

First Principles

- Active, strategic nature of learning
- Metacognition
 - Awareness and understanding
 - Intentional learning, self-selection, and direction
 - Self monitoring and other-monitoring for common good
 - Reflective practice
- Multiple zones of proximal development
 - Multiple expertise, multiple roles, multiple resources
 - Mutual appropriation
 - Guided practice, guided participation
- Dialogic base
 - Shared discourse, common knowledge
 - Seeding, migration, and appropriation of ideas
- Legitimizing of differences
 - Diversity, identity and respect
 - Creation of community and individual identity
 - Multiple access, multiple ways in
 - Peripheral of full participation
- Community of Practice
 - Communities of practice with multiple overlapping roles
 - Sense of community with shared values
 - Element of ownership and choice
 - Community beyond the classroom wall
- Contextualized and situated
 - Theory and practice in action
 - Repeatable participant structures
 - Fantasy and sociodramatic play (being a researcher, being a scientist)
 - Intellectually honest curriculum
 - Responsive transparent assessment.

SOURCE: Adapted from Brown & Campione, 1994, p. 237.