

# Quadcultural Singing & Cultural Understanding Project

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The International Research Team at UPEI, Canada in 2012

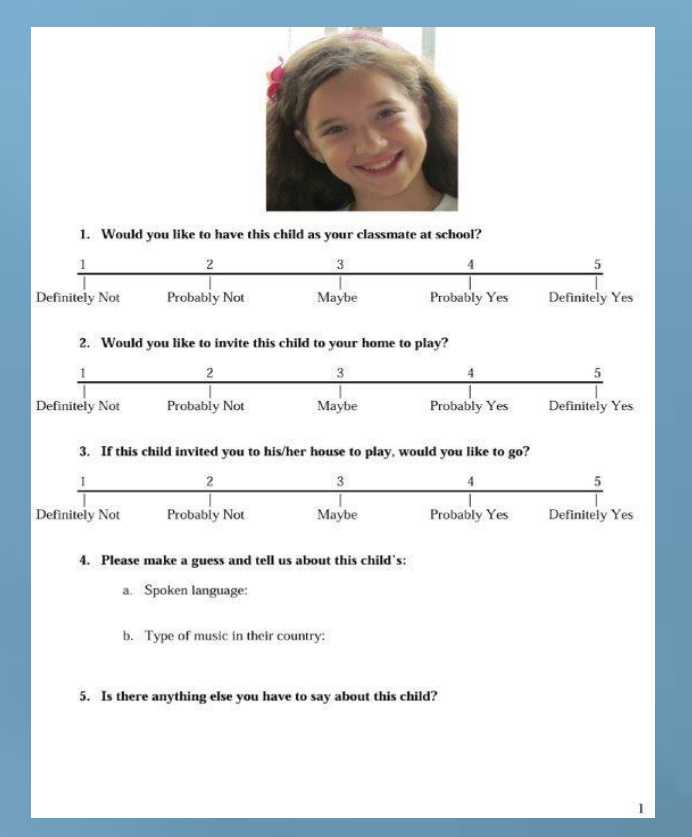
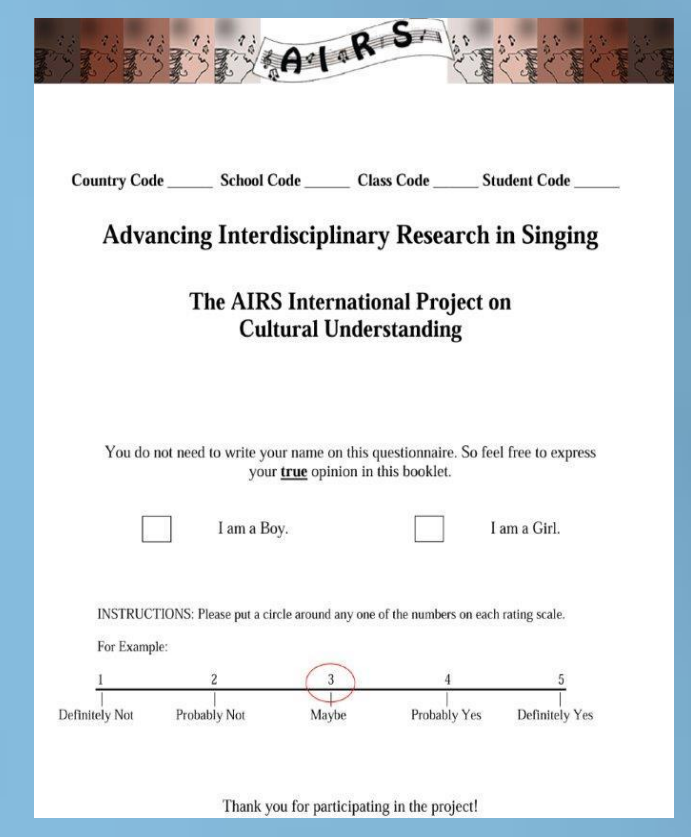


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## Objective

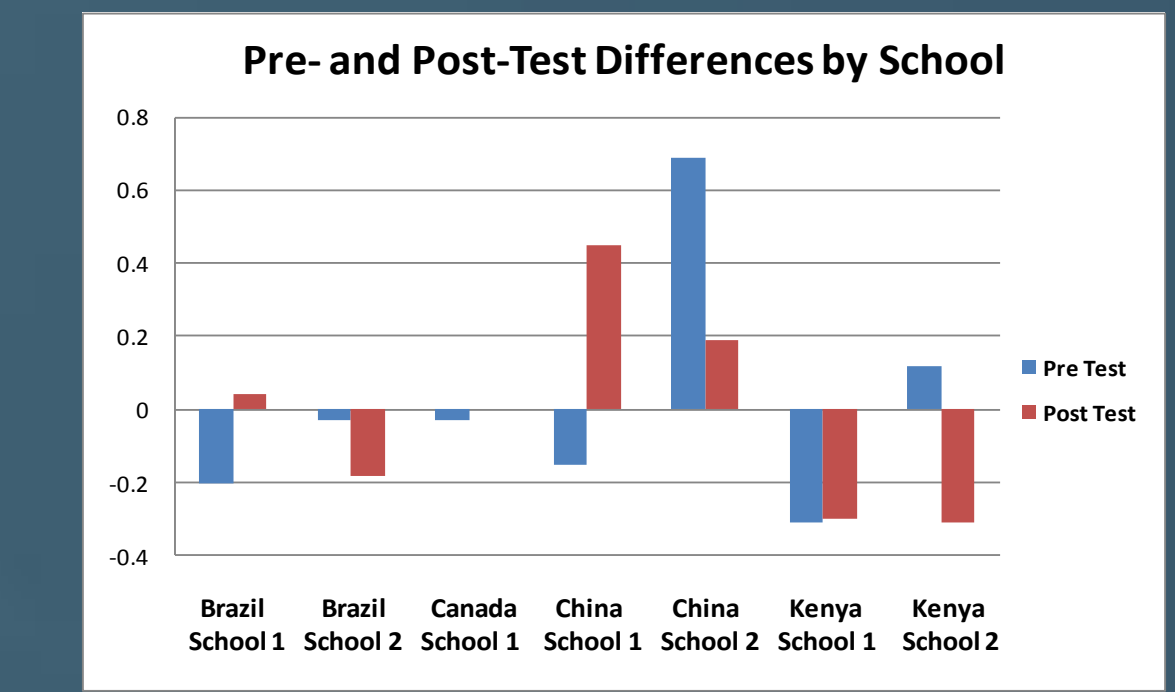
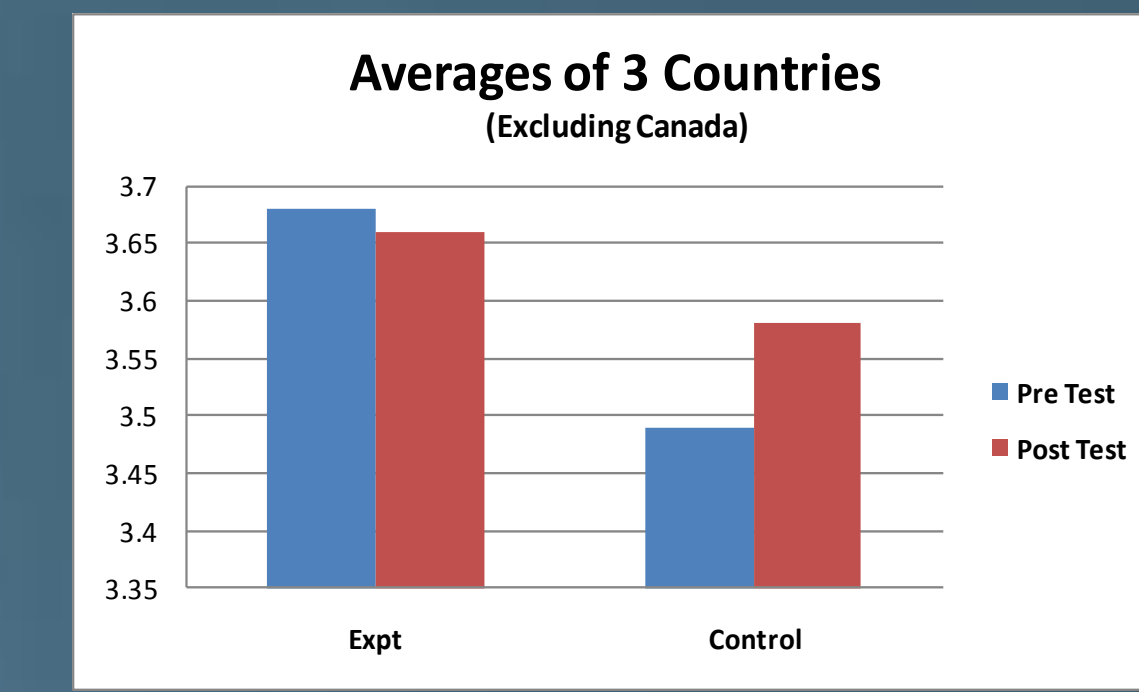
To investigate whether singing traditional songs from Brazil, Canada, China, and Kenya will increase the level of understanding and develop a more positive attitude towards people from these cultures among children ages 10-11 in these four countries.



## Research Findings

- ❖ On average, across the countries (excluding Canada), there is no significant difference between the pre-test and post-test results of the experimental and control group from the questionnaire results.
- ❖ However, school differences have been found. School 2 in China and School 2 in Kenya showed a higher increase in cultural understanding in the experimental group versus the control group. School 2 in China is rural (vs. School 1, which is urban). School 2 in Kenya is a government school in a lower income area (vs. School 1, which is private with middle income families).
- ❖ The qualitative data from Canada also showed that a higher level of cultural understanding has been achieved by the experimental group over the control group.

## Questionnaire Results



## Research Design

- ❖ During a 12 week period, children from Brazil, Canada, China and Kenya learned six traditional songs from each country, a total of 24 songs, together with background information about the songs & cultures.
  - ✓ Two schools in each country and two classes of children from each school, ages 10-11 (Note: A control group was not available in one of the schools in Canada).
  - ✓ One class learned both the cultural information and songs while the other class only learned the cultural information.
- ❖ Children responded to a questionnaire before and after the study to assess their attitude towards the people from the four countries.
- ❖ Interviews were conducted with both teachers and children.
- ❖ Teachers' reports were collected.

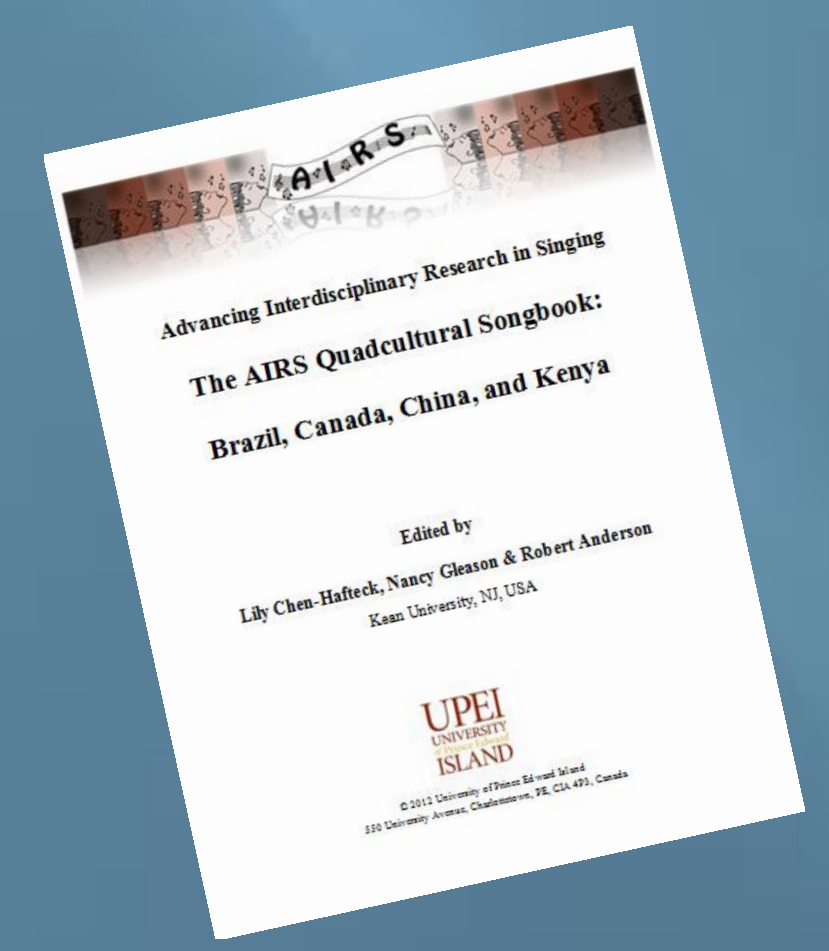
## Measurement of Level of Cultural Understanding

Level of Cultural Understanding	Definition	When to use Code	Example
-1 Negative Understanding	When participants express a biased view of the culture	When responses are negative and based on stereotypes and prejudices.	"I think the kids in Kenya are less fortunate than us – we have advantages"
0 No Understanding	When participants do not express any knowledge of the cultures	When participants do not provide a comment or provides an incorrect response.	"I can't think of any similarities"
1 Knowledge/skills/attitude	When participants acquire learning through the instructional material	When participants provide a fact or an understanding of the culture or of the songs	"China is a big country with a big population" "I know about these countries a LOT more"
2 Cultural Awareness	When participants express awareness of the differences and similarities of the different cultures	When a comparison is made between countries that is neither positive nor negative in emotion.	"We play the same sports like soccer" "We all learn at school, maybe a different language or different way, but the same thing"
3 Cultural sensitivity	When participant's emotions are involved but are less biased	When participants express an understanding of the culture that is positive in emotions	"Other cultures are fun once you get to know them" "The people from Kenya sound really nice!"
4 Cultural Valuing	When participants express an unbiased view of the value of another culture		"Different cultures have different things and we should not make a final decisions about whether it is good or bad and we shouldn't discriminate"

## Interview Results

- ### Preliminary Findings (Toronto, Canada)
- ❖ The control group was more likely to rely on stereotypes to describe countries. They were also less likely to make statements of cultural understanding.
  - ❖ The experimental group more often responded with higher levels of cultural understanding.

## Teaching Materials



- ❖ Songbook: 24 songs, 6 songs from each country
- ❖ Compilation of demonstration audio and video recordings
- ❖ Information on cultural background and context of songs
- ❖ All materials in English, Chinese & Portuguese

## Preferred Song List (from most to least)

<b>Brazil</b>	<b>Canada</b>	<b>China</b>	<b>Kenya</b>
<ol style="list-style-type: none"> <li>Land of the Silver Birch* (4.52) Canada</li> <li>Jambo Bwana* (4.46) Kenya</li> <li>Escravos de Jó* (4.36) Brazil</li> <li>Pézinho (4.11) Brazil</li> <li>Casa de Farinha (4.02) Brazil</li> <li>Asai Iani (4.02) Kenya</li> <li>Shu Ha Ma (Toad Song) (3.93) China</li> <li>Roda Pião (3.84) Brazil</li> <li>I'se the B'y that Builds the Boat (3.78) Canada</li> <li>Tokerelo Meriya (3.71) Kenya</li> <li>Ho, Ho Watanay (3.68) Canada</li> <li>Diu Shou Juan (Drop the Handkerchief) (3.62) China</li> <li>Hombe (3.45) Kenya</li> </ol>	<ol style="list-style-type: none"> <li>Mama Mbe Tsimbin di (3.42) Kenya</li> <li>Nesta rua (3.42) Brazil</li> <li>Nyambaga Kondo Gakwa (3.26) Kenya</li> <li>Sou eu maculelê (3.25) Brazil</li> <li>The Red River Valley (3.11) Canada</li> <li>Gong Xi Gong Xi (Happy New Year) (2.99) China</li> <li>Ah! Si mon moine voulait danser (2.95) Canada</li> <li>The Huron Carol II (2.9) Canada</li> <li>Mo Li Hua (Jasmine flower) (2.83) China</li> <li>Hong Cai Mei Mei (Rainbow Sister) (2.61) China</li> <li>Qing Chun Wu Qu (Youth Dance Song) (2.4) China</li> </ol>		