

Montessori Memo

Quarterly, Curated, and Collaborative
Research for practitioners, researchers, and community members



MONTESSORI MEMO™

A quarterly, curated memo of peer reviewed research and policy papers accessible and contributed to by a broad community of Montessori and non-Montessori researchers and practitioners via our virtual community found in the *Montessori Forward* app.

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HOW TO GET INVOLVED

Individual researches, practitioners, and community members are encouraged to recommend peer reviewed research and policy papers that you find relevant via the form found in *Montessori Forward*.



The Center for Montessori Studies collaborates across the Montessori community, Association Montessori International and American Montessori Society, and values the institutional collaborations with and among KU Center for Montessori Research, National Center for Montessori in the Public Sector, and Montessori Public Policy Initiative.

Issue 1

January—March 2019

RESEARCH: MONTESSORI

Title The Effect of Montessori Programme on The Motion and Visual Perception Skills of Trainable Mentally Retarded Individuals

Citation

Kaya, M., & Yildiz, K. (2019). The Effect of Montessori Programme on The Motion and Visual Perception Skills of Trainable Mentally Retarded Individuals. *Journal of Education and Training Studies*, 7(2), 120-128.

Link <http://redfame.com/journal/index.php/jets/article/view/3875>

Summary/Abstract 20-22. 12 voluntary participants constituted the experimental group who had Montessori education. The control group included 12 voluntary mentally disabled individuals. While the control group had a routine training for 8 weeks, the experimental group had Montessori education program for 8 weeks. In addition, mothers of the students in the experimental group were included in the training program. When the effect of the Montessori program on the movement skills of trainable mentally retarded people was examined, no significant difference was found.

Title Investigation of Mathematical Concept Skills of Children Trained with Montessori Approach and MoE Pre-School Education Program

Citation

Ongoren, S., & Yazlik, D. O. (2019). Investigation of Mathematical Concept Skills of Children Trained with Montessori Approach and MoE Pre-School Education Program. *European Journal of Educational Research*, 8(1), 9-19.

Link <https://eric.ed.gov/?id=EJ1203098>

Summary/Abstract Research data were analyzed with descriptive analysis method, and the frequency and percentage values of the obtained data were calculated. As a result of the study, it was observed that the students trained with the Montessori Approach and MoE PSP (Ministry of Education Pre-School Program) could not create graphics in both groups while the rhythmic counting and patterning skills were the most frequently observed skills in children. It has been determined that children are trained with the Montessori Approach complete more studies, especially on matching, grouping, comparison/ranking, and part-whole skills, compared to the children trained with MoE PSP.

Title Applying Montessori Principles in China: The Impact of Being a Situational Minority in a Particularistic Jewish Heritage School

Citation

Gross, Z., & Rutland, S. D. (2019). Applying Montessori Principles in China: The Impact of Being a Situational Minority in a Particularistic Jewish Heritage School. *Journal of Jewish Education*, 85(1), 27-52.

Link <https://www.tandfonline.com/doi/abs/10.1080/15244113.2019.1559433>

Summary/Abstract The aim of the research is to investigate a Montessori pedagogic approach, enabling a Jewish school to be part of the Chinese international-school system, while fostering Jewish identity. We conducted semi structured interviews with principals (2), teachers (8), parents (12), and students (10) and recorded class observations (8) over two visits. The analysis employed a grounded theory approach using a constant comparative method. The main result was that Montessori principles enabled the school to foster a strong particularistic Jewish identity for this situational minority while also developing a broad understanding of the host (Chinese) culture.

Title “To Be Strict on Your Own”: Black and Latinx Parents Evaluate Discipline in Urban Choice Schools

Citation

Golann, J. W., Debs, M., & Weiss, A. L. (2019). “To Be Strict on Your Own”: Black and Latinx Parents Evaluate Discipline in Urban Choice Schools. *American Educational Research Journal*. <https://doi.org/10.3102/0002831219831972>

Link <https://journals.sagepub.com/doi/10.3102/0002831219831972>

Summary/Abstract This research examines the attitudes of Black and Latinx parents to school discipline at a no-excuses charter school and two public Montessori magnet schools. We examined what discipline means to Black and Latinx families at these schools and found that parents viewed discipline as more than rule-following, valuing also self-discipline and academic discipline. While no-excuses parents supported an orderly environment, many found the discipline restrictive. Parents in the Montessori schools, by contrast, praised student autonomy but questioned whether the freedom was preparing their students academically.

RESEARCH: RELATED

Title School Gardening in Early Childhood Education in Oman: A pilot project with Grade 2 students

Citation

Ambusaidi, A., Alyahyai, R., Taylor, S., & Taylor, N. (2019). School Gardening in Early Childhood Education in Oman: A pilot project with Grade 2 students. *Science Education International*, 30(1).

Link <http://www.icasonline.net/journal/index.php/sei/article/view/95>

Summary/Abstract While these findings were somewhat mixed and need to be treated tentatively given that the study was a pilot, they did suggest that school gardens in Oman could provide affective and possibly health benefits for students. The potential health benefits could be particularly significant because the Omani population is beginning to exhibit a rapid increase in “lifestyle diseases”, most notably diabetes and cardiovascular illnesses. These illnesses appear to be linked to poor dietary habits and a more sedentary lifestyle among the younger generation.

Title Visual Environmental Scale: Analysing the Early Childhood Education Environment

Citation

Knauf, H. (2019). Visual Environmental Scale: Analysing the Early Childhood Education Environment. *Early Childhood Education Journal*, 47(1), 43-51.

Link <https://link.springer.com/article/10.1007/s10643-018-0914-x>

Summary/Abstract This paper presents a qualitative method for such systematic investigation, which we shall call visual environment analysis. It also presents the results of the application of this method to ten early childhood centre environments, which can be ranged between the two extremes of restraint and expressiveness. The analysis shows that early childhood centre environments may be shaped by partly conflicting aims, such as giving children as much freedom as possible on the one hand and providing them with a stimulating atmosphere on the other. The paper therefore discusses both visual environment analysis as a method and, in applying this method, the interior design of a number of educational environments.

Title Conceptual Awareness of Secondary School Teachers Regarding Peace Education: Analysis

Citation

Amin, S., Jumani, N. B., & Mahmood, S. T. (2019). Conceptual Awareness of Secondary School Teachers Regarding Peace Education: Analysis. *International Journal of Innovation in Teaching and Learning (IJITL)*, 2(1).

Link <http://irigs.iiu.edu.pk:64447/ojs/index.php/IJITL/article/view/380>

Summary/Abstract Peace education is a key process for creating peace and devastating conflict and violence. Therefore, peace education promotes the knowledge, skills, attitudes as well as values that pursue to convert individual’s mindsets, attitudes as well as behaviours. So, peace education is a key instrument for developing a culture of peace and a plan which has been used a large number of nations to stop violent and fatal conflicts. The objectives of the study were: (i) to examine the conceptual awareness of secondary school teachers regarding knowledge component of peace education in Khyber Pakhtunkhwa, Pakistan.(ii) To examine the awareness of secondary school teachers regarding the skills and attitude of peace education in Khyber Pakhtunkhwa, Pakistan. All secondary school teachers of Khyber Pakhtunkhwa were the population of the study. According to the nature of the study the researcher selected 320 secondary teachers from different districts. A self-developed questionnaire was used as a research tool. All statements on the questionnaire were related to conceptual awareness of secondary school teachers regarding peace education. The validity and reliability of the research instrument were accurately confirmed. The data were analyzed through SPSS (version 20). The findings and conclusions of the study showed that most of male secondary school teachers were aware about the three components of peace education. Majority of female secondary school teachers were not aware about the components of peace education.

Title Creating high-quality early childhood education in Rwanda: teacher dispositions, child-centred play, and culturally relevant materials

Citation

Gerde, H. K., Apol, L. J., Skibbe, L. E., & Bucyanna, C. M. (2019). Creating high-quality early childhood education in Rwanda: teacher dispositions, child-centred play, and culturally relevant materials. *Early Child Development and Care*, 1-12.

Link <https://www.tandfonline.com/doi/abs/10.1080/03004430.2019.1578760>

Summary/Abstract This manuscript provides a unique window into the practices of a quality early childhood system in Rwanda and articulates how these high-quality approaches to early childhood education can be executed successfully in developing nations with limited resources. The guidelines for practice and illustrations from real classrooms are relevant for a range of educators around the world. One key to success is the programmes’ homegrown professional development approach featuring Rwandans teaching Rwandans, which builds capacity within the system.

POLICY PAPER

Title What is Montessori-Inspired Practice?

Citation

National Center for Montessori in the Public Sector (2019). *What is Montessori-Inspired Practice?* Washington, DC: National Center for Montessori in the Public Sector.

Link <https://www.public-montessori.org/wp-content/uploads/2019/03/Montessori-Inspired-Practice-03-2019.pdf>

Summary/Abstract This paper offers these key points: •Montessori-Inspired practice refers to a constellation of instructional moves that originated in Montessori classrooms but are distinct from Montessori as a complete educational model. • While much of the benefit of the Montessori model emerges from the highly detailed and coherent nature of the system, select elements are exportable and effective either in isolation or in combination with other developmental practices. • Successful Montessori-Inspired practice calls for blending a child-centered, developmentalist orientation with specific pedagogical moves consistent with the orientation.



Montessori Memo is a resource found via the *Montessori Forward* app. A modern format for people to learn about Montessori education. *Montessori Forward* is the shared effort of the Center for Montessori Studies, University of Hartford degree programs, and the Montessori Training Center Northeast to sustain a virtual space as well as an intellectual community for researchers and practitioners contributing to Montessori education and research.

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