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# Effective Pedagogy in Cultural Context: Preaching to the Introverted

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# Thesis

1. Children in different cultures behave differently
2. Therefore, we should use different strategies to teach them

David F. Lancy

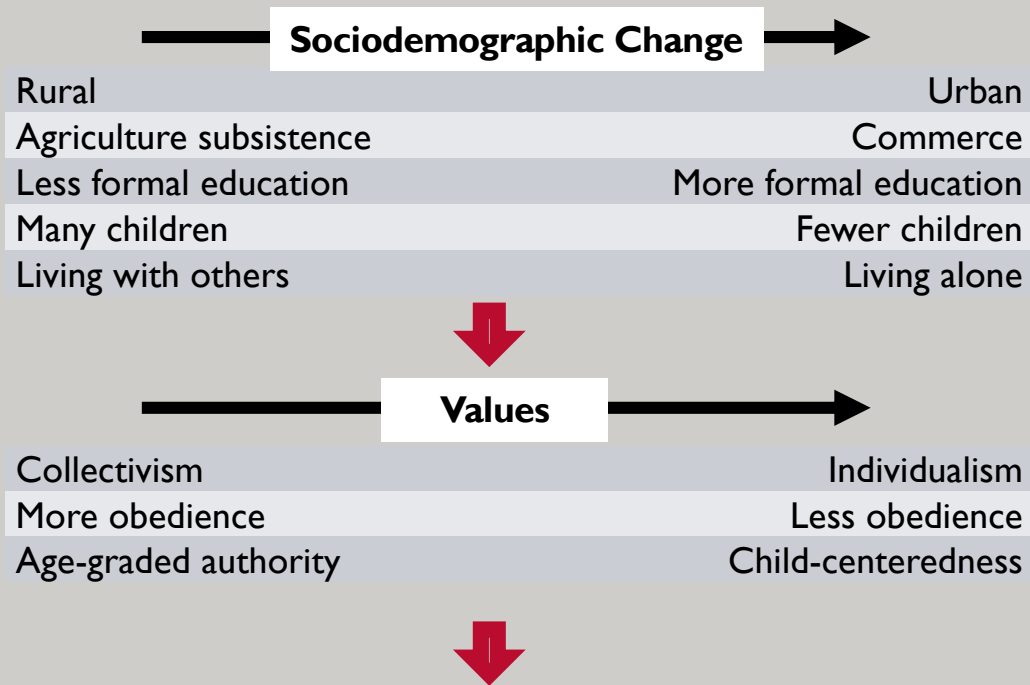
# The Anthropology of Childhood

Cherubs, Chattel, Changelings

SECOND EDITION



# Social Change and Human Development



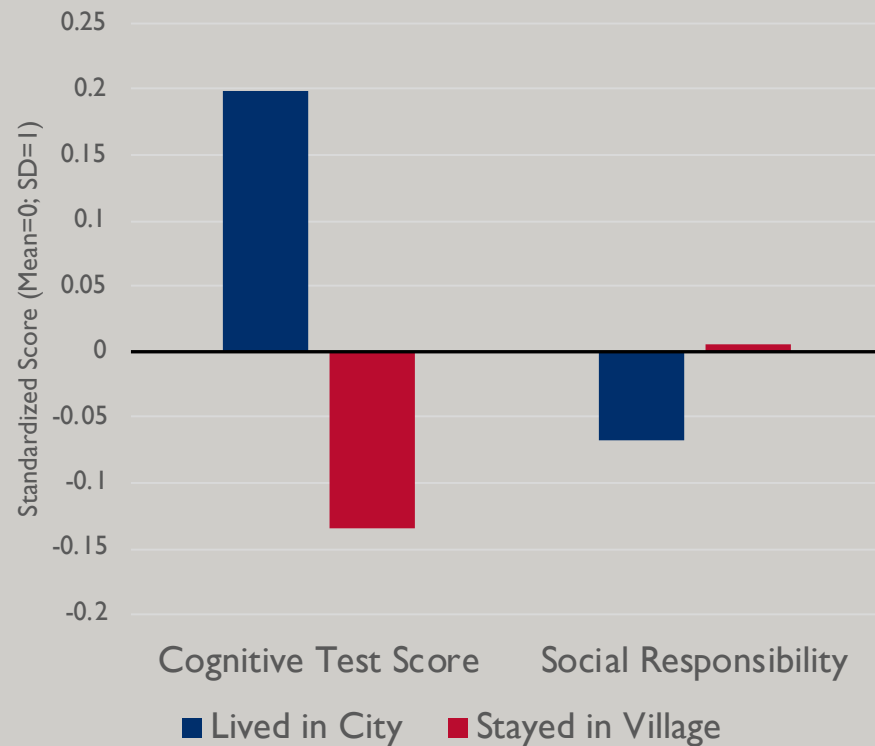
Greenfield, P. M. (2016). Social change, cultural evolution, and human development. *Current Opinion in Psychology*, 8, 84–92. doi:10.1016/j.copsyc.2015.10.012



**Developmental/Behavioral Change**

Respect, obedience	Expression, curiosity, independence
Shyness	Extraversion
Gender roles ascribed	Gender roles chosen
Focus on others	Focus on self
Empathy for others	Internal feeling states
Less self-esteem	More self-esteem
Fitting in	Standing out, uniqueness
Cooperation	Competition

# Urban Migration and Cognitive Abilities in the Gambia



Jukes, M. C. H., Zuilkowski, S. S., & Grigorenko, E. L. (2018). Schooling, urban migration and the development of cognitive skills and social responsibility in the Gambia, West Africa. *Journal of Cross-Cultural Psychology*, 49(1), 82–98.

**“Respect is an investment.”**





# Goals for Schooling

- Julian Huxley, first Director of the United Nations Education, Scientific, and Cultural Organization (UNESCO) (1932). The dual mandate of education:

“...education should be adapted to the local environment of time and place, and yet give the opportunity of transcending that environment.”



## Research Questions

- What are the cultural differences in classroom behaviour in Tanzania?
  - Social-emotional competencies of children
  - Teacher-child interactions
- How is teaching different / less or more effective as a result?



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# **USAID** *Tusome Pamoja*





## **Study 1: What qualities do your children/students need in order to learn in school?**

Parents – respect, obedience, disciplined, being polite and calm

Teachers – curiosity, confidence, self-belief

## **Study 2: Assessment of student qualities in rural and urban areas**

Curiosity is more common among the children of wealthy, urban educated parents

Jukes, M. C. H., Gabrieli, P., Mgonda, N. L., Nsolezi, F. S., Jeremiah, G., Tibenda, J. L., et al. (2018). Respect is an investment: Community perceptions of social and emotional competencies in early childhood from Mtwara, Tanzania. *Global Education Review*, 5(2), 160–188.

## **Study 3: Culture in the Classroom**

RQ1. What is your theory of teaching and learning?

RQ2. Which activities work best with which children?

36 teachers in Zanzibar and the Iringa and Mtwara Regions

Grades 1 and 2

1 classroom observation + 1 qualitative interview



## Improving Pedagogy in Tusome Pamoja

Encouraging individual demonstration  
of new skills – e. g. through “I do/we  
do/you do”

Checking for understanding by  
encouraging individual responses from  
students

## Who Participates in Classroom Activities?

“Those pupils who volunteer are courageous, they love to be close to teachers, they trust their teachers in a way that nobody else can teach them.”

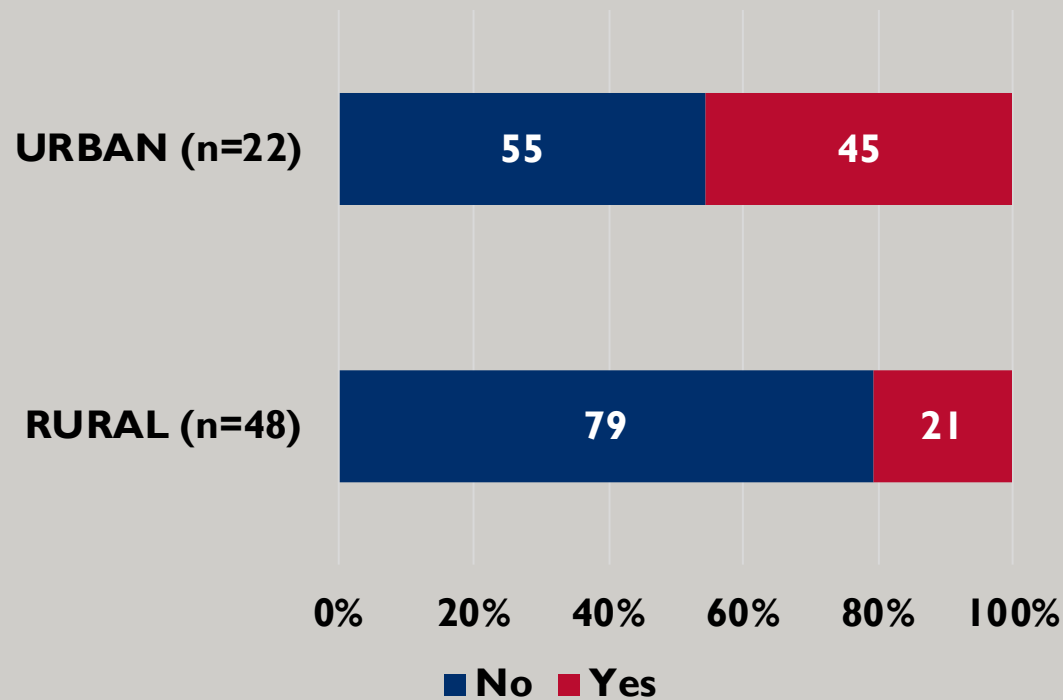
“[Pupils] follow me after class to ask [questions]. These [pupils] are outgoing, they are not timid, [and] they are talkative. You find out that even their parents are very active in the community.”

## Comments from Urban Vs. Rural Teachers

Description of Code	Number of Teachers		
	Rural	Urban	% Urban
Pupils who raise their hands are the active and sociable ones.	5	1	17%
Pupils who raise their hands are the curious ones.	5	1	17%
Pupils who do not raise their hands are shy and fearful.	13	3	19%



## More Urban Classrooms Have Children Who Ask Questions or Express Their Ideas (MELQO, 2017)



Pearson's chi-squared test ( $\chi^2=4.48$ ,  $p=.03$ )

## Reasons Why Children Are Quiet

“A quiet girl will make a good wife.” (*Mtoto mkimya ni mke mzuri*)

“It is necessary to have two teachers to manage their behavior. **The use of sticks is necessary to make pupils calm** and pay attention to the lesson.”

“Pupils whose parents are strict with them, such children end up being fearful [during class].”

# Learning Together

Choral reading dominates

“Pupils learn best when they share a book together. **Distributing a book to each hinders cooperation** among them.”

“I give reading assignments in groups so that children can help one another. **Individual reading in class can cause weak pupils to just cram words** without learning how to read them.”

“Independent learning is not effective because **pupils always cooperate with others in life**, even with normal things, so it will take time for pupils to understand when taught alone compared to being in a group.”

## **Predominance of Teacher-Led Activities**

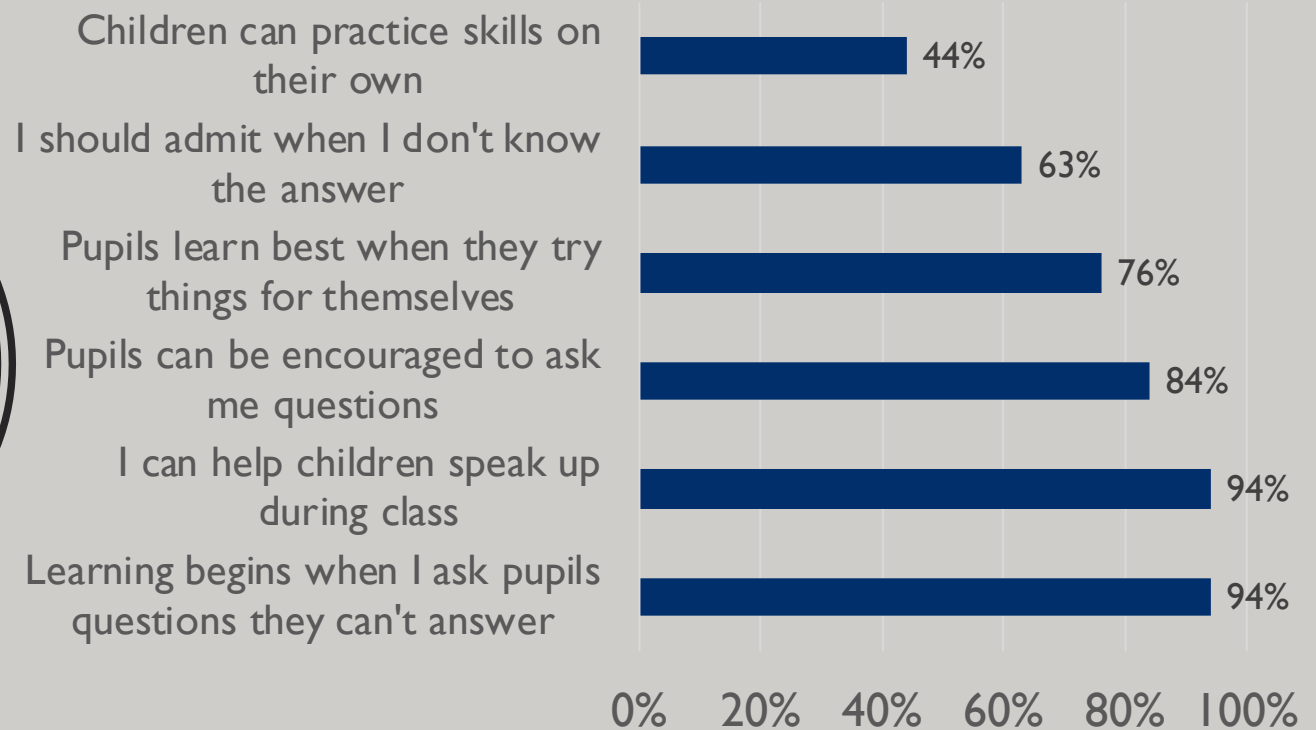
“You do” is teacher led and is more similar to “We do.”

“Some [pupils] are afraid to make mistakes.”

**“It is a waste of time to ask [pupils] things they do not know.”**

“You know when you do something together with your pupils, you get connected to them.”

## Teachers' Pedagogical Attitudes



Forced-choice questionnaire with 131 teachers from 36 schools

# Conformity

“[Some Pupils] are like a flag following the wind.”

“When I demonstrate and they follow me, they will do it like parrots.”

Teacher’s response: Repeat questions and encourage original answers; ask pupils to close their eyes and answer questions with gestures.

# Implications for Schooling

1. Activities / programs to build confidence and curiosity
2. Achieve individual learning goals through collective activities
3. Involve parents and teachers in design of instructional reform

## **Conclusion—Who Decides the Direction of Change?**

Children becoming more confident and curious is a direction of cultural change emerges from the community – it's not imposed upon it.



## Research Partners

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