

Montessori Memo

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Research for practitioners, researchers, and community members



MONTESSORI MEMO™

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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.

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RESEARCH: MONTESSORI

Title Through the Montessori looking-glass: Barriers to implementing a Montessori-based intervention

Citation

Janssen, L. M., Kinney, J. M., & Farfsing, K. M. (2021). Through the Montessori looking-glass: Barriers to implementing a Montessori-based intervention. *Journal of Applied Gerontology*, 40(9), 1105–1109. <https://doi.org/10.1177/0733464820938270>

Summary/Abstract Montessori methods are used with individuals with dementia to create meaningful, inclusive, failure-free activities that enhance quality of life. This research qualitatively explored the barriers to implementing a Montessori-based intervention for people living with dementia in a 24-hr memory care setting. A lens comprised of key Montessori values and principles guided a content analysis of field note data to create an overall framework for understanding implementation barriers, which are rarely addressed in the literature. Interestingly, the four themes that emerged as barriers—the absence of respect, interdependence, meaningful activity, and structure—permeated implementation efforts and represent the opposite of Montessori principles. These findings confirm literature that identifies similar barriers across diverse interventions. Findings underscore the need for formal documentation of implementation barriers and extensive pre-implementation work to accomplish culture change in long-term care.

Title School Environment and Methods of Teaching as Correlates of Language Skills Achievement of Pre–Primary School Pupils in Edo State Nigeria

Citation

Musa, R. J., & Adeyinka, A. A. (2021). School environment and methods of teaching as correlates of language skills achievement of pre–primary school pupils in Edo state Nigeria. *Education Quarterly Reviews*, 4(3), 243–251. <https://doi.org/10.31014/aior.1993.04.03.335>

Summary/Abstract The study investigated the effects of school environment and methods of teaching on language skills achievement of pre – primary school pupils in Edo State. It also investigated the interaction effects of Montessori and played methods and urban and rural environments on pupils' achievement in listening, speaking, reading and writing skills. Three urban and three rural areas which were selected from two Local Government Areas (LGAs) were used for the study. Six pre - primary schools were purposively selected for the study. A total of 228 kindergartens 2 pupils intact classes were used for the study which lasted for eight weeks. The study was a pretest, posttest, quasi- experimental control group design with independent variables as methods and school location while achievement in Language Skills Achievement Test (LSAT) was the dependent variable. Descriptive statistics and Analysis of Covariance (ANCOVA) were used to analyze the data obtained while the Multiple Classification Analysis (MCA) was used as post-hoc test for further significance. Three research questions were answered with three hypotheses, tested at 0.05 level of significance. Results showed that the Montessori Method of teaching pre –primary pupils was more effective than the play method. Similarly, urban school pupils achieved higher than their rural counterparts. There was also a significant interaction effect of methods and school location on pupils' academic achievement in Language skills. It was therefore recommended that the Nigerian Government should adopt the Montessori Method as a dominant method of teaching pre – primary school pupils and that pre – primary school owners should provide materials adequately for teaching and learning.

Title Standardized Test Proficiency in Public Montessori Schools

Citation

Snyder, A. L., Tong, X., & Lillard, A. S. (2021). Standardized test proficiency in public Montessori schools. *Journal of School Choice*, 16(1), 105–135. <https://doi.org/10.1080/15582159.2021.1958058>

Summary/Abstract Although Montessori is the most common unconventional education model, no multi-state study has compared standardized test proficiency of Montessori schools with districts. Here we report on this for the 10 states/regions with the most public Montessori schools (n = 195). In 3rd grade, Montessori schools were less proficient in math but more proficient in ELA. In 8th grade they were also more proficient on ELA and showed a trend to greater proficiency in math. Black, Hispanic, and economically disadvantaged students at Montessori schools were more proficient on ELA tests, and performed better or similarly on math tests, at both grade levels. Achievement gaps were generally smaller. Difference in percent proficient in 8th grade controlling for 3rd grade was consistently greater at Montessori schools than in districts. Potential reasons for the different performance of Montessori schools are discussed.

Title A Study on the Effect of Montessori Education on Self-Regulation Skills in Preschoolers

Citation

Tiryaki, A. Y., Findik, E., Çetin Sultanoğlu, S., Beker, E., Biçakçı, M. Y., Aral, N., & Özdoğan Özbal, E. (2021). A study on the effect of Montessori Education on self-regulation skills in preschoolers. *Early Child Development and Care*, 191(7–8), 1219–1229. <https://doi.org/10.1080/03004430.2021.1928107>

Summary/Abstract This study aimed to examine the effects of Montessori Education on children's self-regulation skills in the preschool period. The study had a 2 x 2 mixed design, wherein the dependent variable was self-regulation levels of 3, 4, 5-year-old children (experimental group: 62, control group: 53) and the independent variable was education based on the Montessori Method whose influence on children's self-regulation skills was examined. The study employed the Demographic Information Form, the Preschool Self-Regulation Assessment (PSRA). The study results yielded a significant difference in posttest mean scores for Self-Regulation and Attention/Impulse Control between experimental and control group children, while there was no significant difference in Positive Emotion. There was a significant difference for Self-Regulation and Attention/Impulse Control between the pretest and posttest mean scores of experimental group children, whereas the analyses indicated no significant difference between pretest and posttest mean scores of control group children for Self-Regulation, Attention/Impulse Control and Positive Emotion.

RESEARCH: RELATED

Title Seeing the Forest Through the Trees: At the Intersection of Forest Kindergartens and Art-Based Environmental Education

Citation

Hunter-Doniger, T. (2021). Seeing the forest through the trees: At the intersection of Forest Kindergartens and art-based environmental education. *Journal of Adventure Education and Outdoor Learning*, 21(3), 217–229. <https://doi.org/10.1080/14729679.2020.1771388>

Summary/Abstract This study investigates the interconnectivity between art and ecology within a Forest School model. The success of outdoor programming, like Forest Schools, suggests that other outdoor curriculum art-based environmental education could provide valuable learning experiences. Within this article, the author dispels myths surrounding a romanticized connection between children, nature and artmaking. The findings revealed that the symbiotic relationship between art and ecology within the Forest School model empowered the children in three distinct ways: (1) they became scientists/artists, (2) they made discoveries through collaborative efforts and (3) they infused art and science as they shared sketches and explored their environment.

Title Is Complicity in Oppression a Privilege? Toward Social Justice Education as Mutual Aid

Citation

Tanchuk, N., Rocha, T., & Kruse, M. (2021). Is complicity in oppression a privilege? Toward social justice education as mutual aid. *Harvard Educational Review*, 91(3), 341–361. <https://doi.org/10.17763/1943-5045-91.3.341>

Summary/Abstract The concept of privilege is widely used in social justice education to denote unearned advantages accrued by members of dominant groups through the oppression of subordinate groups. In this conceptual essay, Nicolas Tanchuk, Tomas Rocha, and Marc Kruse argue that an atomistic

conception of advantage implicit in the discourse of privilege supports persistent inequity between groups contrary to the intentions of social justice educators. To solve this “problem of privilege,” the authors draw on themes in Black feminist and Indigenous thought to advance a reframing of the way educators teach advantage that is based in foundational relational responsibilities. This new frame, social justice education as mutual aid, retains the power to describe oppressive relations between groups while portraying oppression as disadvantageous to all.

Title An Addition to Peace Education: Toward the Process of a Just and Merciful Community in Schools

Citation

Wong, L. Y., Jiang, L., Kim, J. J., Zhang, B., Song, M. J., & Enright, R. D. (2021). An addition to peace education: Toward the process of a just and merciful community in schools. *Peace and Conflict: Journal of Peace Psychology*, 27(2), 319–323. <https://doi.apa.org/doiLanding?doi=10.1037%2Fpac0000512>

Summary/Abstract The school community may be important in fostering peace within and between people. A major goal of school discipline is to help students develop and learn how to get along in a peaceful way. Given the historic emphasis on justice in school discipline and within peace education programs, we propose the novel idea of “school as a just and merciful community.” In this qualitative research study, a series of questions were asked to teachers in the United States in 2000 (N = 69) and 2015 (N = 49) and in China in 2015 (N = 116) to explore their perspectives on the feasibility of the just and merciful community (JMC) approach. The majority of those surveyed across time and culture saw justice alone as insufficient for a peaceful school community. A hybrid of justice and mercy within schools was a shared view. The JMC in school settings may be one path to peace.

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