

# 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](http://www.Montessori-Forward.org).

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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 on [www.Montessori-Forward.org](http://www.Montessori-Forward.org).

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 9

January—March 2021

## RESEARCH: MONTESSORI

**Title** Montessori method in academic flow development

### Citation

Aini, N.Q., & Rahma, S. (2020). Montessori method in academic flow development. *International Journal of Business, Economics, and Social Development*, 1(4), 227–240. <https://journal.rescollacomm.com/index.php/ijbesd/article/view/100/75>

**Summary/Abstract** This research aimed to describe the implementation of the Montessori Method in academic flow development for students. A Qualitative approach and intrinsic case study design were used in this research. The participants of this research were five students of the Arabic Language Study Program in one of university in Bandung, West Java. The participants were selected using purposive sampling technique. The findings revealed that students were able to achieve academic flow, which was marked by the achievement of all indicators in the aspect of absorption by activity. However, the indicator of thinking included in the aspect of fluency by performance was difficult to be achieved by the students. The results of this research are expected to be utilized by those who play a role in developing students' potential, which was guidance and counseling service units based in universities and academic supervisors.

**Title** Math achievement outcomes associated with Montessori education

### Citation

Basargekar, A., & Lillard, A.S. (2021) Math achievement outcomes associated with Montessori education. *Early Child Development and Care*. [doi: 10.1080/03004430.2020.1860955](https://doi.org/10.1080/03004430.2020.1860955)

**Summary/Abstract** The math curriculum of the Montessori system of education for children ages 3–12 is distinctive, incorporating multiple manipulatives and educational practices which have theoretical and empirical support in research. However, studies investigating the math achievement and learning of Montessori students and alumni have not consistently found Montessori programmes to be more effective than conventional or other programmes. Through a detailed review of such studies, we find that a Montessori advantage in math is more likely when programmes adhere to important principles of Montessori education, when students have had longer immersion in Montessori programmes, and when assessments are more conceptual in nature. We suggest that future research should take into account programme fidelity and enrolment duration, and outline other directions for future research.

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**Title** Effects of a culturally adapted group based Montessori based activities on engagement and affect in Chinese older people with dementia: a randomized controlled trial

**Citation**

Chan, H.YI., et al. (2021). Effects of a culturally adapted group based Montessori based activities on engagement and affect in Chinese older people with dementia: A randomized controlled trial. *BMC Geriatr*, 21(24). <https://doi.org/10.1186/s12877-020-01967-0>

**Summary/Abstract** The Montessori Method underpinned by the principle of person-centered care has been widely adopted to design activities for people with dementia. However, the methodological quality of the existing evidence is fair. The objectives of this study are to examine the feasibility and effects of a culturally adapted group-based Montessori Method for Dementia program in Chinese community on engagement and affect in community-dwelling people with dementia. This was a two-arm randomized controlled trial. People who were aged 60 years or over and with mild to moderate dementia were recruited and randomly assigned to the intervention group to receive Montessori-based activities or the comparison group to receive conventional group activities over eight weeks. The attendance rates were recorded for evaluating the feasibility. The Menorah Park Engagement Scale and the Apparent Affect Rating Scale were used to assess the engagement and affect during the activities based on observations. Generalized Estimating Equation model was used to examine the intervention effect on the outcomes across the sessions. A total of 108 people with dementia were recruited. The average attendance rate of the intervention group (81.5%) was higher than that of the comparison group (76.3%). There was a significant time-by-group intervention effect on constructive engagement in the first 10 minutes of the sessions (Wald  $\chi^2 = 15.21-19.93$ ,  $ps = 0.006-0.033$ ), as well as on pleasure (Wald  $\chi^2 = 25.37-25.73$ ,  $ps \leq 0.001$ ) and interest (Wald  $\chi^2 = 19.14-21.11$ ,  $ps = 0.004-0.008$ ) in the first and the middle 10 minutes of the sessions, adjusted for cognitive functioning. This study provide evidence that Montessori-based group activities adapted to the local cultural context could effectively engage community-dwelling Chinese older people with mild to moderate dementia in social interactions and meaningful activities and significantly increase their positive affect.

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**Title** Montessori for all? Indian experiments in ‘child education’, 1920s–1970s

**Citation**

Tschurenev, J. (2021). Montessori for all? Indian experiments in ‘child education’, 1920s–1970s. *Comparative Education*, [doi: 10.1080/03050068.2021.1888408](https://doi.org/10.1080/03050068.2021.1888408)

**Summary/Abstract** This article discusses the ‘Indianisation’, ‘nationalisation’, and ‘ruralisation’ of the Montessori method in India at the eve, and in the aftermath of the country’s political independence (1947). From 1914 onwards, Indian nationalists received Montessori’s ideas through publications, the networks of the new education movement, and the Theosophical Society. While innovative pre-schools for elite children worked closely with the ‘original’ method, the Nutan Bal Shikshan Sangh (‘New Child Education Society’, NBSS) adapted it to local conditions (‘Indianisation’). The NBSS aimed to universalise Montessori-based child education, as a contribution to nation-building (‘nationalisation’). With the establishment of the Gram Bal Shiksha Kendra (Rural Child Education Centre), in 1945, the NBSS brought the country’s most marginalised into the modernising reach of the new state, furthering Gandhi’s vision of ‘rural reconstruction’ (‘ruralisation’). From these experiments, the institutional model of the Anganwadi emerged, through which today millions of Indian children receive integrated child development services.

## RESEARCH: RELATED

**Title** Neuroscience and the learning brain: From biology to psychology

### Citation

Benhadi, B., & Moubtassime, M. (2021). Neuroscience and the learning brain: From biology to psychology. *International Journal of Innovation and Applied Studies*, 31(4), 723-731. <https://www.proquest.com/openview/7b1627740201a33f399fd46755dfcc38>

**Summary/Abstract** Whether by using the most sophisticated scanning techniques or subtle psychological tests, experimenters were able to delve into the human brain and attempt to understand the way it learns. Research in neuroeducation focuses essentially on the teaching-learning activity by striving to produce, as far as possible, a precise comprehension of the cerebral mechanisms of cognition. The present article proposes a thoughtful reading of the act of learning in the light of the contributions of cognitive sciences and neuroeducation, passing essentially through biology and psychology.

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**Title** Self-perceptions on digital competences for m-learning and education sustainability: A study with teachers from different countries

### Citation

Betancourt-Odio, M. A., et al. (2021). Self-perceptions on digital competences for m-learning and education sustainability: A study with teachers from different countries. *Sustainability*, 13(1), 343. [doi:10.3390/su13010343](https://doi.org/10.3390/su13010343)

**Summary/Abstract** The current international landscape shows that the most common alternative for the continuity of formative learning processes during the coronavirus pandemic has been the use of e-learning to support children’s learning in environments outside of school. This forced change in teaching methods has consolidated the recognition that the digital skills of teachers are a relevant factor for the sustainability of education, both during the pandemic and in a future post-pandemic period or in other emergencies. In this sense, the objective of this study carried out between May and September 2020 was to determine the perceptions of 427 teachers from 15 countries about their digital competences in working with m-learning in primary education using a Montessori approach. The results of the questionnaire showed that teachers perceive their digital competences as inert and not very effective for innovation compared with the subsistence of traditional pedagogical practices, to deal with unpredictable situations or to generate differentiated adaptations for an inclusive education.

The results of this study also serve as empirical support for establishing four training dimensions that can be considered priorities for the construction and implementation of a teacher training model that contributes to the sustainable development of education.

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**Title** Contested childhoods across borders and boundaries: Insights from curriculum provisions in Northern Ireland and the Irish Free State in the 1920s

**Citation**

O'Toole, L., et al., (2021). Contested childhoods across borders and boundaries: Insights from curriculum provisions in Northern Ireland and the Irish Free State in the 1920s. *British Educational Research Journal*. <https://doi.org/10.1002/berj.3708>

**Summary/Abstract** Conceptualisations and constructs of children and childhood are temporally and contextually grounded. Historical documents are rich sources of insight and understanding regarding how children were understood, valued and treated at various times by particular societies. This article explores the conceptualisation of children and childhood in the 26-county Irish Free State (South) and the 6-county Northern Ireland (North) in the 1920s following the partition of Ireland, through the lens of educational documentation, primarily national primary school curricula. The focus on both jurisdictions is interesting in the context of partition, exploring the sometimes divergent and often convergent ways in which children were conceptualised across borders and boundaries. This article reveals, using Sorin and Galloway's framework as a conceptual and analytical tool, that conceptualisations of children were broadly similar in the North and South but differed in their focus and enactment in both fledgling states. These disparities are largely attributable to the very different political, social and religious orientations of both jurisdictions and the use of education as a vehicle for nation-building, as well as identity and gender formation. The article also explores alternative conceptualisations of children in education policy in the North and South by presenting case study 'outliers' of educational provision. A century since partition, conclusions and implications are noted that resonate with contemporary elements of convergence and divergence on educational policy and the conceptualisation of children across the island of Ireland.

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**Title** Socio-cultural dynamics of pre-school education in Nepal

**Citation**

Rupakheti, R. (2020). Socio-cultural dynamics of pre-school education in Nepal. *Molung Educational Frontier*, 10, 157-168. <https://doi.org/10.3126/mef.v10i0.34083>

**Summary/Abstract** The article 'Socio-Cultural Dynamics of Pre-School Education in Nepal,' explores the increasing trend of the Early Childhood Education (ECE) system in Kathmandu Valley, which is shaping the perspective of people on education, and in turn, the ways people's attitude is reshaping this emerging ECE trend. The gradual breakdown of the conventional education approach and adoption of new system is in the liminal stage. Unplanned introduction of such education borrowed from different cultural contexts seems to generate a complex, and sometimes conflicting response from society. The fieldwork of this paper was carried out at Ravibhawan of Kathmandu Metropolitan City. Two Montessori-based pre-schools from the Ravibhawan area were chosen for this purpose. It follows the anthropological inquiry with descriptive and exploratory approach. Participant observation and the narratives of the informants constitute the basis of primary information. Both key informant interviews, and informal discussions are employed to explore the emic perspectives of the concerned. Government documents and other relevant

literatures are the source of secondary information. Purposive sampling is the main basis of informant selection. This paper finds that there is a complicated and much-embedded relationship between pre-schooling, and the existing socio-cultural contexts of the communities. Several factors including the notion of family, gender roles, economic and social status, and the increasing global connectivity seem to be in complex interaction to influence the final choice of the parents. This study is a contribution towards the anthropology of pre-school education in Nepal. Despite the increasing importance of pre-school education, and its increasing trend in Nepal, anthropologists seem to be less interested in exploring this field.

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## 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.

**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 this form:

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**Disclaimer:** *The views, data, and conclusions expressed herein are those of the original authors of the studies and papers; they do not necessarily reflect the views of or receive endorsement from the Center for Montessori Studies.*