

# Contents

---

Introduction _____	1
<b>1: Culture, Literacy, and Learning _____</b>	<b>11</b>
What Is Culture? _____	11
Individualism versus Collectivism _____	13
Collectivistic Cultures _____	14
Individualistic Cultures _____	14
A Continuum—Not a Dichotomy _____	15
How Does Culture Influence Learning? _____	17
Formal Education _____	17
Pragmatic and Academic Ways of Thinking _____	18
Assumptions and Culturally Based Pedagogy _____	20
Literacy _____	22
What Is Literacy? _____	23
SLIFE Achievement Gap or Cultural Dissonance? _____	25
For Further Exploration _____	26
<b>2: Two Different Learning Paradigms _____</b>	<b>27</b>
Conceptualizing a Learning Paradigm _____	28
Component A: Conditions for Learning in the Two Settings _____	29
Component B: Processes for Learning in the Two Settings _____	33
Component C: Activities for Learning in the Two Settings _____	37
Two Contrasting Learning Paradigms _____	40
For Further Exploration _____	41
<b>3: An Introduction to MALP: The Mutually Adaptive Learning Paradigm _____</b>	<b>43</b>
Addressing Cultural Dissonance _____	43
Establish and Maintain Communication _____	45
Identify Priorities _____	47
Build Associations _____	48
The Mutually Adaptive Learning Paradigm _____	48
Component A: Teachers Accept Students' Conditions for Learning _____	50
Component B: Students and Teachers Combine Processes for Learning from Both Paradigms _____	53
Component C: Students Learn New Classroom Activities _____	54
For Further Exploration _____	57

---

<b>4: Infusing Lessons with MALP</b>	<b>59</b>
Lesson Planning and Academic Task Objectives	59
Social Studies Scenario	61
Discussion of Christina’s Lessons	64
Using the MALP Checklist	67
Math Scenario	67
Discussion of Rick’s Lessons	71
For Further Exploration	78
<b>5: Project-Based Learning</b>	<b>84</b>
What Is Project-Based Learning?	84
Oral Interaction in the Classroom	86
What Is a Project and What Is Not?	87
Project-Based Learning and MALP	88
Component A: Accept Conditions for Learning	89
Component B: Combine Processes for Learning	90
Component C: Focus on New Activities for Learning	92
Implementing Project-Based Learning	93
Project-Based Learning and the Curriculum	95
For Further Exploration	97
<b>6: Projects Targeting Academic Thinking</b>	<b>98</b>
Why Target Academic Thinking?	99
Mapping Time	100
Timelines	101
Collections	103
The Mystery Bag	103
Autobiography	105
Transitions	106
Bookmarking	108
Delicious.com	109
For Further Exploration	113
<b>7: Sample Project—Class Surveys</b>	<b>114</b>
Why Class Surveys?	114
Introducing the Concept of Surveys	116
Step 1: Select the Topic	117
Step 2: Create and Organize the Questions	119
Step 3: Conduct the Survey	124
Step 4: Analyze and Quantify the Results	125
Step 5: Draw Conclusions	126
Step 6: Report on the Survey	127
Step 7: Disseminate the Results	128
After the Survey—Following Up	128
For Further Exploration	129

---

<b>8: Reflecting on MALP</b> _____	<b>130</b>
Ms. Kempinski Makes the Journey _____	130
Revisiting Cultural Dissonance _____	133
Vuong Makes the Journey _____	135
Education Is Just the Beginning . . . _____	135
For Further Exploration _____	137
 References _____	 139
 Index _____	 149