

# **Mary Douglas's Cultural Theory: Learning and the Ends of Inquiry**

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## Intention today

- » To distinguish four different kinds of enquiry and elucidate some features of their context and implications

# A crash course in 'Cultural Theory'

aka NeoDurkheimian Institutional Theory (NDIT)

*Loyalty*  
*Common Cause*  
*Mutuality*  
*(Dis)agreement...*

→  
'Group'

**‘Grid’**

***Constraints***

***Rules***

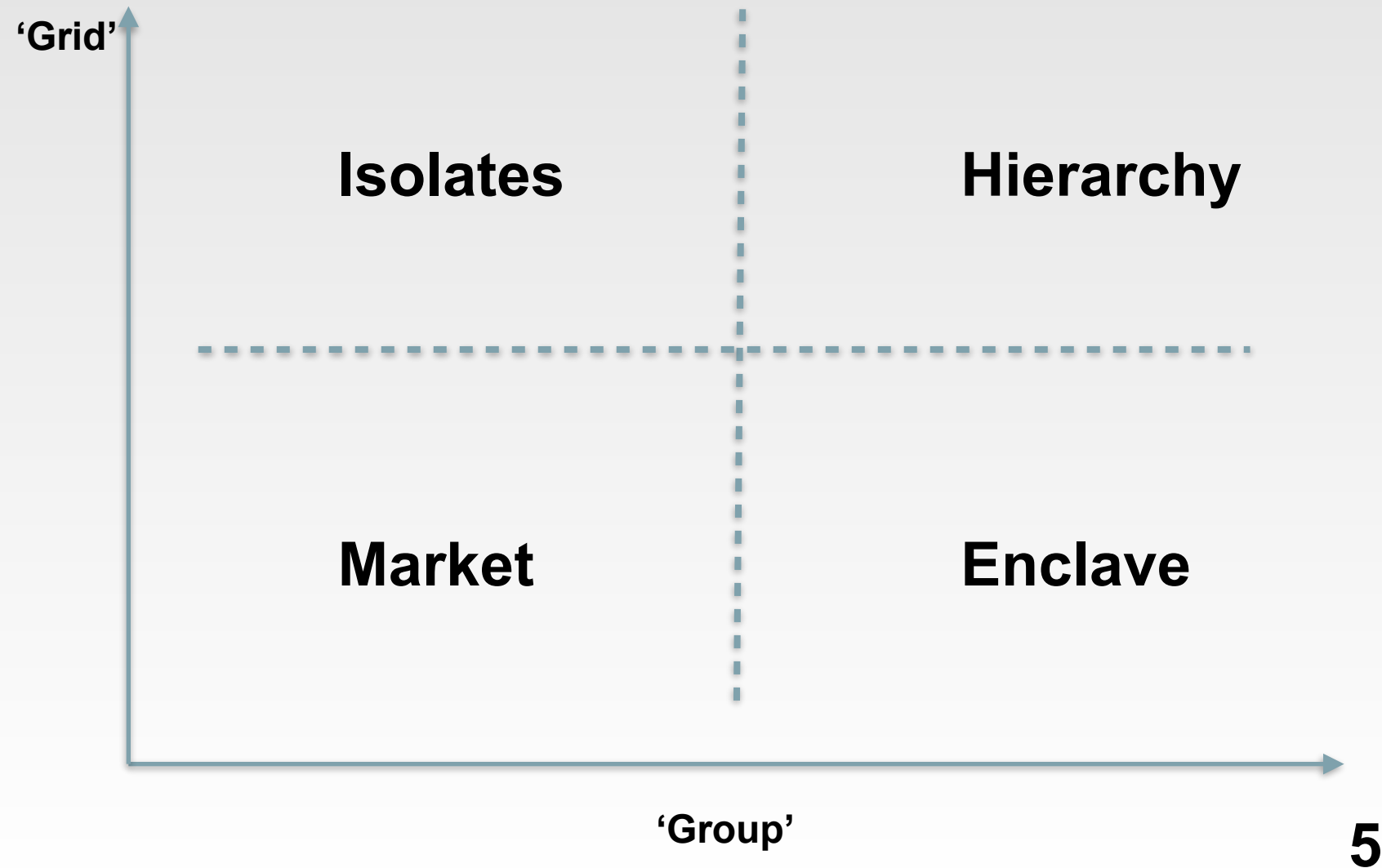
***Roles***

***Age***

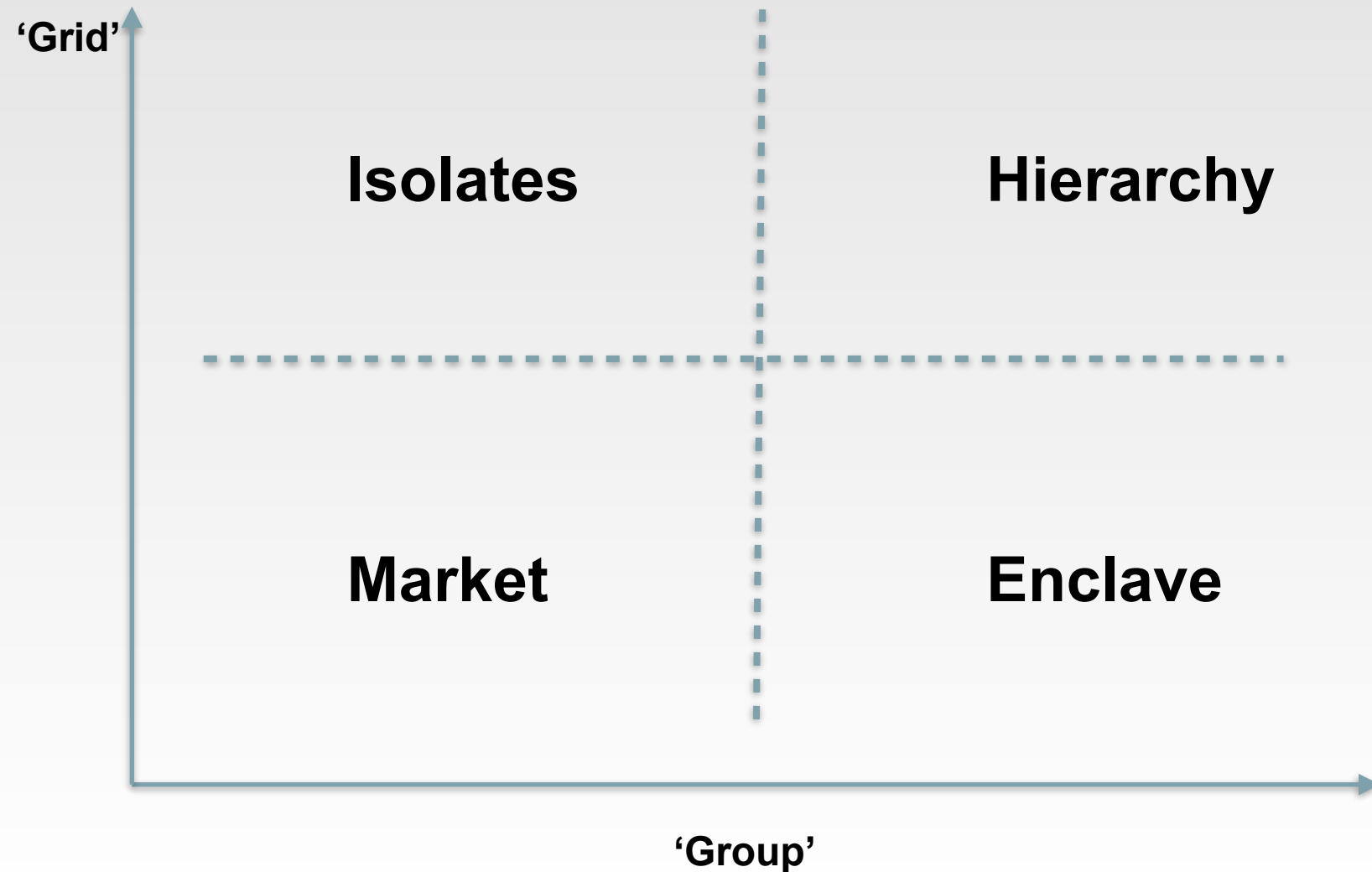
***Rank***

***Stratification...***

# 4 'solidarities' or cultures emerge

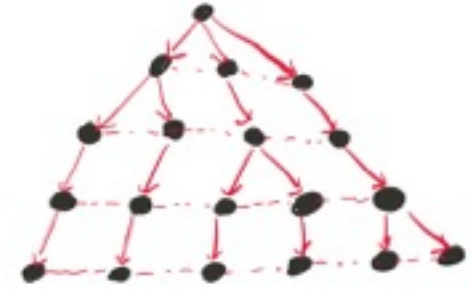
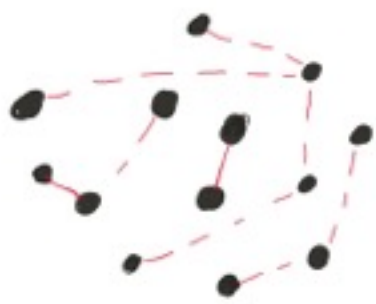


# 4 'solidarities' or cultures emerge as a result of small decisions or factors



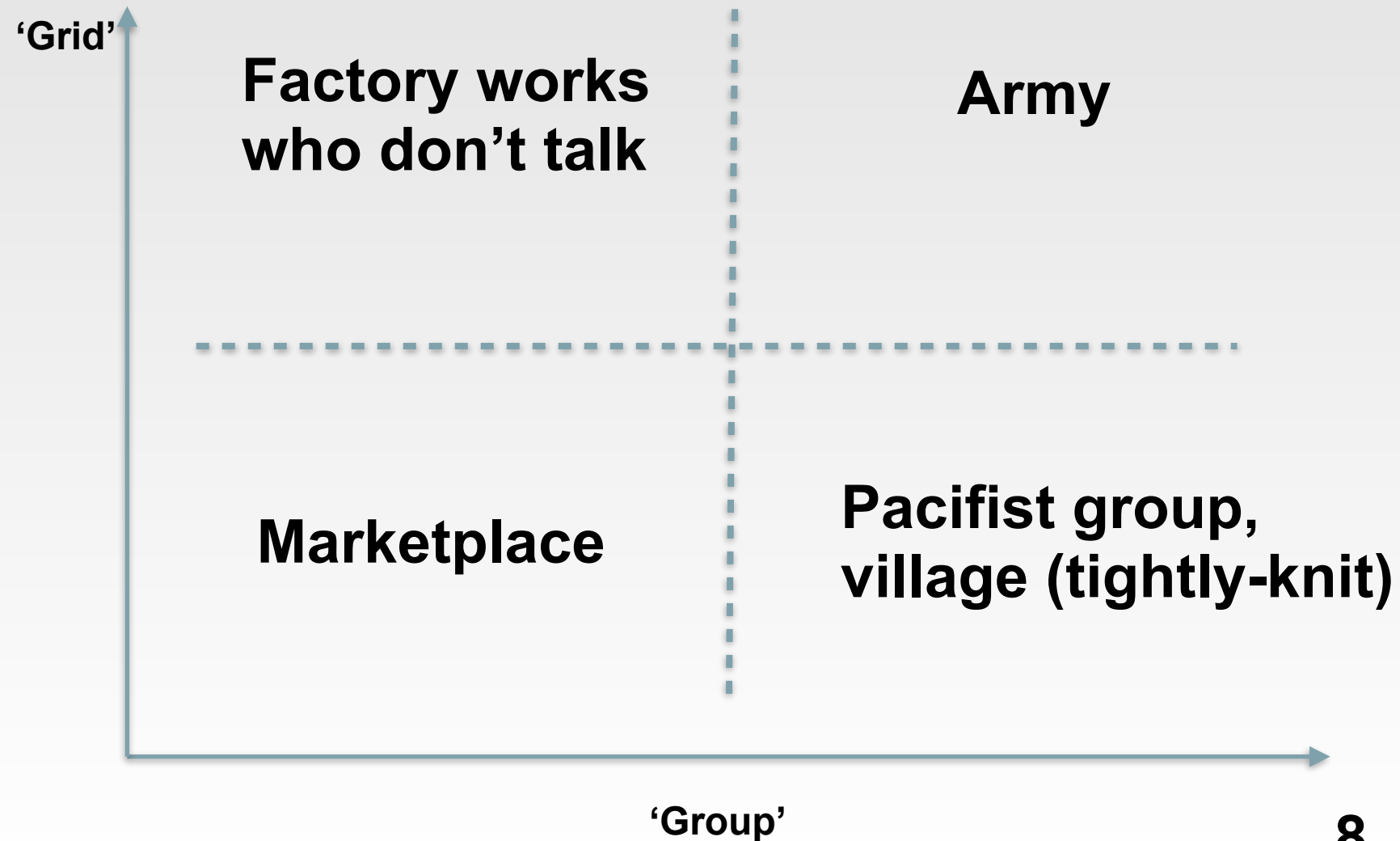
# Relationships and authority

'Grid'



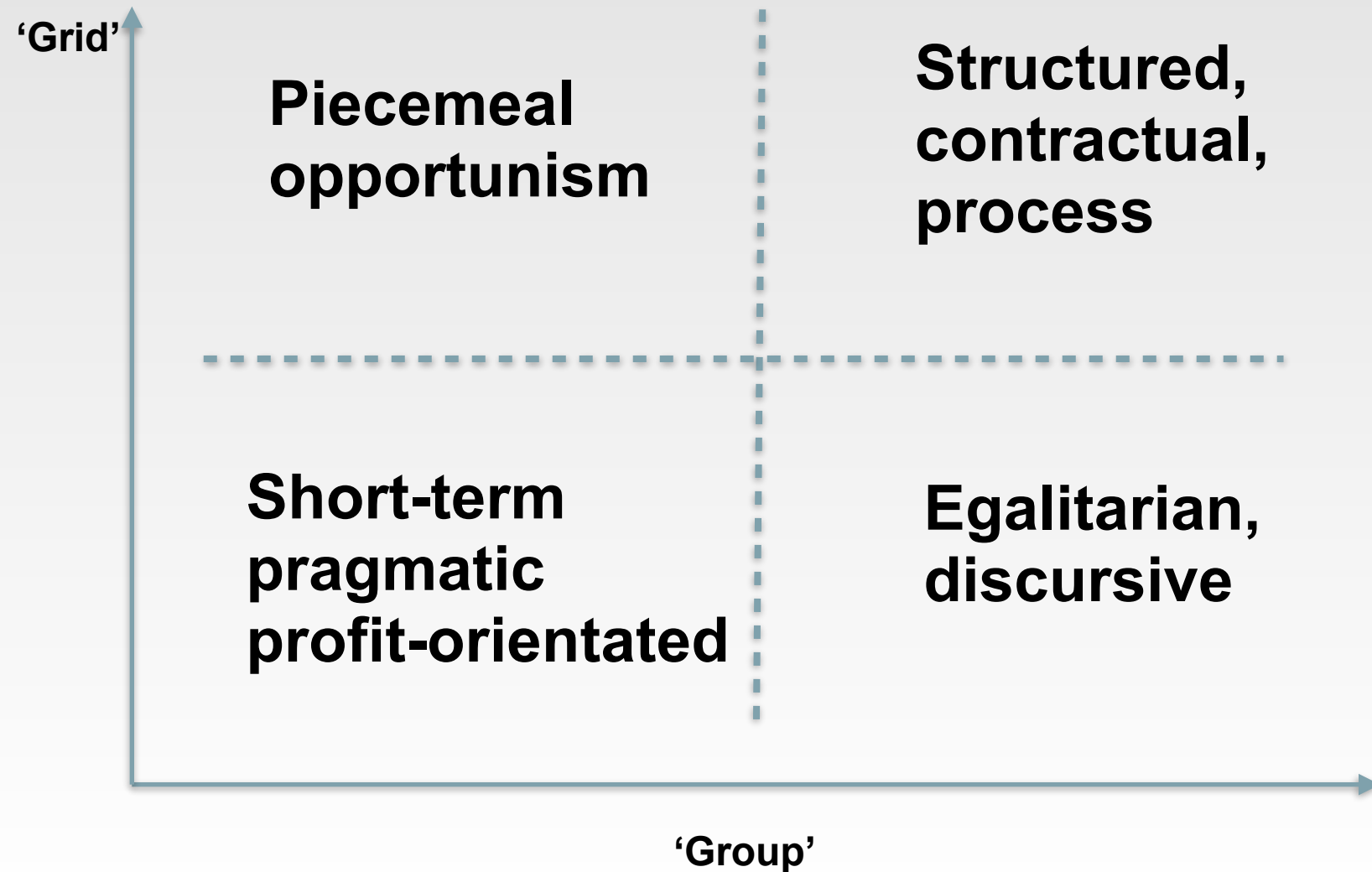
'Group'

# 4 examples



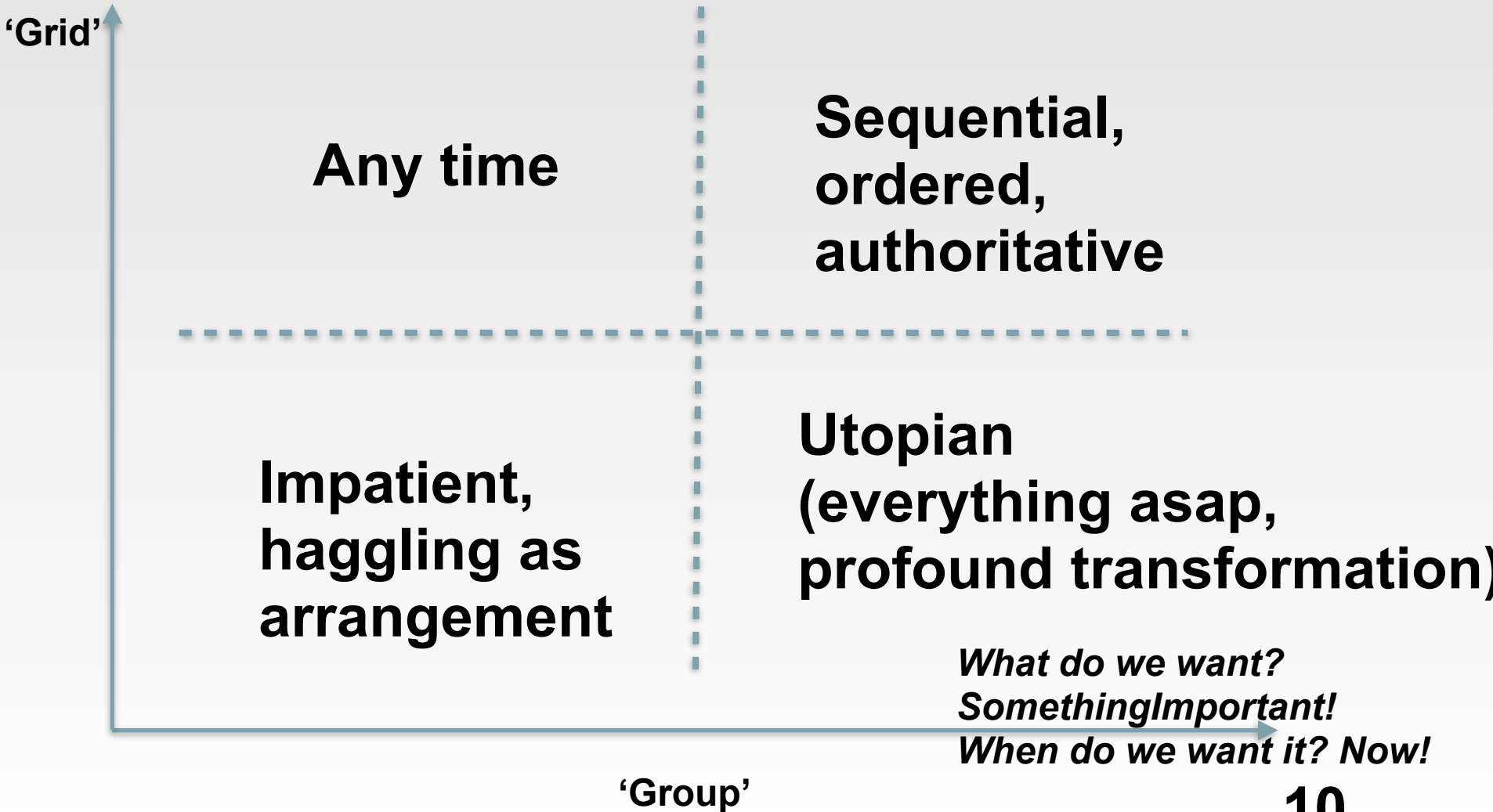


# Relationships give rise to behaviours

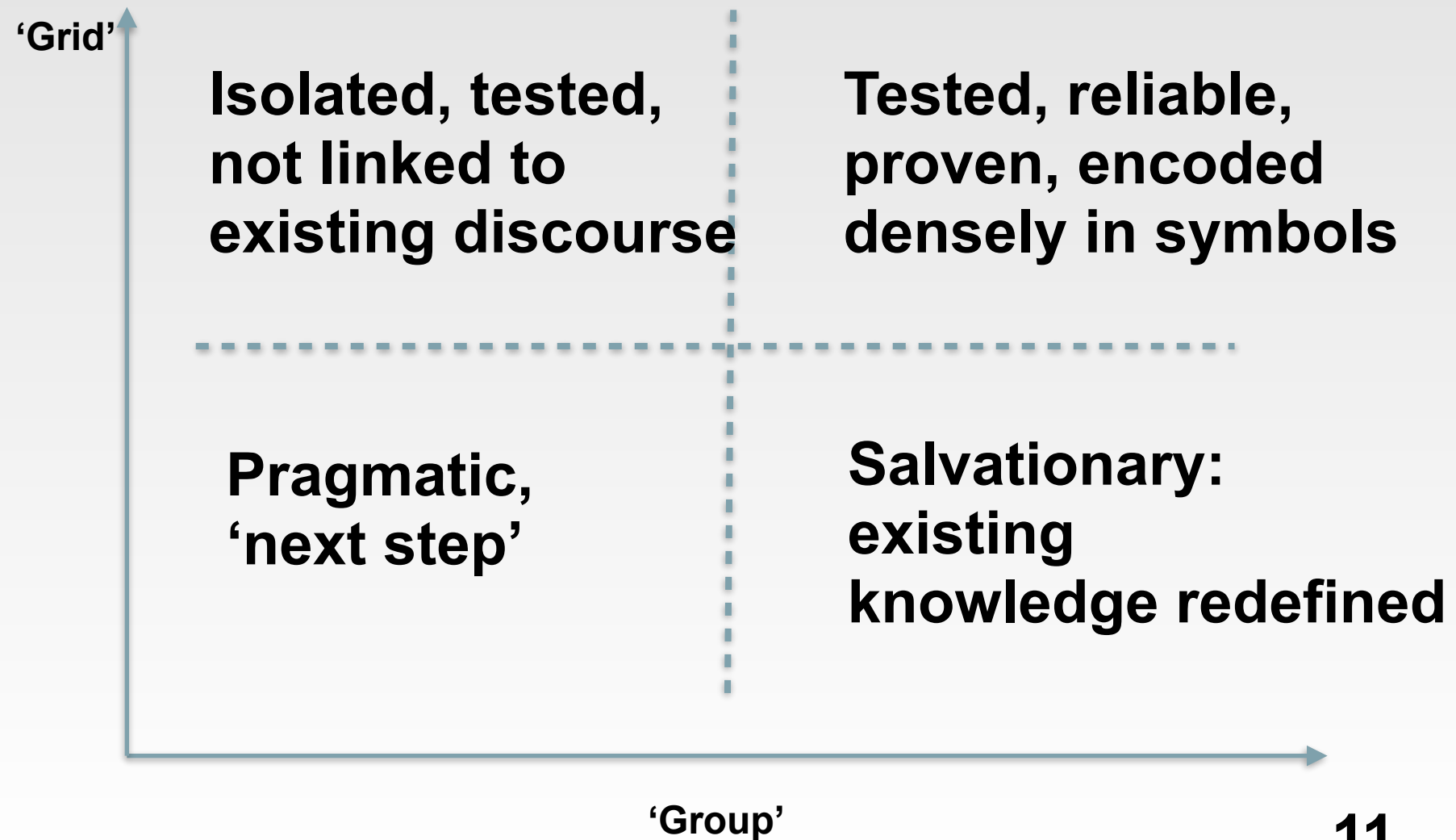


# and values of eg time

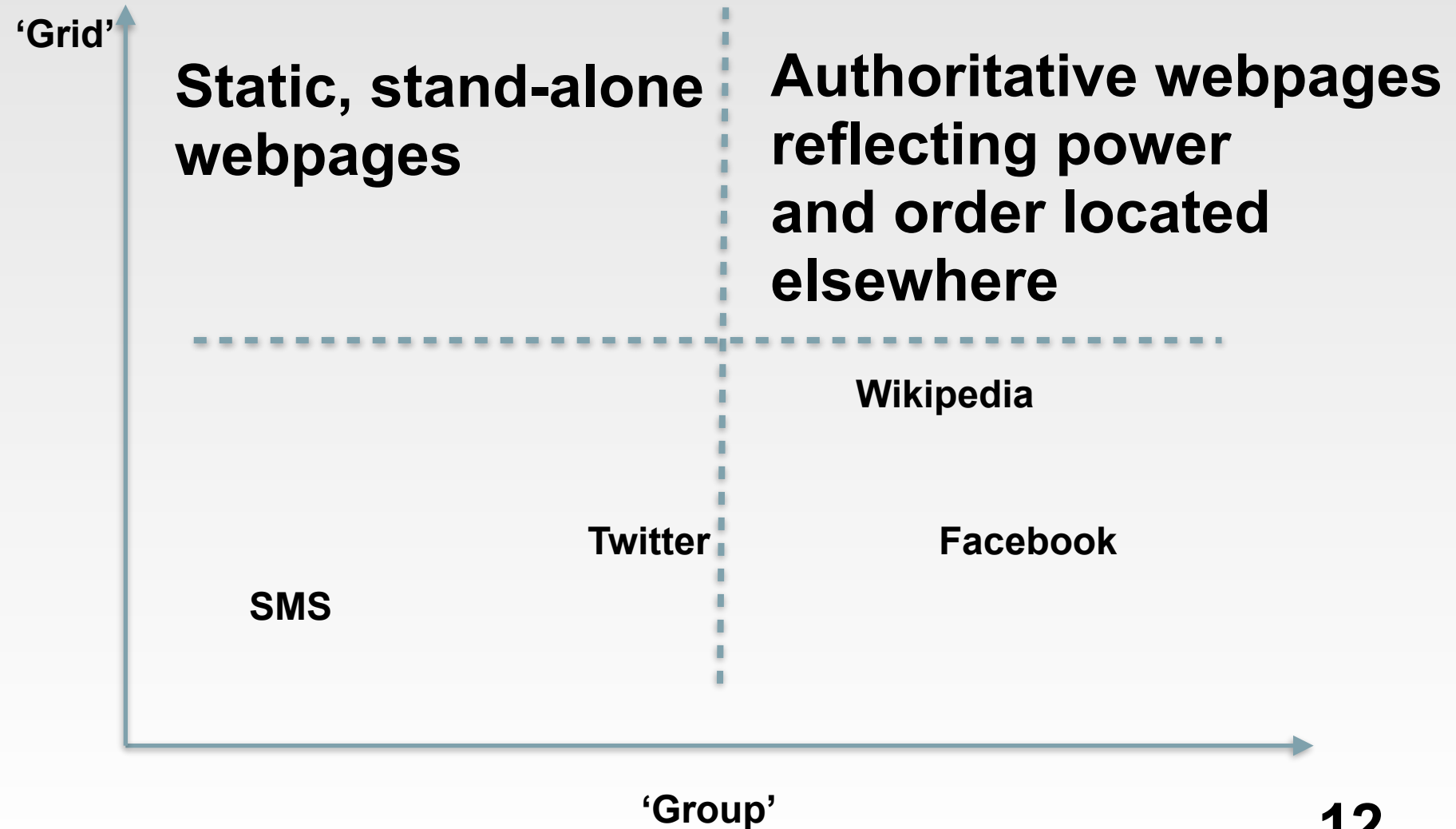
*The exam board will ratify your marks in six months*



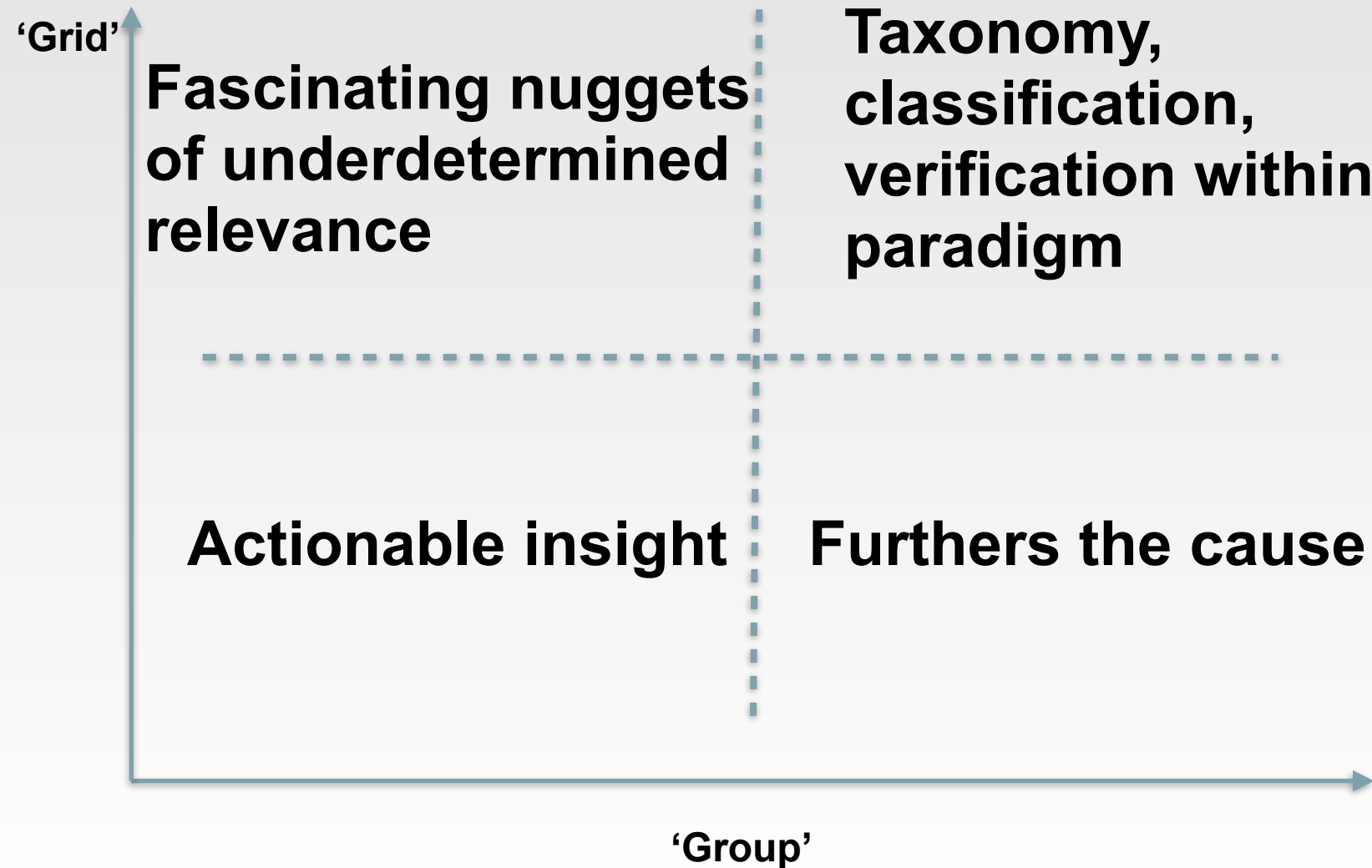
... thus recognition and value of knowledges



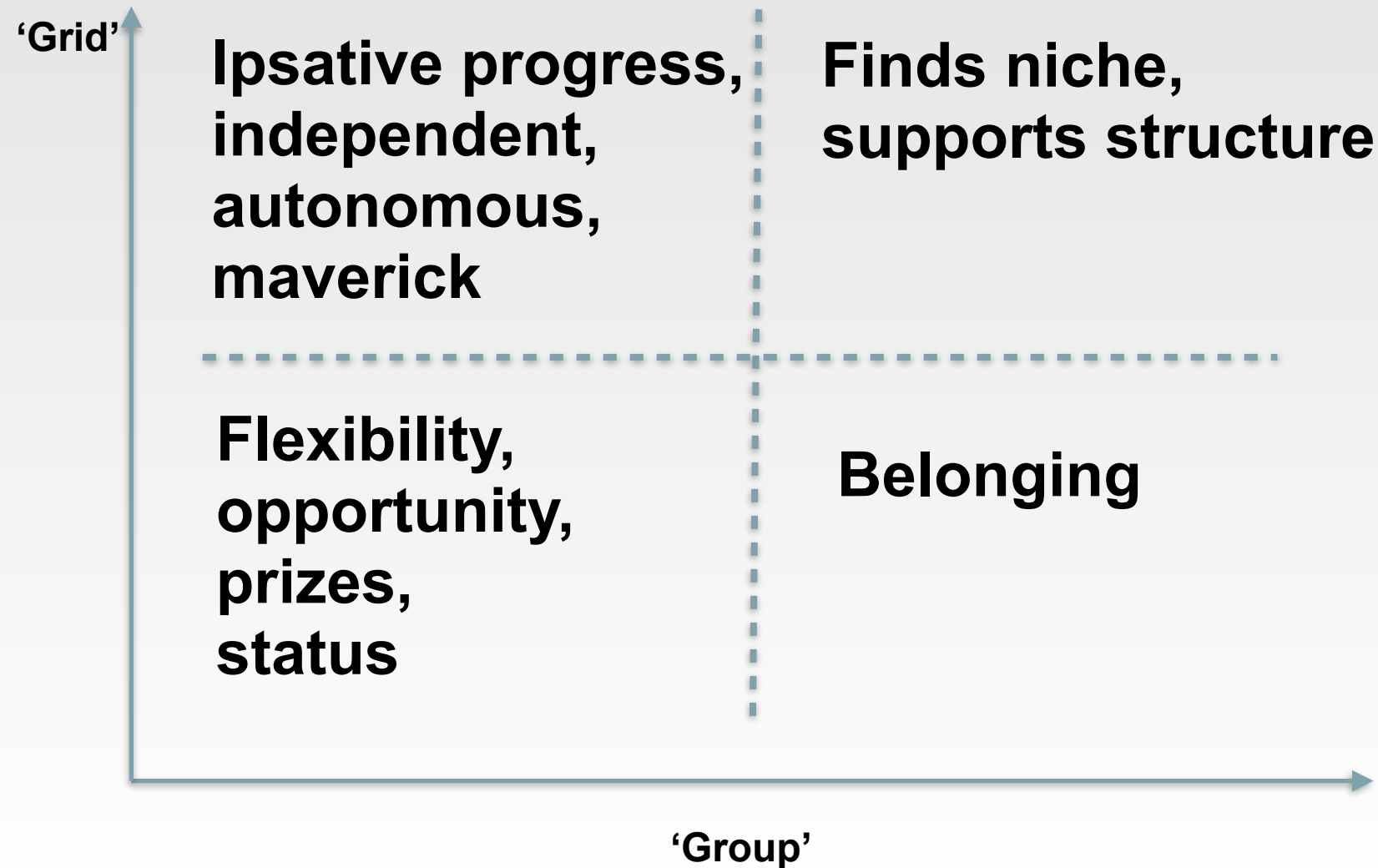
# Social media, internet (examples)



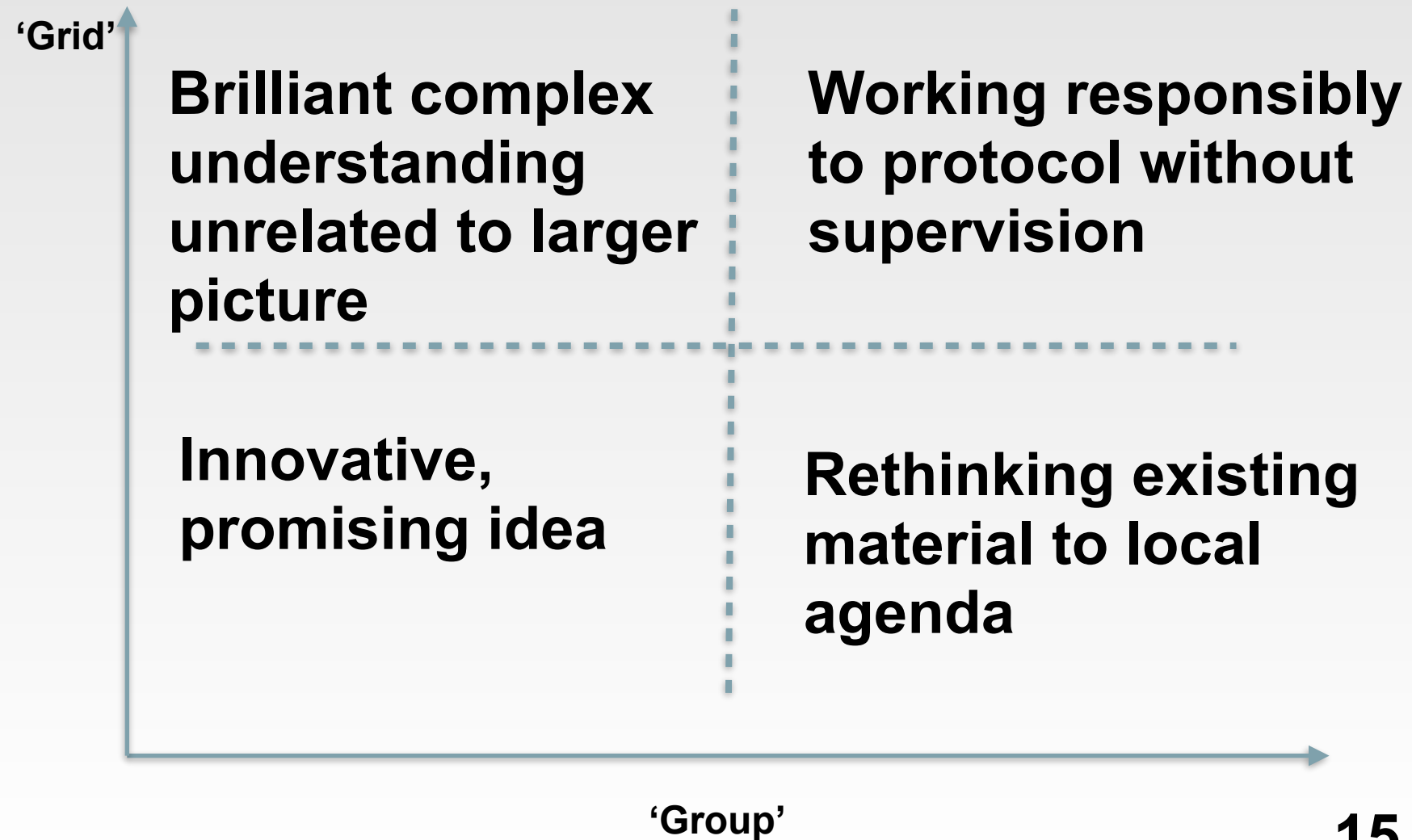
# What would be valued as *fruitful enquiry*?



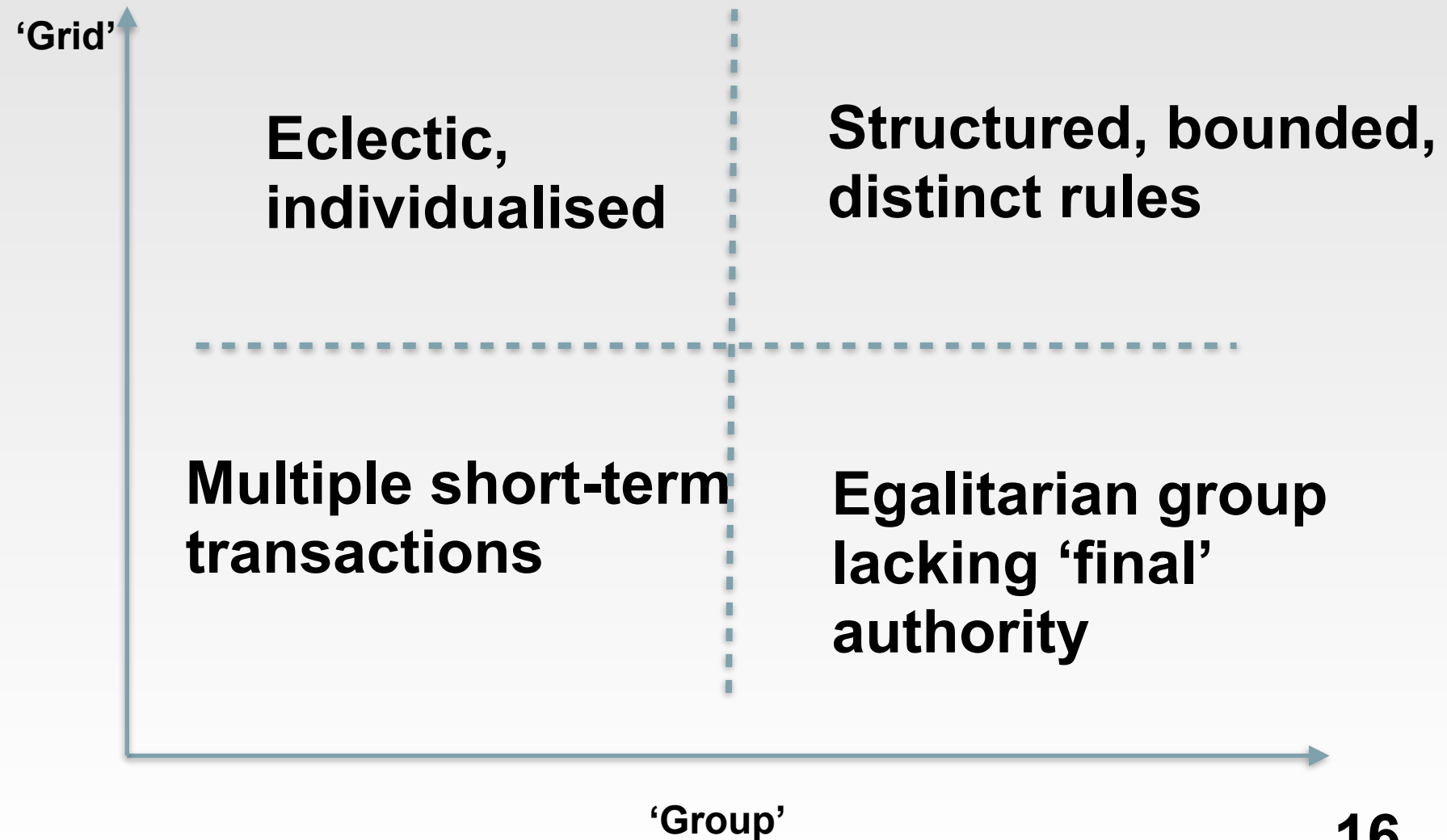
# What would be valued as *engagement*?



## *as independent learning?*



# What would groupwork look like?





## Thoughts for discussion (aka ‘so what?’)

- » Constructive (cultural) alignment just got harder
- » there are four distinguishable ‘types’ of inquiry, independence and groupwork
- » monomodal evaluation does not capture all four
- » students are learning the cultural mode as much as the material
- » we mix modes at our peril, creating inarticulable dissonance