profession since content is formulated by outside forces such as society or the professor and, as such, may or may not be challenging enough for a student's cognitive ability. By enrolling in different internships, students will participate in specialized communities and learn all the necessary skills and practices in a trade, becoming "...skilled and respected master[s]..." (30).
2. What are the three ways to describe "the zone of proximal development" and which one is the most realistic?
    a. The first zone measures the amount and quality of work one produces in an isolated environment as opposed to one proctored by specialists (47-49). The second zone compares the knowledge one knows for being a part of a specific community or culture and the information one acquires from everyday interactions from people in the same culture. The third zone places the individual

work one makes into the larger historical context of an institution and views how it makes an impact. Personally, I believe that all three zones have equal importance since most topics explored have an important process for internalization, but I believe zone two is the most important since it describes learning as something that's a continuous process in that it never ends.

3. What should students to in order to reach a new level of active participation in learning
    a. Students should continue to engage in the current level of learning and interaction through whatever institution they're in, but focus on active discussion and engagement with content and the professor in order to engrain already familiar topics in one's database. In addition, one should pursue some form of outside social work in order to reinforce certain skills in the workplace. By being pitted in a new environment, individuals will have to work as much as they can to grasp and applicably utilize learned information in order to become skilled.

A large concept in *Situated Learning* is the idea of entering different communities and fully ingraining oneself into a certain environment in order to get the best learning experience. Not only should one interact with as many resources and masters as possible, but more importantly, learn from different apprentices or learners themselves since not every profession is guided by teachers or masters. As such, the idea of communal integration is vital to the success of an online 3d learning experience. There are many platforms made exclusively for learning, such as *Khan Academy* or *IXL*; however, most of these platforms feel disconnected from one another and are strictly an individual experience, besides the occasional question to your teacher

or classmate. In order to remedy this, I believe the online 3D learning environment should focus on integrating students and professors together, with more emphasis on student to student interaction. To achieve this, I believe some sort of personal avatar and room creator that's always indefinite will be beneficial in expressing emotions and feelings towards other students, helping foster some level of connection and community between students of different majors. Having this feature promotes student interaction as people will want to share their personalized creations with others, which can be used to spur conversation about careers. In addition, I believe some sort of real-time leaderboard that offers avatar and room rewards for various assignments can spur competition and entice students to work together. Infact, I believe introducing the professor's score in the leaderboard will greatly entice students to participate in this online server in hopes of dethroning their professor and "achieving an epic win."

GIMM is a diverse major with students from all backgrounds; however, I believe that the program should focus more on the soft skills necessary to succeed in this career. Ideas such as team collaboration and idea proposal and suggestion, as well as client interactions and references are important to any software developer. While internships and work studies can provide these skills, early preparation can be useful later in one's college career, allowing individuals to create an even more boisterous portfolio.

Learning online has been a challenge, but I believe I can somehow get through. As of writing these responses, the classes that worry me the most are HLTH 110 and GIMM 110 and I believe the latter can be routed back to me and my fear of interaction. In a public classroom setting, ironically, I would be fine due to the general private and immediate nature of 1-on-1 conversations. As such, I believe finding ways to spur these conversations almost immediately

will greatly help me. Using peer mentors does alienate some portion of this interaction, but since they're also considered students, I feel like I'm intruding on their time and shouldn't contact them. I would feel more comfortable interacting with non-student mentors simply because I know their job would be to help students, much like teachers.