Cultural Framework for Teaching and Learning
1=Individuated   5=Integrated

Purpose of Learning	Please share an example	Ways of taking in and processing knowledge	Please share an example	Interconnectedness of what is being learned	Please share an example	Responsibility for learning	Please share an example	Time	Please share an example	Role of the Teacher	Please share an example	Student Interactions	Please share an example	Sequencing	Please share an example
4		5		4		4		3		4		3		5	
4		4		4		4		5		5		5		5	
5	Discussions about how to help others applying what we learn, getting ideas from students	4	Always reflecting on learning from community and giving back. Extra-credit for financial literacy in VITA program, and assisting entrepreneur teams across univ	5	Discussion questions every week, students respond to each other	5	Group projects with group reports, besides drafts. They decide how to rotate roles	5	Structured course, flexible with deadlines	5	Invite test questions from students. Open book tests	5	Student questions, feedback before end of semester	5	After discussions, essays and group projects. Extra credit for engagement in professional development and assisting community
5	collective wisdom - fosters small pods for groups to share in a safe environment	5	they are all interconnected - provide the attitude from the students to be their authentic self	5	Transferable knowledge - asking where have they seen it before	5	Learning is a partnership sport. We learn through social interaction and sharing	5	We all connect the dots at different times, always providing a chance to circle on the concept multiple times.	5	My role is to provide the safest environment to learn at each student's own pace. I'm learning right along side them. Its a partnership	5	Peer to peer learning is more effective than lecturing.	5	The sequence is the beauty of the individual learner. The journey is the reward
3		2		3		2	We assign individual grades to individual students. I am trying to find ways to signal the importance of a more integrated perspective through grading.	4	Though I was raised in a culture that highly values being "on time," I find myself late quite often. One cause is that when I am in conversations with people, I am hesitant to cut them short to prioritize being somewhere else on time. In classes, the pressure to "stay on track with the syllabus" makes me feel constrained. If students engage with	3	Over the course of my career this has changed! It is hard to design activities to let students learn actively and lead but when you do == wow!	2	While I aspire to other streams of communication, I am highly dependent (and comfortable) with text based communication.	4	In the favorite class I taught for many years, I finally learned to begin on the first day with an activity: we all looked at a painting together to see what we see and how we describe. And then we would go back and build theory.

4	I enjoy teaching because I want to impact and improve the lives of those in my community.	2	I like learning and processing information independently, before discussing them with others.	3		4	As a learner, my role models and the beliefs of my family in the importance of education was essential.			5		4		3
3	Individual knowledge can benefit the community if it is shared. It can also an example for others.	5	If I feel connected to the material I will benefit from it more.	5	When I can relate to what I am learning through my own experiences.	3	There has to some individual responsibility but we can work together to share information.	3	Give dues dates but be flexible when needed.	5	Facilitate attempt to build community in the classroom.	5	Form community in the learning environment.	5
3	Assessments are still very much geared toward individual mastery. However, I incorporate integrated wisdom and betterment through activities like oral histories and community days.	3	I aspire toward integrated and "talk" about it, but when I reflect more deeply on my practice, I don't know that the assignments reflect this. There are aspects of my practice that include integrated, such as writing process work.	4	One example is my media studies courses, which integrate current social justice issues, but also take into account visual culture (decomposing images and re-composing counter-narrative)	3	Group assignments; peer feedback; reflection; instructor transparency/vulnerability	4	I am very process oriented in assignment/experience design. For example, my graduate students are doing an inquiry project with a partner- it's broken up in parts and we start with a "continuum of polish"					
3	making for both tackling big problems and creativity for expressing and supportign community	4	labs are a shared, collaborative space where informal learning happens between students	3	depends: science theory is individual, while application of said theory is integrated	2	we value the attitude that if you do not study, you do not get the grade. and that responsibility is individuate							
3	Show how the course affects their ability to retire in the lifestyle they want	2	Students do a learning styles assessment at the beginning of the course to help them relate to the teaching tools used.	3	Some of the threaded discussions help students connect the dots with professional practice after graduation	2	There is some teamwork in a semester project of the team's choosing.	2	The course material is linear.The team project is more process oriented	3				

3		3	I regularly ask students to balance individual writing exercises with individual and group reflection activities on the writing process.	3		3	I regularly assign discussion activities in order to promote an active learning environment in which students make individual contributions while also learning from each other.	3	I regularly stress the importance of writing as a process that unfolds over time. Students have staggered deadlines that emphasize the ongoing nature of the writing process.	3	I regularly balance lectures with student-centered group work.	3		3
5	Integrate social justice with their teaching practice	4	Students begin with a cajita exercise and reflect on the content in discussion groups and in class.	4	students write analytical papers in which they summarize the readings and apply it to their ow experience.	4	Each student is responsible for facilitating discussions. Students also work in small groups.	3	Some groups work collaboratively while others divide up the work.	5	Comments on student work on individualized, and there is a lot of interaction outside of class as well as after the semester has concluded.	3	This is an area for further improvement.	
4	Professionals having a responsibility with the society and humanity	3	Students knowing the real life applications of what they learn	3	Learning applied concepts	3	Students learnng as individuals so they participate in community learning	3	Deadlines are a must in real life	2	In face to face leaning more to 5, in virtual leaning to 1	3	Community learning is powerful	3
2	I ask for individual competencies (assignments/tests) but offer learning in groups for discussion/perspectives	2	"mind" for knowledge is emphasized, but with some reflection, experiences to draw on	4	contextualized learning is critical, I probably don't emphasize family connections, but certainly community	5	shared learning is critical in the development process (vs. my previous answer about "proof" of knowledge through assessments)	3	I value both- we need to have time to learn but also the reality is there are constraints on time that are "reality" (whether we like it or not)	5	student-student interactions are critical (e.g. jigsaw activities, finding each other as resources)	4		4
4	Working in teams or groups	4	groups designed to get to know other students	3	combination of both to master course material	5	Highly encouraged to work with other students and placed into groups	4		4		5		4

3	Movement towards a collective orientation to teaching will promote the whole purpose of education.	5	making learning meaningful and applicable makes it a more purposeful experience. Groupwork, experience sharing, making connections, building networks	5	Teaching and learning in the context of life make it more understandable for students. All concepts are connected.	4	It is a shared practice	1	4	5	3	0