

Montessori Memo

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Research for practitioners, researchers, and community members



MONTESSORI MEMO™

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RESEARCH: MONTESSORI

Title Developing Data-Driven Administrative Policy for International Montessori Center, Thailand

Citation

Ali, A., & Pa-alisbo, M. A. C. (2021). *Developing data-driven administrative policy for International Montessori Center, Thailand*. SocArXiv. <https://doi.org/10.31235/osf.io/pm7wb>

Summary/Abstract This institutional survey research was used to improve administrative policies at International Montessori Center (IMC), a private international kindergarten in Bangkok, Thailand. The main goal of the study was to gather input from school stakeholders regarding daily conditions and functions, with the ultimate goal of improved administrative policy implementation. A literature review indicated no direct prior research. A survey gathered input from four stakeholder groups, including 15 teachers, 104 parents, 17 staff, and 3 administrators, regarding Physical Safety, Child Sense of Being Valued (classroom atmosphere), Classroom Conditions, Information Availability, Parent-Teacher Meeting Quality, Administrative Support, Parental Support (overall), Educational Tools and Technology, Quality of Peer Professional Relationships, and Availability of Needed Supplies. Stakeholders rated the daily operations areas using five-point Likert-style questions and responded to two open-ended questions. In sum, findings highlighted a number of useful perspectives for the little-studied early-childhood administrative community: a) seemingly mundane school functions are important to those who experience them on a regular basis; b) all stakeholder input is valuable when gathering school daily operations feedback; c) similarities and differences in stakeholder input help administrators

INSIDE THIS ISSUE

Research: Montessori.....1

Research: Related.....5

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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.

develop a more holistic perspective of school functioning; and d) stakeholder input is a valuable tool for administrators to use when critically considering responsive policy formulation. Conclusions reached were limited to correlations and patterns found in one institution. However, it is clear that this original research is a valuable step in improving administrative policy implementation at the private international kindergarten level.

Title The Effectiveness of Montessori Method of Education on Neuropsychological Functions of Students with Nonverbal Learning Disorders

Citation

Armun, S., Gharadaghi, A., & Vahedi, S. (2021). The effectiveness of montessori method of education on neuropsychological functions of students with nonverbal learning disorders. *The Journal of New Thoughts on Education*, 0. <https://doi.org/10.22051/jontoe.2021.33510.3165>

Summary/Abstract The purpose of this study was to investigate the effect of Montessori method of education on the neuropsychological functions of students with nonverbal learning disorders. 4 first grade primary school students with nonverbal learning disorders between 7 years 3 months and 8 years 6 months, who were studying at Nabi Akram Primary School in Bonab, in 2020, were selected based on the researcher-made neuropsychological Test for diagnosis of non-verbal learning disorders Movahedipour and et al (2020). students received Montessori method of education for 10 separate sessions by using a single subject study design with multiple baseline (ABA). They were followed up three weeks after the intervention. Finally, the data obtained in the baseline, intervention and follow-up stages were analyzed by visual diagram analysis, percentage of all non-overlapping data (PAND), effect size and recovery percentage. The results showed that Montessori method of education improves and enhances the neuropsychological functions of students with nonverbal learning disorders.

Title Effects of Montessori Education on the Academic, Cognitive, And Social Development of Disadvantaged Preschoolers: A Randomized Controlled Study in the French Public-School System

Citation

Courtier, P., Gardes, M.-L., Van der Henst, J.-B., Noveck, I. A., Croset, M.-C., Epinat-Duclos, J., Léone, J., & Prado, J. (2021). Effects of Montessori education on the academic, cognitive, and social development of disadvantaged preschoolers: A randomized controlled study in the French public-school system. *Child Development*, 92(5), 2069–2088. <https://doi.org/10.1111/cdev.13575>

Summary/Abstract Previous research on Montessori preschool education is inconsistent and prone to analytic flexibility. In this preregistered study, disadvantaged preschoolers in a French public school were randomly assigned to either conventional or Montessori classrooms, with the latter being adapted to French public education. Adaptations included fewer materials, shorter work periods, and relatively limited Montessori teacher training. Cross-sectional analyses in kindergarten (N = 176; Mage = 5–6) and longitudinal analyses over the 3 years of preschool (N = 70; Mage = 3–6) showed that the adapted Montessori curriculum was associated with outcomes comparable to the conventional curriculum on math, executive functions, and social skills. However, disadvantaged kindergarteners from Montessori classrooms outperformed their peers on reading (d = 0.68). This performance was comparable to that of advantaged children from an accredited Montessori preschool.

Title Don't Bother Trying, They Won't Do It! Effect of Responsive Behaviors on the Montessori Assessment System

Citation

Erkes, J., Camp, C. J., & Bayard, S. (2021). Don't bother trying, they won't do it! Effect of responsive behaviors on the Montessori Assessment System. *Clinical Gerontologist*, 0(0), 1–8. <https://doi.org/10.1080/07317115.2021.1924333>

Summary/Abstract Objectives: The Montessori Assessment System (MAS) is an assessment tool that aims at assessing preserved abilities in persons with moderate to severe dementia and to serve as basis for person-centered interventions. As responsive behaviors are highly frequent in this population, we assessed their possible influence on the MAS administration and results. Methods: 193 persons with a diagnosis of dementia in the moderate to severe stages living in nursing homes completed the MAS. Responsive behaviors were assessed by the Neuropsychiatric Inventory (NPI). Results: The NPI scores were heterogeneous, but responsive behaviors were present for at least 5 NPI domains in more than 50% of the participants. While NPI scores had weak relationships with MAS completion time and total score, primarily for the hallucinations, euphoria, and aberrant motor behaviors domains, a large majority of the participants fully completed the MAS. Conclusions: The presence of responsive behaviors as assessed by the NPI does not limit MAS administration, despite minor influence on MAS score and completion time. Clinical implications: The MAS may be applied to persons with moderate to severe dementia presenting responsive behaviors. Assessment of preserved abilities can greatly improve the design of person-centered care plans in this population.

Title The Moral Philosophy of Maria Montessori

Citation

Frierson, P. (2021). The moral philosophy of Maria Montessori. *Journal of the American Philosophical Association*, 7(2), 133–154. <https://doi.org/10.1017/apa.2019.41>

Summary/Abstract This paper lays out the moral theory of philosopher and educator Maria Montessori (1870–1952). Based on a moral epistemology wherein moral concepts are grounded in a well-cultivated moral sense, Montessori develops a threefold account of moral life. She starts with an account of character as an ideal of individual self-perfection through concentrated attention on effortful work. She shows how respect for others grows from and supplements individual character, and she further develops a notion of social solidarity that goes beyond cooperation toward shared agency. Partly because she attends to children's ethical lives, Montessori highlights how character, respect, and solidarity all appear first as prereflective, embodied orientations of agency. Full moral virtue takes up prereflective orientations reflectively and extends them through moral concepts. Overall, Montessori's ethic improves on features similar to some in Nietzschean, Kantian, Hegelian, or Aristotelian ethical theories while situating these within a developmental and perfectionist ethics.

Title Teacher Professional Learning Whilst in Quarantine: A Case Study from China

Citation

Laws, K., & Xun, F. (2021). Teacher professional learning whilst in quarantine: A Case study from China. *IAFOR Journal of Education*, 9(2), 127–144. <https://doi.org/10.22492/ije.9.2.08>

Summary/Abstract Transforming two early education centres in China to incorporate the educational philosophy of Maria Montessori is a huge task. To induct teaching staff into Montessori's philosophy, pedagogy, and curriculum when their past educational experiences have been formed by a rigid,

traditional model added to the challenge. To further complicate matters the transformation took place during lockdown due to the COVID-19 pandemic and the staff participated in a completely voluntary capacity whilst in isolation. For this research project the authors collected data through direct observations, surveys, questionnaires, individual teacher interviews, and focus group interviews. How online professional learning for 35 staff members was planned, organised, modified, and undertaken is outlined. Practical and technical issues involved in moving from face-to-face to online teaching are also included. Teachers reported that the professional learning program had prepared them well for when the centres reopened and the children returned.

Title ‘The Jigsaw Culture of Care’: A Qualitative Analysis of Montessori-Based Programming for Dementia Care in the United Kingdom

Citation

Raghuraman, S., & Tischler, V. (2021). ‘The jigsaw culture of care’: A qualitative analysis of Montessori-based programming for dementia care in the United Kingdom. *Dementia*, 14713012211020144. <https://doi.org/10.1177/14713012211020143>

Summary/Abstract Aims Montessori-Based Programming (MBP) in dementia care refers to a growing body of research and practice that has developed Montessori methods to facilitate self-paced learning, independence and engagement for people living with dementia. A number of research gaps have been identified in the existing literature such as a lack of cross-cultural studies and well-powered, robustly designed outcome studies. The current study investigated the use of MBP with a focus on provision in the United Kingdom. It aimed to identify MBP implementation approaches, challenges and barriers, and research gaps. Design and Methods A qualitative design was implemented to analyse data from in-depth, semi-structured interviews with key stakeholders (N = 8) with experience of MBP in the UK. Participants included care home management and staff, MBP trainers and independent dementia experts with a background in Montessori methods. Thematic analysis identified 4 main themes and 12 sub-themes. The study took place between April 2019 and October 2019. Findings A framework describing knowledge and understanding of MBP in the UK, implementation considerations, challenges and barriers, evidence of outcomes and research gaps was developed to provide guidance for researchers and practitioners. Implementation considerations included using a whole-home approach and changing the culture of care through management support. Barriers to implementation included conservative attitudes to care, perceived lack of time and resources, health and safety issues, and issues of sustainability. Conclusion The benefits of MBP in dementia care are promising but require further empirical investigation. There is a need to design, execute and publish evidence to secure the support of key stakeholders in dementia care research, policy and commissioning in the UK.

Title Making Learning Visible in the 21st Century; Examining of The Use of Digital Assessment Tools in Montessori Education

Citation

Şimşek, F. M., & Mehmet Nur Tuğluk. (2021). Making learning visible in the 21st century; Examining of the use of digital assessment tools in Montessori education. *Pegem Journal of Education and Instruction*, 11 (2), 72–86. <https://eric.ed.gov/?id=EJ1301979>

Summary/Abstract This research aims to determine the experiences of Montessori educators, who apply the Montessori educational approach and use a digital assessment tool, towards the digital

assessment tool they use and their views on these experiences. Within the scope of this purpose, the study was designed in phenomenological research, one of the qualitative research methods. Within the scope of this study, phenomenon was determined as the digital assessment tools used by Montessori educators in Montessori education settings. The study group consisted of 14 Montessori educators, 3 of whom were working in Barcelona and 11 from an official and private Montessori school in Istanbul. The data collection of the study consisted of personal information form and individual interviews conducted by the researcher with Montessori educators through online interview systems. When the data gathered as a result of these interviews were analyzed, it was seen that the digital assessment tools were considered as a phenomenon with different dimensions by the Montessori educators who participated in the research. These dimensions have been “ease of use and necessity”, “parent”, “Montessori education”. In addition, it was determined that Montessori educators explained for the tools they use, apart from the digital assessment tool. The non-digital assessment tools dimension was also examined in the study in order to reveal the educators’ perceptions of the digital assessment tool holistically. As a result of the study, sixteen sub-themes related to four themes were formed. The findings were discussed within the framework of the studies in the field.

Title Helping Preschoolers Learn Math: The Impact of Emphasizing the Patterns in Objects and Numbers

Citation

Zippert, E. L., Douglas, A.-A., Tian, F., & Rittle-Johnson, B. (2021). Helping preschoolers learn math: The impact of emphasizing the patterns in objects and numbers. *Journal of Educational Psychology*. <https://doi.org/10.1037/edu0000656>

Summary/Abstract Preschoolers’ repeating patterning knowledge is predictive of their concurrent and later math and numeracy knowledge, but strong experimental evidence is needed to determine if these relations are causal. The purpose of the current study was to examine the causal effects of repeating patterning and numeracy tutoring on repeating patterning, numeracy, and general mathematics knowledge in the year prior to kindergarten (i.e., preK). Children in preK (N = 211) were randomly assigned to receive 5 sessions of researcher-delivered tutoring (a) on repeating patterns and numeracy or (b) on numeracy (and literacy as an active control), or received no tutoring and business as usual classroom instruction (control). Children who received tutoring in repeating patterning and numeracy improved in their repeating patterning knowledge the most. However, children’s general math and numeracy knowledge improved similarly across conditions, and a specific aspect of numeracy emphasized during the tutoring did not improve. Children’s repeating patterning knowledge is malleable, but this initial attempt to demonstrate causal links between repeating patterning and math knowledge was not successful. Results parallel mixed success in research training other skills, such as working memory or spatial skills, for improving mathematics knowledge. Findings are discussed in terms of the relations between patterning, numeracy, and general math knowledge in preschoolers.

RESEARCH: RELATED

Title Anti-Corruption as Value Learning in Senior High School

Citation

Montessori, M. (2021). Anti-corruption as value learning in senior high school. *Jurnal Pendidikan Indonesia*, 10(2), 314–324. <https://doi.org/10.23887/jpi-undiksha.v10i2.24375>

Summary/Abstract This study aims to analyze the learning of Pancasila and Civic Education about anti-corruption at senior high schools. The research method used was qualitative research whose informants include: teachers, school principals, and students. Data were collected by observation, interview and documentation study. Checking the validity of the data was carried out through triangulation and data analysis using the stages of data collection, data reduction, data presentation and conclusion drawing. The results showed that the implementation of anti-corruption learning in schools did not describe the implementation of learning about values which was not only a transfer of knowledge but also a transfer of values to students. Learning that is more focused on the cognitive dimension is found starting from the preparation of learning designs, implementing learning to the evaluation system used by the teacher.

Montessori Memo

Welcome. Research is happening in multiple ways at the Center for Montessori Studies.

The Center is an intellectual community co-founded by researchers and practitioners contributing to Montessori education and the broader implications of Dr. Maria Montessori's theories on human development, learning, and social reform. The Center was founded in 2017.

One of our priorities is to facilitate exchange, one way we do this is through the 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.

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