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**APPLICATION FOR PROMOTION**  
**Elizabeth J. Sandell**  
**Fall, 2010**

**CRITERION 2: SCHOLARLY RESEARCH AND CREATIVE ACTIVITY**

This section includes discussion of evidence related to Criterion 2: Scholarly Research and Creative Activity. Careful review of documentation and reflection about my performance over time in criterion 2 makes clear that my achievements meet the contractual benchmark for “high achievement” necessary for promotion.

**Introduction**

My documentation provides data and reflection to demonstrate that my research agenda has a sufficiently cumulative record of consistent positive professional performance and professionally competent achievement appropriate to promotion. My research and publication activities started more than 30 years ago and have continued and become more focused during the time I have been at MSU, Mankato.

The first part of this section includes simply a list of my professional activities that relate to research and scholarship conducted during AY06 through AY10. The next part of this section includes a reflection about the experience and meaning behind some of the most significant among those professional activities. The attachments to my Application for Promotion include actual documents, as well as a current curriculum vita with information about my work during the past 35 years.

My professional activities from AY06 through AY10 that relate to sustained excellence and improvement in Criterion 2: Scholarly Research and Creative Activity include:

1. Appointment to Graduate Faculty
2. Established Research Agenda
3. Established International Partnerships
4. MSU Summer Teaching Scholar Fellowship
5. Journal Articles (peer-reviewed) and Book Chapters and Books
6. Publications (not peer-reviewed)
7. Conference Proceedings and Presentations (Local, State and Regional; National and International)
8. Professional Consultative Service
9. Monographs and Creative Activities
10. Proposals to Institutional Review Board
11. Grants Secured – External
12. Grants Secured – Internal
13. Contributions to Department Products

The EEC Personnel Review Committee concluded in its review of my 2009 application for promotion that I have met departmental requirements for criterion 2 with regards to a promotion decision:

- Published 3 articles in peer reviewed professional publications (including online journals), book chapters or books (may be single or joint author)
- Other publications, perhaps in non-refereed journals or professional newsletters
- Endeavors of significant value to the program or the profession in which faculty have made a significant contribution
- Evidence of peer reviewed state, regional or national conference presentations (minimal expectation of one per year on average)
- Evidence of development and implementation of at least one independent and original piece of research
- Publications and presentations support a clearly identified field of inquiry for research and scholarship

### **Activities and Documentation**

#### Journal Articles (Peer-Reviewed)

Sandell, E. J., Hardin, B. J., and Wortham, S. C. 2009. Using the ACEI's Global Guidelines Assessment for improving early education throughout the world. *Childhood Education*, 86.

Sandell, E. J. Summer, 2007. Impact of international education experiences on undergraduate students. *The Delta Kappa Gamma Bulletin*, 73(4), 12 – 18. Available from: <http://www.deltakappagamma.net/associations/6498/files/BU-SUMMER%2007-TEXT.pdf>

Zahn, G. D., E. J. Sandell, and C. E. Lindsay. 2008. Fostering global-mindedness in teacher preparation. *International Journal of Teaching and Learning in Higher Education*, 19(3), 331 – 335. Available from: <http://www.isetl.org/ijtlhe/pdf/IJTLHE291.pdf>

#### Book Chapters and Books

Behrens, M. and Sandell, E. J. 2008. Professional Relationships in Early Childhood Careers. Dubuque, IA: Kendall-Hunt Publishers.

Sandell, E. J. and O. V. Klypa. [In Press] Kindergarten in Russia's Far East: The Effect of Climate. In S. Wortham (Ed.). *Global Perspectives in Early Childhood Education: Common Characteristics and Unique Qualities in Preschool Programs*. New York, NY: Springer Publishing Co.

Sandell, E. J., O.V. Klypa, and M. S. Taratukhina. 2009. Overview of Curriculum Development in the Russian Federation. In J. Kirylo and A. Nauman (Eds.), *Curriculum development: Perspectives from around the world*. Olney, MD: Association for Childhood Education International.

### Conference Proceedings

- Sandell, E. J. 2009. Initial teacher licensure programs at Minnesota State University, Mankato. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.
- Sandell, E. J. 2009. Toward articulating and understanding philosophies of pre-service teachers. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.
- Sandell, E. J. 2009. Introduction to the process of the Institutional Review Board for research with human subjects. Дизайн защиты детей в исследовательском процессе. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.
- Sandell, E. J. and V.G. Azarova. 2009. Review of research designs using digital images to understand children’s experience and environment. Детские фотографии в среде дошкольного образования (цифровое фото). In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.
- Sandell, E. J., B. J. Hardin, and S. C. Wortham. 2009. Using the ACEI’s Global Guidelines Assessment for improving early education. Использование «Глобальной Программы» в улучшении дошкольного образования. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.
- Sandell, E. J., M. C. Behrens, and L. Linde. 2009. Flat Stanley: Join the phenomenon! In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.
- Sandell, E. J. 2008. Russian education: From kindergarten to the space age. *In Proceedings of the 2008 Hawaii International Conference on Education*, 4177.
- Sandell, E. J. 2008. Tradition and transition: Kindergarten in the Russian Federation and the United States. *In Proceedings of the 2008 Hawaii International Conference on Education*, 4063.

### Conference Presentations – Peer Reviewed (national and international)

- "Evaluating the Impact of International Study Partnerships among Colleges and Universities," annual conference of the American Evaluation Association, Portland, Oregon, November 2, 2006.
- "Children’s Understanding of Learning Environments: Photographs and Essays," at the 2008 World Conference [of the](#) Association for Childhood Education International in Moscow, RU, June 18 – 21, 2008.
- "Cross Cultural Study of Children’s Images of Early Education: Using Photography in Early Childhood Education," for the Global Issues Sharing Fair at Beyond Standards: Reaching Every Child’s Potential, the 2008 annual conference of the Association for Childhood Education International in Atlanta, GA, March 26 – 29, 2008.
- "Global Understanding through Pre-service Early Childhood Education Clubs in Universities in the Russian Federation and in the United States," at the 2008 World Conference [of the](#) Association for Childhood Education International in Moscow, RU, June 18 – 21, 2008.

- “Improving Academic Writing with the 6 + 1 Writing Traits.” Symposium conducted for the Teaching Excellence and Achievement Program 2010 Alumni Conference, Baku, Azerbaijan, June 12, 2010.
- “Pilot test of a quality rating and improvement system in early education programs in Magadan, Russian Federation and in Minnesota, USA,” annual conference of the Australian Association for Research in Education, November, 2009, Canberra City, ACT, Australia.
- “Russian Education: From Kindergarten to Space Travel,” for the Global Issues Sharing Fair at Education for Transformation: Impact on the Children of the World, the 2007 annual conference of the Association for Childhood Education International in Tampa, FL, May 2 – 5, 2007.
- “Tradition and transition: Kindergarten in the Russian Federation and the United States,” at the 2008 Hawaii International Conference on Education, Honolulu, HI, January 5 – 8, 2008.
- “Train-the-Trainer Workshop for ACEI’s Global Guidelines Assessment,” for the Brighter Future for Children: Strengthening School, Family, and Community Connections, the 2010 annual conference and exhibition of the Association for Childhood Education International, April 28 – May 1, 2010 in Phoenix, AZ.
- “Using the ACEI’s Global Guidelines Assessment for improving early education,” for the conference, Early Education in Russia and the USA at North-Eastern State University in Magadan, Russian Federation, June 9 – 11, 2008.
- “Using the ACEI’s Global Guidelines Assessment for Reviewing Early Education in Two Cultures: Russian Federation and United States,” for the Global Issues Sharing Fair at Children at the Crossroads: Educating All to Move Forward, the 2009 annual conference of the Association for Childhood Education International in Chicago, IL, March 18 – 21, 2009.

Conference Presentations (local, state and regional)

- “The Why, Where, and How of Writing Successful Grant Proposals,” Center for Teaching and Learning, Minnesota State Colleges and Universities, seminars and conferences, 2005.
- “Beginning the Tech Journey in Teaching University Courses: A Journal from the First 75 Days,” Wireless and Teaching Technology Conference, November 8, 2005, Mankato, MN.
- “Early Education in Russia: Tradition and Transition,” College of Education, April 16, 2007, MSU, Mankato, MN.
- “Early Education in Russia: Tradition and Transition,” Nu Chapter, Delta Kappa Gamma Society, March 6, 2007, North Mankato, MN.
- “It’s a Small World After All,” Mankato State Teachers College Reunion, College of Education, July 13, 2007, MSU, Mankato, MN.
- “Looking at Early Childhood Education through Different Cultural Lenses,” with Dr. Linda Good, at the 2006 Fall Child Care Conference, October 7, 2006, North Mankato, MN.
- “Teaching as a Career,” Career Exploration Day (for high school students), April 13, 2007, South Central College, North Mankato, MN.
- “Comparison of Big Ideas and Theories: What do they mean for our classrooms?, at the 2010 Fall Child Care Conference, October 9, 2010, North Mankato, MN.
- “Kindergarten in the Russian Federation: Tradition and Transition,” at the 2010 Fall Child Care Conference, October 9, 2010, North Mankato, MN.

### Summary and Reflection on Significant Activities

While there is no concise definition of what may constitute evidence of scholarship, it is generally recognized that a scholar has a wide and critical command of his or her field of study as well as broad cultural interests. The highest indication of scholarship is the ability to make original contributions in one's field of knowledge. Excellence in scholarship typically reveals itself as continuing research documented primarily in publications appearing in the relevant journals or in the form of books published by respected publishing companies. It may also be "evidenced in certain areas of creativity demonstrated through the medium of communication customary in a discipline." Citation of a candidate's work in the professional literature is another indicator of scholarly standing

1. Appointment to Graduate Faculty

In AY07, upon recommendation of the ES:EEC department, Dean of the College of Education, and the MSU Graduate Sub-Meet and Confer, the Interim Dean of the College of Graduate Studies and Research appointed me as a member of MSU, Mankato's Graduate Faculty. This appointment allows me to teach 500 and 600 level graduate courses, advise graduate students, chair student examining committees and direct capstone experiences. This appointment is documented in a letter dated November 29, 2006, from Dean Anne Blackhurst.

Appointment to the MSU Graduate Faculty allows me to teach graduate level courses. Since Fall 2005, I have successfully completed teaching assignments related to 5 graduate-level courses. Student course evaluations were collected anonymously and compiled by the MSU Office of Institutional Research. Table 2-1 shows a list of graduate level courses that I taught, along with the number of students enrolled and the number of hours each class met.

Table 2-1: Graduate Level Courses Taught, 2007 – 2009, E. Sandell<sup>1</sup>

Term	Course	Title	#	Role	Hours	
Fall	07	590-01	Educ in the US	20	Teacher	1.0 hr/wk class+field exp
Fall	07	642-01	Org & Admin of EC	1	Mentor	
Fall	07	680-01	Assessment	3	Teacher	3.0 hr/wk class
Spr	08	590-01	Educ in the US	14	Teacher	1.0 hr/wk class+field exp
Fall	08	590-01	Educ in the US	7	Teacher	1.0 hr/wk class+field exp
Spr	09	590-01	Educ in the US	2	Teacher	1.0 hr/wk class+field exp

Table 2-2 presents the results of the student course evaluations collected for courses that had more than five students enrolled. (It would have been too easy to identify individual students in courses that had fewer than five students enrolled.)

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<sup>1</sup> Based on reports generated by Institutional Research, Minnesota State University, Mankato. August, 30, 2007.

Table 2-2: Student Course Evaluations for Graduate Level Courses  
 Taught, 2007 – 2009, E. Sandell<sup>2</sup>  
 [with more than 5 students enrolled]

Item	590 (Fall 07)	590 (Spr 08)	590 (Fall 08)
	10	13	5
Course as a whole	4.70	4.23	4.40
Instructor's contribution to course	4.90	4.62	5.00
Use of class time	4.90	4.08	4.80
Instructor's interest in student learning	5.00	4.38	5.00
Amount learned in course	4.70	3.85	4.40
Evaluative & grading techniques	4.70	4.15	4.00
Clarity of student responsibilities	4.90	3.85	5.00
Course organization	4.70	4.25	4.60
Instructor's contribution to discussion	4.90	4.67	5.00
Instructor's use of examples	4.80	4.50	5.00
Quality of questions raised by instructor	4.90	4.58	4.80
Student confidence in instructor's knowledge	4.80	4.58	4.80
Instructor's enthusiasm	4.90	4.62	5.00
Encouragement for student expression	4.80	4.62	5.00
Answers to student questions	5.00	4.69	5.00

A comparison of student course evaluations shows consistent high scores, from a low of 3.85 to a high of 5.00 on a 5-point scale. I was very pleased with improvements in my teaching, such that average student course evaluations for my teaching have always been above 3.5.

## 2. Established Research Agenda

I have established a research and scholarship agenda that includes development and evaluation of approaches to early childhood education and teacher education in Minnesota and in the Russian Federation. My publications and presentations support this clearly identified field of inquiry for research and scholarship. My research agenda is focused around the education of pre-service teachers and international education. All these areas are being developed with a cross-cultural, international approach. In general, these are the themes that I am working on:

1. Cross-cultural quality assessment of early education environments
2. Early education environments as influenced by teachers' philosophies and theories of education

In 2006, I completed a summative assessment among MSU students who had studied abroad during the previous three years. The results of this research were published in an article:

Sandell, E. J. (2007). Impact of International Education Experiences on Undergraduate Students. *The Delta Kappa Gamma Bulletin*, 73(4), 12 – 18.

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<sup>2</sup> Based on reports generated by Institutional Research, Minnesota State University, Mankato. August, 30, 2007.

3. Established International Partnerships

The MSU College of Education implemented a signed agreement with North-Eastern State University (NESU) (formerly Northern International University), Magadan, Russian Federation. The agreement called for “a program of mutual training of students in Pedagogy and Teacher Education through sharing teaching and methodological materials; developing joint or cooperative curricula in Kindergarten Pedagogics and Early Childhood Psychology.”

Faculty members agreed that an introductory course would be a place to start developing cooperative materials for instruction at each institution. On-line instruction in both Russian and English would facilitate designing and sharing these materials between institutions. Process-oriented guided inquiry learning would facilitate critical thinking about the assumptions and content of these materials between institutions.

In March, 2006, I used Spring Break and some pre-approved academic time to visit Magadan, Russia and meet with administrators and faculty colleagues at NIU, as well as public school administrators and teachers. During my trip, I sent regular email communications to COE colleagues and to kindergarten teachers in Mankato who were mentoring EEC 413 students during their clinical experience. I learned that faculty at NIU are very interested in joint cooperation, research and exchange. NIU administrators are somewhat more reserved about an official connection. When I returned from the trip, I presented a report at a Brown Bag Conversation for COE faculty colleagues. I also prepared a report for the COE International Studies Committee and the Dean of the College. I plan another visit in July, 2006 to discuss joint research in more detail.

During AY09, I worked on a project related to reporting on the impact of the Global Guidelines Assessment in schools in Mankato, MN and in Magadan, Russia. This project involved an undergraduate research team and a graduate assistant working on her master’s degree. The project resulted in data collection and analysis of quality in early education in both communities.

As part of my research agenda, I secured funding to support travel to Mankato by visiting scholars from North-Eastern State University, Magadan, Russian Federation.

Olga Victorovna Klypa, Dean, Pedagogical Faculty, North-Eastern State University, Magadan, Russian Federation spent 3 weeks in March, 2008 in Mankato and in Atlanta, GA. She visited many groups on campus, discussed research with faculty members and with students, made a public lecture about education in Russia, and made joint presentations with me at the 2008 annual conference of the Association for Childhood Education International.

Elena Shkatova and three students spent 3 weeks in April and May, 2009 in Mankato. They visited many groups on campus and in the community, discussed research projects with faculty members and with students, and made presentations with me at the 2008 ACEI Annual Conference and with several of my undergraduate mentees at the 2009 MSU Undergraduate Research Conference.

My interest in international collaboration and in work with colleagues at North-Eastern State University, Magadan, Russian Federation undergirded my research and scholarly effort. Nearly every course and project included an international element. The visit in March, 2008 by the Dean of Pedagogical Faculty brought this partnership to other MSU faculty and student colleagues. The delegation to Russia in June, 2008 also enhanced the partnership efforts.

4. MSU Summer Teaching Scholar Fellowship 2008

I received a Summer 2008 Teaching Scholar Fellowship Award of \$6,300 for “*A Cross-Cultural Instructional Redesign Project with Northern International University, Magadan, Russian Federation: Incorporating Guided Inquiry Learning and Online Teaching Strategies in EEC 227 Early Learning and Development*.” This project provided research and writing time to re-design EEC 227 Early Learning and Development in order to incorporate:

1. cross-cultural instructional strategies;
2. on-line teaching strategies; and
3. process-oriented guided inquiry learning (POGIL).

My activities included:

Week 1 (Week of May 19) Attended workshop, “Designing Courses for Significant Learning,” Dee Fink and Associates, Chicago, Illinois.

Week 2 (Week of May 26) Supervised second translation of ACEI’s Global Guidelines into Russian language; researched and wrote course elements related to POGIL

Week 3 (Week of June 2) Prepared course outline and draft materials for presentation at conferences in Russian Federation; traveled to Russian Federation

Week 4 (Week of June 9) Attended and presented at Pedagogical Conference, North-Eastern State University, Magadan, Russian Federation; piloted course elements with Russian faculty and student colleagues

Week 5 (Week of June 16) Attended and presented at 2008 World Conference of Association for Childhood Education International, Moscow, Russian Federation

Week 6 (Week of June 23) Researched and wrote course elements related to Russian theorists

Week 7 (Week of June 30) Researched and wrote course elements related to Russian theorists

Week 8 (Week of July 7) Researched and wrote course elements related to on-line instruction

Week 9 (Week of July 14) Researched and wrote course elements related to on-line instruction

Week 10 (Week of July 21) Wrote final versions of course elements and project report



EEC 227 is a new course, taught for the first time during Spring semester 2008, in the College of Education. The course is part of a re-designed academic major in Early Childhood Education. EEC 227 introduces developmental theorists who have had an impact on early childhood education and explores child growth and development from prenatal through age eight years. Among these developmental theorists are persons in the Russian Federation and other former Soviet Republics (e.g., Lev Vygotsky), about whom American educators know very little. Additional faculty research on-site in the Russian Federation, as well as research and writing time, incorporated knowledge and experience about a wider variety of theorists. Personal connections with Russian faculty members enhanced the cultural appropriateness of the interpretation of Russian theorists.

The project incorporated process-oriented guided inquiry learning (POGIL), an increasingly-popular approach at MSU and a completely new idea for faculty members at NESU. I wanted to incorporate POGIL in order to consciously and intentionally analyze and evaluate thinking (in this case about early childhood education) with a view to improving the thinking (and therefore teaching and learning) of pre-service teachers in teacher education programs.

This project included additions to the Global Guidelines project, established by the Association of Childhood Education International (ACEI, 2007), in order to compare and contrast the impact on early education practices by major theorists in early childhood education in the US and in the Russian Federation.

The human subjects involved in this project were students who participate in the summer pilot version of the course, EEC 227. The faculty member completed applications to the MSU IRB related to Global Guidelines Assessment.

I assessed the project impact by soliciting feedback from three Russian-speaking teachers or faculty members and from three English-speaking teachers or faculty members. The assessment considered all three elements of the course re-design, including: (a) cross-cultural instructional strategies; (b) on-line teaching strategies; and (c) process-oriented guided inquiry learning (POGIL). I also assessed the project impact by soliciting feedback from three Russian-speaking students and from three English-speaking students who completed the pilot course modules. The assessment considered all three elements of the course re-design, including: (a) cross-cultural instructional strategies; (b) on-line teaching strategies; and (c) process-oriented guided inquiry learning (POGIL).

The work products that resulted from this project included:

- (a) Applications to the MSU IRB related to Global Guidelines Assessment
- (b) Revised course syllabus
- (c) Revised materials with notes about cross-cultural instructional strategies, on-line teaching strategies, and process-oriented guided inquiry learning (POGIL); Russian theorists
- (d) Second translation of ACEI's Global Guidelines and related materials into Russian language
- (e) Materials for presentations at conferences in Russian Federation
- (f) Impact assessment report
- (g) Final project report

5. Journal Articles (peer-reviewed), Book Chapters, and Books

Since 2005, I have published several articles in peer-reviewed professional publications (including online journals) and book chapters or books (may be single or joint author). Here is a list of publications that meet these criteria:

Behrens, M. and Sandell, E. J. 2008. *Professional Relationships in Early Childhood Careers*. Dubuque, IA: Kendall-Hunt Publishers. Format: Paperback - 246 pages; ISBN: 9780757559815. I was responsible for about 10% of the content and for editing this book. The book includes 12 chapters with information, learning activities, and reflection guides to help students develop the traits and behaviors of professionals. Themes include: Traits of a Professional; Programs and Philosophies; Changing Role of Professionals; Becoming a Positive Team Member; Professional Organizations; Professional Communication; Professional Strategic Planning; Handbooks, Policy and Procedure Manuals and Parent Handbooks; Expectations on the Job; Ethical Codes of Conduct; Personal and Professional Characteristics; and Personal Strategic Planning.

Sandell, E. J. Summer, 2007. Impact of international education experiences on undergraduate students. *The Delta Kappa Gamma Bulletin*, 73(4), 12 – 18. Available from: <http://www.deltakappagamma.net/associations/6498/files/BU-SUMMER%2007-TEXT.pdf> I was responsible for the research behind this article and for writing the article. I received IRB approval and cooperation from the MSU International Center in carrying out this research. The article described the impact of study abroad experiences on students at Minnesota State University, Mankato, MN. The results of the study may help prepare for future studies to respond specifically to the question for teacher preparation programs, “Are teachers educated at the baccalaureate level prepared to provide education for students from a variety of ethnic and cultural backgrounds?”

Sandell, E. J. and O. V. Klypa. [In Press] Kindergarten in Russia’s Far East: The Effect of Climate. In S. Wortham (Ed.). *Global Perspectives in Early Childhood Education: Common Characteristics and Unique Qualities in Preschool Programs*. New York, NY: Springer Publishing Co. I was the lead author for chapter six, which presents the nature of quality in early childhood programs within the unique economic, geographic, and cultural influences that infuse early childhood programs in Russia’s Far East. The framework for looking at characteristics of quality from a global perspective comes from the OMEP/ACEI Global Guidelines for Early Childhood Education and Care. The primary targeted market is professors and students in higher education who desire information on quality preschool education from an international perspective. The 23 authors represented 12 different countries with various types of early childhood programs. Other authors from the United States have worked in international early childhood education in many capacities. Undergraduate students, professional early childhood educators in the field are part of the primary targeted market. International preschool professionals who are seeking information about program initiation and assessment or general information about the nature of preschool programs in different countries and cultures are a secondary market.

Sandell, E. J., Hardin, B. J., and Wortham, S. C. 2009. Using the ACEI's Global Guidelines Assessment for improving early education throughout the world. *Childhood Education*, 86. I was the lead author for this article. My role included drafting the manuscript, getting colleagues' response and input, and incorporating reviewers' comments for the final product. The article provided the background and current information about the use of the ACEI Global Guidelines for Early Childhood Education and Care in the 21<sup>st</sup> Century.

Sandell, E. J., O.V. Klypa, and M. S. Taratukhina. 2009. Overview of Curriculum Development in the Russian Federation. In J. Kirylo and A. Nauman (Eds.), *Curriculum development: Perspectives from around the world*. Olney, MD: Association for Childhood Education International. I was the lead author for Chapter 22 in this book. My role included drafting the manuscript, getting colleagues' response and input, and incorporating reviewers' comments for the final product. Authors from 26 countries contributed to this text, which explores what countries around the globe are doing to make sense of curriculum and describes how they design and implement a developmentally appropriate curriculum. Authors explore the various influences of culture on education and curriculum. One emerging theme is the similar education challenges faced by different nations. Readers also will gain a clearer sense of how education leads to tolerance and understanding. Our chapter featured an overview of curriculum development in the Russian Federation.

Zahn, G. D., E. J. Sandell, and C. E. Lindsay. 2008. Fostering global-mindedness in teacher preparation. *International Journal of Teaching and Learning in Higher Education*, 19(3), 331 – 335. Available from: <http://www.isetl.org/ijtlhe/pdf/IJTLHE291.pdf> I was a co-author for this article. My role included literature review, contributing sections to the manuscript, and a final edit for format. The article describes the steps taken by MSU's College of Education to create international partnerships and learning experiences in an effort to enhance teacher training programs and develop an environment of global-mindedness.

6. Publications (not peer-reviewed)

Other publications, in non-refereed journals or professional newsletters, are listed in my curriculum vita.

7. Conference Proceedings and Presentations (peer-reviewed state, regional, national, or international)

The appendixes for my Application for Promotion include evidence of publications in Conference Proceedings, as well as Conference Presentations at state, regional or national conferences (minimal expectation of one per year on average).

8. Professional Consultative Service

The appendixes for my Application for Promotion include evidence of manuscript reviews. I completed a review of the author's manuscript and I prepared web quizzes and test question bank for SAGE Publishers: Educational Partnerships: Connecting schools, families, and the community by Amy Cox-Peterson, 2010. I also completed a review of the author's manuscript for SAGE Publishers: Effective Strategies for Teaching in K-8 Classrooms by Kenneth D. Moore and Jacqueline Hansen, 2011.

Book Proposal and Manuscript Review for SAGE Publications "Educational Partnerships: Connecting Teachers, Families, and the Community," a potential textbook for EEC 435 Teacher – Parent Relations, May, 2006.

Book Proposal and Manuscript Review for SAGE Publications "Effective Strategies for Teaching in K – 8 Classrooms," a potential textbook for EEC 200 Introduction to Elementary Education, October, 2009.

9. Monographs and Creative Activities

The appendixes for my Application for Promotion include evidence of my work that resulted in monographs and creative activities. In particular, I worked with Anne Blackhurst, Dean, College of Graduate Studies and Research, and with Gina Wenger, Chairperson, Undergraduate Research Conference, to write a white paper for the MSU Advisory Committee on Undergraduate Research. This paper, "The value of undergraduate research and creative activity in the tenure and promotion process at Minnesota State University, Mankato" was presented in October 2009.

Blackhurst, A., G. Wenger, & E. Sandell. (2009). The value of undergraduate research and creative activity in the tenure and promotion process at Minnesota State University, Mankato. Mankato, MN: College of Graduate Studies and Research, Minnesota State University, Mankato, MN.

10. Proposals to Institutional Review Board

The appendixes for my Application for Promotion include evidence of applications and approvals received from MSU's Institutional Review Board for research with human subjects. See especially materials included for Criterion 2 (Research and Scholarship) and for Criterion 4 (Service to Students).

"Developing Teaching and Learning Materials to Foster Diversity awareness Among Pre-Service Educators." (IRB Log #2756) IRB approved May, 2006.

"Developing Cultural Competency in Pre-Service Educators through a Cultural Self-Analysis Project." (IRB Log #2757) IRB approved May, 2006.

"Assessing Impact of International Learning Experiences." (IRB Log #2837) IRB approved October, 2006.

- “Spanish Immersion and Monolingual English Immersion in Preschool Education: An Experimental Longitudinal Comparison.” (IRB Log #3062) approved for Dr. Lillian Duran, inclusive of Calane Afdahl-Doble’s graduate study.
- “Children’s Images of Classroom Environment through Photography in Early childhood Classrooms.” (IRB Log #3210) IRB approved January, 2008.
- “Use of Global Guidelines Assessment in Early Childhood Settings.” (IRB Log #3416) IRB approved July, 2008 for Dr. Elizabeth Sandell, inclusive of Vera Grigoryevna Azarova’s graduate study.
- “Cross-Cultural Understanding of Philosophies of Pre-Service Teachers.” (IRB Log #3435) IRB approved September, 2008.
- “Reflections about Conduct of Research with Human Subjects across Two Cultures.” (IRB Log #5087) IRB approved December, 2008, inclusive of Kimberly Michelle Maas’ undergraduate research study.
- “Collegial Conversations about Teaching and Learning.” (IRB Log #5127) IRB approved January, 2009.
- “Public Education and Teacher Understanding of Native American Dakota and Lakota Culture.” (IRB Log #5341) IRB approved October, 2009.

11. Grants Secured – External

The appendixes for my Application for Promotion include evidence of grants secured from sources external to MSU, Mankato.

- Research, Travel, and Translation Funds, “Global Guidelines Task Force.” Association for Childhood Education International, Olney, MD. March, 2009. Total award: \$10,000.
- Translation Funds, “Global Guidelines Task Force.” Association for Childhood Education International, March, 2008. Total award: \$500.
- Travel Funds, “Global Guidelines Task Force.” Association for Childhood Education International, March, 2008. Total award: \$800.

12. Grants Secured – Internal

The appendixes for my Application for Promotion include evidence of grants secured from sources internal to MSU, Mankato.

- Faculty Research Funds from the Faculty Research and Reassignment Committee of the MSU College of Education, for financial support for two undergraduate students to participate in the National Conference on Undergraduate Research, 2009. Total award: \$1,364.
- Travel Funds from the International Studies Committee of the MSU College of Education for undergraduate students from Russia to travel to participate in MSU’s Undergraduate Research Conference, RU, April 27 and 28, 2009. Total award: \$2,000.
- Travel Funds from the International Studies Committee of the MSU College of Education for student to travel to participate in peer-reviewed conference presentation, “Global Understanding through Pre-service Early Childhood Education Clubs in Universities in the Russian Federation and in the United States,” at the 2008 World Conference of the

Association for Childhood Education International in Moscow, RU, June 18 – 21, 2008.  
Total award: \$1,000.

Summer Teaching Scholar Fellowship from MSU, Mankato, Summer, 2008. “A Cross-Cultural Instructional Redesign Project with North-Eastern International University, Magadan, Russian Federation: Incorporating Guided Inquiry Learning and On-Line Teaching Strategies in EEC 227 Early Learning and Development.” Total award: \$6,300

International Program Development Grant (Co-PI) from MSU, Mankato’s International Programs Office to create an international short-term study tour to Russia 2008. November, 2006. Total award: \$6,000

### 13. Contributions to Department Products

The appendixes for my Application for Promotion include evidence of my contributions to EEC department products and activities related to scholarship and research. (See especially material related to Criterion 5.)

I solicited conference articles from MSU colleagues as part of my leadership for a conference in June, 2008 in Magadan, Russian Federation. These are the articles that were generated by faculty members and students at MSU, Mankato and at South Central College:

Behrens, M. C. (2009). Developmental opportunities supporting school readiness. Проблемы в чтении первоклассников. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*, pp. 105 – 108. Magadan, Russian Federation: North-Eastern State University.

Behrens, M. C. (2009). Parent education programs in the United States. Методы образования родителей дошкольников. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*, pp. 155 – 157. Magadan, Russian Federation: North-Eastern State University.

Behrens, M. C. (2009). Teaching based on the inquiry learning process. Использование проектов в обучении дошкольников математике и науке. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*, pp. 103 – 105. Magadan, Russian Federation: North-Eastern State University.

Grenz, L. C. (2009). Curriculum planning in early education. Планирование рабочих планов в дошкольном образовании. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*, pp. 65 – 67. Magadan, Russian Federation: North-Eastern State University.

Grenz, L. C. (2009). Methods for teaching literacy skills to young children. Методы преподавания грамоты для детей дошкольного возраста. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*, pp. 100 – 103. Magadan, Russian Federation: North-Eastern State University.

Lindsay, C. (2009). Literature review: Study abroad and the Fulbright Program. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*, pp. 209 – 213. Magadan, Russian Federation: North-Eastern State University.

Maas, K. M., E. J. Sandell, and E. M. Boyd. (2009). Life stories between the former Soviet Union and the United States. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in*

- Russia and the USA: 2008 Conference Proceedings*, pp. 52 – 56. Magadan, Russian Federation: North-Eastern State University.
- Milewski, A.A. (2009). A student organization to promote professionalism among future educators. Организация клуба для студентов дошкольного и начального. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*, 236 – 240. Magadan, Russian Federation: North-Eastern State University.
- Reuter, S. (2009). The impact of short stature on delayed entrance and retention in kindergarten. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*, pp. 191 – 194. Magadan, Russian Federation: North-Eastern State University.
- Sandell, E. J. and V. G. Azarova. (2009). Review of research designs using digital images to understand children’s experience and environment. Детские фотографии в среде дошкольного образования (цифровое фото). In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*, pp. 32 – 34. Magadan, Russian Federation: North-Eastern State University.

#### 14. Future Possibilities

The Holmes Group report calls for teacher preparation faculty to be engaged in thoughtful inquiry as they work together as partners with perspective teachers to encourage and promote reflection and research on practice. The report states: “Schools that prepare new teachers must do something more. From the time student teachers first begin seriously to hone their skills and to assume their professional attitudes, the habits of reflecting, questioning, and trying out and evaluating new ways of teaching-by themselves and with colleagues-- should become embedded in their professional identity.”<sup>3</sup>

Darling-Hammond and McLaughlin<sup>4</sup> believe that effective professional development means that teachers must be provided with opportunities to reflect critically on their practice to construct new knowledge and beliefs about content, pedagogy, and learners. "Teachers must be given ample opportunities to learn in constructivist settings and construct for themselves educational visions through which they can reflect on educational practices"<sup>5</sup>

I have tried to involve both pre-service teachers and teacher educators in professional activities that develop skills of inquiry, reflection, problem solving, and collaboration. My understanding is that the development of these skills will affect the way in which both pre-service teachers and teacher educators think about their roles as teachers and influence how they participate in the teaching and learning process.

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<sup>3</sup> Holmes Group (1990). *Tomorrow's schools: Principles for the design of professional development schools*. East Lansing, MI: The Holmes Group, page 55.

<sup>4</sup> Darling-Hammond, L. & McLaughlin, (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan*, 76(8).

<sup>5</sup> Brooks, J. & Brooks, M. (1993). *In search for understanding: The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development, page 121.

I look forward to continuing and productive collaborative efforts during the next several years. I plan to try to establish an unpaid internship for undergraduate students. I also will invite MSU Library staff members to provide instructional sessions for my classes, so students learn about research resources and skills within their academic programs.

I want to plan systematically to improve student research practices through action research projects. The action research projects would involve five collaborative steps: (a) identification of a question to be researched, (b) formation of a strategic plan of action in which to answer the question, (c) collection of data in various forms to study the effects of the strategic action plan, (d) reflection upon the results of the strategic action plan to make sense of the processes, problems, issues, and constraints, and (e) creation of new action steps to be taken based on what was learned. My hope is that each semester can encompass one cycle of action research.