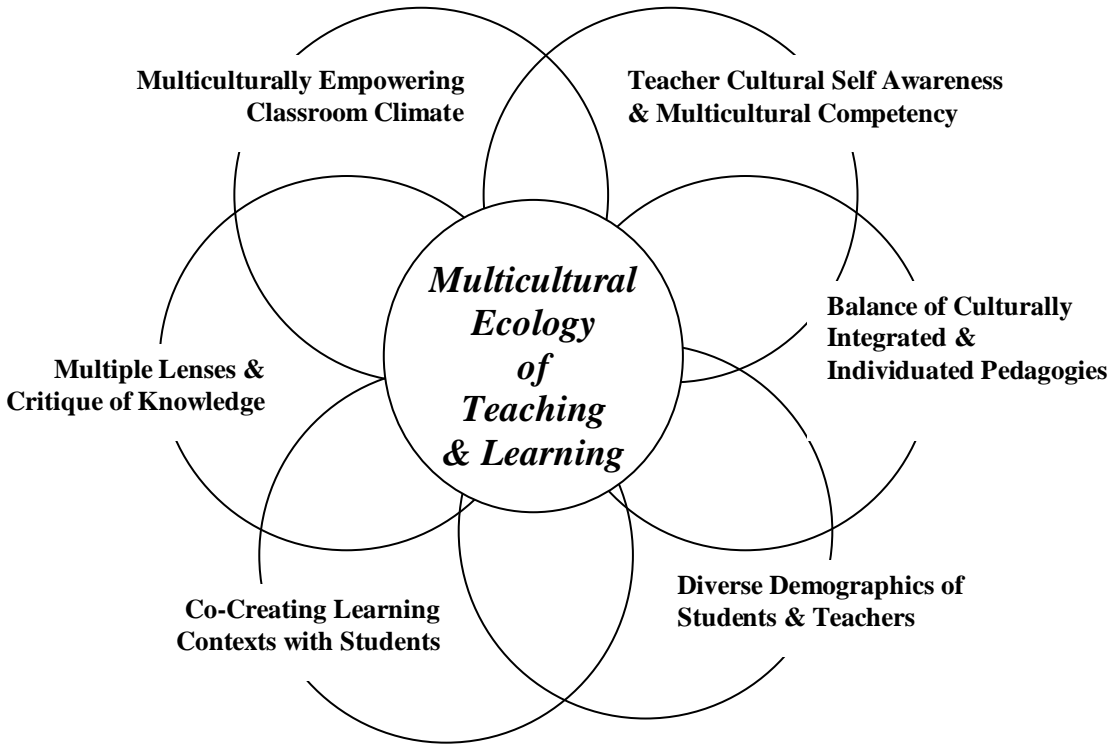



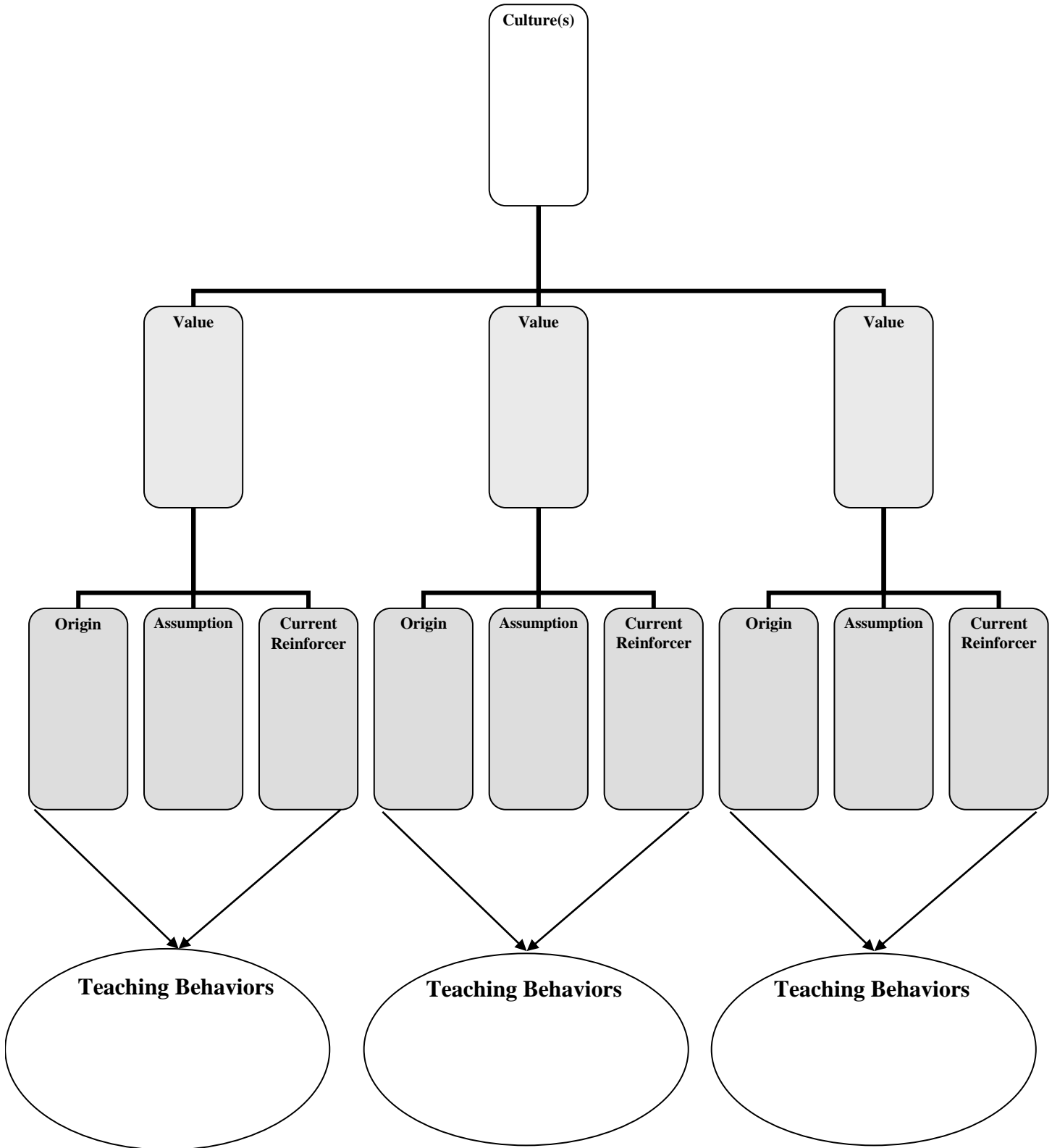
Multicultural Ecology of Teaching and Learning in College



From: Chávez, A. F. (2011). *Toward a multicultural ecology of teaching and learning: A critical review of theory & research*. *Journal of Excellence in College Teaching*, 21 (4), 49-74.

Cultural Frameworks in Teaching and Learning		
Individuated <i>In a culturally <u>individuated</u> framework, a private compartmentalized, linear, contextually independent conception of the world is common, assumed, and valued.</i>		Integrated <i>In a culturally <u>integrated</u> framework, an interconnected, mutual, reflective cyclical, contextually dependent conception of the world is common, assumed, and valued</i>
Knowledge, individual competence, to move forward toward goals and the betterment of humanity	Purpose of Learning	Wisdom, betterment of the lives of those with whom we are connected - family, tribe, and community
Mind as primary, best, or only funnel of knowledge	Ways of Taking in and Processing Knowledge	Mind, Body, Spirit/Intuition, Reflection, Emotions, Relationships as important aspects and conduits of knowledge
Compartmentalized and separate; belief that understanding how the parts work separately, abstractly, and in isolation will lead to the greatest understanding	Interconnectedness of What is Being Learned	Contextualized and connected, belief that understanding how things affect each other within the whole, and within family and community will facilitate understanding
Learning is a private, individual activity; responsible for one's own learning so that family and others are not burdened	Responsibility for Learning	Learning is a collective, shared activity, Responsible for one's own as well as others' learning
Linear, task oriented, can be measured and used, to be on time shows respect	Time	Circular, seasonal, process oriented, dependent on relationships, to allow for enough time shows respect
Provider and Evaluator of Knowledge -- best perspectives and ways of learning, predetermined bounded learning; communication primarily between teacher and students	Role of the Teacher, Control	Facilitator of Learning Experiences -- multiple perspectives and ways of learning, emergent constructivist; wide variety of interactions between students, and between teacher and students
Others' perspectives are optional for learning. Primarily rely on verbal messages; individuals are paramount, predominantly verbal in both written and oral communications	Student Interactions	Others' perspectives and interpretations are important, even essential to learning. High use of nonverbals, collective as paramount, and multiple streams of communication
Learning by mastering abstract theory first, followed by testing. Unlikely to include application, experience, or doing in real life	Sequencing	Learning by doing, listening to others' experiences, imagining or experiencing first, then drawing out abstract theory
<i>Chávez, A. F. & Longerbeam, S. D. (2016). Teaching Across Cultural Strengths: A Guide to Balancing Integrated and Individuated Cultural Frameworks in College Teaching. Sterling, VA: Stylus Publishing.</i>		

Culture & Teaching Worksheet



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Top Twelve Things Faculty Can Do to Teach Across Cultures

Self-Reflect Culturally

Modify One Cultural Construct in Your Next Class Session

Talk with Three Students
from Different Cultural Origins
about How They Learn

Choose One Negative Assumption you have about Students
and Reevaluate Culturally then modify your Teaching

Have students evaluate their own ways of learning
using the Cultural Frameworks Model
– and facilitate a discussion in class about a variety of ways that might be
incorporated into the course

Share with Students the Value of Complex, Balanced Learning

Develop a New Way to Connect Subject Matter to Student Lives

Partner with Students

Make a Personal Connection with a Student

Develop an Innovative Way to Assess Student Learning

Consider the Rewards of Teaching Across Cultures

Collaborate Deeply Across Cultures with another Professor