

MINNESOTA STATE UNIVERSITY

M A N K A T O



A Cross-Cultural Instructional Redesign with
North-Eastern State University,
Magadan, Russian Federation:
Incorporating Guided Inquiry Learning and On-line
Teaching Strategies in
EEC 227 Early Learning and Development

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College of Education
Summer, 2089

Research and Writing Time

- ◆ To re-design EEC 227 Early Learning and Development in order to incorporate:
 - (a) cross-cultural instructional strategies;
 - (b) on-line teaching strategies; and
 - (c) process-oriented guided inquiry learning (POGIL).

Travel $\frac{3}{4}$ Around the World!



Project Activities

- ◆ “Designing Courses for Significant Learning,” Dee Fink and Associates, Chicago, IL.
- ◆ Conference “Early Education in Russia and the USA” at North-Eastern State University in Magadan, Russian Federation
- ◆ 2008 World Conference for the Association for Childhood Education International, Moscow, Russian Federation
- ◆ Revised course syllabus for EEC 227
- ◆ Teaching module about Lev Vygotsky in with POGIL approach
- ◆ Preparation for conference presentations, articles, and data collection and analysis across cultures with Global Guidelines Assessment
- ◆ Preparation for conference presentations, articles, and data collection and analysis across cultures with Q-sort Teaching Philosophies
- ◆ Preparation for conference presentations and articles related to Institutional Review Board protocols
- ◆ Project Impact Assessment Report

“Early Education in Russia and the USA,” North-Eastern State University, Magadan, Russian Federation



“Tradition and Transition,” ACEI World Conference, Moscow, Russian Federation



D2L Home Page

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https://mnsu.ims.mnscu.edu/d2l/orgTools/ouHome/ouHome.asp?d2l_stateGroups=grid~gridpagenum~mycoursesstategroup&d2l_stateScopes=OrgUnitSession~GridPageNum~St

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Minnesota State University, Mankato

Learning Development 227 01

Welcome, Elizabeth | Friday October 17, 2008

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Welcome Box

Welcome,
Elizabeth Sandell

My Settings

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- Locker

Updates

4 Ungraded Quiz Attempts

Events

News

News Item

Welcome to EEC 227: Learning and Development in...
Posted May 10, 2008

Congratulations on getting this far in the log-on process!

This course introduces developmental theorists who have had major impacts on early childhood education. Students will explore child growth and development from the prenatal period through age eight years. Students are exposed to diversity as it relates to individual differences in the development of young children. Culture, special needs, and second language learners are some of the variations of individual differences that impact development. Children with atypical development or delayed development will be discussed. Factors that contribute to atypical development will be discussed.

The students who complete this course will:

- understand of typical child development from prenatal to age eight
- understand of factors (nature and nurture) that impact development
- understand of major developmental theorists and their theories
- become aware of developmental milestones that occur prenatally to age eight

Please take some time to browse around the course site to see what features are available.

- Course Home.** General course announcements will be posted here.
- Content.** This link on the top left corner will give you access to course materials such as the syllabus, assignment descriptions and assessments, assigned readings and any other supplemental materials.

Role Switch

Current Role: -- My Role (Teacher) --

Change Role

Live Support OFFLINE

D2L HelpDesk

Library Services

Done

start

PresentationMaterials

TO DO - Microsoft Word

TSFP-Final-Report - ...

Minnesota State U...

REPORT

Internet

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D2L Contents Page

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Content Areas

- View Content
- Manage Content
- Reports
- Manage Files

Instructions

- You can select multiple items to edit, copy, move or delete.
- To select all items in the list, select the checkbox at the top or bottom of the list.
- Use this page to manage content for your course, such as editing, copying, deleting, moving and re-ordering topics or modules.

Manage Content

Manage Content | New Module | New Topic | Add Multiple Topics | Re-Order

Search For: Search [Show Search Options](#)

Learning Development 227 01

- Syllabus and Assignments
- Presentations
- Resources
- Theorists
 - Vygotsky: Social-Cultural Development
 - Plato: Platonic Realism
 - Rousseau: The Nature of Humankind
 - Hall: Father of American Psych
 - Dewey: Progressive Education
 - Gardner: Multiple Intelligences
 - Skinner: Behaviorism & Operant Conditioning
 - Piaget: Cognitive Development
 - Montessori: Teaching the Unteachable
 - Bruner and Discovery Learning
 - Erikson: Psychosocial Dev



Vygotsky meets POGIL

Sample PowerPoint

Question 1:

- ◆ Do the materials provide instructional strategies that help students of Russian cultures and students of North American cultures to understand Vygotsky's theories as they are presented?
- ◆ *“In terms of understanding Vygotsky, the double experience of (1) working with a dilemma from his perspective (the workshop/homework task) and (2) working as a small team to illustrate the benefit of interaction will make this theory real for students.”*

Question 2:

- ◆ Do the D2L materials provide appropriate on-line teaching strategies?
- ◆ *“The course is definitely in the upper echelon of what an active learning course would be. The students would be unable to pass the class unless they were actively engaged in their own learning. This is evidenced in the assignments you have provided (e.g. Observations of 4 Children and Reflection Paper).”*

Question 3:

- ◆ Do the materials about Vygotsky incorporate appropriate process-oriented guided inquiry learning (POGIL) strategies?
- ◆ *“POGIL seems to fit perfectly with this theorist. The homework tasks and other prompts really require high level thinking that would be in students ZPD...provides a challenge. Vygotsky would be proud. I'm interested to know how this worked and if you were able to stick to the time frames provided.”*

Question 4:

- ◆ **What barriers do you see for teaching this material in collaboration with colleagues in Magadan, Russian Federation?**
- ◆ ***“Careful observation assignments that would benefit Russian students as well as American students.”***
- ◆ ***“How much group work and use of abstract prompts is currently done? Is this a stretch for them or will it be familiar? I think even if this is new [to the Russian students], you have provided such detail in the process that the structure would ensure success.”***

Lessons Learned about International Collaboration

- 1. Time is essential**
- 2. Internet access is uneven**
- 3. Vocabulary means different things**
- 4. Research and scholarship mean different things**
- 5. Rights of human subjects in research is uneven**
- 6. Critical thinking is new**
- 7. Individual effort or intellectual integrity is new**

Lessons Learned about On-line Teaching and Learning

- ◆ Add International “guests”
- ◆ Review software and printers for compatibility
- ◆ Understand limitations of connectivity

Future Activities

- ◆ **Work with Russian colleagues to create introductory and explanatory material for D2L so others who encounter it for the first time are not confused by the format (in English).**
- ◆ **Get a good translator. Translate English materials into Russian.**
- ◆ **Develop and improve material to foster group work through the on-line platform.**
- ◆ **Develop and improve material to incorporate POGIL principles and activities throughout the course.**
- ◆ **Create materials from the Russian viewpoint and translate it into English.**
- ◆ **Have the course reviewed by the on-line practitioners through the College of Extended Learning.**

