Understanding Contextualization in Education and the Cultural Space

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Session Outcomes

1. • Understand the background of contextualization ;
2. • Exhibit one’s knowledge, concept and processes of contextualization; and
3. • Position one’s philosophy/epistemology of contextualization.

Background of Contextualization: New Developments in Education

Three Waves of Education Trends (Cheng, 2005)

1st wave

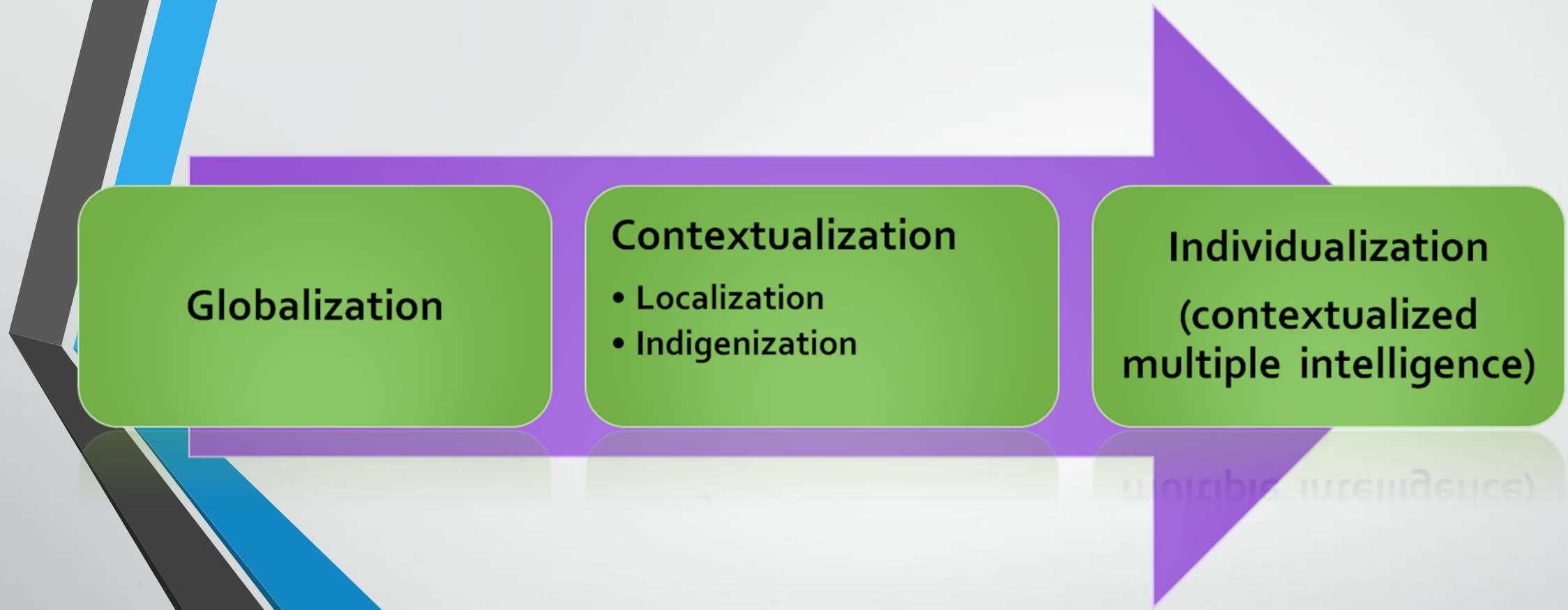
Input approach- external input, value added in teaching, improvement of external processes

2nd Wave

Interface of processes- School based management, quality assurance, accountability, stakeholder r's satisfaction, quality inspection and quality assurance

3rd wave

future effectiveness


Globalization
Contextualization
• Localization
• Indigenization
Individualization
(contextualized multiple intelligence)

Contextualization/ Localization

- transfer, adaptation and development of knowledge, values, skills, and technology to/from local settings (local networking, local community, indigenous culture, local needs and relevance)

- Global transfer, adaptation and development of knowledge, values, skills, and technology (Global network, global village, global technology)

Globalization

- transfer, adaptation and development of knowledge, values, skills, and technology for self-knowledge (individual needs and creativity, self-management, self-actualization

Individualization

Implications to education

- Global relevance of education, pool of best intellectuals for the world, initiatives in the world (web based learning, internationalization programs)

Globalization

Contextualization/ Localization

- Education for local development, local partnerships in teaching and learning, local collaborations (Community, involvement, local partnerships, learning localization is technology, social, political and economic)

- Human initiatives, and learning, individual creativity, special needs (contextualized multiple intelligences)

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Individualization

An Illustration of Individualization: OECD Learning Compass

Figure 2. The OECD framework for measuring well-being and progress

Similar to other 21st Century Learning Frameworks

- **The Assessment and Teaching of 21st Century Skills (ATC21S)**
- **Four pillars of learning (UNESCO)**
- **Partnerships 21 (P21) Framework for 21st Century Learning**

New Paradigm for Education Reform

Teaching /Learning

- Participation
- Making
- Experimenting
- Searching
- Reflection
- Others

Student Outcomes

- Self-determination
- Responsibility
- Creativeness
- Understanding
- Insights
- Investigation skills
- Others

The New Paradigm in Education

Teachers' Roles

- Appreciator
- Partner
- Guide
- Interrogator
- Counselor
- Exemplar

Student Roles

- Searcher
- Partner
- Designer
- Explorer
- Thinker
- Client
- trainee

New Platform for Student Learning: Direction for Contextualization

Student's Future
Effective Lifelong learner

Effective Learning
(Learner Centered)

School-Based
management

Central Education Platform (Knowledge
and Technology intensive)

Policies as Bases for Contextualization

- RA 9155-Governance of Basic Education Act of 2001-local initiatives and empowerment of schools
- RA 10533-Enhanced Basic Education Act of 2013-contextualized and global curriculum
- Deped Order 32. s. 2015-IPED Curricular Framework Definition of Contextualization, localization and indigenization
- DepEd Order No. 35, s. 2016 LAC as a K to 12 Basic Education Program School-Based CPD Strategy for the Improvement of Teaching and Learning

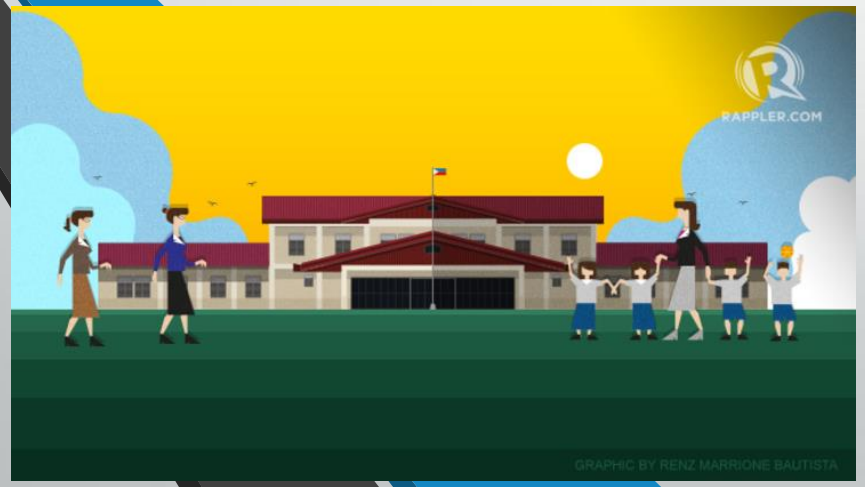
CMO #2, s. 2019. Integrating IPKS for peace and development.

Policies/Programs as Bases for Contextualization

Programs

- TEEP (Third Elementary Education Project-Reading using local stories (1998-2006)
- BEAM (Basic Education Assistance for Mindanao-2002-2007)
- STRIVE (Strengthening Implementation of Visayas Education 2005-present-localization/contextualization
- PRIME(Philippine Response to Indigenous People's and Muslim Education-2011-2014)

Contextualization in Education



Concept of Contextualization in Education

Assumption: students came from culturally and linguistically diverse groups

- Culturally relevant" (Ladson-Billings, 1995b)
- "culturally appropriate" (Au & Jordan, 1981),
- "culturally congruent" (Mohatt & Erickson, 1981
- culturally responsive" " (Cazden & Leggett, 1981)
- "culturally compatible" (Jordan, 1985; Vogt, Jordan, & Tharp, 1987).

Concept of Contextualization in Education

- development of new skills, knowledge, abilities, and attitudes through the presentation of subject matter in a meaningful and relevant context such as in previous experience, real-life, and workplace (Rivet and Krajcik, 2008; Bringas, 2014).

- practical or real world context are meaningful to students (Baker, Hope, and Karandjeff, 2009).

- grounded from various pedagogical theories such as motivation theory, social learning theories, problem –based learning, and learning styles (Androitis, 2017).

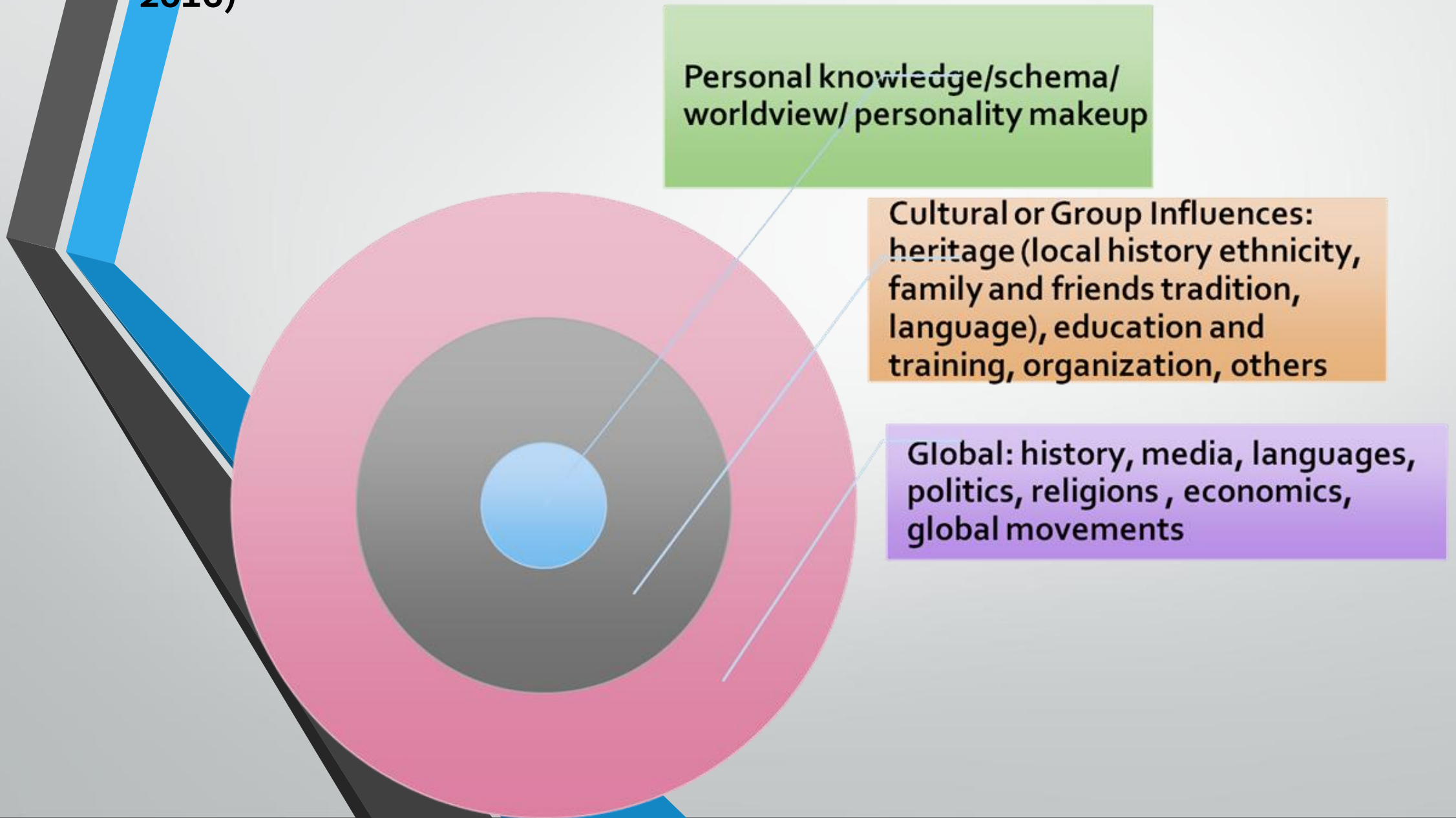
Contextualization refers to the educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to all learners (DepEd Order 32 s. 2015)

Why do we have to contextualize teaching and learning?

- Inclusive education
  - If instruction reflects the cultural and linguistic practices and values of only one group of students, then the other students are denied an equal opportunity to learn. Instruction that is culturally responsive addresses the needs of all learners (Richards, 2006).

- Responds to diversity in the classroom

The World of Learners: Personal, Cultural and Global (British Council, 2016)



Dimensions of Contextualization

Personal

- personal knowledge
- schema
- worldview
- perception
- mindsets

Localization

- socio-cultural, historical, political, economic, bio-geographical contexts of local communities
- Material culture in local communities

Indigenization (IPRA 8371)

- Indigenous Knowledge Systems of Indigenous Peoples (socio-cultural, historical, political, economic, bio-geographical-ancestral domain)
- Material culture of Indigenous Peoples (ancestral domain)

Educational Psychology

Lenses of Contextualization

Social Anthropology

Educational Anthropology

Lenses of Contextualization

drawing out students' long-term memories and schemas for familiar content and linking this to new information

ensuring cognitive processing

Educational Psychology

(personal knowledge, schema, worldview)

new learning occurs when learners process new information (Lockhart and Craik, 1990)

to weave various threads of students' experiences within activities in ways that advance students' thinking

Processing information is accomplished by engaging students in activities requiring sorting, analyzing, and interpreting new information in the context of familiar material (Beals, 1998).

Requires teachers to hold the academic objective in mind while monitoring learners' changing understanding – Double move (Hedegaard and

Lenses of Contextualization

Educational Anthropology (socio-cultural, historical, political, economic, bio-geographical contexts)

human mind as an artifact developed out of social, historical, and cultural contexts and reflects the goals and values of the community in which it develops (Bruner, 1987; Gauvain, 2001; Vygotsky, 1978).- Socio-cultural theory)

Students' interactions with family members and friends inform the ways they think, speak, and behave, which is then transferred to other contexts, including school and work (Gauvain, 2001; John-Steiner & Mahn, 1996)

Lenses of Contextualization

Social Anthropology(socio-cultural, historical, political, economic, bio-geographical artifacts)

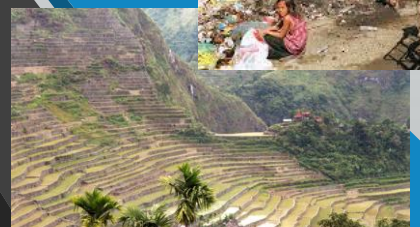
Localization in education

Indigenization in Education

Localization in education

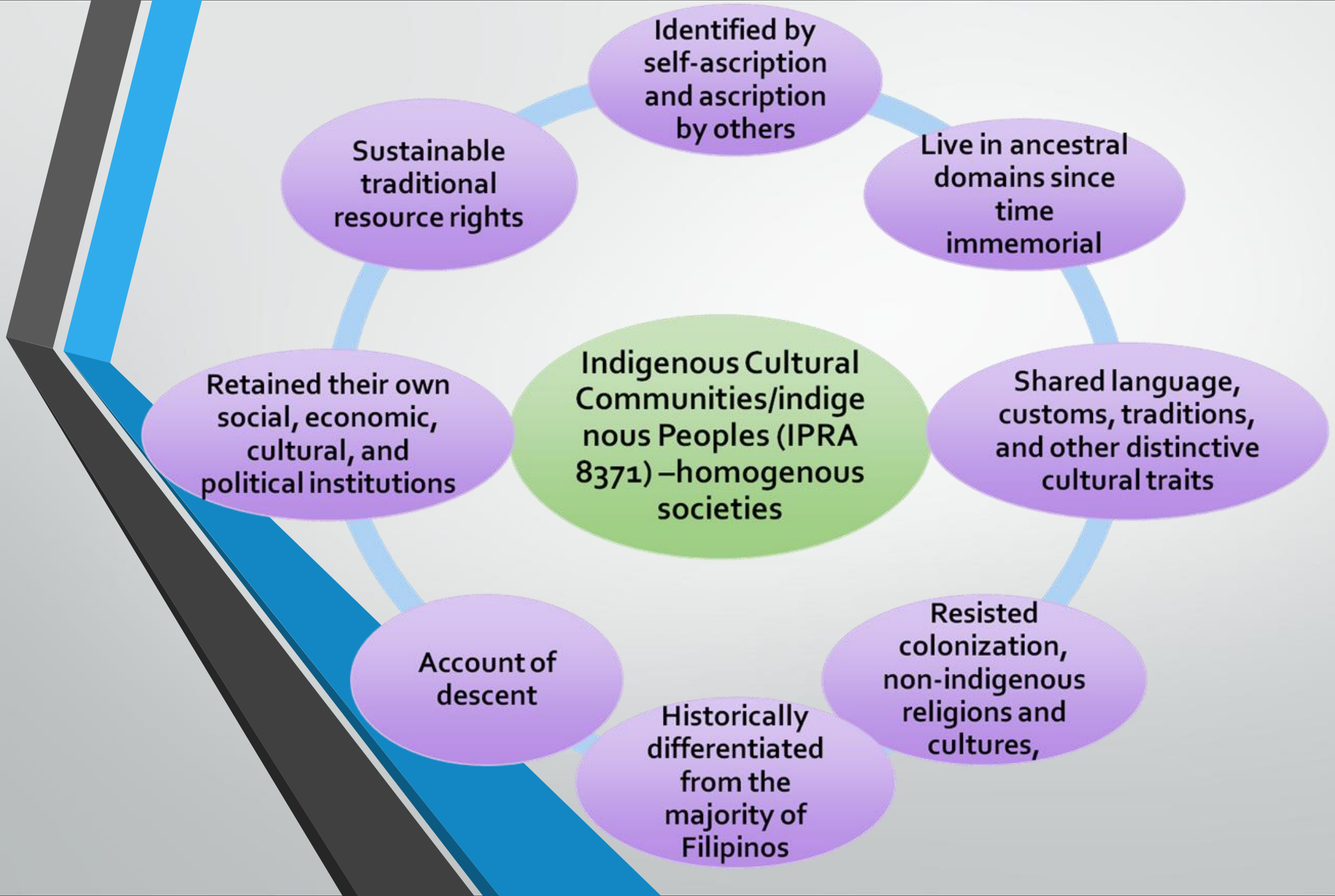
transfer, adaptation and development of knowledge, values, skills, and technology to/from local settings (local networking, local community, indigenous culture, local needs and relevance)

Localization refers to the process of relating learning content specified in the curriculum to local information and materials in the learners' community (DepEd)



Indigenization

A strategic and purposeful process to work with and for indigenous education and people, while supporting the development of a deeper understanding with non-indigenous people (Gwenna Moss Center for Teaching and Learning)


Identified by self-ascription and ascription by others
Live in ancestral domains since time immemorial
Shared language, customs, traditions, and other distinctive cultural traits
Resisted colonization, non-indigenous religions and cultures,
Historically differentiated from the majority of Filipinos
Account of descent
Retained their own social, economic, cultural, and political institutions
Sustainable traditional resource rights
Indigenous Cultural Communities/indigenous Peoples (IPRA 8371) –homogenous societies

Contextualization Processes

teachers skillfully mediate or bridge cultural knowledge

"build bridges of meaningfulness between home and school experiences

Culturally responsive education

make connections as between academic abstractions and lived sociocultural experiences"

An illustration:

Personal Schema

- Job of the parents
- Source of income of the family

Localization

- Geographical location of the work of parents
- The gadgets/material artifacts used by parents during work

Indigenization

- How the Subanen make a living

Objectives for indigenization

- Going beyond accommodation for students
- Governance of indigenous knowledge

- Professional development for faculty and staff
- Institutional transformation-reciprocal relationships between indigenous and non-indigenous people

- Community relations-equitable relations
- Indigenous representation and ally ship
- Communication-building of indigenization strategy

Culturally Relevant Concepts

verbal and conceptual bridge

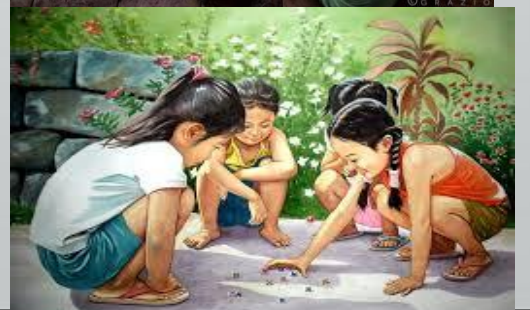
- create a context to unify students
- linking students' everyday experience with academic knowledge

Students come with a wealth of information, derived from personal and cultural experiences

- acknowledging the role and importance of students' personal, cultural, and communal knowledge in designing classroom activities

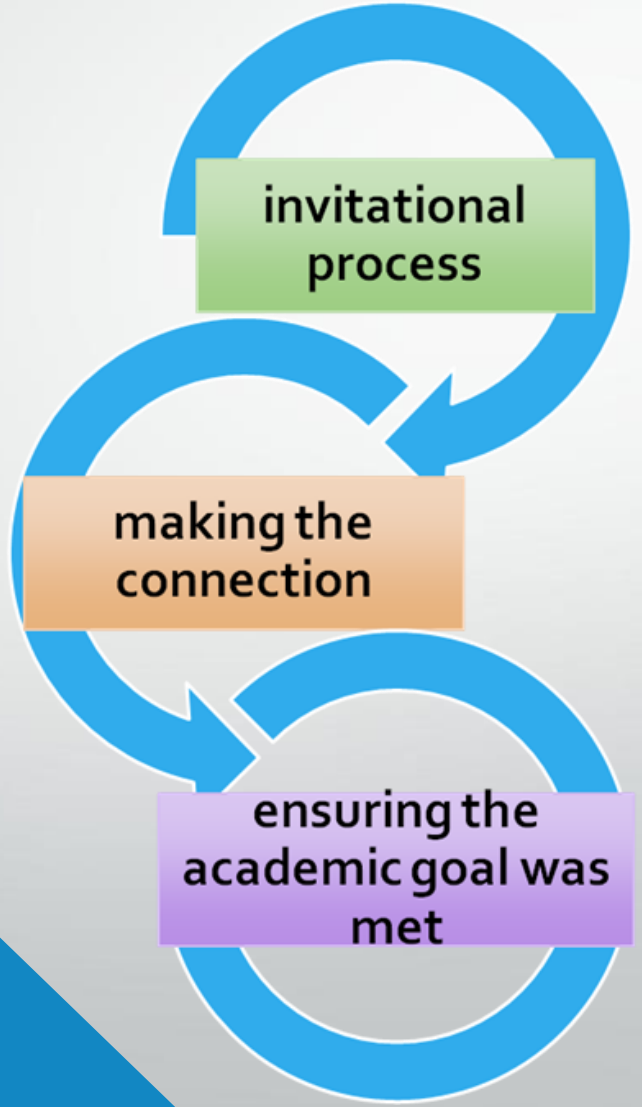
funds of knowledge

- "bridging" what students know from their home, school, and community to the classroom



Contextualization Process

(Wyatt, T, 2014)



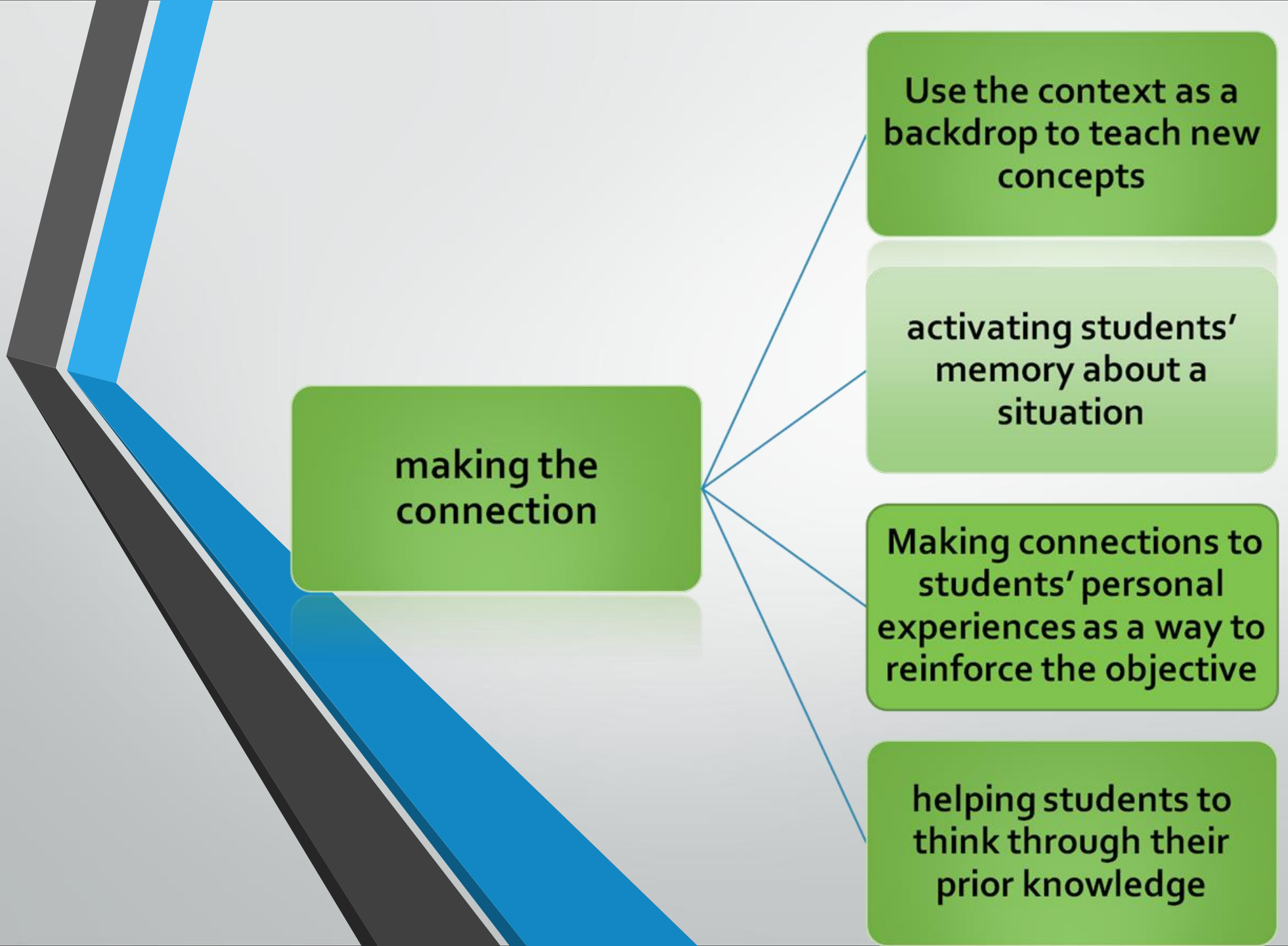
Invitational process (Inviting students into the lesson)

ensure that whatever they were teaching was relevant to students' lives

create contexts to frame learning

build upon students' personal schemas

When there are high levels of diversity, teachers create a context to unify students.


making the connection
Use the context as a backdrop to teach new concepts
activating students' memory about a situation
Making connections to students' personal experiences as a way to reinforce the objective
helping students to think through their prior knowledge

ensuring the academic goal was met

ensure the students learned the intended concept

and did not just focus on the familiar knowledge that was initially activated

An illustration: Use of Personal Schema

Teorya ng pinagmulan ng lahing Pilipino

invitational process

making the connection

ensuring the academic goal was met

Gawain: Pagbuo ng f*amily tree*

Mga Tanong:

a. Ano ang kwento ng iyong pamilya? Angkan?

b. Paano ito nabuo?

c. Paano sila napadpad sa ating pamayanan?

Note: Teachers may create the contexts through songs, poems, video, news, etc.

Mga Tanong:

a. Paano mo maiiuugnay ang pagbuo ng iyong pamilya sa pinagmulang ng lahing Pilipino?

b) Anu-ano ang mga teorya sa pagbubuo ng lahing Pilipino?

c. Anong Teorya ang kapanipaniwala? Bakit?

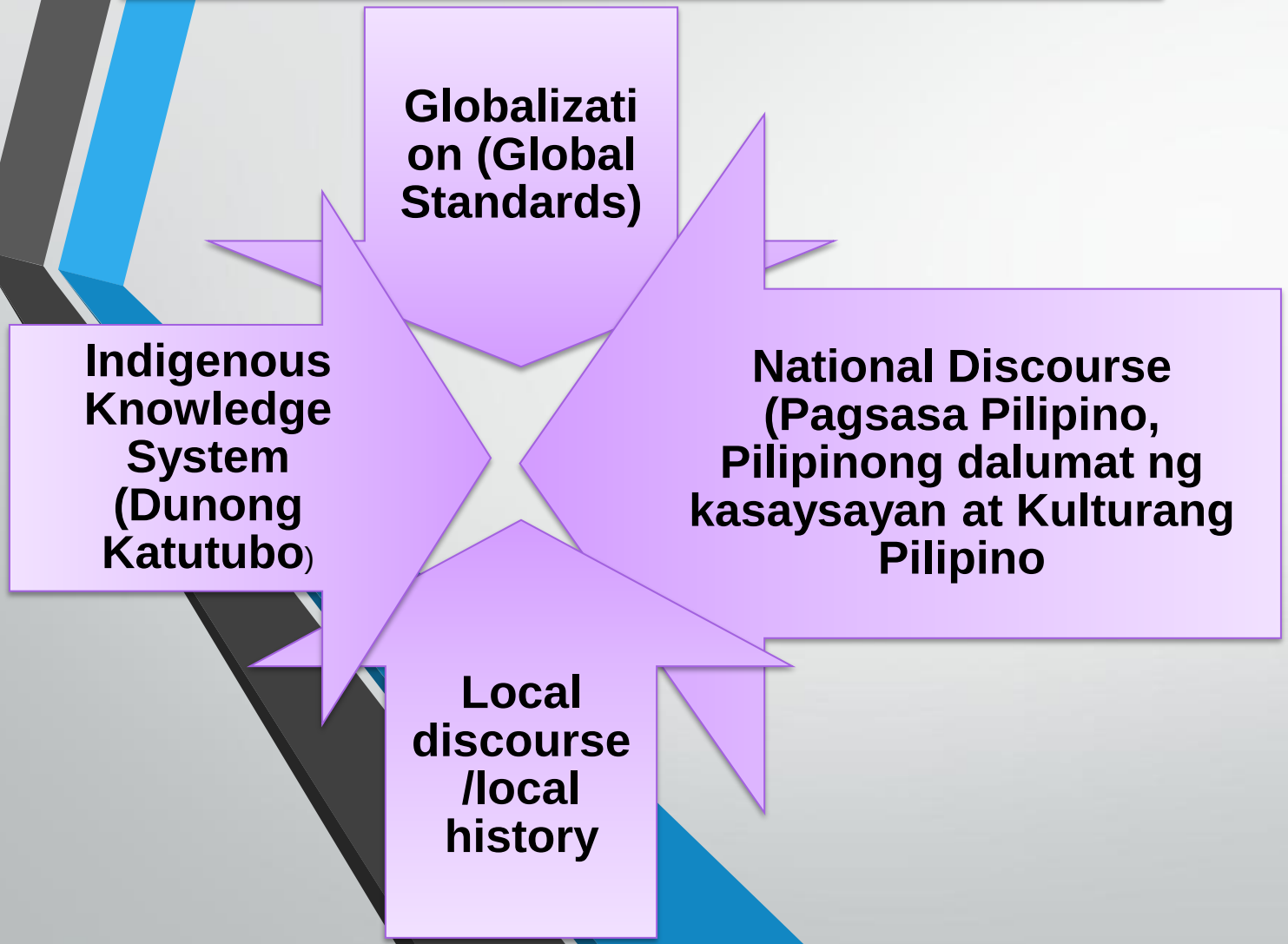
c. May teorya ba na kaparfeho sa pinagmulan ng iyong pamilya? Ipaliwanag.

Note: Teachers should always show connections between the context and the lessons

a. Pagbuo ng isang diagram upang maipakita ng mga teorya ng pinagmulang ng tao
b. Gumawa ng tula o jingle ukol sa pinagmulan ng Pilipino

Note: Please explore other forms of outcomes-based assessment

Epistemological Issues



Perspectives

- **Integrationist**
- **Pluralist**
- **Indigenous Philosophy (IPKS)**

The need to be reflexive!

Thank you!!!