

Application ID: \_\_\_\_\_

### **Undergraduate Research Conference 2009 Application for Project Support**

I would like to be considered for the following grants (Please check all that apply.)

- MSU Foundation Student Research Award (\$1000 stipend, up to \$1000 supplies)  
 URC Large Grant (\$600 stipend, \$250 or \$500 supplies)  
 URC Small Grant (\$250 or \$500 supplies)

Is this project a creative project \_\_\_\_\_ or research project  ?

**Project Title:** Cross Cultural Understanding of Philosophies of Pre-Service Teachers

#### **Primary Student Researcher Information**

Name: Katelyn McMahon Email: katelyn.mcmahon@mnsu.edu  
Local Address: 15 Parkway Ave, Apt. 306, Mankato, MN 56001  
Telephone Number: 612-360-8505 MSU Tech ID: 00812526 Year in School: JR  
Department of Project: Educational Studies: Elementary & Early Childhood

#### **Additional Student Researchers Involved with the Project**

Katie Robb, [katie.robbs@mnsu.edu](mailto:katie.robbs@mnsu.edu), 612-590-6232; Tech ID: 00744655; SR.

#### **Institutional Review Board Or IACUC Information** (please check one of the following)

- \_\_\_\_\_ Not needed – my project does not involve human or animal subjects  
\_\_\_\_\_ Approval pending – date application submitted \_\_\_\_\_  
 Approved – IRB # 3435

**Student Researcher Sign-off:** My signature confirms that I intend to complete this project and submit an abstract to be reviewed for inclusion in the 2009 Undergraduate Research Conference at Minnesota State University, Mankato. I also agree to spend grant funds for the purpose they were intended.

*Student signature:* \_\_\_\_\_  
*Student name:* Katelyn McMahon

**Faculty Mentor Sign-off:** My signature confirms that I have reviewed this submission and agree to assist the student with the implementation of this project. I also agree to assist the student in the preparation of their results for submission to the 2009 Undergraduate Research Conference.

*Faculty signature:* \_\_\_\_\_  
*Faculty name:* Elizabeth J. Sandell

## **Undergraduate Research Conference 2009 Application for Project Support**

**1. Title of the Project:** Cross Cultural Understanding of Philosophies of Pre-Service Teachers

### **2. Significance of the Project**

The nature and purpose of education have been matters of debate since antiquity (Madoc-Jones and Gajdamasichko, 2005/6). Since various views on the purpose of schooling can support a wide range of theories about education and incorporate ideas from several different fields, discovering the thoughts of education can be vital towards the legislation, policy, administration, curriculum, and teaching practices that govern it. The educational systems of a society reflect the tradition, purpose, goals, and methods of educating at all levels.

The purpose of this particular project is to conduct cross-cultural research concerning the philosophy of education held by pre-service teachers in two cultures. Specifically, a card sorting methodology (known as Q-sort methodology and described by Stephenson, 1953) will be used to study and identify which of four types of contemporary educational thought, are predominant among teachers in two cultures. Using the Q-sort methodology will identify the philosophies held by pre-service teachers and current educators as part of a partnership between two different universities: Minnesota State, Mankato and North-Eastern State University in Magadan, Russian Federation.

### **3. Proposed Methodology for Attaining Project Goals**

Specifically, the study will identify which of four types of contemporary educational thought are predominant among teachers in two cultures. Using the Q-sort methodology will identify the philosophies held by pre-service teachers and current educators as part of a partnership between two universities: Minnesota State, Mankato and North-Eastern State University in Magadan, Russian Federation.

This research is based on a study in another university that used Q-methodology to investigate teachers' and student teachers' theoretical perspectives concerning educational practice. Q-sort methodology is useful as a way to study subjective aspects of behavior. The Q-sort process discloses possible structures to one's behavior and philosophies. The earlier study identified four factors that describe theoretical perspectives: socialization of children, intellectual development, natural maturation, and cultural tools. Madoc-Jones and Gajdamaschko (2005/6) suggested that teachers often hold conflicting or incompatible philosophies and could benefit from deeper reflection on the connection of philosophies with teaching practice. This study will facilitate discussion and program revisions based on the study results.

#### **4. Anticipated Project Outcomes**

The data collected will be used to identify the beliefs and values (i.e., teaching philosophies) that are most commonly held in each region. The project will also include undergraduate student researchers together in the USA and in Russian Federation. The findings will be used to create recommendations for developments and improvements in cross-cultural university partnerships and in pre-service teacher education programs.

#### **5. Timeline**

Fall semester, 2008 (approximately 120 hours)

1. By Oct 15: Read recommended related readings.
2. By Oct 15: Participate in orientation, training, and practice for interview questions and Q-sort.
3. By Oct 23: Participate in writing a proposal related to the Undergraduate Research Conference.
4. By Nov 15: Learn about SPSS and Q-sort analysis.
5. By Nov 30: Assist with interviews of university students, university faculty, and public school teachers in Mankato, MN.
6. By Dec 15: Enter data in database

Spring semester, 2008 (approximately 120 hours)

1. By Feb 15: Analyze data and draw conclusions.

2. By Mar 15: Write and submit an abstract, scholarly journal article, and presentation for the MSU Undergraduate Research Conference.
3. By Apr 10: Host and orient student from NESU, Magadan, Russian Federation.
4. By Apr 27: Prepare and present at URC conference.

## 6. Budget

Expense	Source	Amount
Student stipend (MSU student)	MSU Foundation Award	\$1,000.00
Student airfare (NESU student)	MSU Foundation Award	\$1,000.00
Total		\$2,000.00

We ask to be considered for a \$2,000 Minnesota State Foundation Student Research Award. If received, this award will be used for a \$1000 stipend for the MSU student researcher and \$1000 to partially support a student from NESU in Magadan, Russian Federation to visit MSU, Mankato, Minnesota for the Undergraduate Research Conference in April, 2008. Since travel expenses are more than \$3,000, we also will ask the Russian university to support the remainder of the Russian student's travel expenses.

If the MSU Foundation Student Research Award is not made, we ask to be considered for a \$1,100 Undergraduate Research Conference Large Grant. If received, this grant will be used for a \$600 stipend for the MSU student researcher and \$500 to partially support a student from NESU in Magadan, Russian Federation to visit MSU, Mankato, Minnesota for the Undergraduate Research Conference in April, 2008. If this occurs, we will ask the Russian university to support the remainder of the Russian student's travel expenses.

If the Undergraduate Research Conference Large Grant is not received, we ask to be considered for a \$500 Undergraduate Research Conference Small Grant. If received, this grant will be used for communication expenses between Mankato, MN and Magadan, Russian Federation (phone cards, web cams, faxes, etc.) and some expenses for the Russian student's travel.

## 7. Bibliography

- Madoc-Jones, G. and N. Gajdamaschko. 2005/6. Theoretical Incompatibilities in Teachers' Self-Understandings of Educational Practice: An Examination Using Q Methodology. *Journal of the International Society for the Scientific Study of Subjectivity*. 29(1/2) 58 – 81.
- 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.
- Stephenson, W. 1953. *The study of behavior: Q-technique and its methodology*. Chicago, IL: University of Chicago Press.

# **Katelyn McMahon**

**115 Parkway Ave., Apt. # 306, Mankato, MN 56001**

Phone: (612) 360-8505

Email: katelyn.mcmahon@mnsu.edu

## **OBJECTIVE**

Completion of undergraduate degree in early childhood education.

## **EDUCATION**

Minnesota State University – Mankato, Mankato, 2005-Present

Academic Major: Early Childhood Education GPA: 2.92

Expected Graduation Date: December 2009

## **RELEVANT UNIVERSITY COURSE WORK**

Intro to Early Childhood Ed

Young Children with Special Needs

Teaching Toddlers and Infants

Primary Education Teaching Methods

Materials for Younger Children

Public Speaking

## **SKILLS AND QUALIFICATIONS**

- Proven leadership ability
- Work effectively in a team and independently with minimal supervision
- Strong oral and written communication skills

## **WORK EXPERIENCE**

Philosophies of Teaching Undergraduate Research Project, Minnesota State University, Mankato  
September 2008 – Present

- Assisted in writing proposal to Institutional Review Board for research with human subjects
- Assisted in writing a grant proposal
- Assisted in preparing, conducting, and analyzing data

LEAP (Life Enrichment Advancing People) Volunteer, Mankato, MN

June 2007 – August 2007

- Worked with individuals with special needs

Little Stars Early Learning Center, Mankato, MN

September 2006 – October 2007

- Teacher's aide
- Worked in the three to four aged room

## **ACTIVITIES**

Participant, MSU, Mankato delegation to 2007 conference, National Association for the  
Education of Young Children, Chicago, IL

Soccer, Inver Hills Community College, Inver Grove Heights, MN Fall 2005 – Spring 2006

Clinical Experience, 78 hours of clinical experience with infants, toddlers and pre-k children

15625 County Road Cell: (612) 590-6232  
Carver MN 55315 Email:  
Katie.Robb@mnsu.edu

## **Katie Robb**

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Objective To gain more experience working with children of all ages.

Experience

2007	Mankato Family YMCA	Mankato, MN
Child Watch Program and Service Desk		
2006-present	Dan and Jeanne Ellis	Carver, MN
Babysitter		
2004-present	David and Jennifer Schultz	Carver, MN
Nanny (seasonal-summer)		

Education

2000-2004	Chaska High School	Chaska, MN
2004-present	Minnesota State University-Mankato	Mankato, MN
GPA of 3.39		
Working towards Early Childhood Education degree		
Courses taken: EEC 200, 201, 203, 222W, 245, 313, 365, 366, 435, 491		
MUS 441 KSP 415 ESSP 440, 441 SOWK 415 HP 323, 413 PSYC 230		

Volunteer Work/  
Field Experience

2008	Maple Lake Elementary School, Mapleton, MN	
2008	Janesville-Waldorf-Pemberton Elementary School, Janesville, MN	
2007	The Children's House, Mankato, MN	
2006	MRCI-Mankato, Mankato, MN	
2006	Lake Crystal Preschool, Lake Crystal, MN	