



Center for Evaluation of Scientific, Educational and Social Programs

FROM TEACHING TO LEARNING: PRESENTATION OF CONTEXTUAL MANUAL

prof. Volodymyr Yevtukh
(National Pedagogical Dragomanov University)



- TEACHING STRATEGIES FOR ETHNIC STUDIES
 - MULTICULTURAL EDUCATION
 - POLYETHNIC EDUCATION
 - CONTEXTUAL LEARNING



Main Course – Key Part

Structure of the Manual “Ethnosociology”:

- **Lecture**
- **Consultation** (skype, google groups, e-mail)
- **Proseminar** (students may propose topics to discuss)
- **Seminar** (the thematic experts may be invited)
- **Colloquium** (oral examination, viva voce)
- **Microconference** (students may choose the topic to speak)
- **Exam** (on the results of microconference)



Evaluation of the course

we propose **4 main assessment components**

- auditorium/seminar activity – 10%
- oral 10-min. presentation (Power Point etc.)
- home exam – 40%
- research essay (up to 3000 words) – 40%

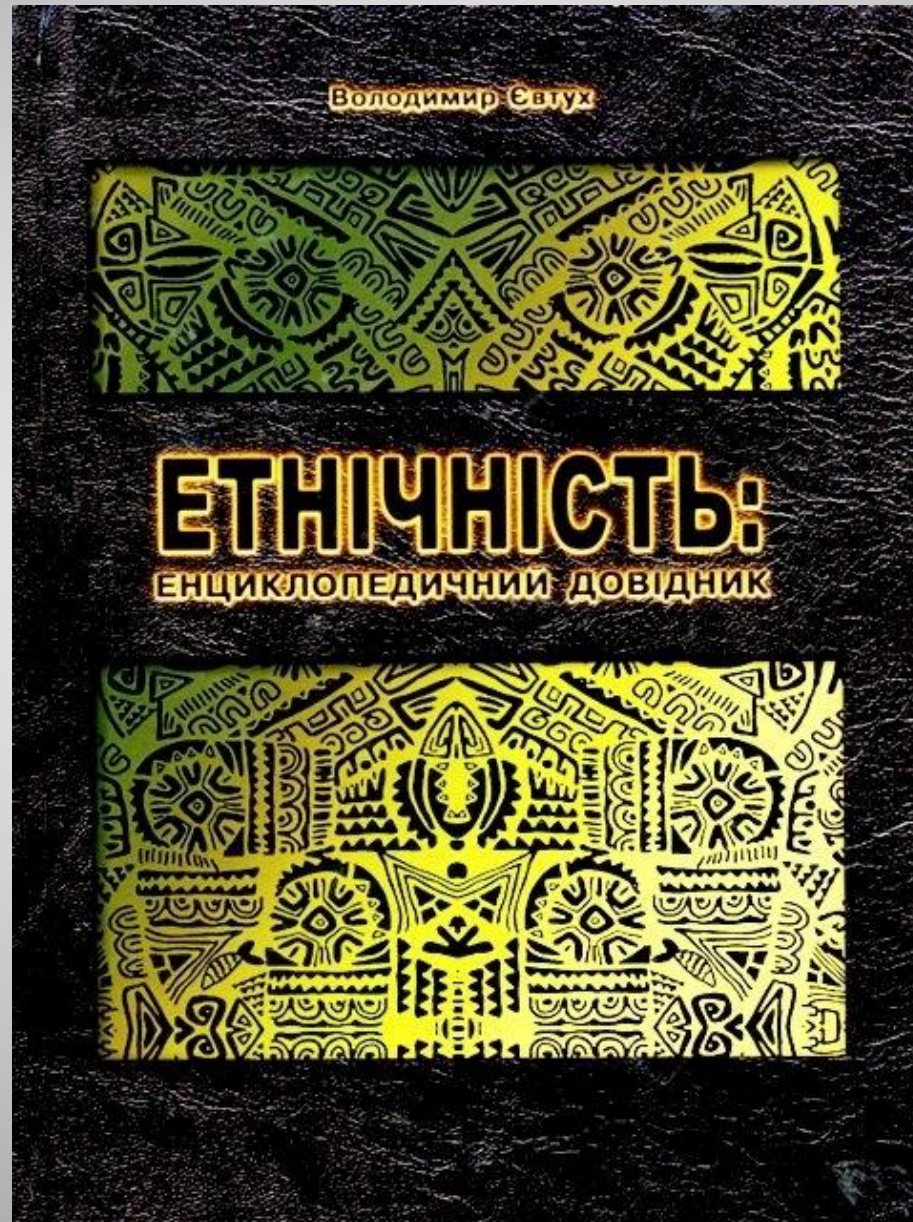


Manual's supporting platform

3 handbooks, 5 monographs and 150
articles



Ethnicity: Encyclopedic Handbook



Centers of Ethnic Problems: Handbook

Володимир Євтух

ЦЕНТРИ ЕТНІЧНОЇ ПРОБЛЕМАТИКИ



Етноенциклопедія
науково-освітній проєкт



2 scientific-practical seminars are held



Scientific-educational internet-project www.ethnoencyclopedia.info



Етноенциклопедія

науково-освітній проект

- Home
- Консультанти проекту (Project consultants)
- Партнери (Partners)
- Контакти (Contacts)
- Терміни до написання (Terms to be published)
- Перелік термінів (List of terms)
- Автори (Authors)
- Література (Literature)
- Центри (Centers)
- Персоналії (Scientists)
- Українська діаспора (Ukrainian Diaspora)

ЕТНОЕНЦИКЛОПЕДІЯ – online

Розпочато 27/03/2014



COUNTER

Україна	UA
online	1
сьогодні	4
всього	217
хостів	210



Contextual learning

- "According to **contextual learning** theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their frame of reference (when the students connect the received information with their own inner world of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in context – that is, in the environment where the person is located – and that it does so through searching for relationships that make sense and appear useful." (Hull's definition)
- Karweit defines **contextual learning** as learning that is designed so that students can carry out activities and solve problems in a way that reflects the nature of such tasks in the real world. Research supports the effectiveness of learning in meaningful contexts.
- Resnick points out that schools emphasize symbol manipulation and abstraction instead of the **contextualized learning** that is used in the world outside of school. She says the problem is that the symbols are detached from their real-world referents. Because they are decontextualized, they have no meaning for students.



Contextual Learning is based on a constructivist theory of teaching and learning. Learning takes place when teachers are able to present information in a way that students are able to construct meaning based on their own experiences. Contextual learning experiences include internships, service learning, and study abroad programs, among others.



Characteristics of Contextual learning

- emphasizing problem solving
- recognizing that teaching and learning need to occur in multiple contexts
- assisting students in learning how to monitor their learning and thereby become self-regulated learners
- anchoring teaching in the diverse life context of students
- encouraging students to learn from each other
- employing authentic assessment



Key elements

Current perspectives on what it means for learning to be contextualized include:

- **situated cognition** – all learning is applied knowledge
- **social cognition** – intrapersonal constructs
- **distributed cognition** – constructs that are continually shaped by other people and things outside the individual

Constructivist learning theory maintains that learning is a process of **constructing meaning from experience**.

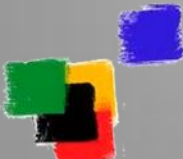
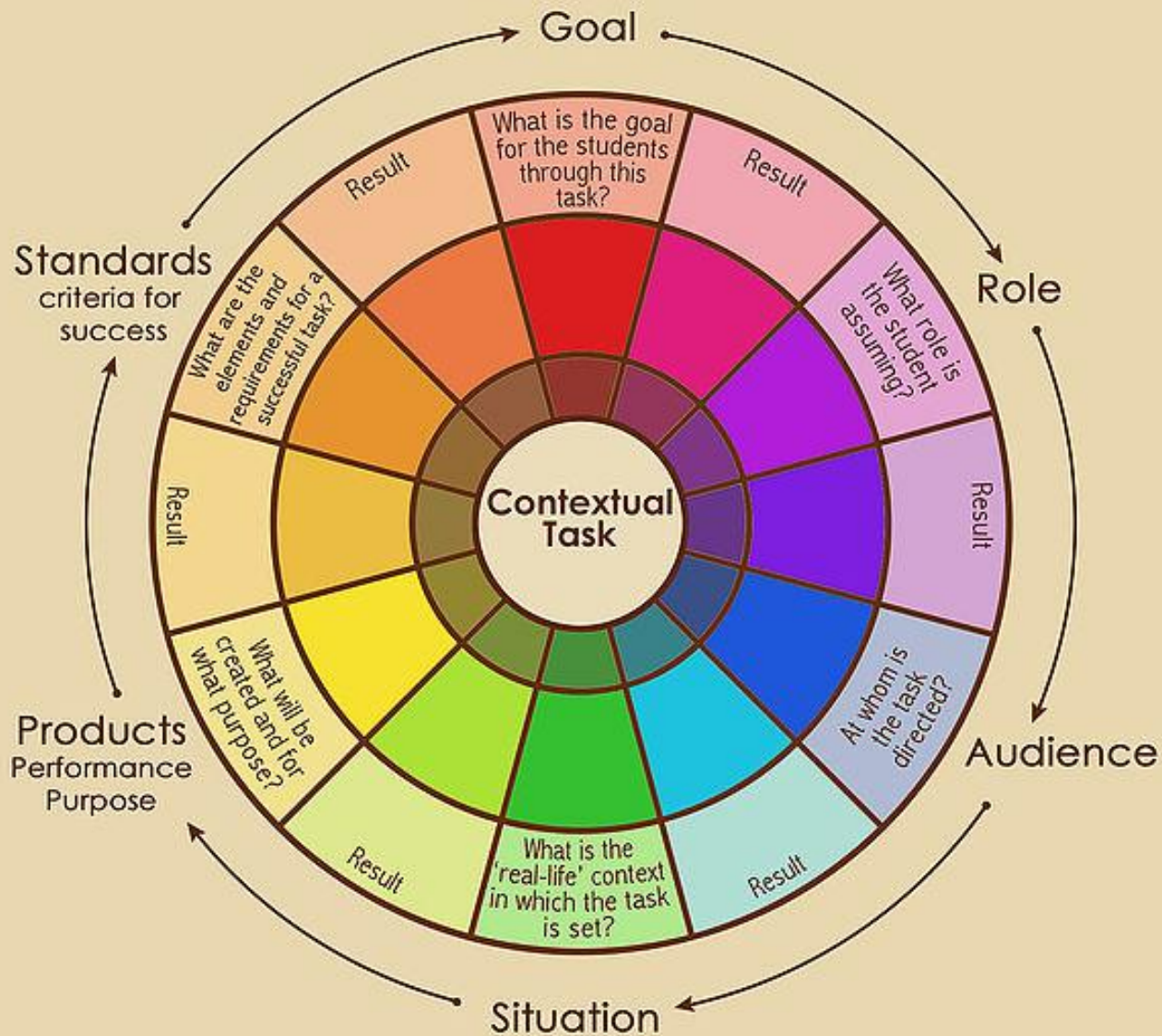


Assessment in Contextual learning

One of the main goals of contextual learning is to develop an authentic task to assess performance. Creating an assessment in a context can help to guide the teacher to replicate a real world experiences and make necessary inclusive design decisions. Contextual learning can be used as a form of formative assessment and can help give educators a stronger profile on how the intended learning goals, standards and benchmarks fit the curriculum.



GRASPS Concept Wheel: Building a contextual task.



Information importance ranking on each lecture

- **1** – Information of the first need (very important)
- **2** – Information of the second need
- **2** – Information of third need (situative, conflicts solution)
- **4** – **Speicher:** Postponed information (archive, multimedia, infographics)



Structure of the Contextual Manual “Ethnosociology”

THEORETICAL BOX 1

(2 lectures, 2 proseminars, 2 seminars, 1 consultation, 3 essays, 1 colloquium)

- **Ethnosociology as a branch of sociological knowledge**
 - **Ethnic diversification of the modern world**
 1. The definition of ethnosociology
 2. Stages of development of ethnosociology
 3. Conceptual and terminological apparatus of ethnosociology
 4. Methodology of ethnosociology
 5. The ethnic composition of the world (for language, for the ethnoses)...
 6. Types of ethnic communities: nations, ethnoses, ethnic minorities
 7. Sources of polyethnicity
 8. Ethnic dynamics in the social space
 9. Ethnocultural space, ethnoreligious space – total + Ukraine
 10. Visualization of ethnic diversification of the modern world (cartography, infographics, tables, photo, sound, videomaterials)
- Research topic:** Ethnosociology as a tool of gaining proficiency in ethnic diversification of the modern world.
- The collective study** – the questions are worked out together, aims and results will be discussed. 10 minutes – talking about how it can be done, invite speakers, give tasks, 20 questions, prepare a questionnaire together.

THEORETICAL BOX 2

(3 lectures, 2 proseminar, 2 workshops, 1 consultation, 1 colloquium)

(**gaming** – analysis of the situation: if you find yourself in the area of ethnic conflict – will you or will you not show your identity, microconference – 10 persons should present their papers: 5 questions for performances we ask them and 5 questions they ask us)

Identities, conflicts, ethnopolitical management

- The concept of identity
- Identity as the basis for the functioning of ethnicity
- Types of identity
- Transformation of identities
- Tolerance in interethnic interaction
- The concept of interethnic conflict
- The structure of interethnic conflict
- Explicative forms of interethnic conflict
- International response to interethnic conflict
- The concept of ethnopolitical management
- Ethnopolitics in the system of ethnopolitical management
- Ethnopolitical behavior
- Ethnic marketing
- Foresighting technologies in ethnopolitical management: diagnostical tools, socioevaluation, ethnoprognostication

Research topic: Optionality of using the foresighting technologies in interethnic tolerance forming and ethnopolitical management.

THEORETICAL BOX 3:
(1 lecture, 1 microconference)

Ethnic Diaspora of the modern world

- The concept of ethnic diaspora
- The ways of ethnic diasporas' forming
- Functioning of ethnic diasporas in different social spaces
- Sociocultural networks of diasporas
- The role of diasporas in the establishment of cultural, political and economic relations such as "ethnic homeland←→country of settlement"

Research topic: The practice of ethnic diasporas: social, cultural, ethnic contents



THEORETICAL BOX 4:

(1 lecture, 2 workshops, 3 essays, 1 consultation)

Ethnic dynamics of the Ukrainian society

- Ways of forming of the ethnic composition of the population of Ukraine
- Quantitative filling of the ethnosocial space of Ukraine
- Territorial location of ethnic communities
- Ethnic dynamics of the population in the independent Ukraine
- Conflict situations in the Ukrainian social space
- The management of interethnic relations (ethnopolitics)

Research topic: Polyethnicity as a social phenomenon *modus vivendi* in the Ukrainian society (tolerance versus conflict)



1.Consultation

2.Proseminar

3.Seminar

4.Colloquium (quick discussion)

- Visualization of ethnic space of Ukraine
- Ethnoreligious space
- Migration (Emmigrants: new ethnicities – new problems)
- Real conflicts in Ukraine (social conflicts in the Crimea)

5. Microconference – everyone chooses a theme for the report. Exam is based on this microconference. Basic concepts, thesaurus system, field concepts (interdisciplinary, system of related and linked concepts).

Required and optional program

2 round tables (**Research Topic:** Construction of policy within the framework of ethnopolitical management), the discussion is bound to Ukraine

1 round table – discussion of the issues that we have learned through the whole course.

2 round table – discussion of the results of ethnosociological research and prospective directions for further research.



Population: 63.18 ml. (2011)
 White Britishers – 85.67%
 Other white – 5.27%
 Hindus – 1.8%
 Pakistanis – 1.6%;
 Irish – 1.2%;
 Mixed ethnic origin – 1.2%;
 Caribbean black – 1.0%;
 African black – 0.8%; Bangladeshis – 0.5%;
 Asian origin – 0.4%;
 Han Chinese – 0.28%;
 Other – 0.4%; Other black – 0.2%

Population: 9.6 ml. (2013)
 Swedes – 80%
 Finns – 2.4%
 Former Yugoslavia origin – 2.06%
 Iraqis – 1.74%
 Poles – 0.91%
 Iranians – 0.84%

Population: 5.06 ml. (2013)
 Norwegians – 86.0%;
 Sami – 1.3%; Other (Timber Finns, Kvens, Roma, Jews, modern immigrants – 12.7%)

Population: 5.46 ml. (2014)
 Finns – 96.6%
 Other (Russkiye, Estonians, Swedes, Sami, Roma) – 3.4%

Population: 2.217 ml. (2012)
 Letts – 62.1%
 Russkiye – 26.9%
 Byelorussians – 3.3%
 Ukrainians – 2.2%
 Poles – 2.2%
 Lithuanians – 1.2%
 Jews – 0.3%
 Roma – 0.3%
 Germans – 0.1%
 Estonians – 0.1%
 Other and unspecified – 1.3%

Population: 81.799 ml. (2010)
 Germans – 81%
 Turks – 4%
 Asia origin – 3.2%
 Poles – 2.0%
 Russkiye and other Eastern European origin – 1.7%
 African origin – 1.0%;
 Mixed origin or unspecified – 2.0%; Other – 1.8%

Population: 38.54 ml. (2012)
 Poles – 94%
 Silesians – 0.9%
 Byelorussians – 0.08%
 Germans – 0.07%
 Ukrainians – 0.04%
 Other – 4.01%

Population: 10.487 ml. (2012)
 Portugueses – 96.87%
 Other – 3.13%

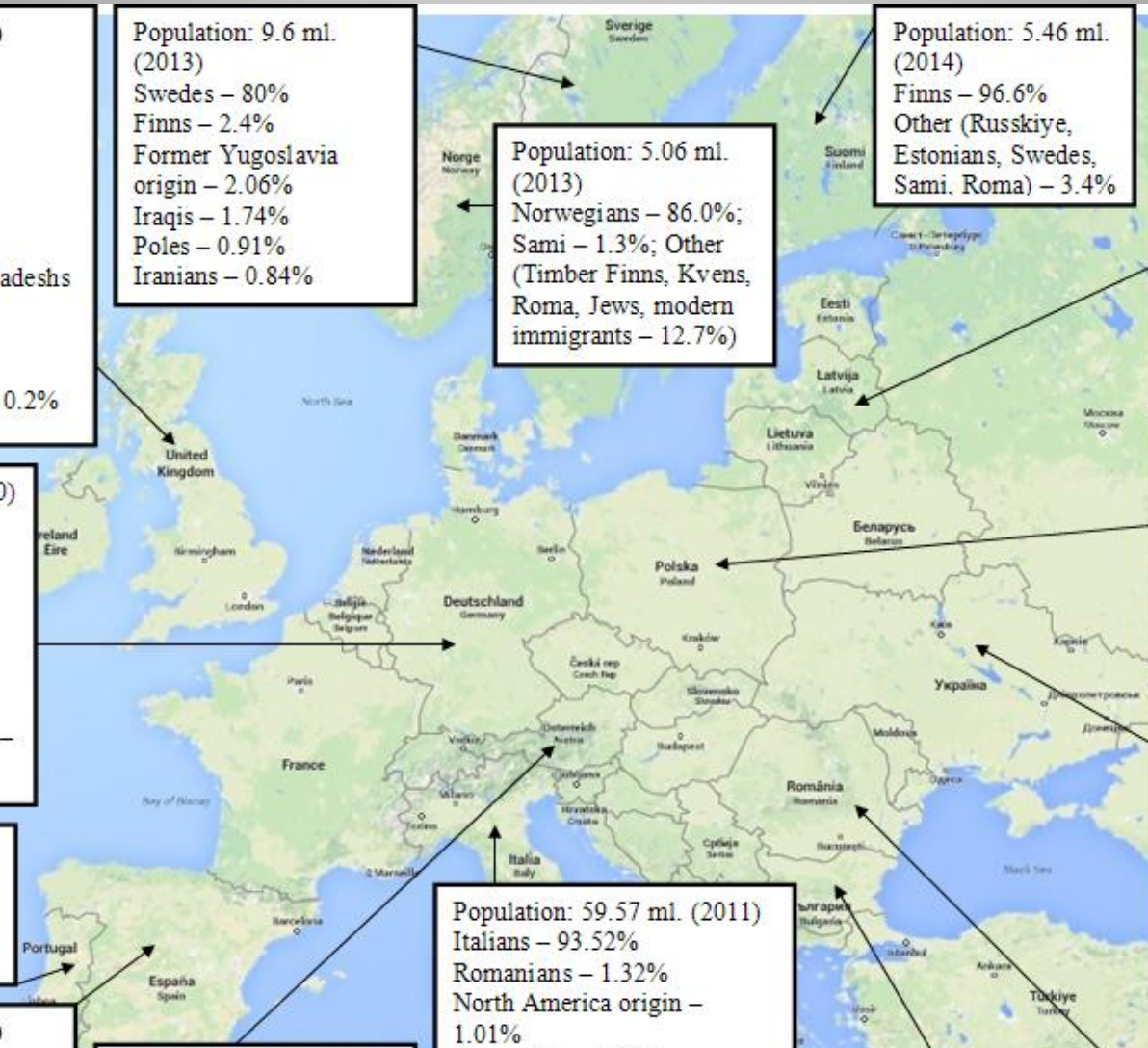
Population: 45.6 ml. (2012)
 Ukrainians – 77.8%
 Russkiye – 17.3%
 Belarusians – 0.6%
 Moldavians – 0.5%
 Crimean Tatars – 0.5%
 Bulgarians – 0.4%
 Hungarians – 0.3%
 Romanians – 0.3%
 Poles – 0.3%
 Jews – 0.2%
 Other 1.8%

Population: 8.4 ml. (2011)
 Austrians – 91.1%
 Former Yugoslavia origin (Croats, Slovenes, Serbs, Bosnians) – 4.0%
 Turks – 1.6%
 Germans – 0.9%
 Other – 2.4%

Population: 59.57 ml. (2011)
 Italians – 93.52%
 Romanians – 1.32%
 North America origin – 1.01%
 Asia origin – 0.74%
 Albanians – 0.73%
 Latin America origin – 0.5%
 Central and Southern Africa origin – 0.44%
 Han Chinese – 0.28%
 Ukrainians – 0.26%
 Other – 1.19%

Population: 7.3 ml. (2011)
 Bulgarians – 83.9%
 Turks – 9.4%
 Roma – 4.7%
 Other – 2.0%

Population: 19.95 ml. (2014)
 Romanians – 88.92%
 Hungarians – 6.5%
 Roma – 3.29%
 Ukrainians – 0.27%
 Other – 1.02%





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Thanks for attention!

