

SLIFE Reframed:



From Achievement Gap to Cultural Dissonance

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Schema Theory

Dictionary definition of schema:

*An abstract structure
representing concepts
stored in memory*



Linguistic Schema

F M J E O T P Y X

A B C D E F G H I

(James, 1987)





Version #1

- ➔ The batsmen were merciless against the bowlers. The bowlers placed their men in slips and covers. But to no avail. The batsmen hit one four after another with an occasional six. Not once did a ball look like it would hit their stumps or be caught.

Content Schema

Version #2

- ➡ The men were at bat against the bowlers. They did not show any pity. The bowlers placed their men in slips. They placed their men in covers. They hit some sixes. No ball hit the stumps. No ball was caught.

(Tierney & Pearson, 1985)



Formal Schema

Please name the months of the year:

(James, 1987)



TYPES of SCHEMATA

➤ Linguistic Schemata

➤ Content Schemata

➤ Formal Schemata

The Power of Prior Knowledge

When information is missing or confusing, we **compensate** by accessing our familiar schemata.

Observe the following:



Compensating Strategies

Example #1

This sentence is written with
the vowel symbols left to



Compensating Strategies

Example #2

“I pledge a lesson to the frog of the United States of America,
and to the wee puppets for witches’ hands; one Asian in the
vestibule, with little rice and just tee for all.”

(Betty Bao Lord’s childhood understanding
of the Pledge of Allegiance)



Compensating Strategies

Example #3

As; lfdjsalj; jafsj;

(Adapted from Peregoy & Boyle, 2005)



TYPES of SCHEMATA

➤ Linguistic Schemata

➤ Content Schemata

➤ Formal Schemata

Two Learning Activities

FAMILIAR SCHEMATA

Describing your
favorite game
in your native
language or
dialect

UNFAMILIAR SCHEMATA

Writing a
science lab
report on
buoyancy in
academic
English

Guidelines for Designing Classroom Activities

- **Identify** the unfamiliar linguistic, content and formal schemata
- **Balance** familiar and unfamiliar schemata in conducting the activity
- **Build associations** between the familiar and unfamiliar, developing new schemata

Create Fertile Spaces

Equity



Engagement

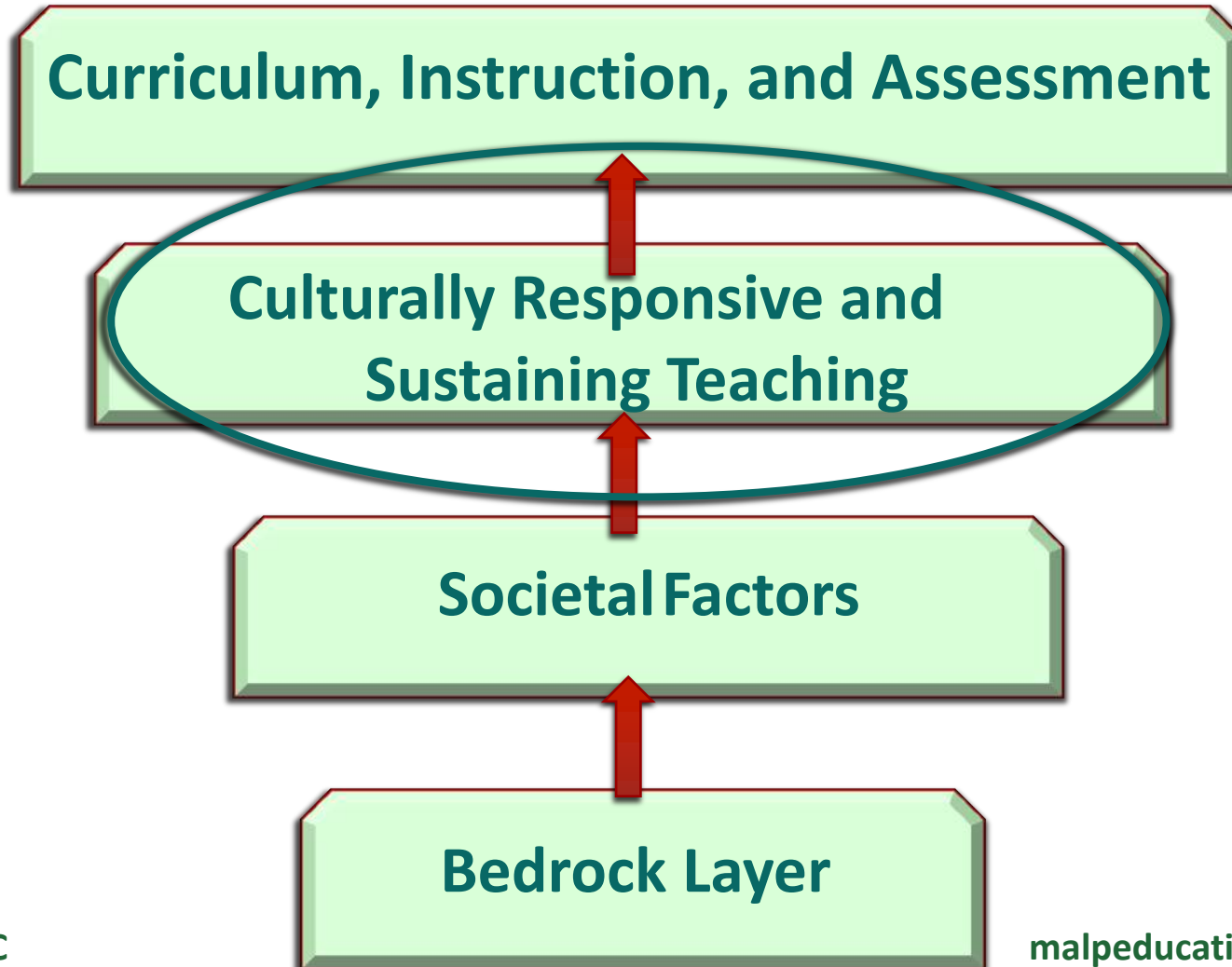


Enrichment



Leading to Empowerment

Layers of the Instructional Context



Teachers and learners assume that

- 1. The goals of instruction are to**
 - a) produce an independent learner**
 - b) prepare the learner for the life after schooling**

- 2. The learner is ready to**
 - a) participate and demonstrate mastery on an individual basis**
 - b) engage in literacy-based, classroom tasks**

(Adapted from DeCapua & Marshall, 2011; Marshall & DeCapua, 2013)



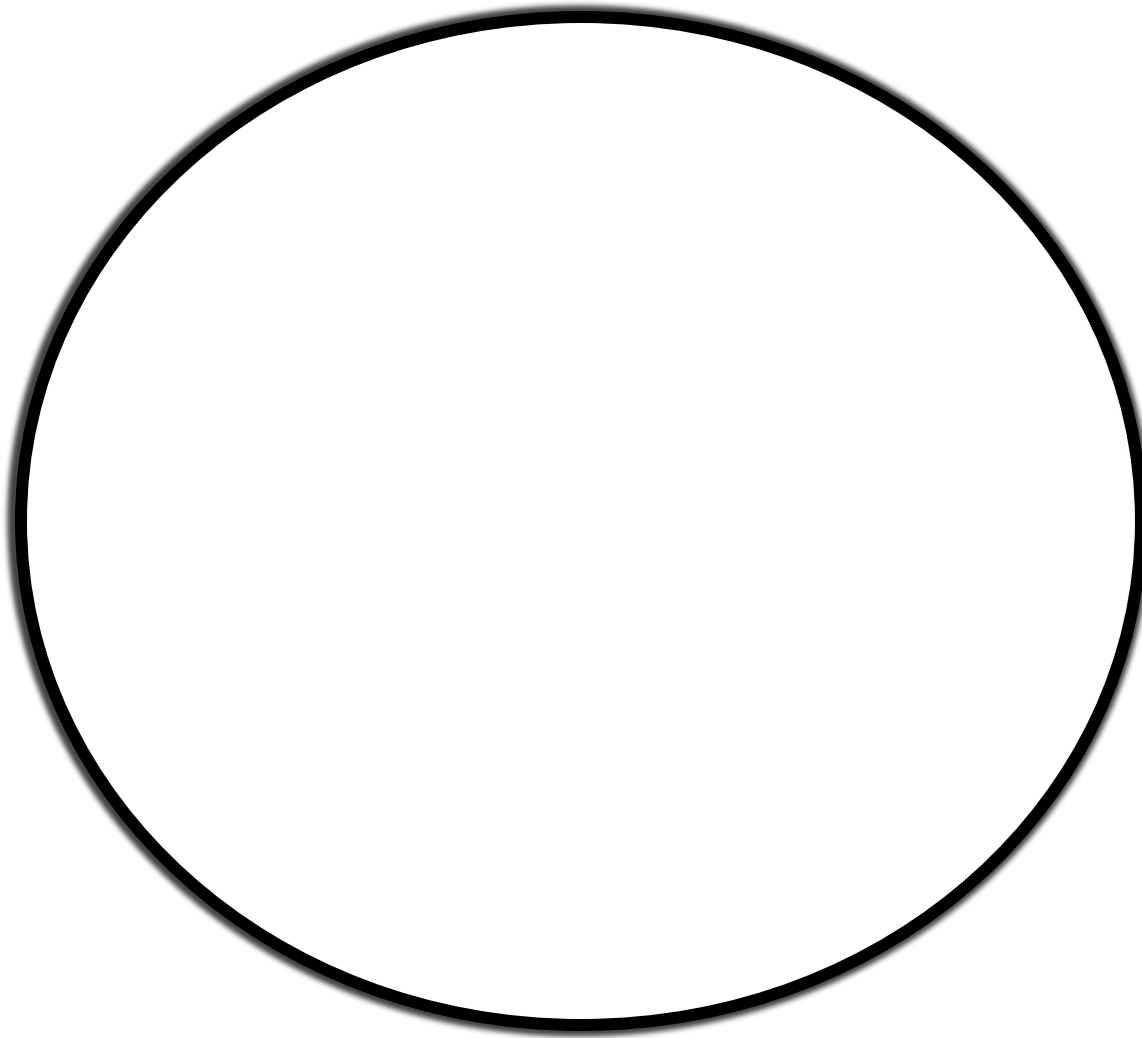
To think about:

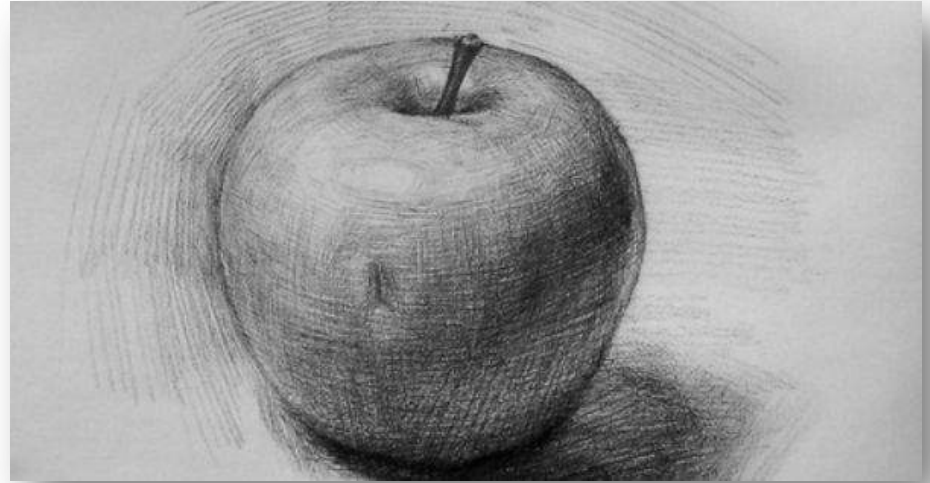
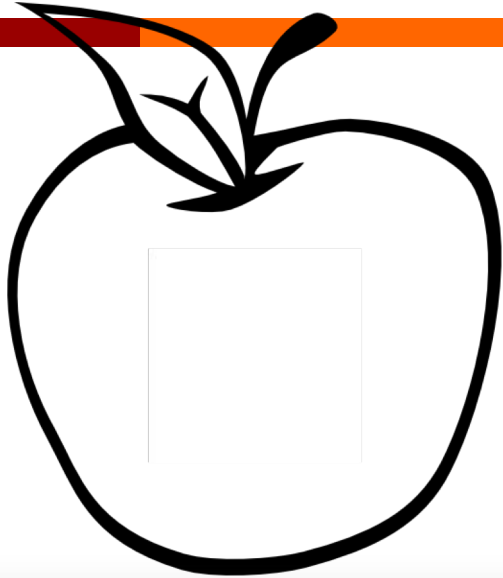


Three Underlying Cultural Differences



- Oral transmission vs. written word
- Collectivism vs. individualism
- Informal ways of learning vs. formal education





Individualism

- Personal efforts praised, rewarded
- Personal interests, desires, primary
- Personal responsibility
- “Self-actualization”



(Hofstede & Hofstede, 2001; Lee & Oyserman, 2008; Triandis, 1995)

Collectivism

- “We” rather than “I.”
- People see themselves as part of an interconnected whole
- “Web” of relationships
- Group is more important than any single individual



Formal vs Informal Ways of Learning



Academic Ways of Thinking and Decontextualized Tasks

➤ Definitions

➤ What is a tree?

➤ True/False

➤ Trenton is the capital of New Jersey.

➤ New York City is the capital of New York State.

➤ Classification

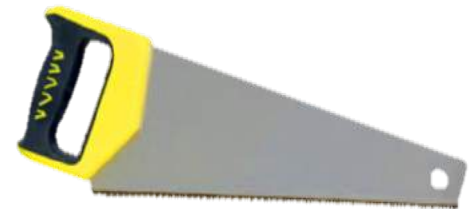
➤ Categorize these objects



Sample Question

What is the
group?

Which ITEM
does not
belong in the
group?



(Luria, 1976)

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(Adapted from DeCapua & Marshall, 2011; Marshall & DeCapua, 2013)

Cultural Dissonance

(Ibarra, 2001)

**Mutually
Adaptive
Learning
Paradigm**

Mutually Adaptive Learning Paradigm® - MALP®

Culturally responsive teaching approach

Elements from student's learning paradigm

Elements from Western-style education

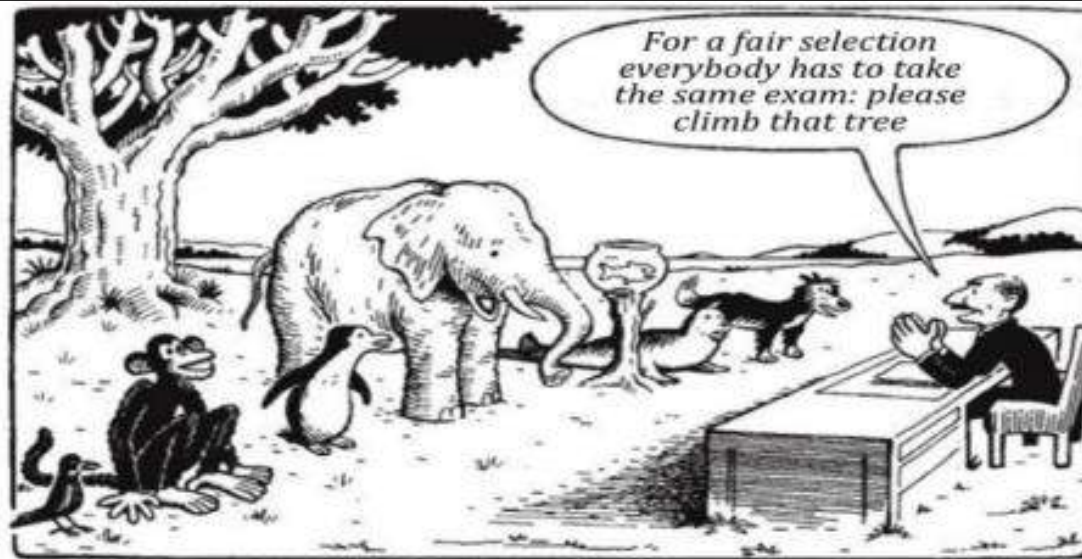
**Transitional model to address the
achievement gap through focusing on cultural
dissonance**

Two Different Learning Paradigms

Aspects of Learning	Familiar Cultural Settings	U.S. Classroom Settings
CONDITIONS	Immediate Relevance Interconnectedness	Future Relevance Independence
PROCESSES	Shared Responsibility Oral Transmission	Individual Accountability Written Word
ACTIVITIES	Pragmatic Tasks <i>based on</i> Socio-Cultural Experiences	Decontextualized Tasks <i>based on</i> Academic Ways of Thinking

Two Different Learning Paradigms

Aspects of Learning	Familiar Cultural Settings	U.S. Classroom Settings
CONDITIONS	<p>Immediate Relevance</p> <p>Interconnectedness</p>	<p>Future Relevance</p> <p><i>Standardized Testing!</i></p>
PROCESSES	<p>Shared Responsibility</p> <p>Oral Transmission</p>	<p>Individual Accountability</p> <p>Written Word</p>
ACTIVITIES	<p>Pragmatic Tasks</p> <p><i>based on</i></p> <p>Socio-Cultural Experiences</p>	<p>Decontextualized Tasks</p> <p><i>based on</i></p> <p>Academic Ways of Thinking</p>



Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein

Mutually Adaptive Learning Paradigm® MALP®

SLIFE

U.S. Classrooms

ACCEPT
CONDITIONS

Immediate Relevance
Interconnectedness

Future Relevance
Independence

COMBINE
PROCESSES

Shared Responsibility

Individual Accountability

Oral Transmission with Written Word

FOCUS on
NEW
ACTIVITIES with
familiar language
& content

Pragmatic Tasks
based on
Socio-Cultural Experiences

Decontextualized Tasks
based on
Academic Ways of Thinking

Gettysburg

National Military Park
Camp Life: Civil War Collections

National Park Service
U.S. Department of Interior



Museum Management Program

[Introduction](#) : [Living in Camp](#) : [Existing Day to Day](#) : [Battling Boredom](#) : [All Image Gallery](#)

[Playing Games](#) | [Writing](#) | [Drinking & Smoking](#) | [Taking Pictures](#) | [Whittling](#) | [Making Music](#) | [Praying](#)

Playing Games

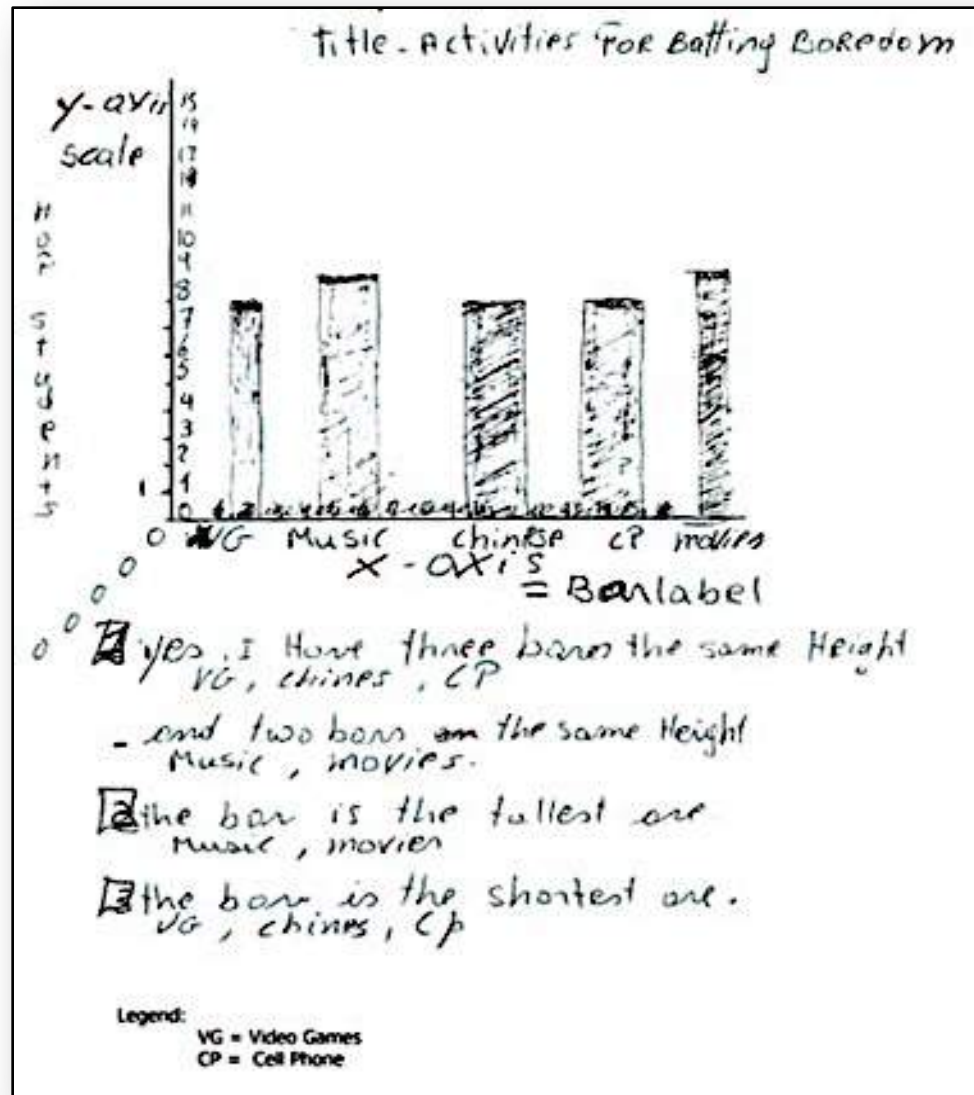
Like soldiers of all wars, games of chance and the exchange of money were popular in both armies. A successful gambler could send money home to help in the hard times shared by many.



Soldiers could pass several hours away playing games with friends. Many games from the Civil War era are still popular today. Soldiers played board games including checkers or draughts, chess, dominoes, and cards, and other games of



Battling Boredom: Carol's Bar Graph



MALP Teacher Planning Checklist[©]

Mutually Adaptive Learning Paradigm[®]

MALP Teacher Planning Checklist

A. Accept Conditions for Learning

A1. I am making this lesson/project immediately relevant to students' lives.

A2. I am helping students develop and maintain interconnectedness with teach other and with the instructor.

B. Combine Processes for Learning

B1. I am incorporating shared responsibility and individual accountability.

B2. I am scaffolding the written word through oral interaction.

C. Focus on New Activities for Learning

C1. I am developing academic ways of thinking using familiar language and content.

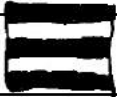
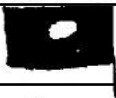
C2. I am teaching students to engage in decontextualized tasks to demonstrate mastery of these new ways of thinking.

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Class Survey: Crossing the Mekong

- Interviewing at home
- Sharing data in class
- Drawing map & flags
- Entering data
- Using sentence frames
- Responding to questions

Thailand	Mekong River	Laos	
			
	rode a raft	across the Mekong	in
Ying			1977
Mai			1987
Yer Lang			1979
Yee			1987
Mai #2			1979
Chae	Swam		1988
Ma	Swam		1978
Hai	was pulled		1986
Lee	was pulled		1983



Attendance: Martha's Absence Chart

I was absent because ----

it was raining

I had to interpret for my aunt

I had to go with my parents because no one could pick me up at 3:30

I had a sore throat and a headache my stomach was hurting

I don't have an umbrella

My mother had to go to an Immigration meeting

My mother had a toothache and I went to the dentist with her

I threw up

I went skating with my family

I had to go to the airport to say goodbye to my cousin

I helped my mom take our dog to the vet.

I had a fever

I wanted to see my dad's friend

I wanted to see my Dad's friend.

I had to help my brother when he went to the eye doctor.

I had a toothache. I went to the dentist

I was asleep so late I couldn't come

I was asleep so late I couldn't come

It took too long at the pizza place.

It took too long at the pizza place.

I had a sore throat

Teacher: Martha McGloin

Reframing the Conversation

From



To



Ways of Learning Continuum

Dissonance View

they are starting from a different paradigm

Deficit View

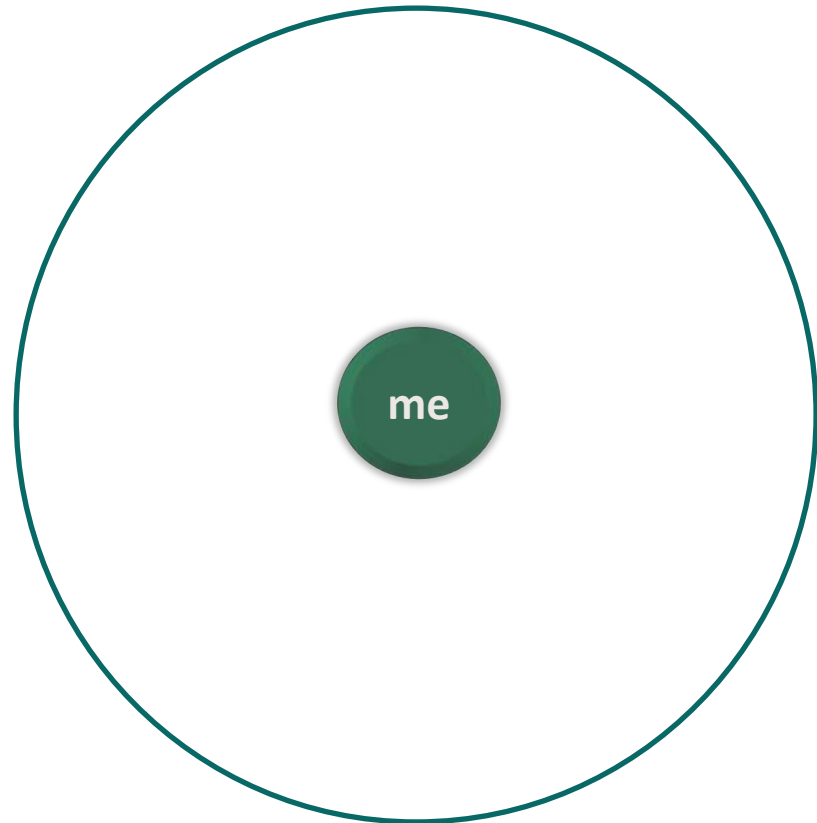
they know what to do but lack ability



Hallmarks/Deal Breakers of U.S. Mainstream Classrooms

- Promise of future reward from education
- Individual participation – the hand raise
- Display of mastery – standardized testing

The farther a student is from the “me” of the culture, the less credible the promise of future reward from education will be for the student.



(Crumpton & Gregory, 2011; Noguera, 2003)

The less comfortable a student is with mainstream processes of individual accountability and the written word, and the less familiar a student is with academic tasks, the less successful the student will be on standardized testing.



Standardized Testing!

Individual Accountability

Written Word

Decontextualized Tasks

based on
Academic Ways of
Thinking

(Menken, 2008; Wong Fillmore & Snow, 2000)

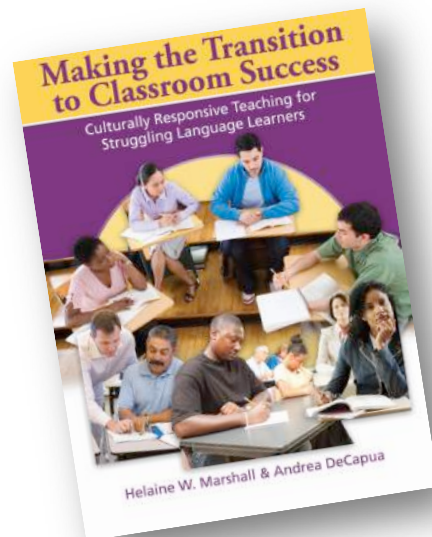
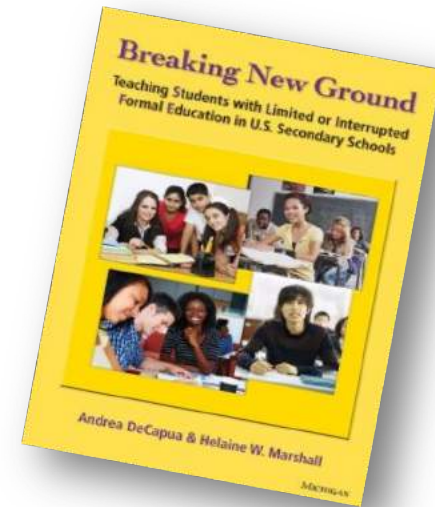
The farther a student is along the continuum of individualism to collectivism, the less invested the student will be in the individual hand raise.



(Littleton & Howe, 2010)

MORE MALP PROJECTS in Our Books

Class Surveys: *Immigration*
Collections: *Mystery Bag*
Mapping Time: *Timelines*
Autobiographies: *Transitions*
Bookmarking: delicious.com



Class Surveys: *Crossing the Mekong*
Mapping Time: *Calendar*
Theme Booklets:

Curriculum - *Fire Prevention*
Procedures - *Driver's License*
Language - *Comparison/Contrast*
Murals: *Our Community*