# Culturometrics

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**Confirming Cultural Identity** 

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**3 I.AM for Teaching:** The Culturometric 'Identity Affirmation Model' for teaching and learning

- 1. In this presentation we overview current criticisms of dated Teachers' Professional Development Programs (TPDPs)
- 2. We show that the problem is not so much the content or processes, but the lack of structure targeted to developing a strong professional identity
- 3. We note that the traditional content and processes of TPDPs can be reframed as a three-part embedded ability structure that matches the Culturometric Committed Communication (CCC) model
- 4. Then we show how the structure and the functions of the CCC are used to guide this significant, needed and relatively easily implemented restructuring

4 Overview current criticisms of dated Teachers' Professional Development Programs (TPDPs)

# The international literature is replete with scathing criticisms of Teachers' Professional Development programmes:

#### **Criticisms of TPDPs**

- TPDPs need to be More constructivist-based, holistic and integrated
  - with evidence-based practice replacing untested anecdotal received wisdom
- TPDPs need to address important positive attributes of teachers' professionalism
  - personal culture and commitment
  - professional flexibility and enactment of change
- TPDPs need to recognise and enhance that natural creative potential that makes teachers central change agents
  - in the lives of their students
  - in the shaping of society

Berry & Team, 2011; Creemers, Kyriakides, & Antoniou, 2012; Darling-Hammond & Lieberman, 2012; Darling-Hammond, 2010; Darling-Hammond, Bransford, LePage, Hammerness, & Duffy, 2007; Day & Sachs, 2005; Desimone, 2011, p. 69; Hargreaves & Fullan, 2012; Opfer & Pedder, 2011, p. 376; Pitsoe & Maila, 2012, p. 318; Sahlberg, 2011

5 Overview current criticisms of dated Teachers' Professional Development Programs (TPDPs)

The international literature is replete with scathing criticisms of Teachers' Professional Development programmes:

We show that the problem is not so much the content or processes, but the lack of structure targeted to developing a strong professional identity

What are the challenges in restructuring TPDPs?

- Pedagogic challenges Need a recognised unifying philosophy and purpose defining the restructuring of TPDPs
- Economic challenges Need to maximally utilise current faculty expertise and current programme content

6 Improving TPDP: 1 AM for Teaching

The international literature is replete with scathing criticisms of Teachers' Professional Development programmes:

- Pedagogic Solutions There is a growing body of recent literature that seeks to explain important aspects of Teacher Professional Development through the concept of <u>teacher identity</u>
- Economic solutions: Reframe traditional content and processes as three-part embedded ability structure that matches the Culturometric Committed Communication (CCC) Process (briefly presented now and expounded in *La Communication culturométrique engagée: Un modèle innovateur pour la refonte des programmes de développement professionnel des enseignants*

Problem is NOT content or processes, but lack of structure targeted to developing a strong professional identity

7 Pedagogic and economic solutions towards required changes

Traditional TPD content and processes can be reframed as a threepart embedded ability structure that matches the *Culturometric Committed Communication* Process

Three parts of the CCC model are:

- Part 1 Agreement of context
- Part 2 Alignment of values
- Part 3 Congruence of communication

Given this insight, it is now relatively easy, guided by the structure and functions of CCC, to reframe the existing traditional content and processes of TDPs to the dynamic of building strong professional identities by developing teacher abilities of cultural communication.

8 Improving TPDP: I AM for Teaching

Traditional TPD content and processes can be reframed as a threepart embedded ability structure that matches the processes of the Culturometric Committed Communication model

Part 1 - Know yourself – operationalised by content and process of Self-reflection > Agreement of context

Part 2 - Know others – operationalised by content and process of Collaboration > Alignment of values

**Part 3 - Manage others** – operationalised by content and process of Management and Policy

> Congruence of communication

The three parts could spread over 3 years for teacher training or be condensed for in-service training



9 Improving TPDP: I AM for Teaching

Traditional TPD content and processes can be reframed as a threepart embedded ability structure that matches the processes of the Culturometric Committed Communication model

Matching the three Communication Abilities to the three part ability structure of TPD



Now we show how the structure and the functions of the CCC are used to guide this significant, needed and relatively easily implemented restructuring

Culturometrics has three tenets: (i) a definition, (ii) an assumption and (iii) a belief
(i) One definition: Operational definition of Cultural Identity – 'Values in Context'.
(ii) One assumption: The purpose of all behaviours is to affirm one's Cld.
(iii) One belief: Culturometrics is a Humanist philosophy

All of culturometrics follows from these three tenets

Values' is short for Values, Attitudes, Beliefs and Intentions (VABI)

Some values are entrenched and resistant to change. These are core values of the identity. Whereas other values are more peripheral to the identity, lightly held, flexible and changeable. Our behaviours represent, symbolise and communicate our values in the current context

Communicator A

A's Cultural Identity



Two matching functions of these values in defining Cultural Identity are:

- Changeable fluid peripheral values identify the context and
- Stable values describe the core identity

CM posits the purpose of all behaviours is to affirm one's Cid.

- The meaning of behaviour is a major part of our learned culture our *enculturation*.
- Enculturation Filter (EF): Our enculturation is a permeable filter through which we try to communicate from our own culture.



• NB: It is not a coincidence that we depict the EF as a barcode – it is because EFs and barcodes have analogous functions.

• Communication with self retains and reinforces its original meaning because it comes back through the mostly same enculturation filter that gave it meaning.



• However, in cross-cultural communication that behaviour might be interpreted differently as it passes through the enculturation filter of a different culture.

#### **Cross-cultural Communication**

In cross-cultural communication the communicating behaviour might be interpreted differently as it passes through the enculturation filter of a different culture (e.g. different education stakeholders)



Now we know the structure of Culturometric Communication and the functions of its components, we can choose to use these functions to <u>affirm identities</u> during the communication process (I AM for Teaching and Learning)

The 3-ability sets required for Committed Communication: 1. Agreement of context. 2. Alignment of values 3. Congruence of communication



The 3-ability sets required for Committed Communication: 1. Agreement of context. 2. Alignment of values 3. Congruence of communication

- The teacher's identity depends on the <u>context</u> and the teacher's teaching practices reflect his/her <u>values</u> in that given context.
- The teacher and other stakeholders can attach <u>different meanings</u> to the education mission because of their <u>different identities</u>.
- CCC is a method which assumes the educational stakeholders' share their VABI.
- CCC allows stakeholders to negotiate alignment of cultural Identities in order to facilitate <u>mutual identity affirmations</u> necessary to successful joint cooperation.

**Method:** Identify each aspect of all current content and processes of Teachers' Professional Development with one part of the three-part embedded ability structure of Teachers' Professional Identity Development. Restructure each part by reframing it as a corresponding communication ability

- Restructure Reflection as > Agreement of context
- Restructure Collaboration as > Alignment of values
- Restructure Management and Policy as > Congruence of communication



#### How we do it:

• Restructure Reflection as > Agreement of context

Raising awareness that to collaborate with others who have different values, we need to modify or change our values.

 Restructure Collaboration as > Alignment of values
 Need to communicate our values to validate\* that our values are aligned with those of the group

• Restructure Management and Policy as > Congruence of communication Ensure teachers experience conforming to some 'improved' government policy Culturometric Identify Affirmation Model for Enhancing SL Teaching and Learning: CCC inclusion in TPD

# Conclusion: Successful teaching and learning depend on successful teacher-learner communication

TPD programs need to include the teaching of CCC processes in TPD to facilitate cross-cultural communication through achieving:

- Agreement of context: negotiating the boundary of context by contrasting the values that determine what is in the context and what is out of the context.
- Alignment of values: Need critical reflection for insight changes of Values, Attitudes, Beliefs and Intentions. To change stakeholders' VABI, PD needs to specifically target enculturation processes.
- Congruence of communication: to ensure that stakeholders' values signified by the methods of communication are congruent with the values the stakeholders bring to the negotiation.

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#### Culturometrics



What is Culturometrics Culturometrics Philosophy Culturometrics Methods and Techniques

# **Culturometrics Philosophy**

Globalization, with its inherent cultural mixing, has made traditional measures of cultural identity based on language, religion or rituals, inappropriate for assessing cross-cultural composite identities in multicultural societies. Culturometrics, by contrast, considers cultural identity of individuals and sub-groups as a complex composite of primary cultural identities evidencing cultural influences from society's other cultural groups. Culturometric Identify Affirmation Model for Enhancing SL Teaching and Learning: Developing Culturometric Committed Communication

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