

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 community found at www.Montessori-Forward.org.

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RESEARCH: MONTESSORI

Title: The long-term benefits of Montessori pre-K for Latinx children from low-income families.

Citation: Ansari, A., & Winsler, A. (2022). The long-term benefits of Montessori pre-K for Latinx children from low-income families. *Applied Developmental Science*, 26(2), 252–266.

<https://doi.org/10.1080/10888691.2020.1781632>

Summary/Abstract: This study used covariate adjusted regression techniques to compare the third-grade outcomes of low-income Latinx children who attended Montessori pre-K programs (n = 161) with those who graduated from more conventional programs (n = 4975) in Miami-Dade County, Florida. Children who experienced one year of Montessori education demonstrated stronger pre-academic skills at the end of pre-K and, in turn, performed better on standardized assessments of math and reading in third grade than those who did not. No differences emerged in students' identification as gifted and talented nor in third-grade GPA. Taken together, these findings suggest that the benefits of one year of Montessori at age 4 may carry forward over time and to the extent that they do. These benefits are attributed to the fact that Montessori graduates entered kindergarten more ready academically. At the same time, however, the persisting benefits of Montessori were 60–70% smaller four years after program exit and were less robust than the end of pre-K outcomes.

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HOW TO GET INVOLVED

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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.

Archived online at

www.montessori-forward.org

Title: Exploring children's language cognitive development: An inquiry-based on China Sinology and Montessori teaching method.

Citation: Chen, Y. (2022). Exploring children's language cognitive development: An inquiry-based on China Sinology and Montessori teaching method. *International Journal of Education and Research*, 10(5), 91-98.
<http://www.ijern.com/journal/2022/May-2022/08.pdf>

Summary/Abstract: Montessori education is a popular way of education in the world. Although this method has been passed around the world for many years, it became popular in China's education system in the 1990s. However, parents in China either choose to believe in Montessori's influence and significance on their children or choose to keep their children educated only in traditional Chinese culture. There are some kindergartens in China where China Sinology and Montessori education coexist. Current studies lack discussion on the impact of the integration of Montessori education and Sinology education on children. Both Montessori education and Sinology have their special advantages for children's cognitive development. This research aims to explore the influence of the Montessori teaching method and Chinese traditional education on the language cognitive development of 3–6 years-old-children.

Title: Effect of Montessori method on the cognitive and behavioral intervention of senile dementia patients: A meta-analysis.

Citation: Sun, X., Sun, Z., & Ma, H. (2022). Effect of Montessori method on the cognitive and behavioral intervention of senile dementia patients: a meta-analysis. *Aging Communication*. 4(2), 7.
<https://doi.org/10.53388/AGING202204007>

Summary/Abstract: To evaluate the effect of Montessori method on cognitive and behavioral function in patients with senile dementia by meta-analysis. Methods: The randomized controlled trials of the effect of Montessori method on cognitive and behavioral functions of Alzheimer's patients in PubMed, Cochrane Library, Web of Science, Excerpt Medica Database, The Cumulative Index to Nursing & Allied Health Literature, Chinese BioMedical Literature Database, China National Knowledge Infrastructure, Weipu Information Chinese Periodical Service Platform database and Wanfang database were searched by computer, and the references of relevant literatures were traced. Two researchers independently conducted literature screening, data extraction, evaluation and inclusion in the literature, using RevMan 5.4.1 software for meta-analysis. Results: A total of 11 literatures were included and 936 patients were enrolled. Meta analysis shows that compared with routine nursing, Montessori method is helpful to improve the overall cognitive function (standardized mean difference = 1.53, 95% confidence interval (1.32, 1.73), $P < 0.01$), activities of daily living and reduce the incidence of adverse events (relative risk = 0.37, 95% confidence interval (0.21, 0.63), $P < 0.01$) in patients with Alzheimer's disease. Conclusion: Montessori method is helpful to improve the overall cognitive function, activities of daily living and reduce the incidence of adverse events in patients with senile dementia. Affected by the included study, it still needs to be confirmed by multi center and large sample randomized controlled study.

Title: Getting to know young children: Alternative assessments in early childhood education.

Citation: Becker, I., Rigaud, V.M. & Epstein, A. (2022). Getting to know young children: Alternative assessments in early childhood education. *Early Childhood Education Journal*, 51, 911-923.

<https://doi.org/10.1007/s10643-022-01353-y>

Summary/Abstract: Assessments provide teachers with essential information regarding children's learning. Alternative education systems offer insight into ways that assessments can be redesigned to be developmentally appropriate to particular ages, including unique stances on what defines assessment, who should assess, and what should be assessed. We examined themes of early childhood assessment through a review of Reggio Emilia, Montessori, and Waldorf (also called Steiner). Each of these three alternative systems emphasize assessments designed to understand every child's learning as unique. Many of the practices used align with the National Association for the Education of Young Children's (NAEYC) current recommendations regarding developmentally appropriate assessment. There is a clear acknowledgement that engagement, not just specific knowledge, is particularly important to assess. To assess engagement, classrooms must be carefully constructed learning environments that implement individualized assessment techniques, such as observation. As children engage in developmentally appropriate experiences, teachers assess their individual learning patterns. Specific components of each system contribute to effective and informative assessment, for example collected artifacts and documentation from children's work (Reggio), activities and materials designed to show children when an error is made (Montessori), and participation in classic stories (Waldorf). The increased focus these systems place on assessing during interactive learning experiences answered NAEYC's current recommendations regarding assessment as well as on-going calls in education reform for a child-centered approach to learning.

Title: Montessori Method of education in terms of philosophical anthropology.

Citation: Berber, Z., Başerer, D., & Dombaycı, M. (2022). Montessori Method of education in terms of philosophical anthropology. *International Journal of Progressive Education*, 18(2), 249-258.

<https://doi.org/10.29329/ijpe.2022.431.16>

Summary/Abstract: Since its existence, the subject of man has been difficult and painful to understand. Philosophical anthropology comes to the fore as the field that deals with the essence and function of man to make sense of him. Philosophical anthropology tries to evaluate man from his birth to death. By doing so, philosophical anthropology draws on various philosophers. The process of understanding man, which started with Kant, is shaped by names such as Scheler, Cassirer, Mengüşoğlu, and Hartmann. In philosophical anthropology, besides these names, Maria Montessori, who assessed man as a child, is also significant. She contributed to philosophical anthropology by actualizing theoretical structures with the Montessori method of education, which is based on the understanding of a child who stands on his/her own feet and which presents a new perspective on the man. This study is considered important in terms of grounding the aforementioned contribution and guiding future studies on the subject.

RESEARCH: RELATED

Title: Developing youth toward pluralistic environmental citizenship: A Taiwanese place-based curriculum case study.

Citation: Chan, Y. (2022). Developing youth toward pluralistic environmental citizenship: A Taiwanese place-based curriculum case study. *Environmental Education Research*.

<https://doi.org/10.1080/13504622.2022.2093334>

Summary/Abstract: Environmental and sustainability education cannot disconnect itself from politics. In order to achieve sustainable societies, we need approaches that educate students capable of coping with the political complexities of environmental issues in a civic environmental context. This study proposes a pluralistic environmental citizenship approach based on the exploration of a 13-month long curriculum case study that engaged Taiwanese youth in deliberating over a highly controversial wetland policy related to their community. By tracing five focal students' learning trajectories in depth, this study revealed that students conceptualize their roles toward a pluralistic environmental citizenship including four elements: conception of community, conception of environment, legal and institutional knowledge, and pluralistic values. This study showcases the potential power of integrating deliberative pedagogies in place-based education and how they can enrich environmental citizenship education.

Title: Rewriting Wundtian psychology: Luigi Credaro and the psychology in Rome.

Citation: Foschi, R. & Romano, A. (2022). Rewriting Wundtian psychology: Luigi Credaro and the psychology in Rome. *History of Psychology*. 25(4), 342–366.

<https://doi.org/10.1037/hop0000219>

Summary/Abstract: After Rome became the capital of Italy in 1871, prestigious scientists arrived at the University of Rome. One of these scholars was the pedagogical philosopher Luigi Credaro (1860–1939). He was one of the rare Italian students of Wilhelm Wundt (1832–1920) when he went to Leipzig and attended the Institute for Experimental Psychology in the academic year 1887–1888. There he also followed the pedagogical seminars and considered the usefulness of establishing sections of practical pedagogy in Italian magisterium schools, which were teacher-training institutions. In 1904, he founded in Rome the *Scuola Pedagogica* (Pedagogical School). Through the school, Credaro proposed the concept of a scientific pedagogy based on the application of the results of experimental sciences in the educational field. We can suppose that this approach influenced the first generation of Italian scholars interested in experimental psychology in Rome, in particular Sante De Sanctis (1862–1935) and Maria Montessori (1870–1952). The article thus considers the hypothesis of the formation of a so-called Roman school of psychology, which created in the field of pedagogy a ground on which to develop its research and applications. It should be noted that Credaro devoted himself to the potential applications of experimental psychology in the context of the modernization of the liberal states of the 20th century. Specifically, scientific pedagogy constituted a field of application and development for Roman psychology. At the end, the foundation of psychology in Rome was influenced by a particular version of the Wundtian psychology promoted by his pupil Credaro.

Title: Black boys matter: A Black supplementary school's approach to supporting SEMH needs.

Citation: Ricketts, L., Kambouri M., & Majors, K. (2022). Black boys matter: A Black supplementary school's approach to supporting SEMH needs. *Equity in Society & Education*. 1(3).

<https://doi.org/10.1177/27526461221111164>

Summary/Abstract: The birth of Black Supplementary Schools (BSSs) in the 1960s was a socio-political movement. They sought to reduce the failings of Black children in the mainstream education system by offering them additional learning spaces. However, there is limited research on their functionality and how they support children with Special Educational Needs (SEN), such as Social, Emotional and Mental Health (SEMH). This study sought to shed light on the role a BSS played in supporting Black boys who had been labelled with challenging behavior by their mainstream educational provision and were at risk of or had been permanently excluded. The research adopted a single case-study design, employing qualitative data collection using semi-structured interviews. Thematic analysis was used to analyze the data; five main themes found were 'Education is more than academia', 'Strong sense of belonging', 'People empowerment through unique opportunities', 'Knowing and growing thy self' and 'Supporting systemic strategies'. The recent resurgence of 'Black Lives Matter' highlighted that racial inequalities remain deeply embedded within the structural mechanisms of society. This research sheds light on the ways in which BSS's support Black children to succeed educationally. Moreover, there are further implications for education settings, educators and other education professionals including educational psychologists.

Title: Building a culture of peace in everyday life with inter- and transdisciplinary perspectives.

Citation: Roque-Hernández, R. V. (2022). Building a culture of peace in everyday life with inter- and transdisciplinary perspectives. *Frontiers in Education*, 7.

<https://doi.org/10.3389/feduc.2022.847968>

Summary/Abstract: In this article, peace is emphasized as a vital condition for all aspects of our existence, as individuals, as a society, and on our planet. The importance of inter- and transdisciplinarity in promoting a culture of peace and peace education is presented. Some examples of initiatives aimed at cultivating a culture of peace from diverse areas of knowledge are also provided. The paper presents a current and interconnected viewpoint on peace study, as well as some ideas for combining peace with education in the everyday routine of teaching and research work, regardless of discipline.

Title: Environmental care characters in early childhood: The project method effects.

Citation: Sari, M., Warmansyah, J., Syaiful, L. D., & Utami, W. T. (2022). Environmental care characters in early childhood: The project method effects. *Atfāluna: Journal of Islamic Early Childhood Education*, 5(1), 37-46.

<https://doi.org/10.32505/atfaluna.v5i1.4334>

Summary/Abstract: This study aims to determine the effect of the project method on the environmental care character of early childhood. The research uses a quantitative approach with a pre/post experimental design. The data collected through the instrument measuring disposing of their garbage, watering the plants, and helping to care for the plants. The results obtained from applying the project method to children, whose environmental care character has not yet developed, indicate that the environmental care character in children increases after the treatment. Thus, teachers can use these methods as a strategy to develop environmental care characteristics from an early age.



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