


TABLE 1.1  
Cultural Frameworks in Teaching and Learning Model

Individuated		Integrated
<i>In a culturally <u>individuated</u> framework, a private compartmentalized, linear, contextually independent conception of the world is common, assumed, and valued.</i>		<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	<b>Purpose of Learning</b>	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	<b>Ways of Taking in and Processing Knowledge</b>	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	<b>Interconnectedness of What is Being Learned</b>	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	<b>Responsibility for Learning</b>	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	<b>Time</b>	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 or bounded learning; communication primarily between teacher and students	<b>Role of the Teacher</b>	Facilitator of learning experiences—multiple perspectives and ways of learning, emergent constructivist; wide variety of interactions among 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	<b>Student Interactions</b>	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	<b>Sequencing</b>	Learning by doing, listening to others' experiences, imagining or experiencing first, then drawing out abstract theory

*Note. Chávez & Longerbeam.* The earliest version of this model was presented in a paper at the 2009 ASHE Conference and developed from a later version of the model in Ke & Chávez (2013).

Cultural worldviews or frameworks can be conceptualized as flowing along a continuum of behaviors, beliefs, assumptions, and priorities from individuated to integrated worldviews. The development of reasoning is influenced by early cultural practices and language in an individual's life. The Cultural Frameworks in Teaching and Learning model (see Table 1.1) was developed and honed from earlier research (see Chávez, Ke, & Herrera, 2012; Ke & Chávez, 2013) and through our ongoing practice and research with faculty as they strove to balance cultural frameworks to teach more