

Cultural Frameworks in Teaching and Learning

Individualist		Collectivist
In an individualist-oriented cultural frame, learning is a private, compartmentalized activity		In a collectivist-oriented cultural frame, learning is a contextualized, cyclical process that moves back and forth between private and public (community or peers) activity
<p>“Pull yourself up by your bootstraps.”</p> <p>“Keep your eyes on your own paper.”</p>	MOTTO	<p>“I am because we are.”</p> <p>“Because you did, I can.”</p>
Learning is a private, individual activity. The individual is responsible for his own learning so that others are not burdened or take credit for one’s success.	VIEW OF LEARNING	Learning is a collective, shared activity. The individual is responsible for her own as well as contributing to other’s academic success. Learning isn’t just for one’s own success but to support others to get to understanding.
The mind as primary conduit for knowing. Emphasis on memorization and regurgitation of facts or execution of tasks.	WAYS OF TAKING IN AND PROCESSING INFORMATION	The mind, body and spirit/emotions are equal conduits for learning, Emphasis on relationships as key path for information processing (socio-cultural learning)
Learning by mastering abstract theory first, followed by testing. Unlikely to include application, lived experience (story), or doing a real life. Key word – Decontextualized.	SEQUENCING	Learning by understanding the big picture then drawing out abstract theory or looking at discreet parts or procedures (whole-to-part). Focus on understanding by listening to others’ experience, imagining or experiencing through doing. Key word – Contextualized (story).
Linear, task-oriented. Being on time shows respect. Staying “on time” or on pacing guide drives teaching and learning rather than making sure everyone gets it. Coverage over understanding	ORIENTATION TO TIME	Circular, process-oriented. Allowing enough time shows respect. Taking time to help everyone get to understanding drives teaching and learning rather than following the clock or agenda. Understanding over coverage.
Provider of knowledge. Evaluator (via grading). Builds on competition. Directs and controls all interactions. Focus on compliance. Classroom management equals quiet; speaking only when called on or told to (“get into groups now...”)	ROLE OF THE TEACHER	Facilitator of learning experiences. Coach (via feedback) to apprentice [learning by doing]. Builds on collaboration, distributed expertise by setting up a variety of talk and interaction structures student-to-student and teacher-to-students.
Others’ perspectives are optional for processing. Primary mode of interaction is limited verbal combat (“turn and talk”)	INTERACTION WITH OTHERS DURING LEARNING	Others’ perspectives and interpretations are important to effective processing. High use of co-created non-linguistic representations for deepening understanding.

Trust Generators

Trust Generator	Definition	What It Looks Like
Selective Vulnerability	People respect and connect with others who share their own vulnerable moments. It means showing your human side since that is not perfect.	Sharing with a student a challenge you had as a young person or as a learner. Sharing new skills you are learning and what is hard about it. The information shared is selective and appropriate
Familiarity	People develop a sense of familiarity with someone who they see often in a particular setting such as at a bus stop everyday or in the café on a regular basis.	Crossing paths with a student during recess or lunch. Bumping into students and their families at a community farmer's market or at a local park. Attending community events that you know the student may have attended.
Similarity of Interests	People create a bond with others who share similar likes, dislikes, hobbies, and so forth. This common affinity allows a point of connection beyond any obvious racial, class, or linguistic differences. This plants the seed of connection in the relationship.	Sharing hobbies, sports, or other things you like that are similar to a particular student's interests. Also sharing social causes that you are passionate about, such as saving the environment or caring for animals
Concern	People connect when another shows concern for those issues and events important to another, such as births, illnesses, or other life transitions. This plants the seed of personal regard.	Remembering details from a student's life. Demonstrated by asking follow-up questions about recent events.
Competence	People tend to trust others who demonstrate they have the skill and knowledge, as well as the will, to help and support them. This plants the seed of confidence in others.	Students trust the teacher when the teacher demonstrates the ability to teach effectively or make learning less confusing, more exciting, and more successful.