Ideas for Social Researches − Chapter 3 − Pedagogy and Education

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Educational migration from Africa and East Asia to provincial Russia

The city Nizhniy Novgorod in Russia is the only of the largest cities where it is possible to see noticeable amount of educational migrants coming from Africa and East Asia. Just because all universities are concentrated in the center of the city. There is no large permanent communities of migrants from Africa and East Asia in Nizhniy Novgorod. So, this phenomenon of "exotic" migrants may be novel for local population. In such context, it would be interesting to research relationships between these educational migrants and local population.

Also, the case of Kazan city may be researched, because this city attracts many educational migrants too. It is the city comparable to Nizhniy Novgorod by multiple parameters, but it is traditionally multicultural, multiethnic, and non-segregated. However, at the same time, it is less Westernized.

(In Moscow or Saint Petersburg amount of educational migrants is negligible in comparison to the size of local population. Also, both these cities are used to accept large flows of foreign tourists. So, educational migrants from these regions do not look exotic there.)

Dates: 2015 − 2018. Locations: Russia.

Online education breaking social differentiation in Chilean society

Chilean society has strict socio-economical differentiation on the basis of ethnicity. The most part part of country resources is controlled by so-called "White" minority. Traditionally, the cost of books and education is rather high (probably, with a purpose to fix this social order with economic methods). That's why it is supposed that opportunities of free online education and accessibility of digital literature for the poor majority of the country population may cause social explosion in the period from 2020 up 2040 years, when the first generation self-educated online will reach politically active age.

Dates: 2008, 2011.

Perception of "good education" in migrants from ex-USSR

Traditionally, high school education and university education in ex-USSR have been targeted at production of very qualified cheap engineers. Education is the field of social sciences was highly ideologized and stepped far behind of Western standards. In conjunction with these facts, it is interesting to note that there is a relatively widespread perception in migrants from ex-USSR that the level of university education in ex-USSR is much higher than in other countries. And some of them even send their kids back to the country of origin for obtaining diplomas (I know about two such cases in immigrants living in Argentina and Italy who sent kids back to Russia and Ukraine). It would be interesting to research how such perception was delivered and proved to their kids who grew up in Western societies. Also, it would be interesting to research presence of similar education perception phenomenon in immigrants coming from other regions of the planet.

Dates: 2012, 2017.

Education vs self-education and limitation of learning period vs life-long learning

Education may be classified into two different types: official education and self-education. Also, it is possible to classify attitudes to the length of educational period in life: whether educational period should be limited or life-long. These classifications break the societies into 4 different groups. And these 4 groups may be sometimes segregated much deeper than social groups segregated through other cultural/legal/financial/ethnic criteria. Such segregation may cause multiple consequences for the society. This topic may require cross-culture comparative study.

Xenophobia in little kids living in multiethnic multicultural societies

At the end of 1980's when I was 7-8 years old and lived in Kazan city (Russia), there was one interesting situation in a classroom in the school. The teacher told to the whole class that probably one Afghan girl from a family of refugees will join the class. And the most part of kids in the class (not including me) immediately screamed "No!". What could be the reasons of this xenophobia? This phenomenon may require deeper research considering the following circumstances from that historical period:

- the city had population with a size of about 1M, and it just started to turn from a large provincial city into megapolis; the city was not ethnically and socially segregated; however, people started to isolate from each other gradually as a result of urbanization;
- the native population mainly consists of people of Asian and Eastern European origin with a minor influx of people of Middle Eastern origin coming there more than hundred years ago, Jews, and migrants from Caucasus; historically, people of Middle Eastern origin were considered as representatives of cultural and business elites;
- in almost every class in the school it was possible to see people of all ethnic types including all combinations of ethnicities from mixed marriages and including people with light brown skin who looked exactly like Afghans;
- Islam is considered as one of main religions in local society; however, the real number of practicing Muslims is rather low;
- "Islamic terrorism" term was unknown and unheard yet by the most part of population;
- Soviet army either just left or planned to leave Afghanistan and this country could have negative image in TV because of war (this fact in conjunction with a provincial mentality of local population could be the most probable reason of xenophobia).

It would be interesting to perform similar experiments (although situation described above was not experimental) in different countries/regions/cities, with different ethnocultural and gender identities of potential new classmates, and with different numbers of potential new classmates.

Dates: 1980's. Locations: Kazan, Russia.

Influence of "bloody" news in mass media on little kids

As a variation of "experiment with Afghan girl for xenophobia research" described above, it may be possible to run a similar experiment to explore influence of "bloody" (war, criminal etc) news in mass media on little kids.

As I read, in Latin American countries depiction of criminal news with all "bloody" details is a standard practice in all mass media. So, it may be possible to research some natural experiments with recent immigrants coming to Latin America from other regions, where mass media do not practice such depiction of "bloody" details.

Attitudes to life in Moroccan teenagers and young adults

It is supposed that the following combination of factors may have strong demotivating effect on attitudes to life in Moroccan teenagers and young adults which puts Morocco and the perspectives of its economic and social development into very special position in the range of comparable countries:

- proximity to highly developed Western European countries (including large influx of rich European tourists) in conjunction with impossibility to move to Europe freely;
- status of touristic country with rich landscapes, comfortable weather, unique ancient culture, and relaxed lifestyle;
- traditional Islamic values.

Dates: 2019. Locations: Morocco.

Multischooling: educational approach for better socialization of kids

Maybe, I'm not the first who proposes this idea, but I'll try. Currently, in many countries students (I mean kids under 18 years old) are relatively strictly "connected" to schools; moving kid from one school to another happens rather rarely and each such move looks like "serious event"; moreover, some schools may have artificial legal, financial or educational barriers for admission; all this limits socialization and educational options for kids significantly. So, my idea consists of eliminating these official and psychological barriers. Kids should be able to change schools regularly, as many times as they want. For example, one week in the first school, one month in second, two weeks in third etc. Also, kids should be able to combine education in several schools up to level of days. For example, from Monday to Wednesday in one school, from Thursday to Friday in another; and at Saturday in third. (I suppose, that periods of rotating schools too often will not take more than one year usually; after that almost all students will continue education in 1-3 "permanent" schools.) Here is the list of possible benefits for kids:

- larger socialization options through free choice of classmates and teachers;
- larger dating options for teenagers;
- the habit of free choice of places for studies will turn out in higher social mobility in adult age;
- optimization of educational process by "fine-tuning" classmates, teachers, and environment for each subject;
- currently, students who are "pressed down" by classmates or teachers in some school (especially if this pressing is minimal or periodical) may be reluctant to change school because such change always looks like "big event" and they may be afraid that pressing will be more severe or more often in another school; the opportunity to rotate schools in uncontrolled manner flexibly by days/weeks will eliminate such internal blockers.

I suppose, the research of this social innovation may be performed within one-two small countries/provinces and then expanded to other territories in the world.

Positive image of mafia in American movies

Upon watching multiple American movies, it has been noticed by me through self-analysis that the term "mafia" obtained the positive meaning in my mind. Certainly, it could be caused by some parts of my ethnicity coming from Mediterranean region and by my preferences towards Southern females. But I suppose, I'm not the exception; and generally, this trend is not good at all. It requires deeper research and some social reforms towards limited access to mass media content for teenagers.

Positive image of prison and criminals in American animated movies for kids

I do not track American mass media production for a long period of time. But advertisement of one animation for kids with minions characters where prison life and criminal life are depicted in positive way bothered me a little. Obviously, it could be random fantasy of filmmakers; but if upon detailed analysis of mass media production it will be discovered that it is not, then some regulatory decisions should be implemented to ban such movies for kids outside of United States.

Dates: 2010's.

Academic reform for giving independent researchers free access to recent scientific publications

Currently, all academic institutions function in the same way as large corporations which throws out of the process of scientific research large number of individuals (like me) who are used to work independently in Internet and in microbusineses. At the same time, modern economy gives to people living even in the 2nd world rather much financial freedom that can be used to perform independent scientific researches. So, the only limit that is present is free access to recent scientific publications in high quality formats. Amount of publications that are in open access is very limited yet. And even such service as https://www.jstor.org/ has some download limits and quality limits: the texts are given in PDF format in a terrible quality that is not readable at all, if you need to read several hundreds articles for performing some real research, for example, but not just one or two. Also, you should understand that reading of large amount of materials is much more comfortable with ebook reading devices; that's why all publications should be provided in the appropriate ebook formats.

Translation of classic and ancient literature to modern language with a purpose to engage teenage audience

When I was a teenager, I have read a lot of classic and ancient literature from tens countries of the world. But all this literature was translated to modern Russian language which simplified for me reading of such materials significantly in comparison to people who can read them in their native languages only. It gives an idea to perform translation of multiple classic and ancient literature works (written up to the end of 19th century) to modern versions of languages used for writing them

(not simplified, just modern). It will allow to engage significant portion of teenage audience from my point of view.

Explaining patterns of sexual behavior in the standard sexual education course for teenagers

I always was targeted at strictly monogamous relationships and avoided almost all sexual contacts because of fear of HIV (it is large problem in ex-USSR) and incompatibility with lifestyles and ethnocultural types of females in my regular places of living (in ex-USSR and globally). At the same time, I regularly was overloaded and stressed due to multiple life circumstances and loneliness; and as a result of these situations, several first periods of sexual activity in my life followed the same unpleasant dangerous pattern:

a) being stressed and overloaded for a long period of time (months, years);

b) switching from long-term search (months, years) of high-quality female partners for marriage to long-term search (months, years) of low-quality and mid level quality female partners for sex;

c) after several months/years of search described in item B, getting unexpected stressful intercourse with female who is not suitable for any kind of satisfactory relationships either due to older age, or due to social/educational status, or due to personality particularities, or due to ethnocultural type;

d) in short-term timespan after that (days, weeks), having stressful intercourses with 2-4 other female partners of the same or lower quality than female from the step C (with a break for several days/weeks between intercourses);

e) avoiding sexual contacts for a long period of time (months, years) with giving primary priority to search of high-quality female partners for marriage again.

This pattern of ABCDE steps has been repeated several times in my life; I'm not sure how such or similar patterns of sexual behavior are widespread, but it is supposed that it would beneficial to explain the general concept of patterns of sexual behavior in the standard sexual education courses for teenagers to minimize social and public health issues.

Kids working as street salesmen in red lights districts: how they are affected by environment?

Fortunately, my hotel in Addis Ababa was located on one of sidewalks of Chichenya street, the heart of Addis Ababa red lights district (I just booked the best hotel for 20 USD per night without knowing anything about the city). The following observations have been performed:

- daily walking around the whole area;
- night observations of the street life from hotel doors, from 20:00 up to 02:00 (it has been decided that walking at night is too risky due to extreme poverty of local population);
- taxi excursion across the whole area around 00:00;

- daily observation of life in two brothels located near the hotel, observations were performed from room balcony.

Nothing interesting has been found. The only that is worth to be mentioned is that kids working as street salesmen (boys of 7-13 years old, approximately) stay on streets for sales business until 02:00 at least. So, it would be reasonable to research, how the red lights district environment affects their lives.

It should be noted, that in several months before my trip, all prostitution in Addis Ababa was made officially illegal; but it looks, it did not affect night life anyhow. All observations performed by me were not systematic, they were random typical tourist-style observations of local life.

Dates: 2019. Locations: Addis Ababa, Ethiopia.

Kids of amateur and professional prostitutes: how sex business of mother influences their lives?

In many developing countries, amateur and professional prostitution is widespread within local female population of almost all age groups. It would be interesting to understand how sex business of mother affects lives of her kids in short-term and long-term perspectives?

Dates: 2019. Locations: Madagascar.

Organized sportive activities for village kids: case of Andasibe village in Madagascar

The only time when I have observed organized sportive activities within kids living in rural areas was in Andasibe village in Madagascar; teenage boys practiced morning jogging around 05:00 (sunrise is early in Madagascar). The sportive activities are especially important for people living in proximity to urban areas, like in Andasibe. So, this case may be considered and researched as exceptional one.

Dates: 2019. Locations: Andasibe village, Madagascar.

Medical ethics in aggression self-control training for children

In informal communication with a psychologist from Latin America, it was found that she works in aggression self-control training workshops for children of all age groups, the workshops are state-sponsored and relatively short, and they don't include explanation of social basement of aggression. It is well known that Latin American society cultivates public demonstration of aggression through the culture of machismo, and through criminalized elements of daily communication culture. Easy access to firearm in conjunction with ethnic and social segregation may strengthen cultivation of aggression significantly. In according to all this, we come to the questions: are such aggression self-control training workshops ethical enough without explaining for children real reasons of aggression in the world around them? could it be possible that such workshops create basis for deep long-term psychological, medical, and social problems in these children?

Dates: 2020. Locations: Latin America.

Extremely simple guide for teenagers on building family and parenting models

Please, check the final version of guide for novice spouses and parents where I have implemented instructions for building almost completely quantitative models of family relationships and parenting process: https://doi.org/10.5281/zenodo.3576245 As you can see, the procedure of building models is extremely simple (less than 100 questions and the most part of them may be responded either with a number or with a single phrase). It is supposed that it may be possible to rewrite this guide with a purpose to target teenage audience, and even with a purpose to include it into the *official school curriculum* in different countries. Obviously, it is much more serious task than writing guide for science amateurs, as I did. That's why I cannot even try this, and propose to implement this idea for authors having official qualification and deep background in pedagogy.

Detailed review and systematization of cases when universities support some research and educational programs in partner foreign universities but block others

In a research publication which I don't remember now, it was found that one German university supported some engineering research and educational programs in one partner Romanian university, but blocked other programs which could bring better scientific achievements. I don't know about details of this case, but it looked rather novel for me, and it is supposed that detailed review and systematization of such cases would be very interesting for students living in developing countries.

Dates: 2000's or 2010's.

Diagram of family tree of all social sciences

I have found the great diagram describing family tree of heterodox economics (definitely, it is not complete, but the idea is really great): https://commons.wikimedia.org/wiki/File:Heterodox3.png

It would be amazing to have a similar diagram for all social sciences: at least, sociology, anthropology, economics, psychology, pedagogy, wildlife management (including ethology), with intersections between them, and with everything else that you consider reasonable to include.

And it would be completely fantastic to write a book on history of science in a similar graphic format, describing all relationships between different branches of all sciences. I suppose, it would be better to publish this material online with all visualizations linked to short articles explaining sense of blocks, and ideally, also having all diagrams combined together in 3D format.

All such material may be very useful for pedagogical and science popularization purposes.

Deeper training in economics subjects is needed in mass high school programs of developing countries

Upon deeper exploration of economical subjects, I (as a person with business-oriented background and grown up in permanent economic collapse but not having any previous significant training in economics) suppose that much deeper training in economics should be integrated into mass high school programs of developing countries.

Such training must include the following elements (only general topics are given without paying much attention to particular details):

- general vision of current economic academic thought with representing all research movements on equal basis;
- explanation of all current economical phenomena as just temporal in historical context;
- explanation of underlying reasons of all current economical trends with all their benefits and drawbacks;
- explanation of changed sense of all "basic parts of life", because in many countries understanding of such terms as *work*, *money*, *cost*, *taxation* etc may vary significantly with their real sense in the modern world; in other words, expecting that it will be explained correctly and fully for children in families by their relatives from the previous generations is not realistic in many cases;
- explanation of local economic opportunities and roles of community/region/country in the global economic system;
- explanation of economic crimes to avoid becoming either victim or criminal accidentally;
- workshops with self-made economic prognosis for the next 20-40 years;
- workshops with discussing possible alternative economic solutions in comparison to all that we see today;
- workshops for managing microenterprises;
- workshops for managing family budgets.

Basing on my personal life/work/self-learning experience described earlier, I would say that obtaining such knowledge on the fly occasionally is impossible, because some things in practical work are just not needed (in short-term perspective, although may be critical in long-term perspective for more than ten years), and popular articles on all topics may be just non-professional and misleading. However, absence of this knowledge (without unrelated balancing factors like scientific vision of life, culture etc) may drive people into big problems.

Drawback of providing such information to high schoolers consists of building revolutionary minds and revolutionary moods.

Drawback of not providing such information to high schoolers consists of deeper destruction of wildlife around the world and deeper economic/political crises.

The most interesting part of this idea is that in fact it is extremely cheap because in minimal implementation it consists just of writing, translating, and promoting online high quality economics tutorial for high schoolers with a lot of pictures, photos, and diagrams. Moreover, this tutorial may be used by adults with all levels of education.

Earlier puberty age may lead to more social success in the modern urban environment

In the modern urban environment, kids may be isolated from yard communication with elder kids; communication may be limited to the circle of relatives and other kids of the same age from the

school. As a result of this, pressing from elder kids may be absent; and in case of early puberty age, some kids may have 1-3 additional years for uncontrolled self-development in comparison to other kids of the same age from the school; which in its turn may lead to higher social success in adult age. In more traditional environment, such situation would be impossible, because the kid whose puberty has started earlier is immediately integrated into company of elder kids in the yard. Obviously, in case of performing detailed research, educational and financial level of parents should be considered. Also, opportunities to find acceptable sexual partner in teenage years may affect the situation. So, the final results of the research may be rather complex.

Coverage of the reality in literary and art works of different genres

Due to economical, geographical, and family circumstances, my teenage and youth researches of social and natural worlds biased towards obtaining information from literary and art works, mainly; round-the-world travels have been started in adult age only, when I had already extensive background in studies of all kinds of literature and arts (it should be noted that I'm a former creative writer). As a result of this situation, my travels, and generally, my life were directed to exploring the world outside of content of literary and art works. After summarizing all this experience, I can say that in my personal opinion no more than 10%-20% of the world can be known from literary and art works, no more than 30%-40% can be known from travel blogs and mass news articles in Internet, and no more than 30%-40% can be known from scientific monographs and articles. Every of these sources either skips or distorts significant portions of reality. Or just goes several years (or more) behind the reality. Obviously, this observation is very subjective. But it may be a good starting point either for epistemological research or for research in mass social behavior directed by limited outdated knowledge about the reality.

Dates: 2000's, 2010's.