

Culture and Learning: An Overview of Research Strands

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Address to National Academy of Science workshop (Committee on Research in Education)
June 30, 2003

Culture & Learning Research Strands of 1960s-1970s

Cross-cultural psychology

Gave cognitive tests 'overseas' (e.g., memory, conservation)

Questioned assumptions about generality

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IQ and academic tests; Maternal teaching styles

Deficit model (of genes, of family)

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Anthropological research

‘Folk’ systems of thought

(e.g., navigation, biology, legal reasoning)

US: sociolinguistic variation

Culture & Learning Research Strands of 1978-1990s

Cultural Psychology/ Sociocultural research

Searched for theory that takes context into account

Built on Vygotsky's theory

Language Socialization research — learning processes

Rogoff & Chavajay (1995) review

International studies of math performance as well as instruction

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US minority research countering 'deficit' model

No such thing as culture-free tests

Call for normative developmental research

Avoid treating dominant group as 'standard' or 'normal'

Growth of interdisciplinary interest and ethnographic methods

Trends in Current Culture & Learning Research

Sociocultural research and ‘minority’ research coming together

Cultural processes involved in ALL children’s learning

Quantitative AND qualitative research

Integrating them, so they build together

Emphases in Current Culture & Learning Research

Cognitive research examines *cultural practices*

Tests as a type of social/cultural setting

Attention to formats of engagement

(e.g., collaboration, known-answer testing)

Cultural tools (e.g., number systems, sextants, star maps)

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Culture seen as *dynamic* process; historical view crucial

For understanding changing cultural tools

For understanding cognitive opportunities

Access to adult activities

Political constraints in varied populations

For understanding formats of schooling itself

For understanding relation of schooling and home

Rogoff (2003) book

Research and Conceptual Challenges and Controversies

Culture used interchangeably with race and ethnicity

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Gutierrez & Rogoff (in press) article; Rogoff (2003) book

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Generality is an empirical question.

Avoid knee-jerk 'representativeness' based on social address
Characterize people engaging-in-cultural/historical-activity

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Need more research based on current theoretical advances

Impediments to research progress

Journals/funding agencies often protect disciplinary turf
with methodological rigidity

(Control groups? Culture as a variable?

Fancy stats? Avoid stats?)

Rogoff & Angelillo (2003) article

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Problem of premature standardization — need more empirical work on regularities in the roles of task context and cultural experience in performance.

Need *lines of research that build on prior studies*, adjusting measures in accord with what is learned

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Need interdisciplinary conversations in working research meetings

Related Rogoff publications (I have a copy of each along if you want to look at them)

Rogoff, B. (2003). *The cultural nature of human development*. New York: Oxford University Press.

Rogoff, B., Paradise, R., Mejía Arauz, R., Correa-Chávez, M., & Angelillo, C. (2003). Firsthand learning through intent participation. *Annual Review of Psychology*, 54, 175-203.

<http://psych.annualreviews.org/cgi/content/full/54/1/175?ijkey=oG//3NWZ0JhbE&keytype=ref&siteid=arjournals> (If the URL is broken with line-breaks, delete the line-breaks, making the URL a single long line, then paste it into the "Location:" box of your web browser.) From the publisher: This is complimentary one-time access, for your own personal use.

Rogoff, B., & Chavajay, P. (1995). What's become of research on the cultural basis of cognitive development? *American Psychologist*, 50, 859-877.

Chavajay, P., & Rogoff, B. (2002). Schooling and traditional collaborative social organization of problem solving by Mayan mothers and children. *Developmental Psychology*, 38, 55-66.

Rogoff, B., & Angelillo, C. (2002). Investigating the coordinated functioning of multifaceted cultural practices in human development. *Human Development*, 45, 211-225.

Gutierrez, K., & Rogoff, B. (in press). Cultural ways of learning: Individual traits or repertoires of practice. *Educational Researcher*.