Everyday life practices & eco-cultural theory

Hille Janhonen-Abruquah,
March 2009,
Copenhagen

References:


What is eco-cultural theory?

- The eco-cultural theory (Gallimore et al., 1993; Gallimore et al., 1989) is interested about the relationship between human and society.
- Eco-cultural theory sees family as proactive, as constantly determining how the limits set by the society, global and national economy and ecology affect the family.
  - A family changes its daily routines in order to accommodate with changes of the environment. These ecological features and changes, either global or local, directly affect the daily routines of a family.
- The eco-cultural theory uses the daily activities as units of analysis (Gallimore et al. 1989, 217).
sustainable routines of daily activities (Gallimore)

- social ecological fit
- congruence and balance
- meaningful
- stability and predictability

The activity settings of the daily routine can be analyzed from five different angles:

- Who is present (1.Who?)
- What are their goals and values (2.Why and what reasoning)
- What are they doing (3.What?)
- What are their motives in relation to the action (4.How and why?)
- What are the rules and laws regulating the situation (5.What limitations?)

Table 1. Eco-cultural theory used in previous studies

<table>
<thead>
<tr>
<th>Researcher</th>
<th>Study</th>
<th>Country</th>
<th>Remarks of the study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gallimore et al. (1994, 1995)</td>
<td>Families with disabled children</td>
<td>USA (California)</td>
<td>Explored how families had to face changes in their daily routines of daily activities</td>
</tr>
<tr>
<td>Blasi (1994)</td>
<td>Children with special needs</td>
<td>Finland</td>
<td>The family is seen as an expert in the education and rehabilitation of children with developmental delays</td>
</tr>
<tr>
<td>Tontti (1994, 1995)</td>
<td>Children with special needs</td>
<td>Finland</td>
<td>Explored changes in the work of health care professionals. The expertise does not only lie in the hands of health care professionals but also within the family.</td>
</tr>
<tr>
<td>Lowin and Estes (2002)</td>
<td>Low-income families</td>
<td>USA (California, Wisconsin)</td>
<td>This study seeks to understand why low-income families’ use of program-based child care and subsidies for such care is often low and/or episodic.</td>
</tr>
<tr>
<td>Cooper et al. (1995)</td>
<td>Students, African American, and Latino youth in academic outreach programmes</td>
<td>USA (California)</td>
<td>Students were challenged to navigate across their multiple worlds and negotiate with brokers who help them and gatekeepers who create difficulties for them, as well as relying on themselves.</td>
</tr>
<tr>
<td>Tontti (1994)</td>
<td>Children with disabled children</td>
<td>Finland</td>
<td>Study emphasized parent-professional partnerships and how motherhood could be supported.</td>
</tr>
</tbody>
</table>