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EDUCATION FOR DEMOCRACY: CASE STUDY ON THE PARTNERSHIP  
BETWEEN MONTCLAIR STATE UNIVERSITY AND KIROVOGRAD STATE  
PEDAGOGICAL UNIVERSITY

A DISSERTATION

Submitted to the Faculty of  
Montclair State University in partial fulfillment  
of the requirements  
for the degree of Doctor of Education

by

IRINA VIKTOR KOROLEVA

Montclair State University

Montclair, NJ

2013

Dissertation Chair: Mark L. Weinstein, Ph.D.

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MONTCLAIR STATE UNIVERSITY

THE GRADUATE SCHOOL

DISSERTATION APPROVAL

We hereby approve the Dissertation

EDUCATION FOR DEMOCRACY: CASE STUDY ON THE PARTNERSHIP  
BETWEEN MONTCLAIR STATE UNIVERSITY AND KIROVOGRAD STATE  
PEDAGOGICAL UNIVERSITY

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## ABSTRACT

### EDUCATION FOR DEMOCRACY: CASE STUDY ON THE PARTNERSHIP BETWEEN MONTCLAIR STATE UNIVERSITY AND KIROVOGRAD STATE PEDAGOGICAL UNIVERSITY

by Irina Viktor Koroleva

The number of international collaborative projects between schools of higher education has grown dramatically during the past ten years (Knight, 2004). Collaboration helps teachers to grow professionally, increase personal confidence, and accordingly, improve the effectiveness of teaching and learning (Meadows & Saltzman, 2002). This finding, and my past experiences as a school teacher in Ukraine encouraged me to inquire into the area of Ukrainian school collaborations with the foreign schools during the times of post-Soviet transition.

This dissertation is a qualitative interpretive case study examining the achievements, perceptions, and challenges of the 1999-2002 partnership between Montclair State University (MSU) and Kirovograd State Pedagogical University (KSPU). The purpose of this partnership was primarily to promote democratization in the Ukrainian university, as well as the region, through the infusion of contemporary thinking and knowledge into the curriculum and instructional practices.

An analysis of the university partnership connects with a discussion of democratization in general - in Eastern Europe, education, and other institutional partnerships. Although the research into each area will be limited in scope, a

comprehensive literature review will illuminate the issues, while providing context and interpretation of the empirical data.

This study of international collaboration, with an examination of components such as achievement, participant perceptions, and challenges, will aid university administrators and faculty, while fostering new affiliations with foreign educational establishments. The case study, focusing on the collaboration aimed at democratic reform in the Ukraine, will contribute to a better understanding of democratic processes overall, as well as ways in which to take further steps toward real and effective democracy.

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## **DEDICATION**

**This dissertation is dedicated in loving memory of my parents, whose unconditional love continues to be beyond any boundaries and restrictions.**



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## List of Abbreviations

ACE - American Council on Education

CCPP - College Partnership Program

COI - Community of Inquiry

EG - Economic Growth

GJD - Governing Justly and Democratically

GNP - Gross National Product

GOM - Government of Moldova

FREEDOM - Freedom for Russia and Emerging Eurasian Democracies and Open Markets

FSA - FREEDOM Support Act

HA - Humanitarian Assistance

IAPC - Institute for the Advancement of Philosophy for Children

IIP - Investing in People

KSPU – Kirovograd State Pedagogical University

MCC - Millennium Challenge Corporation

MSU – Montclair State University

NATO - North Atlantic Treaty Organization

NAFSA - Association of International Educators

NCLB - No Child Left behind Act

NED - National Endowment for Democracy

NEE - New Eastern Europe

NSDC - National Staff Development Council

OSCE - Organization of Security and Cooperation in Europe

P4C – Philosophy for Children

PS - Peace and Security

TABEISA - Technical and Business Education Initiative in South Africa Canadian

TB - Tuberculosis

TELP - Tertiary Education Linkage Program

THISTLE - Thinking Skills in Teaching and Learning

TIP - Trafficking in Persons

UAH - Ukrainian Hryvnia

UNESCO - United Nations Educational, Scientific, and Cultural Organization

USG - U.S. Government

WTO - World Trade Organization

ZPD - The Zone of Proximal Development

## **Chapter 1**

### **Introduction**

The purpose of this dissertation is to examine the achievements, perceptions, and challenges of the partnership between the Montclair State University (MSU) and the Kirovograd State Pedagogical University (KSPU), within the context of the partnership goals. The methodology used in this dissertation is a qualitative case study. I will base the qualitative analysis on partnership documents, published papers, conference proceedings and surveys completed by the participants.

The presentation of a case study requires that a number of contexts to be explored. An essential context for understanding the KSPU/MSU partnership is Ukrainian education, viewed within the perspective of the recent attempt at democratization of Ukraine since the fall of the Soviet Union. Therefore, it is necessary to provide an overview of the theoretical and historical concepts, related to an examination of the origins of the U.S. attempts to democratize developing countries around the globe, specifically, developing countries in post-Soviet territory, for example Belarus and Moldova. A presentation and discussion of the United States' democracy promotion strategies and techniques used in the countries of the ex-Soviet Union, such as Belarus, Moldova and Ukraine, will follow.

The collaboration's goals were focused on democracy and democratization in the field of education. Therefore, it is imperative to shed light on such key questions as: What is democratic education? What are the democratic purposes of schools? What is democratic teaching? In response to such concerns, the dissertation will include an

analysis of the meanings, purposes, and tensions of democratic education and democratic teaching. Any practical attempt to use schools as a site for democracy may require that teachers become intellectuals who both legitimate and introduce students to a particular way of life (Giroux, 2005). In a sense, then, teachers are responsible for the future of the democracy. The ways in which they structure their classrooms, with regard to democratic practices, can impact the future democratic, or un-democratic, structuring of society. Thus, I present my vision of a democratic teacher: one which is consistent with the model of a teacher at Montclair State University.

One of the main goals of the partnership project was preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU. Philosophy for Children program uses a methodology that focuses on inclusion, equality, and respect, which are the main characteristics of democratic education and also discussed in this dissertation.

### **Introduction and statement of the problem.**

The collapse of the Soviet Union and declaration of independence in 1991 was a critical turning point in the development of Ukraine's national identity. This break-up provided an opportunity for researchers to study education in depth as the country made a transition from totalitarian ideology to democracy. Such transitions may result in collapse of former systems of values and beliefs and create a need for a new system (Kononenko & Holowinsky, 2001). The Ministry of Education in Ukraine outlined that the new vector in Ukrainian education should be "focused on transition from the Soviet school model to the democratic European one" (1999, p. 3). Therefore, it was requested by the Ministry of



Education that, in order for Ukrainian schools to function well in the modern world of postmodernism and democracy, all educational establishments in Ukraine need to develop the ability to collaborate (Ministry of Education of Ukraine, 1999). Collaboration became a cornerstone in Ukrainian schools (Hargreaves, 1994, p. 17). Collaboration helps teachers to grow professionally, increase personal confidence, and accordingly, improve the effectiveness of teaching and learning (Meadows & Saltzman, 2002).

These findings and my past experiences as a school teacher in Ukraine led me to explore Ukrainian school collaboration with foreign schools during the times of post-Soviet transition. This dissertation is a qualitative interpretive case study examining the achievements, perceptions, and challenges of the 1999-2002 partnership between Montclair State University (MSU) and Kirovograd State Pedagogical University (KSPU). The purpose of this partnership was primarily to promote democratization in the Ukrainian university, as well as the region, through the infusion of contemporary thinking and knowledge into the curriculum and instructional practices. An analysis of the university partnership connects with a discussion of democratization in general - in Eastern Europe as a whole, in educational systems, and other institutional partnerships. Although the research into each area will be limited in scope, a comprehensive literature review will illuminate the issues, while providing context and interpretation of the empirical data.

The number of international collaborative projects has grown dramatically during the past ten years (Knight, 2004). Consequently, it is essential to better understand the dynamics of institutional relationships, including the achievements, participant

perceptions, and challenges. Though there has been a great deal written on international educational partnerships (Chan, 2004; Taylor, 2004; Tillman, 2007; Van de Water, Green & Koch, 2008), not enough has examined the achievements, perceptions, and challenges of these partnerships. (Gillespie, 2002; Siaya & Hayward, 2003). Therefore, it is worthwhile to examine the partnership insights in order to better understand this international engagement; particularly because partnership approaches have the potential to be replicated, and efforts, whether a success or failure, offer valuable lessons. In addition, this examination is useful for funding agencies, which promote these partnerships, so that they may better make decisions in the future.

This study of international collaboration, with an examination of components such as achievement, participant perceptions, and challenges, will aid university administrators and faculty, while fostering new affiliations with foreign educational establishments. This case study, focusing on the collaboration aimed at democratic reform in the Ukraine, will contribute to a better understanding of democratic processes overall, as well as how to take further steps toward real and effective democracy.

### **The context of this study.**

Viewed within the context of democratization in Eastern Europe, recent Ukrainian development is an example of the integration of western culture and its fundamental values into Eastern European social norms and practices. These include parliamentary democracy, respect for human rights and the rights of minorities, liberalization of the economy and of access to information, and the free exchange of ideas. All of which are seen in the West as essential components of a just modern society. Ukraine has gone

through three major transitions since its independence from the Soviet Union: first, the transition from totalitarianism to democracy in the social-political sphere; second, the transition from an administrative-command system to a market economy, and third, the transition from a position of market passivity to asserting an active role as productive business people and engaged consumers.

The process of Ukraine's transition from totalitarianism to democracy has occurred sporadically. The country has made its first steps toward democracy. It adopted an elected government and a democratic constitution; although, the democratic changes are difficult to maintain due to corruption, authoritarian traditions, as well as continuing economic challenges. Having an advantageous geographical location and being one of the largest countries in the region, the Ukraine was one of primary recipients of U.S. financial aid in the 1990s. (In fact, a grant was given to Montclair State University to form a partnership with the Ukrainian university, the focus of this dissertation). The 2004 Orange Revolution seemed to be a democratic breakthrough, however its goals - joining the European Union and NATO, as well as becoming more open and democratic society - were not accomplished, due to processes both within Ukraine and internationally.

The administrative-command system is being replaced by a market economy, which caused social, industrial, economic, and political changes. The direction of economic development is now toward the quality and increase of products and services. As a result of these changes, a new job market is being formed, based on technological advances and a modern information economy. The need for employees in information and technological spheres has significantly increased as new technologies are developed.

The high speed of scientific-technical progress adds to the increased demand of employees in that area. The shift from an industrial to a technological society is forcing the Ukraine to change the way it works, teaches and learns. Teaching and learning must reflect the needs of the new reality. Higher-level skills have become extremely important for Ukrainian students, including such skills as critical thinking, working in groups, and complex problem solving. They must strengthen their flexibility and mobility of social behavior as well.

A market driven information economy creates possibilities for business innovation and requires an active and informed consumer, who must make rational decisions when choosing to furnish or consume new products. Such decisions require critical thinking as well.

All of these factors place new demands on education. It must support the intellectual requirements of educated, democratically oriented, market oriented, and progressive citizens. From the point of view of the MSU/KSPU partnership, the most essential consideration is the political shift from totalitarianism to democracy. Under these new conditions the system of education plays a crucial role. The more the educational system fosters democratic values, the more youth will learn to practice democracy, first in their educational establishments and then in the larger market driven society.

#### **The institutional context.**

According to Wringe (1984), public institutions such as schools, colleges, universities, and courts exist in order to support the work and be an extension of

democracy. If young citizens are not educated for a democratic way of life – a common life in liberty, justice, and equality – educational establishments, as well as the society at large, are futile and dangerous (Gagnon, 1987). If school administrations apply the ideals, principles, and values of democracy to schools – the public institutions, whose purpose is to extend democracy – schools and society, should improve both politically and economically. The higher the level of education of any society, the more effective and active economics and social reforms are.

According to the President of Montclair State University, Dr. Susan Cole (2001) in the conference “Democracy and Education” held in Kyiv, Ukraine:

Higher education is not only necessary to enable people to earn a larger paycheck; it is a necessary foundation for the democratic society that protects the rights and privileges of the people and enables them to enjoy the benefits of the paycheck they earn in a stable society. For democracy to function, the great majority of the people must be educated. They must understand history and social structures. They must be able to communicate effectively with a wide variety of people. And while they cannot expert in every field, they must be able to understand the implications and uses of knowledge. Above all, they must be educated in the practices of citizenship and the maintenance of a civil society that forms the basis of democracy (p. 15).

The MSU/KSPU partnership was of great importance for both partners, because afforded opportunities for the Ukrainian and American teams to exchange their teaching, cultural, and life experiences. As the Vice-Rector of KSPU Manakin (2001) stated:

We see that here, in Ukraine, in the course of well-known transformational events that took place after 1991, old totalitarian habits and stereotypes are dying too slowly. In order to give up these old habits and stereotypes as quickly as possible, something more should be done than just destroying the Soviet 'Empire of Evil' and declaring a new democratic state after its run. Many people now recognize that it will be very difficult for us to build a conceptually new democratic model of social organization in our post-Communist country without the essential aid of leading democratic states.

That is why the news about the U.S. State Department, providing the grant for the Program of Cooperation between Montclair State University and Kirovograd State Pedagogical University in September, 1999, was met with such gratitude on the part of teachers and students. It is clear that the main goal of the Program is the development of the democratic education in Ukraine and the exchange of teaching experience (p.12).

As Dr. Cole asserts, a high level of education can be seen to positively affect conditions for progressive and active citizen participation in society. In the new social-economic conditions education receives an elevated status. It is the role of education to aid in making the transitions to a democratic society. Education also supports information technological growth, and the formation of priorities in the development of an advanced state. Highly educated youth is the main strategic reserve for the socio-economic reforms in Ukraine, without which the further development of a democratic society will be impossible. Consequently, in order to guarantee education of the highest quality in

Ukraine, and build a society where democratic principles rule, it is necessary to solve minimum two strategic problems:

1. How does an institution adopt progressive democratic methods of teaching in order to support reformed perspectives?

2. How does an institution foster a higher level of intellect and new technologies?

The partnerships between Ukrainian schools and progressive foreign schools that foster democratic ways of teaching are of great importance to the Ukraine. Personal experience with modern teaching and development play a significant role in reformation of Ukrainian society. This experience supports the formation of a common world community, including an important exchange of technology and modern economic structures that impact all spheres of human activity.

### **The Personal Context of the Research.**

Since this case study reflects the researcher, the personal context of the research must be indicated. I have chosen to study this partnership for a number of reasons, both personal and professional. I was born and educated in the Ukraine and graduated from a Ukrainian university. Therefore, I have personal experience with the Ukrainian educational system. The Ukraine is rich in bright minds, but poor in educational resources. An essential first step for Ukrainians is to live a better life. Ridding themselves of the slave mentality would constructively and qualitatively change the Ukrainian system of education. Ukrainian schooling needs to adopt progressive ideologies in order to provide young citizens the opportunity to think more broadly and have a more forward thinking perspective. This is necessary, so they can make better life choices and

prepare themselves for a peaceful co-existence with different nationalities, while at the same time stand up for their opinions and beliefs, without denying other cultural, religious, or political views. This is possible in a society, where basic constitutional rights are respected, where people have access to learning, equal status, are treated with respect, and have the opportunity to learn and practice democratic skills. According to Apple & Beane (1995), Beyer (1996), Cunat (1996), Roche (1996), Sorensen (1996), all these characteristics belong to a democratic society.

Dewey (1916) suggests teachers need to examine society to identify those parts, which are most democratic, and then use those aspects as the foundation for their classrooms. Aspects of society that are undemocratic should not be replicated inside the classroom. Classrooms become model democratic environments, where students learn skills that can be transferred to life in the larger society.

From this perspective teachers are profoundly important. To act as a representative for democracy, education must help teachers become intellectuals, who are legitimate, and help introduce students to this particular way of life (Giroux, 2005). In a sense, then, teachers are responsible for the future of democracy; modeling democracy through the structure of their classrooms. This has the potential to mold a future democratic structure for society.

Democracy is neither a possession nor a guaranteed achievement. It is forever in the making; it might be thought of as a possibility – a moral and imaginative possibility (Greene, 1985). Democracy is something that we are forever aiming toward. The goal is not to achieve democracy today (for such a goal is unattainable), but to come closer today



than we were yesterday. Progress toward democracy is not an even uphill march. Instead, the road to democracy is marked by backsliding and hesitation as much as it is by progress and achievement. Educators are responsible agents, who nurture and foster democracy in their classrooms in order to pave the way for a democratic society. This case study is my personal contribution as a former and future teacher. It examines a partnership with goals that support the personal and professional engagement of teachers and their students in the process of progressive educational reform.

### **Purpose and research questions.**

#### ***Purpose of the study.***

The purpose of this qualitative case study is to examine the achievements, perceptions, and challenges of the partnership between the Montclair State University (MSU) and the Kirovograd State Pedagogical University (KSPU) in the context of the partnership goals. In addition, the study will explore the educational and political situation in the Ukraine, and discuss the attempts of the United States to democratize relevantly similar countries in Eastern Europe, such as Belarus and Moldova.

The project partnership aimed to achieve the following goals:

1. Faculty development in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative, and independent thinking skills in students; to encourage and foster critical thinking in the classrooms as a means to develop and promote democratic practices.

2. Adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum.
3. Preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU (notes from the proposal for a partnership between MSU and KSPU).

The project directors used several methods to fulfill the above stated goals:

1. A short exchange of faculty and administrators to each campus in visits consisting of two or three weeks.
2. Several KSPU faculty members had an opportunity to participate in two year-long training programs for Philosophy for Children.
3. One of the project directors spent a semester at KSPU, introducing research methodology into the curriculum as a vehicle for the development of critical thinking among undergraduates.

***Research questions.***

The main research questions are:

1. What are the participant perceptions of the goals, achievements, and challenges of the partnership between the 1999-2002 Montclair State University (MSU) and the Kirovograd State Pedagogical University (KSPU)?
2. How does the partnership reflect the theories of democratic educational reform and the educational and political situation in the Ukraine, including attempts of the United States to democratize relevantly similar countries in Eastern Europe, such as Belarus and Moldova?

More specific research questions are:

1. How did the educational context for democratic reform in the Ukraine affect the partnership between MSU/KSPU?
2. How did attempts at democratization in other European countries provide a context for the MSU/KSPU partnership? Specifically, what factors helped and/or impeded these kinds of partnerships in Belarus and Moldova?
3. How do available theories in democratic reform in education offer a framework for understanding the MSU/KSPU partnership?

These research questions will be answered by a review of the literature and from project documents that describe the MSU/KSPU partnership.

4. How did the participants perceive the goals, achievements, and challenges of the partnership between MSU/KSPU?
  - a. What was the participants' perception of this partnership and its goals?
  - b. What were the actual accomplishments of the partnership?
  - c. What challenges did the participants face in implementing the project goals?

Countries transforming toward democracy, use education as the key tool in preparing students for participation. One way this has been implemented is through partnerships with U.S. universities as exemplars of democracy. It is essential to know more about what makes these partnerships work, as well as the challenges – both in terms of program features, and the larger context in which these programs operate. This

knowledge is important for many reasons, and in particular to guide those educational establishments planning future partnerships.

### **Significance of the study.**

A number of educational theorists (Calabrese & Barton, 1994; Beyer, 1996; Dimitriadis, 2003; Goodlad, 2004) have argued that schools can play an important role in promoting alternative understandings of democracy, and can thereby help build a more democratic and just society. Indeed, educational establishments have always been sites in which relatively small numbers of progressive and radical democratic educators have prepared young people for active, critical, publicly oriented citizenship (Parsley & Corcoran, 2003). There is great potential for more such work to be done in education. Democracy must be widely expanded to ensure that the broadest societal interests will be served.

Among the various strategies for educational reform concerned with democratic practice, collaborations between educational institutions are both common and potentially effective. While collaborative partnerships are common, little is known about the success of collaborative efforts (Otterbourg & Adams, 1989). This study is an attempt to add to the body of knowledge regarding collaborations between American and Ukrainian Universities, examining the perception of the participants. This is significant in part, because partnership approaches can be replicated, and both successes and failures provide for future efforts.

Collaborations are, among other things, social engagements. They include a vision of “associated living” and “conjoint communicated experience” in a human

society, the core of democracy. Democratic education aims to mold students to be active and responsible citizens (Dewey, 1916/1966, p. 87). Democracy, first and foremost, is a shared way of life. It begins with who we are as individuals and the relationships we have with those around us, and it radiates outward from that center to encompass all of humanity. Democracy does not and cannot abruptly stop at country, state, or national political borders, because it is, in essence, about human relationships, and human relationships do not adhere to strict political boundaries any more than they stick to boundaries of race, sex, religion, class, economic status, or some other prejudicial criterion (Goodlad, 2004). In a democratic society, citizens have the willingness to “share common interest” and engage in “free interaction between groups” (Dewey, 1916/1966, p. 86).

This case study of the collaboration for democratic reform in the Ukraine will contribute to a better understanding of democratic processes and explore ways to develop real and effective democracy. The dissertation will be translated into Ukrainian to be available for Ukrainian educators and researchers. This study may assist Ukrainians in applying and exercising democratic values in their social and private lives.

In addition, this study provides a rich description of partnership participant perceptions. The assessment of the accomplishments and challenges of this project is aimed to encourage the Ministry of Education in Ukraine, as well as Boards of Education, higher schools administrators, and teachers, to pay closer attention to collaborative relationships of Ukrainian schools with international partners.

### **Background of the study.**

The idea of a democratic way of teaching occurred to me when I was a student at the Ukrainian State Pedagogical University from 1995-2000. My classmates and I experienced authoritarian methods of teaching. For example, as students we had no right to choose subjects that we wanted or considered important for our future careers. We had a set curriculum, which we were not permitted to alter, even if we believed it was necessary. After graduating, I was offered a job at the University in the Department of Foreign Languages. I remember spending many days and hours, thinking about the methods of teaching I would be using in my classroom. I knew I would have learned more, if we had been taught differently. I also would have been more active citizen in my country, if as a student I had experienced more democratic learning environment. We could not talk of democracy in any Ukrainian educational institutions. If educational institutions are dictatorships, where can the youth learn how to live democratically? No one was concerned with this issue, or how to make learning more effective, productive, and interesting. I realized that my experience as a student was not fulfilling, because I could not be an active participant in my studies, and as a consequence, in my society. I wanted my classroom to be democratic; a place, where basic constitutional rights are respected and observed, where students have equal access to learning, equal status, are treated with respect and as human beings, and where students have the opportunity to learn and practice democratic skills. With Dewey's notion of democracy in mind, I define an ideal democratic classroom as one in which the authority would be shared to the greatest extent possible between student and teacher, and one in which students

would be encouraged to voice their opinions. I have always believed that the purpose of schooling is to provide students with a place, where they can practice and learn about democracy. Educational system, which fosters democratic values and practices, is supremely important for the local society and the country in general. To be a hub for democracy, schools should help students to be intellectuals. This both introduces and legitimizes a democratic way of life (Giroux, 2005).

### **Dissertation roadmap.**

This dissertation includes the following seven chapters:

- Chapter 1: Introduction
- Chapters 2, 3 and 4: Literature Review
- Chapter 5: Research Methodology and Data Analysis
- Chapter 6: Achievements, perceptions, and challenges of the partnership
- Chapter 7: Discussion, Practice and Future Research Recommendations.

Chapter 1 sets the context for my study. It introduces the research problem, the institutional and personal context of this study, its significance, as well as provides background of the study and describes the participants of this research. Chapter 1 introduces the rationale for this study. It describes the context of post-Soviet societal changes in Ukraine, in relation to democracy in the system of education and the reasons for the investigation of this issue at this time.

Chapter 2 is devoted to the review of the theoretical and empirical literature on the origins of the US world democratization idea. It discusses the US government's interests in international collaborations, such as MSU/KSPU partnership presented in this

study. It also provides an outline of international partnerships recently conducted between the United States and other countries.

Important to this research is the issue of US democracy promotion in the post-Soviet countries. Chapter 2 also provides an overview of the theoretical and historical concepts related to the origins of U.S. attempts to democratize developing countries around the globe, specifically, developing countries in post-Soviet territory. A presentation and discussion of the U.S. democracy promotion strategies and techniques used in the countries of the ex-Soviet Union, such as Belarus, Moldova and Ukraine, are included. These neighboring countries are highlighted for a discussion, because they form the New Eastern Europe (NEE) and have the most-similar histories and levels of economic, social, and political development. Also, these are the only countries on the Post-Soviet space in which democracy has not taken root after the Soviet Union's collapse (Hamilton and Mangott, 2007, pp. 1-4).

This research is focused on democracy and democratization in the field of education. Therefore, it is important to raise key questions such as: What is democratic education? What are the democratic purposes of schools? What is democratic teaching? Are there any tensions in democratic education? Accordingly, Chapter 3 discusses the essentials of democracy, democratic purposes of schools and teaching, and tensions in democratic classroom and further provides an analysis of the meanings, purposes, and tensions of democratic education and democratic teaching. The first section, "The Essentials of Democracy," is an outline of the meaning and components of democratic education. Next, "Democratic Purposes of Schools," discusses the main goals of any



democratic institution of education. The final section “Tensions in Democratic Schooling” describes tensions that exist in democratic schools.

In order to support democracy, educational institutions should encourage teachers to become intellectuals, who in turn legitimate and introduce students to this particular way of life (Giroux, 2005). In a sense, then, teachers are responsible for the future of the democracy. The ways in which they structure their classrooms have the potential to influence democratic or un-democratic structuring of society in the future. Consequently, it is important to present the vision of a democratic teacher, in this case, one which is consistent with the Montclair State University teacher model. Accordingly, Chapter 4 presents the portrait of a democratic teacher, including three parts:

- The first part, “Stewardship of Best Practice,” examines the question of how democratic teachers can become stewards in their classrooms. Here I present effective instructional strategies democratic teachers can use to become stewards of best practice in their schools.
- The second part, “Access to Knowledge,” discusses the notion of equal and free access to knowledge, and how teachers can promote that for their students.

Knowledge, as defined by Webster’s (2003) dictionary “Is the fact or condition of knowing something with familiarity gained through experience or association; acquaintance with or understanding of a science, art, or technique; the range of one’s information or understanding” (p. 312). This definition perfectly reflects the concept of knowledge used in my research.

- The third part, “Caring, Nurturing Pedagogy,” provides an outline and discussion of why caring is essential element in promoting democratic teaching.

One of the main goals of the partnership project was preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU. Therefore, the Philosophy for Children program as a methodology that focuses on inclusion, equality, and respect, which are the main characteristics of democratic education, is also presented in this Chapter.

Chapter 5 reflects a literature review, describing the case study method chosen to address the research questions. This chapter discusses the theoretical rationale for using qualitative case study methodology, followed by an explanation of the research techniques and procedures used in this study. Also discussed is the trustworthiness of the research, addressing four criteria: credibility, transferability, dependability, and confirmability. In my rather explorative than evaluative research, I rely on methodological procedures that suit best my study and help to uncover potentials and barriers of this partnership through an exploration of participant perceptions (Erickson, 1986) and documents describing the MSU/KSPU partnership project.

This study is not concerned with an analysis of the partnership’s effectiveness, success, or failure, rather the research describes the international partnership through participant perceptions. The goal is to learn about international partnership challenges and achievements, which can be translated into practical recommendations for other partnerships with foreign educational establishments.

Overview of the collected data is detailed in Chapter 6 - Achievements, perceptions, and challenges of the partnership. In this chapter I overview the data collected in this study. This chapter is divided into three main sections. Section I presents the partnership documents, Section II is devoted to the survey findings, and Section III describes the surveys and documents data findings.

Finally, Chapter 7 provides a discussion of the study findings and their meanings in relation to important factors found in the literature, relevant to the framework of the partnership. The final chapter also includes recommendations for practice and future research. These recommendations are aimed assist faculty and staff at institutions of higher education interested in forming and maintaining international partnerships. The presented suggestions address partnership needs in the areas of partnership formation and maintenance.

### **Description of participating institutions.**

#### ***Montclair State University.***

The New Jersey State Normal School at Montclair was established in 1908 with 187 students enrolled. By 1927 it grew into a Teacher's College, by the 60's into a comprehensive college, and by 1994 into a public teaching university with an enrollment of approximately 14,000 students. Presently Montclair State University has 18,171 students enrolled in close to 300 programs. There are six colleges and schools at MSU: the College of the Arts, College of Education and Human Services, College of Humanities and Social Sciences, College of Sciences and Mathematics, School of Business, and the Graduate School.

Undergraduate core curriculum at MSU is based on a liberal arts philosophy which stresses critical thinking and culture studies. The university takes initiatives to internationalize the curriculum in order to prepare its students for citizenship in a diverse community. All undergraduates must take two years of foreign language: French, German, Russian, Spanish, Italian, Portuguese, Chinese, Japanese, Classical Greek, and Latin are taught. Many of the courses in the curriculum include international components.

The MSU Global Education Center was established in 1991, and support many international activities on campus. The Center also consolidates the university's international collaborations and programs. The Center fosters study abroad, student and faculty exchanges, international collaborations and international study tours, and international summer institutes. It also provides a range of services to the international students and scholars, including advising and counseling. Since 1991, the center awarded over 300 grants to faculty for initiatives abroad, such as teaching exchanges, conference presentations, internationalization of the curriculum, and hosting international scholars.

From its origins as a State Normal School in 1908 to its emergence as a State University in 1994, MSU has always shown a history of innovation. The University's College of Education and Human Services is nationally recognized as a leader in educational renewal at the secondary level and accompanying innovations in teacher preparation. In 1991, the university was one of eight sites invited to join in a renewal effort known as the Agenda for Education in a Democracy founded by Dr. John Goodlad of the University of Washington, and has become part of the National Network for Educational Renewal. Since then, the network has grown to 16 settings with 34

universities and 500 schools in 100 school districts. The Center of Pedagogy, in which faculty members from many disciplines participate, was the first to be established in this country and has the first approved doctorate of its kind.

MSU is the international headquarters of the Institute for the Advancement of Philosophy for Children (IAPC) with over 70 affiliate centers around the world. The Philosophy for Children curriculum, textbooks, and manuals have been translated and adopted into more than 20 languages and for countries including Australia, China, Bulgaria, Brazil, Russia, and Ukraine.

The University is also known both nationally and internationally for its work in critical thinking through its Project THISTLE (Thinking Skills in Teaching and Learning) which has now worked with more than 800 teachers in Newark and other urban areas in New Jersey, and for the Institute for Critical Thinking which has sought to infuse critical thinking throughout the University curriculum (MSU/KSPU proposal notes).

***Kirovograd State Pedagogical University.***

Kirovograd State Pedagogical University (KSPU) was founded in 1930, in the city of Kirovograd which is situated in the center of Ukraine, and has a population of more than 300,000 people. KSPU not only shares with MSU the distinction of being a significant institution in its region, but, like Montclair, it evolved from a Pedagogical Institute to become Kirovograd State Pedagogical University in 1997.

At the beginning KSPU consisted of four colleges: the College of Mathematics, College of Biology, College of History, and College of Russian Language and Literature. Three hundred students were enrolled in classes in 1930. The University now comprises

eight colleges: the College of Science and Mathematics, College of Chemistry and Biology, College of Ukrainian and Russian Languages, College of Foreign Languages, College of Elementary Education, College of Physical Culture, College of History, College of Music, and thirty one departments (KSPU/MSU proposal notes).

KSPU is among the first institutions in the Ukraine to develop Masters level programs and initiate changes to the system of higher education. KSPU faculty and administrators have informed MSU that this is an opportune time for making change. The University opened a new College of Chemistry and Biology recently, introduced new majors, and started offering interdisciplinary double majors. The institution has recently been accredited to teach graduate courses leading to Candidate and Doctoral degrees. A Scholarly Council was established to oversee doctoral dissertations. Recently the University opened a high school for gifted and talented children where some KSPU faculty teach.

## **Chapter 2**

### **Democratization of the world by the United States of America**

#### **Introduction.**

This study on the achievements and challenges of an international partnership between the United States and Ukraine, aimed at promoting democracy in the Ukrainian school, begins with a discussion of the key theoretical concepts that comprise the conceptual framework of this research. It begins with an examination of the roots of the U.S. interest in world democratization, and the U.S. government interest in international collaborations, such as MSU/KSPU partnership presented in this study. It also provides an outline of recent international partnerships between the United States and other countries. It also provides an overview of the theoretical and historical concepts related to the origins of the U.S. attempts to democratize developing countries around the globe, specifically, developing countries in post-Soviet territory. A presentation and discussion of the United States' democracy promotion strategies and techniques, used in the countries of the ex-Soviet Union, such as Belarus, Moldova and Ukraine, will follow. These neighboring countries form the New Eastern Europe (NEE) and have the most-similar histories and levels of economic, social, and political development. Also, these are the only countries on the post-Soviet space in which democracy has not taken root after the Soviet Union's collapse (Hamilton and Mangott, 2007, pp. 1- 4).

Ukraine, Belarus and Moldova share many features in common with the other states of Eurasia. Most of these countries practice some form of "managed" democracy, with elections that are competitive only in appearance, no agreed

succession mechanisms, nontransparent economic systems rife with corruption, rule by biological or political clans, and close ties between political and business elites. Belarus is on one end of the spectrum, with rule by an authoritarian leader who represses the opposition, and Ukraine on the other end of the spectrum, having broken out of the post-Soviet syndrome during the Orange Revolution and introduced free, fair, competitive elections and a free media. Moldova, which has re-elected communists yet seeks closer ties to Europe, has a political system that lies somewhere between the more democratic Ukraine and the more repressive Belarus. (Stent, p. 2)

Therefore, the discussion of U.S. democratization of Belarus, Moldova, and Ukraine provides a context for American efforts of democratization in relevantly similar societies, which show the strategic importance of NEE to the United States.

...the U.S. has, from the beginning, recognized the strategic importance of this area [NEE], particularly of Ukraine, and has devoted more financial resources to assisting it than has the EU. From the U.S. point of view, a sovereign, independent, prosperous Ukraine with effective and transparent institutions of governance would not only contribute greatly to the security and stability of the region but would serve as a bulwark against what some fear as potential resurgent Russian neo-imperialism. (Stent, in Hamilton and Mangott, 2007, pp. 18-19)

The US idea of democracy promotion in the world has found its reflection in the politics of every American president; moreover, it has been supported by the nation at large.



A February 2005 Gallup poll using a similar scale found 70% saying that "building democracy in other nations" is an important foreign policy goal, with only 31% saying it is very important. Pew has asked how high a priority "promoting democracy in other nations" should be for the US among possible long-range foreign policy goals. In October 2005 78% said that it should have some priority, but only 24% said that it should have top priority. This has changed little since July 2004. A September 2006 Public Agenda poll asked how important "actively creating democracies in other countries" should be to foreign policy, and found 69% saying it should be important, with just 24% saying it should be very important.

[http://www.americans-world.org/digest/overview/us\\_role/democracy.cfm](http://www.americans-world.org/digest/overview/us_role/democracy.cfm)

President George W. Bush stated in his inaugural speech that the United States seeks to support any growth of democracy in any culture ([www.whitehouse.gov/about/presidents/georgewbush](http://www.whitehouse.gov/about/presidents/georgewbush)). The primary argument in support of his statement was the issue of American security. Bush made a connection between the liberty at home and liberties abroad, claiming that it is impossible to achieve democracy at home without democracy abroad. He claimed in his 2003 speech at the American Enterprise Institute that "the world has a clear interest in the spread of democratic values because stable and free nations do not breed the ideologies of murder" (Carothers, 1999). In other words, he expressed his assurance that the world was waiting for the United States' assistance in democracy promotion. President Bush increased funding for the organizations which were oriented toward democratic reforms, such as International

Republic Institute, National Endowment for Democracy (NED), and the Millennium Challenge Corporation (MCC) (McMahon, R. in review: Bush's Democracy Agenda Sees Mixed Results). MCC granted over three million dollars to twenty-two countries to initiate a positive effect on democracy, human rights, and the rule of law ([www.mcc.gov](http://www.mcc.gov)).

In his inaugural speech George W. Bush also outlined “it is the policy of the United States to seek and support the growth of democratic movements and institutions in every nation and culture, with the ultimate goal of ending tyranny in our world” ([www.whitehouse.gov/about/presidents/georgewbush](http://www.whitehouse.gov/about/presidents/georgewbush)). Democracy promotion is the key factor in “promoting human rights, the rule of law and economic prosperity, all of which are necessary parts of realizing human dignity” (Merloe, 2008, p. 7). Promoting democracy around the globe can advance not only the US interests of peace, security and development, but also the international community at large. (Merloe, 2007)

One of the most effective ways to promote democracy in the world is through education.

Education is a key tool in combating poverty, in promoting peace, social justice, human rights, democracy, cultural diversity and environmental awareness.

Education is the key to uniting nations, bringing human beings closely together.

In many parts of the world, civil society suffers because of situations of violent conflicts and war. It is important to recognize the crucial role of education in contributing to building a culture of peace and condemning instances in which education is undermined in order to attack democracy and tolerance.

[http://www.ei-ie.org/en/websections/content\\_detail/5411](http://www.ei-ie.org/en/websections/content_detail/5411)

In 2000, the then UNESCO Director General, Federico Mayor, stressed that  
*“Education International is not only a vast repository of experience, it also has the know-how and talent to implement innovation and change far beyond what is normally found in government circles [...] Education International and UNESCO can work together to achieve the common goals of an educated, intellectually curious and participatory culture of peace and democracy.”*

[http://www.eiie.org/en/websections/content\\_detail/5411](http://www.eiie.org/en/websections/content_detail/5411)

To bring this idea to life, many programs were initiated by American institutions (major democracy providers), with educational institutions employed in newly developing democracies. According to Langan (2004) and Altbach et al (2001), the U.S. is widely accepted as the best higher education system globally. In addition, thirty-eight of the top fifty universities in the world are in the US (Zakaria, 2008). In order to exchange cultural and professional experiences and increase the competitiveness in global markets, educational post-secondary establishments try to develop international partnerships and gain both political and cultural advantages (Guruz, 2008, p. 142). Partnerships can strengthen university profiles as well as “enhance their prestige, and generate revenue, among other reasons” (Van de Water, Green, & Koch, 2008, p. 4). International partnerships are one strategy in a broader U.S. plan to democratize the world. As such, this chapter also provides an overview of international partnerships conducted by the United States and other countries around the globe.

### **Brief overview of democratization.**

A fundamental tenant of American society is the notion that the American nation is made up of exceptional and chosen people. This ideology, according to the sociologists (Basudrillard, Garfinkel, Geertz, and Inglehart), takes its roots from the idea of the exceptional nation, stemming from Northern American British Protestants. Eventually it became the cornerstone of American national ideology. British Protestants, who came to America in the first half of 17<sup>th</sup> century, called their colony New Israel. The idea that the United States had a special mission in the world began with the Founding Fathers - in the articles and presentations of Franklin, and later in the speeches of the American presidents Monroe, Lincoln, Roosevelt, and John F. Kennedy (Carothers, 1999). A famous expression belongs to Lincoln: "We, Americans, are the last hope of the mankind." President John F. Kennedy believed that "the United States had a unique capacity, as well as the duty or even destiny, to do good in the world" (Carothers, 1999, p. 20). The classic writer, Melville, wrote in "White-Jacket" (1850):

We Americans are the peculiar, chosen people -- the Israel of our time; we bear the ark of the liberties of the world. . . .God has given to us, for a future inheritance, the broad domains of the political pagans that shall yet come and lie down under the shade of our ark, without bloody hands being lifted. God has predestinated, mankind expects, great things from our race; and great things we feel in our souls. . . .Long enough have we been skeptics with regard to ourselves, and doubted whether, indeed, the political Messiah had come. But he has come in us.... (p. 27).

The United States remained the leader of the New World; its ‘messianic’ perspective manifested in a controlling role over North and South America. The United States has invested a great deal of effort, time, and funding into the business of democracy promotion around the world. The concept of waves of democratization was offered by Huntington in 1991 in his book “The Third Wave. Democratization in the Late Twentieth Century”. He described three main periods or waves of democracy promotion in the world:

- Long wave of democratization: 1828-1926
- Short wave of democratization: 1922-42
- Third wave of democratization: 1974-today (p.16)

*The long wave of democratization.* The first wave had its roots in the American and French revolutions. Switzerland, the overseas English dominions, France, Great Britain, and several smaller European countries made the transition to democracy before the turn of the century. Italy and Argentina introduced more or less democratic regimes before the World War (p. 17).

*The short wave of democratization.* Allied occupation promoted inauguration of democratic institutions in West Germany, Italy, Austria, Japan, and Korea. In the late 1940’s and early 1950’s Turkey, Greece, and some parts of Latin America moved toward democracy (p. 18).

*The third wave of democratization.* The democratic movement also manifested in Asia and some parts of Latin America. Early in 1977 India returned to a democratic path. At the end of the decade, the democratic wave engulfed the communist world (pp. 22-23).

Table 1 below shows the quantity and the percentage of democratic states in the comparison to the non-democratic countries. *Note:* This estimate of regime numbers omits countries with a population of less than one million (Huntington, 1991, p. 26).

Table 1. Democratization in the Modern World

Year	Democratic States	Non-democratic States	Total States	Percentage Democratic of Total States
1922	29	35	64	45.3
1942	12	49	61	19.7
1962	36	75	111	32.4
1973	30	92	122	24.6
1990	59	71	130	45.4

U.S. history of democracy promotion began in 1898, in the time of the Spanish-American War. The goal of increasing democratization efforts was seen as a duty, even demanding military action (Whitehead, 1986). Over time this goal became “a pattern of American foreign policy” (Kneuer, 2007, p. 17). Officially, the promotion of democracy was adopted by the American Government in the late 1970’s under President Carter, who started to focus on the issue of human rights. President Reagan in the 1980’s stepped further in the business of democracy promotion. He created the National Endowment for Democracy (NED), which moved forward the institutionalize efforts to promote

democracy in the world. George Bush Sr. expanded the territorial aspect of democracy promotion from Europe to Africa.

President Clinton also considered democracy promotion an important goal of American foreign policy. His administration declared that the main objective of United States foreign policy is democracy promotion in order to ensure peace and security (Epstein et al, 2007, p.8).

Democracy promotion through military intervention occurred under President George W. Bush, who tied democracy promotion to the war against terrorism after the September 11<sup>th</sup>, 2001. President Bush responded with a comprehensive strategy to protect the American people. He led the most dramatic reorganization of the federal government since the beginning of the Cold War. He built global coalitions to remove violent regimes in Afghanistan and Iraq that threatened America, liberating more than 50 million people from tyranny. He recognized that freedom and hope are the best alternative to the extremist ideology of the terrorists, providing unprecedented American support for young democracies and dissidents in the Middle East and beyond.  
([www.whitehouse.gov/about/presidents/georgewbush](http://www.whitehouse.gov/about/presidents/georgewbush))

As it was mentioned before, George W. Bush in his inaugural speech said, “it is the policy of the United States to seek and support the growth of democratic movements and institutions in every nation and culture, with the ultimate goal of ending tyranny in our world” ([www.whitehouse.gov/about/presidents/georgewbush](http://www.whitehouse.gov/about/presidents/georgewbush)). According to Hammot (2003), education is one of the most influential and efficient ways to develop and

promote democracy around the world. Therefore, it is important to present an overview of international partnerships conducted between the United States and other countries.

### **International partnerships.**

International partnerships in education become more popular in the modern world. The reason for that is that such partnerships have many benefits for all partners involved in them (Knight, 2004). Among these benefits are students' awareness of global issues, cultural and professional exchange; another advantages of international partnerships are that research takes on new dimensions, and resources are shared (Chan, 2004). Procter's dictionary (1980) defines partnership as "a relationship between individuals or groups that is characterized by mutual cooperation and responsibility, as for the achievement of a specified goal" (p. 791). This study is an example of such a relationship, where responsibility for joint activities is shared among the participants.

This partnership pursued ways to accomplish identified goals, which is one of the most significant features of any collaboration. In the modern world with its focus on globalization, many universities try to increase their competitiveness in the educational market by developing partnerships with other schools of higher education (Knight, 2004). "Institutions in many different countries are also aggressively pursuing partnerships to strengthen their higher education institutions and systems, enhance their prestige, and generate revenue, among other reasons" (Van de Water, Green, & Koch, 2008, p. 4). International partnerships have a number of advantages. Among them is students' and teachers' awareness of global issues, exchange of professional and personal experiences, and an increase of human and financial resources (Chan, 2004). According to Gillespie



(2002), one major disadvantage of international partnerships with developing countries is their one-sidedness: one participant receives more benefits than its partner.

In order to reduce a number of one-sided partnerships, NAFSA, (Association of International Educators), published the guide *Cooperating with a University in the United States* (2007). It was geared to help university administrators, faculty, and students create successful and efficient international partnerships. The guide also informed the institutions what to expect when making an affiliation with other American schools.

Another guide was published by the American Council on Education (ACE):

*International Partnerships: Guidelines for Colleges and Universities*. The main purpose of this guide was to provide recommendations for building a successful partnership project. It offered advice regarding administrative structures, funding issues, and the developing support questions. These guides, however, did not provide recommendations how to sustain the partnerships, or how to evaluate their effectiveness.

Another attempt to provide practical guidelines for successful development and support of international collaborations was made by Hamot (2003). In his article he discussed the outcomes of international partnerships. The author studied the outcomes of the U.S. Center with Bulgaria, Czech Republic, Armenia, Moldova, Georgia, and Poland. The partnership produced unique curricular materials that originated within each program and were exclusive to each of these countries (p. 2). The partnership with Poland developed a curriculum for elementary students with other four countries, and resulted in civic education curricula for use at varying levels of compulsory education (Hamot, 1999; Remy, 1994). Hamot (1999) offered four guidelines for successful international

partnerships, based on the analysis of the interactions between the United States and foreign countries. The four key points for successful collaboration outcomes are:

*Guideline 1:* Provide a common understanding of democracy and the educational purposes implied by this understanding to form the foundation on which successful citizenship education reform programs will take place. Each successful program required that both partners understood the shared, common elements of democracy that could work as the basis for discussion and subsequent curriculum development. By following this guideline, the partners shared common ground on which to build the content and pedagogical practices needed to support a reformed curriculum, an instrument in the process of democratization. Each partnership embraced common elements of education for citizenship in a democracy. These common elements include the knowledge, intellectual and participatory skills, and dispositions required of citizenship in a constitutional democracy (Patrick and Vontz 2001, 41).

*Guideline 2:* Combine established theories on democratic citizenship education with their practical application to offer new experiences in civic learning to educators in emerging democracies. This second guideline for successful projects pertains to the new educational experiences offered to the international partners by their U.S. counterparts and the usefulness of these experiences in attaining the objectives of curriculum reform. The activities of each partnership moved the participants from their initial

conceptions of citizenship education to new understandings and applications within the American educational context. This was done by matching each international participant with a local teacher, having them attend educational conferences, and meeting with them at weekly seminars on the content and pedagogy most suitable for developing democratic citizens (Hamot 1997; Remy 1996). The possibility of going beyond the limits of the international participants' local contexts, however, led to the third guideline.

*Guideline 3:* Do not exceed the boundaries of the national context for which the reformed curricula are intended. When developing new programs in education for democracy, educators from post-communist countries must avoid possible clashes between proposed curricular reforms derived from their experience in established democracies like the United States and local educational limits in their home country.

The application of a reform from an American context to the national context of a post-communist country may result in educational experiences that will not work as intended. Service learning is a case in point. This pedagogical practice, recommended by 47 U.S. state departments of education, has been viewed by education authorities in some post-communist countries as too similar to the forced public service commonly enacted under totalitarian communist regimes. Thus, its

inclusion in the new civic education curricula in several of these programs had to be reconsidered.

*Guideline 4:* Design and carry out a systematic formative evaluation of the new curriculum to monitor its cultural adaptability and effectiveness. The U.S. directors of the successful programs noted above traveled to the developing democracies to meet with ministry officials, members of leading non-governmental educational organizations, pedagogical scholars, and teachers. Participants in these meetings set objectives for each partnership. These objectives varied from program to program due to the differences in each country's new democratic context. However, these predetermined objectives offered criteria for formative evaluation of the curricular outcomes of each program. These objectives offered benchmarks for determining whether or not each reformed curriculum achieved its educational purposes in its intended national setting. Constant monitoring of the curriculum development process as well as rigorous field-testing of the products worked to secure curricular suitability for these transitional democracies. An example of this guideline in practice is the particularly well developed evaluation of "Project Citizen" as adapted for the Latvian and Lithuanian contexts and conducted by the Social Studies Development Center at Indiana University during its participation in the Civitas International Exchange Program (Vontz, Metcalf, and Patrick, 2000).

Based on these guidelines, a six-year educational partnership was conducted between USA and Sweden. The six-year project was established by the Vaxjo University (Sweden) and the University of Minnesota, Duluth (USA) (Carlson, 1992). The main goal of this collaboration was to improve early childhood teacher education at the Vaxjo University, in the program of Early Childhood Teacher Education. The partnership consisted of three parts:

- Part One: Students exchange
- Part Two: An ongoing collaborative faculty research project
- Part Three: A combination of student exchange and research

The accomplishments were significant in the area of research, which strengthened such areas of study as advocacy and child study. “The scope and sequence was changed to allow greater connections between theory and practice” (Carlson, p. 17).

Projects between South Africa and three international partners - the United States, Canada, and the European Economic Community, are good examples of how international partnerships can enhance the efforts of a worldwide educational arena. The three partnerships had different goals: Tertiary Education Linkage Program (TELP) was a U.S. partnership. Technical and Business Education Initiative in South Africa (TABEISA), partnered with the European Economic Union. Canada focused on the Canadian College Partnership Program (CCPP). Partnerships described above, primarily aimed at supporting educational reform and curriculum transformation in the world, in order to build a new multicultural democracy (Tedrow & Mabokela, 2006, p. 177).

To build a democratic society around the globe is not an easy task, which cannot be performed only through education. It requires a lot of human and financial resources; however, it was not an obstacle for the U.S. Department of State while formulating the official goals of the foreign policy of the United States, which is "to create a more secure, democratic, and prosperous world for the benefit of the American people and the international community.”

([http://en.wikipedia.org/wiki/Foreign\\_policy\\_of\\_the\\_United\\_States#cite\\_note-1](http://en.wikipedia.org/wiki/Foreign_policy_of_the_United_States#cite_note-1))

The following sections describe the strategies and techniques the United States used to democratize the ex-Soviet countries, such as Belarus, Moldova and Ukraine. The narrative below presents an overview of the political situations in Belarus, Moldova and Ukraine, in order to better explain the need of these countries for democracy promotion assistance, provided by the United States.

The nations of Ukraine, Belarus and Moldova are the new Eastern Europe – sandwiched between a larger European Union and a resurgent Russia. Historically the object of fluid and volatile geopolitical shifts, none has ever existed as a state within its current borders, and none enjoys consensus on its respective national identity. All are located along key military, transportation and energy corridors linking Europe and Eurasia. Their problems – infectious diseases, organized crime, drug and human trafficking, pollution and illegal migration – directly spill over into the EU. Their success could have a beneficial impact on the development of democracy, pluralism and the rule of law throughout the post-

Soviet space. Their future will help shape Russia's own destiny and ultimately determine where Europe ends (Hamilton & Mangott, 2007, p. 1).

The United States - the leader in democracy promotion, recognizing the importance of the NEE, used many strategies and resources to assist Ukraine, Belarus and Moldova in becoming more democratic states (Stent, 2007, pp.18-19). In order to better understand the need for this assistance, it is important to provide an overview of political situation in these countries in 1991-2001. The ten years, I have chosen to focus upon, are not accidental. There are two primary reasons for this: First, these are the critical years in NEE formation and development after the Soviet Union collapse in 1991. Second, this period covers the years preceding the MSU/KSPU partnership as well as the years the partnership was in place.

### **Ukraine in the period of transition to independence and democracy, 1991-2001**

#### **Political situation in Ukraine.**

Ukraine's transition to democracy, like other countries of ex-Soviet Union, was challenging and difficult (Zimmer, 2006). After declaring its independence on August 24<sup>th</sup>, 1991, and announcing its intention to transform into a democratic state with the regulated market economy, Ukraine got a chance to create its unique state, laws, economy and democracy - that is to say, a chance for a change (Linza & Stepan, 1996; Wanner, 1998). According to Batelaan & Gundare (2000), changing society is characterized by a market economy and transforming to decentralized multinational information society. To build a new civil society and a new market, the country needed essential institutions. The first elections took place in December of 1991. People of

independent Ukraine elected the first President of the country, Leonid Kravchuk (Wilson, 2002). It was extremely difficult, however, to make changes in the country. There were a number of factors that directly influenced the political and economic condition in the country, including:

- Supreme Rada remained the same as it was in the Soviet Union,
- The majority of existing institutions changed merely their names,
- Power was concentrated in the hands of the same people,
- There was an absence of clear institutional rules (Fitz, 2007; Wolczuk, 2002).

All of the above resulted in constant inter-institutional tensions, which made the deteriorating economic situation in the country even worse (Kuzio, 1997, Zimmer, 2006). It was obvious that the Presidential administration was unable to deal with the existing situation effectively. Consequently, when a candidate from Industrial Party of Ukraine emerged and promised to build a strong executive structure, people gave him their pools and votes (Kuzion, 1997, p. 99). Thus, Kuchma won the election of 1994. The new era of new reforms began. In order to strengthen his position, right after being elected, Kuchma issued a decree, which placed the government under his power (Kuzio, 1997, p. 100-102). In addition, a new constitution at the Fifth Session of the Verkhovnaja Rada, the sole body of legislative power in Ukraine, was adopted on June 28, 1996. It stated:

The President of Ukraine:

1. Designates special elections to the Verkhovna Rada of Ukraine within the terms established by this Constitution.



2. Terminates the authority of the Verkhovna Rada of Ukraine, if the plenary meetings fail to commence within thirty days of one regular session.
3. Appoints the Prime Minister of Ukraine with the consent of the Verkhovna Rada of Ukraine. Terminates the authority of the Prime Minister of Ukraine and adopts a decision on his or her resignation.
4. Appoints, on the submission of the Prime Minister of Ukraine, members of the Cabinet of Ministers of Ukraine, chief officers of other central bodies of executive power, and also the heads of local state administrations, and terminates their authority in these positions.
5. Appoints the Procurator General of Ukraine to office with the consent of the Verkhovna Rada of Ukraine, and dismisses him or her from office.
6. Appoints one-half of the composition of the Council of the National Bank of Ukraine.
7. Appoints one-half of the composition of the National Council of Ukraine on Television and Radio Broadcasting.
8. Appoints to office and dismisses from office, with the consent of the Verkhovna Rada of Ukraine, the Chairman of the Antimonopoly Committee of Ukraine, the Chairman of the State Property Fund of Ukraine and the Chairman of the State Committee on Television and Radio Broadcasting of Ukraine.
9. Establishes, reorganizes and liquidates, on the submission of the Prime Minister of Ukraine, ministries and other central bodies of executive power, acting within the limits of funding envisaged for the maintenance of bodies of executive power.

10. Revokes acts of the Cabinet of Ministers of Ukraine and acts of the Council of Ministers of the Autonomous Republic of Crimea.
11. Is the Commander-in-Chief of the Armed Forces of Ukraine; appoints to office and dismisses from office the high command of the Armed Forces of Ukraine and other military formations. Administers in the spheres of national security and defense of the State.
12. Heads the Council of National Security and Defense of Ukraine.
13. Forwards the submission to the Verkhovna Rada of Ukraine on the declaration of a state of war, and adopts the decision on the use of the Armed Forces in the event of armed aggression against Ukraine.
14. Appoints one-third of the composition to the Constitutional Court of Ukraine.
15. Signs laws adopted by the Verkhovna Rada of Ukraine.
16. Has the right to veto laws adopted by the Verkhovna Rada of Ukraine with their subsequent return for repeat consideration by the Verkhovna Rada of Ukraine.
17. Exercises other powers determined by the Constitution of Ukraine.
18. The President of Ukraine, on the basis and for the execution of the Constitution and the laws of Ukraine, issues decrees and directives that are mandatory for execution on the territory of Ukraine (Art. 106).

(<http://www.rada.gov.ua/const/conengl.htm#r5>)

Because of Kuchma's authoritarian strategies, Ukraine was regarded as a "competitive authoritarian" regime without any explicit intentions toward democratic transition (D'Anieli, 2007b; van Zon, 2001). During Kuchma's second presidency, it

became obvious that he implemented the worst features of Soviet political culture, including threat and force, which became the cornerstone of his politics. (van Zon, 2001; Darden, 2001). In addition, there was no chance for any kind of institution to domain under Kuchma's governance. Oligarchs took all dominating positions. In attempt to manipulate the Verhovnaja Rada and other institutions of power, Kuchma appointed oligarchs as chairmen of different political parties and heads of his administration (Aslund, 2006; Wilson, 2006). The final straw for the Ukrainian people was the murder of the journalist Gongadze. Kuchma's position weakened and there were mass streets demonstrations and scandals, lasting for more than three months under the banner "Ukraine without Kuchma" and "Kuchma, get away from our Country!" (Fritz, 2007; Whitmore, 2005) Kuchma's response to this was to put forth Yanukovich as a Prime Minister Candidate. The main opponent of Yanukovich was Yushchenko, who was Western-oriented and progressive (Way, 2005a). A difficult political battle emerged, and the new Ukrainian president Yushchenko won by 52% of the vote. This marked a new era in Ukraine's struggle for democracy (Fritz, 2007).

### **Educational reforms in Ukraine.**

With the proclamation of independence and intention to transform into a democratic society, the Ministry of Education in Ukraine prepared a new strategic plan - transformation from authoritarian to more democratic education (Wanner, 1998). The plan reflected the aim of the Ministry of Education to eliminate "authoritarian pedagogy put in place by a totalitarian state which led to the suppression of natural talents and capabilities and interests of all participants in the educational process" (Ministry of

Education of Ukraine, 1992, p. 3). The main goal of the educational reform was to transform from the Soviet to a National Ukrainian system, with new norms of social and cultural behavior in the newly established country (Wanner, 1998). Development and implementation of the new education plan was one of the top priorities for the Ministry of Education (Dyczok, 2000). The reform in education targeted new approaches to training students in order to prepare them “for life and activities in a democratic, legal and European state – independent Ukraine”

([http://www.unesco.org/education/wef/countryreports/ukraine/rapport\\_2\\_1.html](http://www.unesco.org/education/wef/countryreports/ukraine/rapport_2_1.html)).

Educational reforms had to ensure possibilities of education and improve its quality. The “Law on General Secondary Education,” adopted in June 1999 examined the problems related to the quality of education and new possibilities in education:

It [the "Law on General Secondary Education"] underlines the importance of co-ordination of interests of the society and the state and interests of students and their parents.

The "Law on General Secondary Education" (1999) envisages increasing of the nomenclature of pre-school and compulsory educational institutions, types of subordination. Implementation of the Law provisions will promote improvement of quality of education, autonomy of educational institutions and possibilities for their development.

Within the structure and the content of general secondary education the new Law stipulates transition for the recognized European and world standards. The three

level structure is to take into account the three successive stages of the development of a child personality.

The first stage – the elementary school – will include 4 years of studying. It will enable to relieve students and give teachers the opportunity to achieve success in improving basic knowledge and skills in Mathematics, Language, Valeology and environmental subject.

The second stage of the compulsory secondary education will comprise the modified 5 years basic school, where students will get knowledge and skills in science and humanitarian subjects, mother tongue and foreign languages. It will ease to make choice for each individual for further education. The first and the second stages will form the formal basic education for all with 9 years of duration.

The third state will last three years in institutions of general education and in the system of professional training. At this stage thorough study of the limited group of subjects, which will be chosen by students for their further studying (in universities, institutes and academies), is envisaged. The youth will get specialties and opportunities to enter the labor market, studying in institutions of vocational training.

The "Law on General Secondary Education" introduces not only the European standard of duration of studying (12 years) but also the appropriate standards of school years duration (190 working days), intensity of weekly education, current

and final examination of students' progress and a lot of other forms of experience of the European and American democratic countries.

Analogous positive changes in activities of the system of education will be stipulated by other Laws – On Pre-school education, On Higher Education and so on.” Source: Education for All 2000 Assessment: Ukraine National Report, Ministry of Education of Ukraine, 1990-1999, Kyiv – 1999.

[http://www.unesco.org/education/wef/countryreports/ukraine/rapport\\_2\\_1.html](http://www.unesco.org/education/wef/countryreports/ukraine/rapport_2_1.html).

Accessed on April 6th, 2011.

The Ukrainian educational system strived to develop independent morality and individuality, instead of collectivism and uniformity for students and teachers. However, not all the plans for educational reforms were implemented. As Dyczok (2000) postulated, “many educators and education administrators were products of the previous education system and were not familiar with alternative models” (p. 98). Also, there were many more immediate political and economic needs in the country, which overshadowed significant positive changes in the system of education (Dyczok, 2000). In addition, the progress in the education reforms depended completely on the progress in economic reformation, which included “increasing of GNP amount, improvement of financial maintenance of pre-school and school institutions.”

([http://www.unesco.org/education/wef/countryreports/ukraine/rapport\\_2\\_1.html](http://www.unesco.org/education/wef/countryreports/ukraine/rapport_2_1.html))

The development of a new educational system needed financial support, which the government could not provide during the time of economic crisis. According to the data of the Ministry of Finance,

The budget expenditures on education in 1998 was planned at the level of 4,1 milliards UAH (about 1,9 milliards USD), of which 1,5 milliards is from the central budget, 2,6 milliards - from the local ones. But in reality this sum was much less - about 75-80 per cent is more possible. This is true also for 1999 - the planned educational budget was about 4 milliard UAH, the expected one - 75 per cent of this sum

([http://www.unesco.org/education/wef/countryreports/ukraine/rapport\\_2\\_1.html](http://www.unesco.org/education/wef/countryreports/ukraine/rapport_2_1.html)).

This affected the educational system in negative ways: teachers, whose salaries were very low and often delayed, started to look for additional earnings, resulting in deterioration of the quality of teaching and professionalism (Wanner, 1998). It was obvious that the country needed assistance from abroad. The United States was one of the most active democracy providers for the newly born Ukraine.

### **The United States' assistance to Ukraine in democracy promotion.**

The United States recognized the independence of the Ukraine after the country declared its independence from the former Soviet Union (Forbrig, Marples & Demes, 2006; Narozhna, 2004; Sushko & Prystayko, 2006).

The United States attaches great importance to the success of Ukraine's transition to a democratic state with a flourishing market economy. A cornerstone for the continuing U.S. partnership with Ukraine and the other countries of the former Soviet Union has been the Freedom for Russia and Emerging Eurasian Democracies and Open Markets (FREEDOM) Support Act (FSA), enacted in October 1992. <http://www.state.gov/r/pa/ei/bgn/3211.htm#relations>

Being a primary recipient of FSA assistance, Ukraine has received more than \$3.8 billion since its independence (see Figure #1). The goals of U.S. Assistance are listed on the State Website and are as follows:

Promote Peace and Security (PS):

- Support the transformation of the Ukrainian military into a modern, professional, contract-based force by 2011 that can train, equip, sustain, and deploy NATO-interoperable forces in multinational operations.
- Align Ukrainian law enforcement training and practices with EU standards.
- Reform the judicial system to fully integrate Ukraine within the Euro-Atlantic community.
- Combat trafficking in persons (TIP), help victims transition back into society.

Governing Justly and Democratically (GJD):

- Encourage the development of sustainable independent media outlets.
- Increase effectiveness and inclusiveness of Ukraine's legislature and parties.
- Support NGOs' ability to increase civic participation, advocate for public interests, and perform oversight of government activities.

Investing in People (IIP):

- Help promote Ukraine's long-term stability by addressing the concerns of HIV/AIDS, tuberculosis (TB), avian flu, and maternal-child health care.
- Increase public access to high-quality primary and reproductive health care.

Economic Growth (EG):

- Foster an economic, legal, and regulatory environment for businesses to thrive.



- Build capacity of municipalities to manage budgets and attract investments and jobs.
- Support Ukraine after its accession to the World Trade Organization (WTO) in meeting the international standards required by membership.

Humanitarian Assistance (HA):

- In FY 2007 provided donated goods valued at \$22.5M to vulnerable groups.

As it is seen from the above goals, the United States has strived to promote political, security, and economic reforms in Ukrainian society that will transform it to democratic state. “U.S. Government (USG) assistance encourages the reforms needed for Ukraine to integrate into Euro-Atlantic institutions.

<http://www.state.gov/r/pa/ei/bgn/3211.htm#relations>

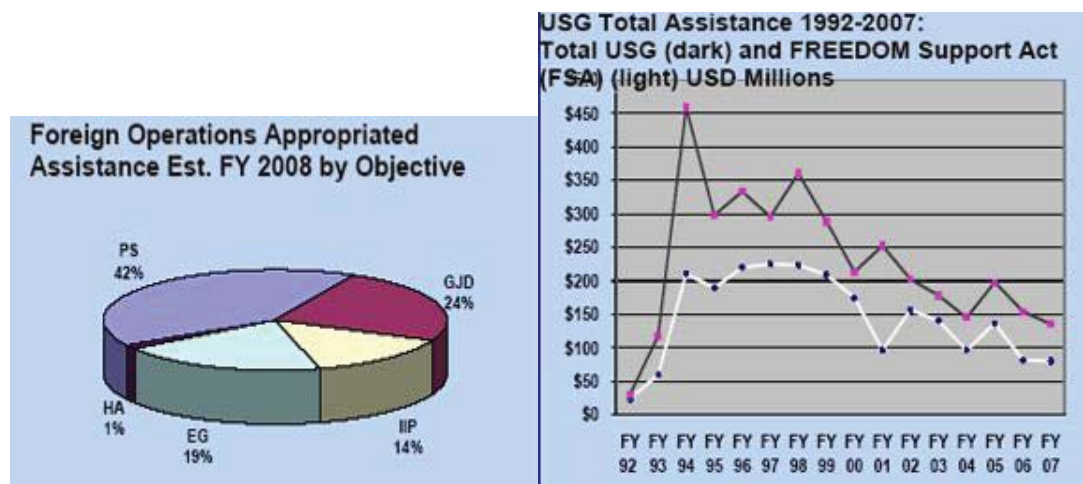


Figure #1. USG Total Assistance to Ukraine 1992-2007

Graph Explanations:

Pie Chart: For estimated Fiscal Year 2008 forty percent of U.S. assistance to Ukraine went to the objective of Peace and Security (PS), twenty-six percent to Peace Governing Justly and Democratically (GJD), nineteen percent to Economic Growth (EG), thirteen percent to Investing in People (IIP), and two percent to Humanitarian Assistance (HA).

- In Fiscal Year 1992 23.70 Million dollars in Freedom Support Act (FSA) assistance was given to Ukraine and total United States Government (USG) 59.91 Million dollars; Total USG: 117.84 Million dollars
- Fiscal Year 1993: FSA: 59.91 Million dollars; Total USG: 117.84 Million dollars
- Fiscal Year 1994: FSA: 210.71 Million dollars; Total USG: 458.22 Million dollars
- Fiscal Year 1995: FSA: 189.34 Million dollars; Total USG: 297.94 Million dollars
- Fiscal Year 1996: FSA: 219.76 Million dollars; Total USG: 333.12 Million dollars
- Fiscal Year 1997: FSA: 224.91 Million dollars; Total USG: 295.53 Million dollars
- Fiscal Year 1998: FSA: 223.43 Million dollars; Total USG: 360.24 Million dollars
- Fiscal Year 1999: FSA: 208.66 Million dollars; Total USG: 288.54 Million dollars
- Fiscal Year 2000: FSA: 174.75 Million dollars; Total USG: 213.39 Million dollars

- Fiscal Year 2001: FSA: 96.55 Million dollars; Total USG: 252.24 Million dollars
- Fiscal Year 2002: FSA: 156.54 Million dollars; Total USG: 201.96 Million dollars
- Fiscal Year 2003: FSA: 139.93 Million dollars; Total USG: 178.16 Million dollars
- Fiscal Year 2004: FSA: 96.55 Million dollars; Total USG: 144.82 Million dollar
- Fiscal Year 2005: FSA: 136.61 Million dollars; Total USG: 198.06 Million dollars
- Fiscal Year 2006: FSA: 81.88 Million dollars; Total USG: 154.43 Million dollars
- Fiscal Year 2007: FSA: 80.00 Million dollars; Total USG: 155.36 Million dollars

<http://www.state.gov/p/eur/rls/fs/109722.htm>

The recent success of the U.S. democracy promotion in Ukraine is described on the official website of the United States Department of State as follows:

- Helped Ukraine to reduce trade barriers and harmonize with international economic standards, allowing Ukraine to join the WTO on May 16, 2008.
- Upgraded facilities in hospitals and orphanages in the Crimea and Eastern Ukraine to reach out to the most vulnerable populations.
- Attracted more than \$200,000 from local sources, created 117 new businesses, provided 352 new jobs and four agricultural cooperatives through a public-private partnership program.
- Trained over 1,430 journalists and nearly 1100 civil society organizations to increase the voice of civil society in a democratic Ukraine.

- Through public education initiatives and a March 2007 government anti-TIP program, 78% of Ukrainians now understand the dangers of TIP.

## **The United States strategies to democratize the Republic of Belarus**

### **Democracy in Belarus.**

In 1991 Belarus became independent after the Soviet Union collapse. A difficult election campaign was held in July. Six candidates stood on the election platform, including Alexander Lukashenka. Lukashenka won 45.1% of the vote, while his competitors received 17.4% (Kebich), 12.9% (Paznyak), and 9.9% (Shunkevich). The second round of the election ended on the 10<sup>th</sup> of July with the overwhelming victory of Alexander Lukashenka, who won 80.1% of the vote. Lukashenka was elected the President of the Republic of Belarus. Right away he started consistent implementation of his programmed pledges, including the formation of the national statehood (<http://www.dictatorofthemonth.com>). Lukashenka has held the office for more than 16 years. He used a referendum to extend his presidential term in 2004 in order to keep his seat. According to the Organization of Security and Cooperation in Europe (OSCE), the elections in 2006, which Lukashenka won with 83 % of the vote, did not meet basic democratic standards.

The OSCE noted even regular ballot-counting was conducted behind closed doors, making it impossible to monitor. Our observers reported that although voting was well-conducted throughout the day, the integrity of the process was undermined by the vote count, which was judged bad or very bad in almost half of

the observations," stated Klas Bergman, a spokesman for the OSCE Parliamentary Assembly. ([http://www.rferl.org/content/Belarus\\_Vote\\_Parliament](http://www.rferl.org/content/Belarus_Vote_Parliament))

There is no such a meaning as opposition in Belarus: not a single opposition candidate was elected to a National Assembly. Opposition is not represented at all in Belarus. Freedom House in the "Freedom in the World Report – Belarus" (2008) says that during the 2006 election the harsh and repressive measures were taken against the opposition, many opposition campaign workers were beaten and detained. Public demonstrations are prohibited, and result in disruption by the police and the arrest of the participants. The Belarusian press is systematically suppressed by the government. Whereas the state media supports the president and his politics, it can follow the president almost everywhere and be present at nearly every meeting or big event. The Belarusian government censors every single word with the independent media, trying to bring the independent media to the point of extinction. As a result, there are no Belarusian opposition papers, articles or newsletters. All internet activities are monitored and censured as well ("The Committee to Protect Journalists listed Belarus as one of the 10 most censored countries in the world in May 2006", Freedom House).

The Belarusian government controls and suppresses not only the political and informational sides of life in the Republic, but also its academic arena. Students and professors are aware of the fact that any attempt to join the opposition will cost them their opportunity to study and work.

Official regulations stipulate the immediate dismissal and revocation of degrees for students and professors who join opposition protests (Freedom House, “Freedom in the World Report-Belarus”, 2008. Accessed on July 11, 2011.

In addition, the Belarusian government has a list of people, who cannot travel abroad. The list includes more than 100,000 names.

Another important part of Belarusian political system is its constitution, which states that a presidential decree has precedence over the law. Therefore, the constitution gives the president the power to control the entire government. Consequently, the rule of law effectively does not exist in Belarus. Taking into account all of the above, it is no surprise that Freedom House referred to Belarus as the last dictatorship in Europe (Freedom House, “Freedom in the World Report-Belarus”, 2008). Marples (2006) describes Belarus as “...a unique example in Europe of a presidential regime without an evident power or party political base other than the president himself” (p. 355).

### **The U.S. democracy promotion pressure in Belarus.**

Throughout the 1990s the United States put a lot of effort and financial support into the Belarusian government to promote democracy in the Republic. The United States gave over 163 million dollars to Belarus under the Freedom Support Act during Fiscal Years 1992-2009. Figure #2 below demonstrates the United States assistance to Belarus since 1992. The money spent on Belarus was aimed at strengthening the pro-democratic political reforms, building and developing the capacity of the independent media. These aids were given to the republic of Belarus to increase public participation and act as agents for change; to build the capacity of democratic parties to unify, strategize,

organize and connect with constituents.

<http://www.state.gov/p/eur/rls/rpt/eurasiafy07/115975.htm>

As described on the State Department website, the goal of the United States toward Belarus is “to robust democracy promotion with the goal of empowering the Belarusian people so that they may determine their own future.”

The financial assistance is targeted to support Belarus’s transformation to a democracy that respects human rights and the rule of law by building democratic institutions and strengthening civil society,” and that “U.S. social and humanitarian programs work to improve standards of living, demonstrating U.S. support for the Belarusian people.

<http://www.state.gov/r/pa/ei/bgn/5371.htm#relations>

Figure #2 below depicts the amount the United States spent on democracy promotion and development in Belarus:

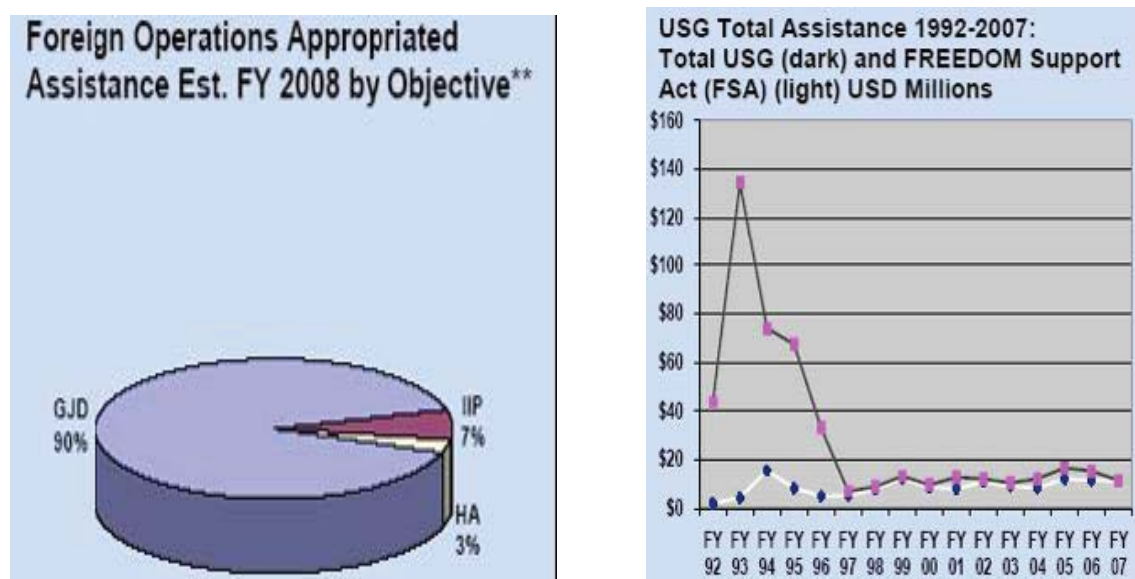


Figure # 2. Assistance to Belarus 1992-2008

GJD=Governing Justly and Democratically;

EG=Economic Growth;

HA=Humanitarian Assistance;

PS=Peace and Security.

Graph Explanations:

Pie Chart: For estimated Fiscal Year 2008 ninety-percent of U.S. assistance went to the objective of Governing Justly and Democratically (GJD), seven-percent to Investing in People (IIP), and three-percent to Humanitarian Assistance (HA).

The Line Graph covers U.S. assistance to Belarus from 1992-2008:

- In Fiscal Year 1992 2.23 Million dollars in Freedom Support Act (FSA) assistance was given to Belarus and total United States Government (USG) assistance was 43.76 Million dollars
- Fiscal Year 1993: FSA: 4.44 Million dollars; Total USG: 134.31 Million dollars
- Fiscal Year 1994: FSA: 15.63 Million dollars; Total USG: 73.83 Million dollars
- Fiscal Year 1995: FSA: 8.31 Million dollars; Total USG: 67.31 Million dollars
- Fiscal Year 1996: FSA: 5.07 Million dollars; Total USG: 33.18 Million dollars
- Fiscal Year 1997: FSA: 5.24 Million dollars; Total USG: 7.03 Million dollars
- Fiscal Year 1998: FSA: 7.84 Million dollars; Total USG: 8.82 Million dollars
- Fiscal Year 1999: FSA: 12.40 Million dollars; Total USG: 13.29 Million dollars
- Fiscal Year 2000: FSA: 8.69 Million dollars; Total USG: 10.10 Million dollars
- Fiscal Year 2001: FSA: 8.04 Million dollars; Total USG: 12.86 Million dollars



- Fiscal Year 2002: FSA: 10.91 Million dollars; Total USG: 12.17 Million dollars
- Fiscal Year 2003: FSA: 9.12 Million dollars; Total USG: 10.48 Million dollars
- Fiscal Year 2004: FSA: 8.4 Million dollars; Total USG: 12.20 Million dollars
- Fiscal Year 2005: FSA: 12.15 Million dollars; Total USG: 16.64 Million dollars
- Fiscal Year 2006: FSA: 11.55 Million dollars; Total USG: 15.35 Million dollars
- Fiscal Year 2007: FSA: 12.19 Million dollars; Total USG: 16.44 Million dollars
- Fiscal Year 2008: FSA: 10.19 Million dollars; Total USG: 17.13 Million dollars

(<http://www.state.gov/p/eur/rls/fs/140629.htm#notes>)

The recent successes of United States democracy promotion in Belarus are described on the official website of the United States Department of State as follows:

#### 2007 Successes:

- With USG support, 900 Belarusian youths seeking an alternative to state-sponsored higher education received free tuition for an EHU distance learning program.
- A USG-supported external radio project improved its program content and increased its audience to over 16,000 hits per month, a four-fold increase from the end of 2006.
- Nearly 600 people received USG-assisted political party training in FY 2007.
- More than 300 political activists whose human rights were violated received humanitarian and legal services through USG supported NGOs.

(<http://www.state.gov/p/eur/rls/fs/107776.htm>)

Despite all efforts of the United States to help the Republic of Belarus to become more democratic, including financial assistance for independent media organizations, human rights groups, and independent trade unions, support for democratization has had little effect on Belarus. Lukashenka depicts this support for pro-democratic parties as attacks on Belarus. He calls the United States a “dark force” trying to destabilize the political and economic situation in Belarus and to undertake violent acts against law-enforcement agencies (Finn, 2006). This demonstrates that Lukashenka is unwilling to moderate his behavior. Western countries began to criticize the government of Lukashenka immediately upon his taking office in 1994. By 1999 the American government had limited interactions with Belarusian, including denying aid to the Belarusian government. Ambassadors from both sides were recalled in March 2008. Despite both positive and punitive actions, Belarusian government ignored western efforts and the pro-democratic pressure has yielded no results in Belarus. Despite various economic sanctions against Belarus, including freezing the financial assets of Lukashenka and other top government officials, Lukashenka and his government do not demonstrate willingness to change anything in the inside and outside the country politics. The main reason of unsuccessful pro-democratic reforms by the US in Belarus is the divided opposition, which cannot make any change in the Republic. It should be mentioned here that the bureaucratic elite is appointed to their positions, not elected:

There are people there who don't like the current situation... But I think that the fear in the bureaucratic elite is so great, much greater than in society, that the bureaucratic elite itself will... not create a turnover. And also let's remember that

our bureaucratic elite is entirely appointed, not elected. When the mayor of Kyiv supported the Orange Revolution, he did so because he was elected by the people. He wasn't afraid of the prime minister. We don't have people like that. Our authorities are desperately afraid of their leader, even though many don't like him (Radio Free Europe/Radio Liberty, 2007).

Lukashenka's administration controls the economy in the Republic and "many, if not most, businesses in the country" (Balmaceda, 2007, p. 207). It started from the process of renationalizing of Belarusian industries in 1996. In short, instead of being controlled and managed by oligarchs or business elite, major enterprises are owned by the state. The business elite appointed to direct them are completely dependent upon the president's good will to maintain their positions (Zlotnikov, 2002). As a result, there are no wealthy people in the opposition, which only weakens its position and makes it even more vulnerable. As the opposition member Romanchuk (2008) says "our opposition is rich in people, but poor financially" (Radio Free Europe/Radio Liberty, April 2008).

In a situation, where increasing power is placed with the President, where people understand that their livelihood depends on their government, under conditions of fear and control in every area of life - political, informational, and financial - there is no chance for any kind of reforms. Belarus is a republic in name, but a dictatorship in nature.

### **The United States' democracy promotion strategies and techniques in Moldova**

#### **Democracy in Moldova.**

The parliamentary republic of Moldova declared its independence on August 27, 1991. Moldova became a member of NATO's Partnership for Peace program in 1994 and

also a member of the Council of Europe in 1995. Transnistria, the east region of the Dniester River, which included almost 54 % Russians and Ukrainians, proclaimed its independence from Moldova in 1990. The main reason of their separation was fear of the rise of nationalism in Moldova. In 1992 Moldova put in effect a market economy, liberalizing prices. It resulted in high inflation. For almost 10 years, from 1992 to 2001, the young independent country had experienced a dramatic economic crisis, which resulted in an impoverished population (Zagorski, 2004). Situation began to change in 2001 when Vladimir Voronin, the leader of the Party of Communists came to power winning 49.9% of the vote. The power was divided between a president, a cabinet, a unicameral parliament, and the judiciary. Despite the fact that Voronin's government had respect for the human rights of the citizens, it fostered harassment, and widespread corruption throughout society and government, particularly in the law enforcement and judicial sectors.

The Communist Party government, headed by Vladimir Voronin, has shown little will to root out corruption and improve the business climate (Hamilton & Mangott, 2007).

Freedom House writes in its "Freedom in the World Report-Moldova (2008), There is evidence of bribery and political influence among judicial and law enforcement officials. Some courts are inefficient and unprofessional, and many rulings are never carried out. It is not a secret that security forces beat persons in custody, and prison conditions remained harsh. Several religious groups continued to have problems obtaining official registration. Societal violence and

discrimination against women and children persisted. A serious problem remained trafficking in persons (Zagorski, 2004).

During the 2005's elections most international democratic elections' standards were complied. Vladimir Voronin, leader of the Communist Party, took the office for the second term as president.

### **The U.S. democracy promotion pressure in Moldova.**

The United States offered assistance to Moldova during the difficult time of republic formation. The goal of the United States was to "help Moldova become fully democratic and prosperous, secure within its recognized borders and free to become a full partner in the Euro-Atlantic community.

The United States aimed to "support Moldova's transition to a modern, more transparent and participatory state, underpinned by the rule of law and a functioning market economy.

<http://www.state.gov/p/eur/rls/fs/103478.htm#graphs>

The United States used several strategies to assist the republic in promoting democracy. The most significant steps made by the U.S. Government in the business of democracy promotion in Moldova were promotion of media freedom, and freedom of speech, combating corruption, fostering religious freedom, and preventing trafficking (Hamilton & Mangott, 2007).

Through diplomatic efforts, grants, and programs, the U.S. Government initiated efforts to promote media freedom and freedom of speech. Programs included training journalists on freedom of the press, speech, and international journalistic

standards, as well as journalist exchanges, and grants for independent media outlets to promote pluralism and freedom. Also the grant program was supposed to increase public access to libraries and data bases.

The U.S. Government seriously addressed the problem of corruption in Moldova. Several steps were made in the direction of controlling the corruption: In 2004 the U.S. and Moldovan officials signed a two-year agreement, the main goal of which was reduction of corruption in the judiciary, the health care system, and the tax, customs, and law enforcement agencies. In 2005 due to the efforts of the American Government the Center for Combating Economic Crimes and Corruption was built. The main goal of the Center was to fight the corruption. The U.S. provided management expertise and training to Center employees.

The problem of lack of religious freedom in Moldova urged the United States to continuously express its concerns and to help register several religious organizations, which had been struggling to obtain registration for six years from the State Service for Religions. Also, a big religious liberty reception was hosted by the American ambassador, which aimed at convincing the Moldovan government to work toward the progress in registering religious organizations and encouraging minority religions to seek their rights.

Several counseling and job training programs sponsored by the United States aimed at decreasing the human trafficking problem. The Center for the Prevention Trafficking in Women was supported by the U.S. Government. The Center

investigated trafficking cases, prosecuted traffickers, and provided counseling for victims of trafficking.

Figure #3 shows U.S. assistance to Moldova in percentages. The table is be read as follows: in fiscal year 2008 fifty-one percent of U.S. assistance went to the objective of Governing Justly and Democratically (GJD), thirty-one percent went to Economic Growth (EG), sixteen percent went to Peace and Security (PS), and two percent went to Humanitarian Assistance. The Governing Justly and Democratically was aimed at promoting the rule of law and strengthening the democratic institutions. The programs aimed at promoting “more decentralized, participatory and transparent political environment”. (<http://www.state.gov/p/eur/rls/fs/103478.htm#graphs>)

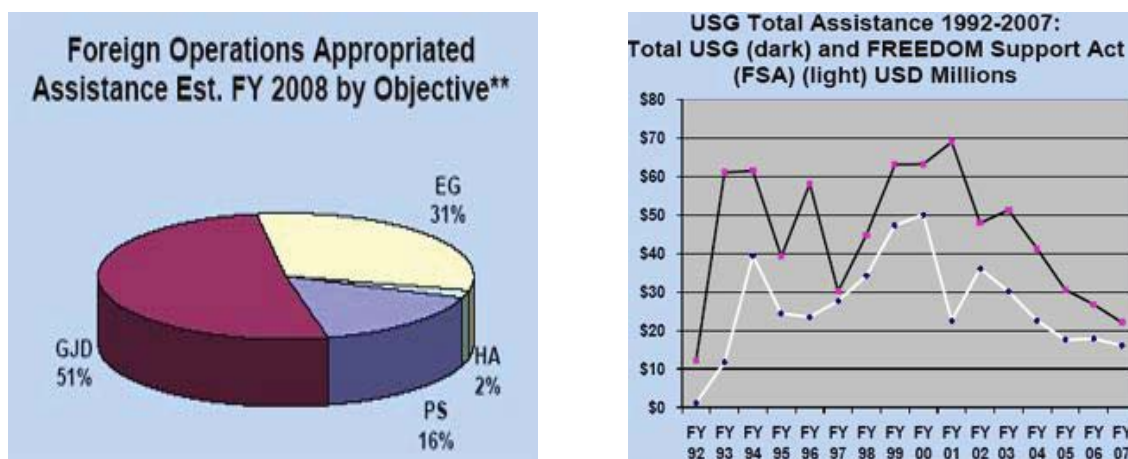


Figure #3. USG Total Assistance to Moldova 1992-2007

GJD=Governing Justly and Democratically;

EG=Economic Growth;

HA=Humanitarian Assistance;

PS=Peace and Security

The Line Graph covers U.S. assistance to Moldova from 1992-2007:

- In Fiscal Year 1992 \$1.11 Million dollars in Freedom Support Act (FSA) funds was given in assistance to Moldova and total United States Government (USG) assistance was 12.16 Million dollars;
- Fiscal Year 1993: FSA: 11.69 Million dollars; Total USG: 61.43 Million dollars;
- Fiscal Year 1994: FSA: 39.37 Million dollars; Total USG: 39.17 Million dollars;
- Fiscal Year 1995: FSA: 24.37 Million dollars; Total USG: 39.17 Million dollars;
- Fiscal Year 1996: FSA: 23.50 Million dollars; Total USG: 58.07 Million dollars;
- Fiscal Year 1997: FSA: 27.57 Million dollars; Total USG: 30.14 Million dollars;
- Fiscal Year 1998: FSA: 34.20 Million dollars; Total USG: 44.89 Million dollars;
- Fiscal Year 1999: FSA: 47.31 Million dollars; Total USG: 63.10 Million dollars;
- Fiscal Year 2000: FSA: 50.09 Million dollars; Total USG: 63.20 Million dollars;
- Fiscal Year 2001: FSA: 22.54 Million dollars; Total USG: 68.95 Million dollars;
- Fiscal Year 2002: FSA: 36.02 Million dollars; Total USG: 47.91 Million dollars;
- Fiscal Year 2003: FSA: 30.10 Million dollars; Total USG: 51.27 Million dollars;
- Fiscal Year 2004: FSA: 22.54 Million dollars; Total USG: 41.30 Million dollars;
- Fiscal Year 2005: FSA: 17.51 Million dollars; Total USG: 30.55 Million dollars;
- Fiscal Year 2006: FSA: 17.82 Million dollars; Total USG: 26.74 Million dollars;
- Fiscal Year 2007: FSA: 16 Million dollars; Total USG: 22 Million.

(<http://www.state.gov/p/eur/rls/fs/103478.htm#graphs>)



It is not mentioned in the graphs, but the estimated assistance of the United States to Moldova in the fiscal year 2008 was \$15.23 million (\$14.18M FSA, \$1.04M Other). \$8.31 million and an estimated \$7.8 million, respectively, were allocated for Governing Justly and Democratically.

The United States' Department of State describes the success in democracy promotion as follows:

- a. The Government of Moldova (GOM) has remained committed to the Moldova-EU Action Plan it signed in 2005—a "road map" of reforms to strengthen democratic institutions, increase transparency and improve the investment climate.
- b. The USG assisted the GOM to establish a witness protection unit at the Center for Combating Trafficking in Persons (TIP), which aids in prosecuting TIP cases.
- c. Strengthened a new law which clarifies that domestic violence is a criminal offense. 35 judges and prosecutors were trained regarding the new law and a legal representation program was established for victims.
- d. Technical assistance and training in the apparel sector led to better management of workflow and performance targets, resulting in a 20% increase in productivity.
- e. With USG assistance, the Ministry of Health de-centralized health care with the creation of 40 new independent primary care centers.

(<http://www.state.gov/p/eur/rls/fs/103478.htm#graphs>)

## **Chapter 3**

### **Democracy and education**

#### **Introduction.**

According to Wringe (1984), public institutions such as schools and courts exist in order to support the work and be an extension of democracy. If young citizens are not educated for a “democratic way of life,” – supporting liberty, justice, and equality – schools are futile and socially dangerous (Gagnon, 1987). However, if school administrations apply the ideals, principles, and values of democracy to schools – the public institutions whose purpose is to extend democracy – that would filter to the rest of society. As Eisenstein (1994) suggests, we need a new theory of democracy and the democratic teacher for these new times. In this chapter my goal is not to find the perfect meaning of democracy in education, rather to discuss its meaning through its components and see how it fits in the system of education. The purpose of this chapter is to examine the notion of democracy, concepts of democratic education, and the challenges in democratic schools. This chapter will answer the question: What kind of democracy do we need in our educational institutions today?

The research presented here is focused on democracy and democratization in the field of education; therefore, it is imperative to shed light on such key questions as: what is democracy, democratic education, and what are the challenges of democratic education? Accordingly, this chapter discusses the notion of democracy, essentials of democracy in education, and challenges in the democratic classroom. As such, there will be an analysis of the meanings, purposes, and challenges in democratic education and

democratic teaching. The first section, “The Meaning of Democracy,” provides an outline of the meaning and components of democracy. I provide three procedural criteria: inclusion, equality, and representation. The next section “Democratic Purposes of Schools,” discusses the main goals of any democratic institution of education in relation to each of those three criteria. In this section I also discuss ways in which teachers can work toward meeting the democratic purposes associated with each criterion. The third section “Challenges in Democratic Schooling” describes tensions that exist in democratic schools.

Dimitriadis argues that the promise of democracy supports “working to open up more space within public schools and colleges for teachers and students to practice freedom” (p. 8). In a democratic classroom, teachers and students practice assuming control over their own teaching and learning, and negotiate their relations with fellow teachers and students around equity and respect for difference. Sehr (1997) explains that “since the school is, for most people, the first public institution they will know, and the one they come to know most intimately through their own educational careers and those of their children, it is one of the best places for young people to begin to exercise their democratic rights and responsibilities” (p. 103). Sehr emphasizes that schools have long been sites for “socialization” of students according to dominant notions of privately oriented democratic citizenship.

A number of critical educational theorists have argued that schools can play an important role in promoting alternative understandings of democracy, and can thereby help build a more democratic and just society. Indeed, schools have always been sites in

which relatively small numbers of progressive and radical democratic educators have prepared young people for active, critical, publicly oriented citizenship. There is great potential for more such work to be done in school. Democracy must be revived and widely expanded to ensure that society's broadest possible interests will be served.

To sum up, this chapter reflects the following beliefs of the researcher about democratic schooling:

- Democratic schooling can engage students in meaningful learning.
- Students can practice democracy and become active agents of change in schools.
- Schools can promote both individual freedom and collective well-being.
- Democratic education is a comprehensive approach that allows students and teachers to practice democracy in school.
- When students are treated as active agents of change rather than as passive objects, they may be empowered to develop a sense of social efficacy – a sense that they can make a difference in their lives (Greene, 1985). In other words, democratic schooling has the potential to empower students to develop a sense of ownership and responsibility for their own learning process, as well as a sense of community membership.
- A democratic education can further lead to the development of increased social capital and civic engagement as students function in the larger society outside of school.

### **The meaning of democracy.**

In this chapter I will characterize the meaning of democracy that seems appropriate to the context of this study. There has been an ongoing debate over the most appropriate definition of democracy in the old and modern world. Nowadays, everyone uses the word “democracy” in their everyday lives, but there is no one meaning of democracy, and probably never will be (Keech, 2004, p. 1). My goal in this chapter is not to find the perfect meaning of democracy, but to formulate a relevant notion of democracy within the contemporary discourse.

Debates about the meaning of democracy are old indeed, and it would be impossible to present their detailed overview in this chapter. Democracy has many different definitions. Etymologically, democracy is derived from Greek: Demos meaning “the people” and Kratein meaning “to rule”. Therefore, Demokratia means “rule by the people”. This presupposes that all people are born free and equal. The Greek definition of democracy outlined that people are ruled by the people and for the people. Within contemporary discourse, I will outline two main conceptions of democracy: minimal and non-minimal. The minimal conception was formulated by Schumpeter (1950), the original minimalist, who viewed democracy as simply a political method which allows citizens to make political choices. Schumpeter (1950) writes:

The eighteenth-century philosophy of democracy may be couched in the following definition: the democratic method is that institutional arrangement for arriving at political decisions which realizes the common good by making the

people itself decide issues through the election of individuals who are to assemble in order to carry out its will (p. 250).

In other words, democracy is the people's interests and elections are the way to express people's interests. According to Schumpeter, democracy is not a means of identifying a public will, but a method for the competitive selection of rulers.

Schumpeter's central view is that democracy is a means for expressing a popular will (p. 242).

A number of theorists, like Popper (1969), Riker (1988), and Przeworski (1999) support this conception of democracy. Minimalist theorists find value in the existence of outcomes. They all reach the same minimalist conclusion that democracy and its outcomes are interrelated; they cannot be valued independently.

A contrasting conception of democracy, which I call non-minimalist, is presented by Dahl (1971). He defined the continuing responsiveness of the government to the preferences of its citizens as the key characteristic of democracy. Also, he concludes that participation in a democratic process facilitates the development of individual moral autonomy, which allows people to live under rules of their own creation (pp. 33 - 35). According to Dahl (1971), the government must guarantee to its citizens the following main elements of democracy:

1. Freedom to form and join organizations.
2. Freedom of expression.
3. The right to vote.
4. Citizen's eligibility for public office.

5. The right of political leaders to compete for support or votes.
6. Access to alternative source of information.
7. Free and fair elections.
8. Institutions for making government policies depend on votes and other expressions of preferences (p. 3).

It is necessary to mention substantive and procedural elements of democracy in order to explain these eight conditions more broadly. According to Beetham (1992), substantive democracy emphasizes public participation in political activities. He outlines that the key elements of substantive democracy are: 1. “a right to a controlling influence over public decisions and decision makers”, and 2. that people “should be treated with equal respect” (p. 2). Substantive democracy is not about the policymaking procedures, but it is embodied in the substance of government policies.

On the contrary, procedural democracy focuses on the functioning system of law, procedures and rules. Procedural democratic theory is based on the view of democracy, as being embodied in a decision-making process (Warleigh, 2003). Shapiro (1994) characterizes procedural democracy as rule-centered and substantive democracy as outcome-centered (p.135). Dahl (1977) clearly gives his preference to the procedural (realistic) democracy over substantive (normative). He writes:

It is often said that procedural justice, and thus procedural democracy, does not guarantee substantive justice. This is true. It is said further however, that as a consequence, substantive justice should take priority over procedural justice and therefore, over procedural democracy. This is partly right but mainly wrong. It is

partly right because procedures should be judged by the ends they serve.

Procedures that do not tend toward good ends cannot be judged good procedures.

But the criticism is mainly wrong in implying that other solutions, particularly governing elite and more likely to lead to substantive justice. This is rarely a better short-run solution and practically always worse in the long run (pp.12-13).

Dahl (1989) believes that proceduralist theory is about citizens' participation in all political processes, where all citizens have equal power to make decisions and enjoy equal rights. Contemporary definitions of democracy are not very different from Dahl's definition of "polyarchy" (1971), which is a political regime in which opponents of the government can openly and legally organize into political parties in order to oppose the government in free and fair elections (pp.1-3). For instance, according to the Universal Declaration of Human Rights (1997):

Democracy is a universally recognized ideal as well as a goal, which is based on common values shared by peoples throughout the world community irrespective of cultural, political, social and economic differences (p. 36).

In other words, with due respect for the plurality of views, and in the interest of the polity, each citizen has a basic right to freedom, equality, transparency and responsibility.

Another important perspective on democracy that should be mentioned in this context was given by Dewey (1916). Dewey is very explicit about the notion of democracy in his book *Democracy and Education* (1916a). He writes that "a democracy is more than a form of government; it is primarily a mode of associated living, of conjoint



communicated experience” (p. 99). In other words, Dewey views democracy as a way of living; for him democracy is the idea of community life itself.

Democracy is not an alternative to other principles of associated life. It is the idea of community life itself (Dewey, 1927).

Dewey’s perception of democracy is closely tied to his conception of a good education. In other words, democracy for Dewey is embedded in good education, and consequently, education can be good only if it is democratic. As he sees it, the ultimate rationale for education is to make democracy work, and education for democracy is impossible in institutions sealed off from society. Thus, for Dewey the relationship between democracy and education is inherent.

Dewey (1916a) puts a lot of demands on schools, since he believes that schools must provide all that is best in society and prepare children as active citizens for their future adult lives and various responsibilities at different levels (pp. 22-24). According to Dewey (1916a), living in a democratic society would allow all people to expand their capacities for growth. By growth, Dewey means increasing intelligence, which is the ability of a person to interact with its environment in a way that better satisfies his/her aims and avoids avoidable obstacles. This kind of growth is life-long. Dewey famously said that education is not merely a preparation for adult life, but a means of making life better right now, at whatever age we are and whatever situation we are in. In order to do that, children must experience and learn about democracy in their classrooms, which should develop democratic habits in their minds and attitudes. Dewey does not see democracy as something stable and finished. Neither does Dimitriadis (2003), who calls

democracy “a moving target, an unfinished project, open to re-visioning, with no original, authentic, fixed, final, or unified meaning. Its meaning, rather, emerges within the context of its usage in concrete battles going on in various sites of cultural production, including public schools and colleges” (p. 7).

Since Dewey’s and Dimitriadis’s views on democracy are very close to my own perspective on democracy, I came up with my notion of democracy, which will be the basis for this dissertation: Democracy is a shared way of life, where citizens have the willingness to share common interests, and where the interests of all are given equal importance, so that no one’s interests are made subordinate to the interests of others. Democracy begins with who we are as individuals – our interests, intelligence and talents - and the relationships we have with those around us, who may share our interests and work together with us to realize them. It radiates outward from that center to encompass all of humanity. Democracy is always in a motion, it cannot stop, because democracy is about human relationships, and human relationships are always developing.

As a form of government, democracy both facilitates the sharing of interests among citizens, and ensures that no one’s interests are made subordinate to the interests of others. In order to achieve these two aims, democracy must meet three basic procedural criteria.

The first is inclusion. Democracy must be inclusive, meaning that whatever protections, rights and entitlements it provides, it must provide to all citizens. This means that minority rights must be protected. An inclusive democracy is committed to the full inclusion of all persons in the life and decision-making of the community. Grounded in

the notion of equal respect for persons, full inclusion requires the maximizing of social voices and suggests that a democratic decision is legitimate only if all those affected by it are included in the discussion and decision-making processes. I use the term "inclusive democracy" to encourage the vision of a democratic society, which supports a transformative vision of politics. An inclusive democracy can unite a society and help its citizens to work together for social change despite injustice's constraints.

The second procedural democratic criterion is equality. Democracy necessarily provides guarantees of traditional civil liberties for all citizens. These include equal political and educational rights. Political equality is required to establish and maintain legitimacy in democratic deliberations, and to create conditions in which many publics come together to work out solutions to specific needs and concerns. Decisions must be made by those, who will be most directly affected by them. Young (2000) argues that political equality is grounded on the basis of equal citizenship. Beitz (1989) differentiates two levels of political equality: at the institutional level and as a justification. The institutional level is not about equality, but fairness. Beitz's main idea is that institutions of participation should be justifiable to each citizen and recognize each person's status as an equal citizen. Justification is the reason why we should accept one rather than another concept of fair terms of participation.

According to Buhlmann et al. (2007), equality implies that all citizens have same equal political rights. They argue that there are two reasons for political equality to be a fundamental requirement for democracy. The first reason is that political equality encompasses morality and accountability, which are the basic principles of democratic

society, where one citizen's life is not superior or inferior to others. The second reason is that political equality presupposes equality in every citizen's expression to govern (Dahl, 2000). According to Sen (2000), equality of interests is both ethically and morally fundamental to democracy because it follows from its definition.

The third procedural democratic criterion is just representation. Democracy must ensure that free and fair, competitive elections are the principle route to political office, and that elected officials are made accountable to their constituents. In the following section I will relate each of these criteria to education.

### **Democratic purposes of schools.**

The notion of democratic education includes therefore, all of the educational means (mainly, but not exclusively, situated in the schools) that a society provides in order to achieve the goal of making students into citizens for the political ideal that underlies its political system. To that extent, democratic education is the particular type of political education that is to be applied in a democratic society. Political education is, in general, the systematic attempt to prepare the young to participate in the political system of the community. It presupposes "the cultivation of the virtues, knowledge, and skills necessary for political participation" (Gutmann, 1999, p. 287).

Novak (1994) emphasizes that today's American democracy is not an effective tool in breaking down the oppression and domination. It prevents citizens from attaining the full autonomy they deserve. What kind of democracy do we need in educational institutions at all levels? I suggest we need an inclusive democracy, so that all citizens can be active participants in discussions and deliberations that affect their own lives.

Though many researchers (Dahl, 1998; Makarenko, 1955; Vygotsky, 1928) argue strongly that the fullest possible development of an individual's human competency is every child's birthright, this is not what happens in many schools. American schools reinforce the limitations of the restricted nature of democracy (Dahl, 1998). Rich, equitable, and challenging learning experiences are essential to the creation of an inclusive democracy. This requires that education implement the three procedural criteria given above.

***Democratic inclusion in education.***

The procedural democratic criterion of inclusion is that whatever protections, rights and entitlements a democratic government or society provides, it must provide to all citizens, including those belonging to political, racial, religious, and other minorities. This criterion applies to education in at least two ways. First, if free public education is one of the entitlements provided by a democratic government, it must be provided to all citizens and their families. Second, public schools, however constituted, must provide access to the educational programs and opportunities they provide, to all students within their geographical jurisdiction. The specificity of democratic education becomes apparent when it is compared with the political education of societies with different political systems. If, for example, a society's political system is elitist and only involves a ruling minority, then it follows that only the young members of that ruling minority need to receive political education. The ruled majority, if anything needs to learn how to obey, and education certainly can reinforce such behavior. On the contrary, if a society's political system is democratic and inclusive, it follows that all its members have to be

politically educated in the same manner, which in this case means to learn to be democratic citizens.

Historically, however, education has not been inclusive and equally accessible for all students in the United States. One category of students that has been systematically denied full inclusion in educational opportunity is students of non-white race or ethnicity. The Naturalization Law in 1790 clearly claimed that American Indians, Asian Americans, African Americans, Hispanic/Latino Americans, and women were excluded from public education, giving the superiority to Europeans and “free Whites” who were entitled to benefit from education (Healey, 2007; Jones & Fuller, 2003). In other words, the White race was considered to be superior over the non-white, who was considered inferior. This belief was maintained throughout the 19<sup>th</sup> and 20<sup>th</sup> centuries, which resulted in the standard practice of racial segregation of non-whites, who were treated as peoples without history (Pulera, 2003; Prins, 2007, Ruiz, 2009). Non-white students were declared as an unclean reserve labor force (Healey, 2007).

The Fourteenth Amendment to the US Constitution in 1868 granted citizenship to “all persons born or naturalized in the United States,” which included former slaves recently freed. By directly mentioning the role of the states, the 14th Amendment greatly expanded the protection of civil rights to all Americans:

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty,

or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

<http://www.ourdocuments.gov/doc.php?doc=43&page=transcript>

Even though the Fourteenth Amendment provided equal educational opportunity for all US citizens, it had no immediate impact on the disaggregation of non-white students, because not all schools accepted it. For example, the California school code of 1872 stated that every school would be open for admission for all White students between the age of five and twenty-one, but the code denied access to public education to Asian Americans, Mexican Americans, African Americans, and American Indians (Spring, 2001).

The end of state-sanctioned racism came with the Civil Rights Movement in 1960s, which protested against dominance of white culture. The Civil Rights Act of 1960 gave federal judges the power to appoint arbitrators to ensure that blacks were allowed to register and vote (Healey, 2007). However, it took the American society more than forty years to come to real achievements in educational inclusion. Currently, public schools are required to measure academic achievement of all students, of all racial and ethnic categories, as dictated by the No Child Left Behind Act (NCLB) (U.S. Department of Education, 2001). This act proposes to close the achievement gap between whites and students of color.

Racial exclusion and segregation have been big issues for the American society (Cabrera & La Nasa, 2000). In 2003 then President George W. Bush acknowledged that American society was still recovering from the years of slavery:

My nation's journey toward justice has not been easy and it is not over. The racial bigotry fed by slavery did not end with slavery or with segregation. And many of the issues that still trouble America have roots in the bitter experience of other times.

[www.whitehouse.gov/news/releases/2003/07](http://www.whitehouse.gov/news/releases/2003/07). Accessed on March 20, 2011

...but he assured that his administration was aimed at putting an end to racism in American society:

Our Constitution makes it clear that people of all races must be treated equally under the law. Yet we know that our society has not fully achieved that ideal. Racial prejudice is a reality in America. It hurts many of our citizens. As a nation, as a government, as individuals, we must be vigilant in responding to prejudice wherever we find it...[w]e should not be satisfied with the current numbers of minorities on American college campuses. Much progress has been made; much more is needed...and because we're committed to racial justice, we must make sure that America's public schools offer a quality education to every child from every background.... America's long experience with the segregation we have put behind us and the racial discrimination we still struggle to overcome requires a special effort to make real the promise of equal opportunity for all.

[www.whitehouse.gov/news/releases/2003/01/20030115-7.html](http://www.whitehouse.gov/news/releases/2003/01/20030115-7.html)

It should be said, however, that the Civil Rights Movement had along and very strong impact on the attitudes and perceptions of millions of people about non-whites, which changed fundamentally, and resulted in the end of school segregation. A study on



“Attitudes, Perceptions and Experiences about Race and Ethnicity” was conducted the Kaiser Family Foundation (2001). The study found that now whites are more sympathetic to the realities of African Americans in U.S. society than 35 or 40 years ago.

The survey found that 65 percent of whites thought the federal government should be responsible for ensuring that minorities have access to schools that are equal in quality to whites. It found that 55 percent of whites felt the federal government was responsible for ensuring that minorities receive equal access to health care. Sixty-nine percent of whites felt it was the government’s responsibility to make sure minorities received "treatment by the courts and police equal to whites." Sixty-three percent of whites thought that "there are still major problems facing minorities in this country." On social issues, the findings were equally telling. When asked if it were better to marry someone of their own race or a different race, 53 percent said it didn’t matter. Eighty percent of whites said "race should not be a factor" when it comes to adopting children. When asked if "you live in a racially integrated neighborhood," 61 percent of Blacks responded yes and 44 percent of whites said yes. These all should be contrasted to the dominant ideas prior to or at the beginning of the civil rights movement. In 1958, 44 percent of whites said they might or definitely would move if a Black person became their next door neighbor; in 1997 that figure was 1 percent. In 1961, 50 percent of respondents said they would vote for a well-qualified Black person for president; by 1987 that figure had risen to 79 percent. In 1963, 63 percent of whites said whites and Blacks should attend the same schools; by 1985 that number had risen

to 92 percent. Also in 1963, 60 percent of whites agreed that whites have a right to keep Blacks out of their neighborhood; by 1988 that figure dropped to 24 percent. <http://www.isreview.org/issues/32/racism.shtml>

As it is seen from the findings of this study the changes were impressive and drastic. The society moved from racism to tolerance and inclusion. However, despite these reforms in attitude, and despite corresponding reforms intended to reduce inequalities in education, recent literature confirms the persistence of sizable racial gaps at nearly every stage of the college preparation “pipeline”. In other words, racial inequality in the United States is a reality for non-white students, which they face at every stage of their school lives (Advisory Committee on Student Financial Assistance, 2002; Cabrera & La Nasa, 2000). In fact, first race-related gaps in test scores have been documented as early as elementary school (Entwisle, Alexander, & Olson, 2005; Fryer Jr. & Levitt, 2006; Reardon & Galindo, 2009). These inequalities continue throughout all school years, culminating in major gaps in high school graduation rates (Alexander, Entwisle, & Horsey, 1997). Evidence also shows that years of inequality influence non-white students, who will not be able to attend college or university. According to Snyder, et al. (2008), racial gaps in college attendance have remained for more than 30 years and even has increased about 5 percentage points between Black and White, and 15 percentage point between Hispanic and White (Ingels, Planty, & Bozick, 2005). And those non-white students, who attend college, tend to have lower GPAs and drop out more frequently (Kuh, et al., 2007). Also, according to the study, conducted by Desjardins, McCall, Ahlburg, & Moye in 2002, non-white students tend to study longer

than their white peers. Clearly, then, American education has far to go before it meets the democratic criterion of full inclusion. Later in this dissertation I will suggest ways in which schools can address this problem.

In the educational literature, inclusion also refers to special needs students, and they constitute another category of students that has been historically denied full inclusion in educational opportunity. Baker and Zigmond (1995) describe inclusion as students with disabilities being meaningful participants in general education classrooms. Similarly, Pearpoint, Forest, and Snow (1992) define inclusive education as “children being educated in heterogeneous, age-appropriate classroom, school or community environment which maximizes the social development of everyone” (p. 6). Kochhar, West, and Taymans (2000) draw from the research to conclude that the benefits of inclusion for special needs students across grade levels far outweigh the difficulties inclusion presents. They conclude that for students with disabilities inclusion:

- Facilitates more appropriate social behavior because of higher expectations in the general education classroom;
- Promotes levels of achievement higher or at least as high as those achieved in self-contained classroom;
- Offers a wide circle of support, including social support from classmates without disabilities, and
- Improves the ability of students and teachers to adapt to different teaching and learning styles (pp. 34-57).

The authors further contend that general education students also benefit from inclusion.

For these students, inclusion:

- Offers the advantage of having an extra teacher or aide to help them with the development of their own skills;
- Leads to greater acceptance of students with disabilities;
- Facilitates understanding that students with disabilities are not always easily identified, and
- Promotes better understanding of the similarities among students with or without disabilities (pp. 61-68).

The philosophy and practice of inclusion has developed an expanded perspective that not only impacts the general education classroom but the culture, climate and organizational structure of the entire school. Empirical researchers Mastropieri and Scruggs (2000) identify several factors necessary for inclusive programs to succeed. Among those are factors which characterize democratic classroom, such as leadership, collaboration, and support for staff and students.

- Leadership is shared leadership, which includes school administrators, teachers, and families, who believe and articulate the vision that all students can learn and benefit from inclusion.
- Collaboration is defined as teachers working together to plan, develop material, and document student progress, as well as students working together to problem-solve and help each other in the learning process.

- Supports for staff and students is a systematic support to staff and students including a wide variety of supplementary aids and services such as peer support, paraprofessionals, and assistive technology (pp. 27-39).

According to Walther-Thomas, Bryant, and Land (1996), essential features of inclusion in education include collaborative culture and shared leadership. Full inclusion in education means that educators communicate with all members in the classroom on an equal basis, including those whose values, life experiences and perspectives may differ from and challenge our own.

***Democratic teachers as responsible agents for full inclusion in their classrooms.***

Democracy in education requires that all learners – teachers and students, be concerned not only with their own needs and perspectives, but also with the needs and perspectives of the others in the community, in an inclusive manner. There are several ways, in which a teacher can work for democratic inclusion in the classroom.

One way is for the teacher to actively solicit the views, interest and concerns of every student in the classroom, and to find ways to make the curriculum responsive to these. One method of doing so is classroom dialogue, in which students solicit ideas, and perspectives from, and exchange them with each other. This suggests that this community of learners would recognize the multiple voices among students. This community would further encourage dialog across differences, and would recognize similarities within the differences, this community would develop a sense of empathy between individuals. In such a classroom, where democracy is fostered and nurtured, students would give highest priority to the best human and social qualities. The climate of inclusive democracy in the

classroom can prepare students to be critical citizens in a democratic society, in which different populations collaborate. It is of dire importance that students are fully confident, skilled and prepared to work with others.

As Novak (1994) points out:

Teachers can and do make constructive differences in the lives of diverse students.

In all areas over which teachers have some control, classroom-related experience can positively affect students' beliefs and behaviors and their motivation to learn (p. 67).

Dewey (1938) emphasizes:

The business of the educator – whether parent or a teacher – is to see that the greatest number of ideas acquired by children and youth are acquired in such a vital way that they become moving ideas, motive-forces in the guidance of conduct (p. 12).

Dewey (2000) believes that the teacher's place and work in the school are to be interpreted from this same basis. The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences, which shall affect the child and to assist him in properly responding to these influences.

What is particularly important about educators using democratic ways of teaching is their consistency and 'everydayness.' I have learned over and over again that one can lose the battles and yet win the war. Democratic inclusive pedagogy is an everyday pedagogy - in the many moments of our daily teaching, we have numerous opportunities

to intervene in events by choosing to act or not to act in a particular way. The key is to see these possibilities and choose the right way of action. Educators should work persistently and intentionally day after day to keep the hope and vision of democracy alive. As educators, we should not be afraid of changes, including unexpected ones. We cannot ignore small changes and moments of freedom, we should see all the opportunities for questioning the world – these all can have a significant impact on education. Our life consists of little things, little moments of happiness and joy, little achievements and opportunities. All these “littles” create our life, just as little moments create the climate of the classroom. Power is in the little things. Small action can create large changes in the nature of education. It is not an easy task to democratize education; however, if all agents of education – teachers, administrators, and parents, think democratically, and go hand in hand with democratic values and democratic methods of teaching, the goal will be achieved. Oldenquist (1996) says, “Democratization in education is those changes in management, philosophy, and content of education that orient it toward liberal values” (p.162). Full inclusion in the classroom is the key for teachers to practice and foster democratic teaching.

Another way teachers can work for democratic inclusion in their classrooms is to employ methods of group learning. According to Bean, Grumet, & Bulazo (1999), group learning is a form of students’ learning in heterogeneous small groups, where they work together to perform specific tasks. Students learn to collaborate with people of different cultures and care about their perspectives, when they study in heterogeneous groups. Group learning has many goals, one of which is to help students understand and fulfill

their needs. Group learning teaches students how to accept other people's thinking and their world visions. Numerous research studies show that group learning has positive effects on self-esteem, intergroup relations, attitude toward school, and the ability to work cooperatively (Johnson & Johnson, 1999; Nastasi & Clements, 1991; Slavin, 1991, 1996). Group learning aims to help children to realize that all people are unique.

Cooperative learning promotes students' social, as well as academic skills (Johnson & Johnson, 1999). Dillenbourg, Baker, Blaye, and O'Malley (1995) in their research on collaborative learning, emphasize that all students learn in a peer group, because peers become responsible for a portion of the assignment. Group learning ensures all students remain meaningfully and actively involved in learning (Johnson & Johnson, 1999; Panitz, 1997). In an inclusive society social differences are viewed as relational, as resources (Haraway, 1988). Different social groups are understood as an open and fluid social unity, not as rigid and exclusive (Young, 2000).

***Democratic equality in education.***

The procedural criterion of inclusion is that democratic societies necessarily provide guarantees of traditional civil liberties – including political and educational rights – to all citizens, on an equal basis. This criterion applies to education in at least two ways. First, students, who enter schools, bring certain rights with them, including rights of free exercise of religion, freedom of speech, and rights against bodily harm. The issues of injustice, facing us as a nation, call for equality of membership in political and schooling life. Oldenquist (1996) "Schools are democratic, if they provide room for meaningful student participation in school affairs" (p. 213).



Second, political equality at school requires that all voices are equally valued.

Democratic education can be defined as a type of political education that teaches students equality and respect for democratic citizens in non-homogeneous communities.

Individuals participating in all school processes should ask and respond to questions equally; they should have an equal opportunity to criticize each other's opinion.

Decisions should be made by those, who will be most directly affected by them, meaning that all voices have to be valued in the decision-making process. Equal respect must be the fundamental principle of those deliberations, so that participants can be open-minded and honest. This will help them to look critically at their own perspectives and consider the perspectives of those with different understandings of a given problem. This goal can be achieved in a democratic school society that values equality of membership. Schools should promote respect for the different views and perspectives of each student. A democratic society and a democratic school are not possible without all these components. They can be created only by educators open to mutual transformation, and common decisions making.

The democratic way of life is not simply a matter of following rules set in a democratic society, and applying them to specific situations. Any adequate understanding of democratic life must begin with children: any worthwhile democratic theory must take into account the ubiquity of children in human life, and of the reality that all of our democratic experience began with individually experienced childhoods, which formed our democratic perception, our judgment and our motivating commitment to the values, we internalized from our sustaining community. Democracy in society and school should

be about whether we as individuals and citizens can develop our inborn or gained abilities and capacities. Democratic education must question the problem of expressing individuals' perspectives thoroughly. All individuals, as equal members of a democratic society, should have equal rights in making society's life better. Suchomlinsky (1986) continues this idea, writing that "Democracy should be about can we as citizens fully participate in creating conditions of our lives" (p. 56). Thus, each and every one must look critically at his/her everyday living experiences. We should critically examine the nature of our lives. If we fail to analyze our own life experience, as well as social structures and institutional arrangements, we will support and encourage the expansion of "anti-democracy" in the society.

Third, political equality in education means that the resources and opportunities, provided by schools, are open and accessible to all members of the school community. As political institutions, then, the moral test of schools is whether they contribute to the all-around growth of every member of the school community. Schools provide a wide variety of educational resources, including advanced and remedial instruction, extra-curricular programs of sports and the arts, and support for student-driven clubs. These must be provided without discrimination against ability, racial, ethnic, and religious or sexual orientation groups. All variety of perspectives and idioms should be expected and accepted at such a school. Here, students, future citizens with multiple priorities and interests, are challenged to make their perspectives understandable to one another. This kind of relationship based on equality, openness and respect can create a social climate in school in which democracy can be self-correcting and self-transforming (Sen, 1992).

*Democratic educators as responsible agents for promoting equality in education.*

An educational system should be about equality. Democratic educators are primary agents, who are responsible for promoting equality in the educational process, which should be changed to satisfy teachers, students, and parents. This is not an easy task. Stigler and Hiebert (1999) explain why teaching patterns are hard to change. They say:

Teaching is a cultural activity... Teaching, like other cultural activities, is learned through informal participation over long periods of time. It is something one learns to do more by growing up in a culture than by studying it formally... Cultural activities are highly stable over time, and they are not easily changed. This is true for two reasons. First, cultural activities are systems, and systems – especially complex ones, such as teaching – can be very difficult to change. The second reason is that cultural activities are embedded in a wider culture, often in ways not readily apparent to members of the culture (p. 97).

Changing the way that teachers go about the business of teaching is rarely one of the solutions that any of the purveyors of change suggest. It is becoming more and more apparent that students need to be taught in a different way. The traditional classroom, many would say, is not what students of today and especially tomorrow needs. Some new type of learning community needs to be erected. Schools are political sites. Democratic educators are positioned to act as socially responsible agents of change. It is the teacher's duty to help her students utilize equality and respect for a diverse and multicultural

community. There are several ways in which a teacher can work for democratic equality in the classroom.

One way is to implement Dewey's (1938) idea that students learn not through textbooks and memorization, but through experience. School should be a place of collaboration, where students learn from each other and through their actions. Democratic educators should operate within a structure of numerous practices nurturing democratic values and attributes. According to Sehr (1997), these values include creating opportunities for students to explore their interdependence with others and with nature, encouraging the study of issues of equality and social justice, encouraging discussion, debate, and action on public issues, encouraging students to examine and evaluate critically the social reality in which they live, and developing students' capacities for public democratic participation.

Another way is to implement procedures of shared governance within a school. Sehr (1997) writes, "if educators truly wish to help students develop their democratic capacities, schools should be organized so that students, teachers, and parents have opportunities to participate democratically in the life of the school" (p.103). Thus, collective problem solving is meaningful only when the expressions, concerns and criticisms of all in the community are voiced and respected. Full inclusion mandates that we communicate with all members of the community on an equal basis, including those whose values, life experiences and perspectives may differ from and challenge our own.

***Democratic representation in education.***

The procedural criterion of just representation is that democracy must ensure that free and fair, competitive elections are the principal route to political office, and that elected officials are made accountable to their constituents. This criterion applies to education in at least two ways. First, it is important that people who have power over educational policies, procedures, methods and materials, can be said to represent, and to be accountable to, all educational stake-holders. This would include officials in federal and state departments of education, members of local school boards, and school administrators.

Second, as each school is a political site, it is necessary that all the members of a school community – including the students – participate in school governance, and that people with power over them – including teachers – be held accountable to them. The issues of injustice facing us as a nation call for equality of membership in political and schooling life. Oldenquist (1996) suggests that “Schools are democratic, if they provide room for meaningful student participation in school affairs” (p. 213).

To sum up, democratic educators should nurture equality and inclusion in their classrooms. This will empower students and teachers, living together to create, within the framework of democracy, the opportunities that can liquidate the gap between reality and desired reality. Thus, we can build a community, which can help each human being to develop himself/herself in full capacity.

Dewey (1916) writes, “Democracy has many meanings, but it has a moral meaning. It is found in resolving that the supreme test of all political institutions and

industrial arrangements shall be the contributions they make to the all-around growth of every member of society” (p. 186). Making good moral and ethical choices is essential for a democratic society. Democratic educators need to do all that they can to teach their students to make good choices and judgments in their lives. Therefore, democratic education can be defined as a type of political education that teaches students equality and respect democratic citizens in non-homogeneous communities. Sehr (1997) writes, “if educators truly wish to help students develop their democratic capacities, schools should be organized so that students, teachers, and parents have opportunities to participate democratically in the life of the school” (p.103).

### **Challenges in democratic schooling.**

The overall purpose of democratic education, is to “engage individuals in a process that will help them develop the skills and attitudes necessary to become people who can and will contribute to the making of a vital, equitable, and humane society” (Cunat, 1996, p. 130). Democratic learning includes allowing children to question, plan, and evaluate activities, as well as their own experiences (Cunat, 1996). These skills are critical to active democratic citizenship. In order to truly educate students about these characteristics, educators need to maintain a democratic philosophy.

However, this is not an easy task - there is a constant tension between many facets of society. Some challenges that democratic schooling faces are:

- Democracy versus chaos
- Democracy versus skepticism
- Democracy versus racism

***Democracy versus chaos.***

Gutmann (2001) observes that it is virtually impossible if we [teachers] are to “maximize both their [students’] freedom and their [students’] civic virtue” (p. 217). There must be some limits on this personal freedom, if the community is to avoid collapsing into chaos, with each individual pursuing his or her own self-centered wishes. So, a democracy exists somewhere between the extremes of individual pursuits and a regard for the good of the community as a whole. It is this interplay of the autonomy of the individual and his/her responsibility to the collective in the formation of a democratic classroom. This is not a simple dichotomy, but rather a complex unity. The assumption that children’s freedom must be maximized should be questioned. Children can make autonomous decisions to lie or do harm to others; to compete unfairly with them, to refuse to help or share with them, or to be a free-rider on their efforts. It is also an ill-founded assumption that children always want to be autonomous. Some, in spite of their capacity for autonomy, have learned very well to be dependent, and experience insecurity, when unsure of adult imposed limitations to their behavior and decisions.

***Democracy versus skepticism.***

As mentioned above, development and implementation of democratic schools are not without major challenges. Each student enters school with certain views on school and society in general. The views are brought with them, based on what they have already learned at home, and in their communities. Those views can be in conflict with others’ views. Since schools are given the responsibility of educating democratic citizens, these conflicting views can become problematic. While teachers may begin with the intention

of integrating the characteristic of democracy and citizenship, “they are often met with skepticism, indifference, even outright incredulity on the part of those students who view democracy as a vague concept existing only between the covers of textbooks and having no relevance or application to the real world as it exists outside the classroom door” (Goodlad, 2001, p. 71). Teachers’ attempts to implement democratic values and principles in the classroom can meet resistance and skepticism in the classical, philosophical sense of doubting of knowledge, concepts or theoretical claims in various areas. “Skepticism centers on the value of enquiry and questioning. Skepticism is the denial that knowledge, or even rational belief is possible, either about some specific subject-matter (e.g. ethics) or in any area whatsoever” (Audi, 2001, p. 96). The attitudes and habits learned outside the classroom can interfere with efforts to teach in a democratic classroom as well.

Despite these challenges, advocates of democratic classrooms should be developing their own democratic experience by continually trying to make a difference and facilitate positive change (Beane & Apple, 1995). Apple (2001) asserts that by sharing the successes, as well as the struggles of real world democratic learning communities, educators will be more inclined to work toward a shift in educational philosophies within their own schools. The democratic educator does not accept or tolerate this kind of skepticism that can undermine the democratic process. Instead, she actively resists it and works to overcome it by democratic pedagogy. She explains and defends democratic values like inclusion, equality and just representation, and provides



students the opportunity to inquire into the meaning of these principles, and to practice them in the classroom, in the faith that doing so will convince students of their value.

***Democracy versus racism.***

Another challenge that exists in schools, and should be acknowledged by democratic teachers and administrators is the race issue. Critical race theorists challenge the hegemonic ideology of democracy, but submit that they want to build a democracy that “acknowledges and incorporates all its citizenry and takes into account the special gifts of each person, each community, and each cultural, racial, and ethnic group has to offer” (Lynn, 1999, p. 622).

‘Whiteness’ can be conceptualized as property, according to critical race theorists. Being white (and, thus, superior), justified the right to deny non-white students an equal education through segregation, tracking, white flight, and vouchers. In both formal and informal ways, students are rewarded for conforming to white norms in dress and speech. ‘Whiteness’ supports the right to use and enjoy being white. It gives those who are white certain privileges. And, lastly, ‘whiteness’ builds reputation and status. For example, when schools have a majority of non-white students, whites no longer see them as good schools.

Further development and utilization of a critical race pedagogy and culturally relevant pedagogy could potentially help African-Americans, Latinos, Asian Americans, Native Americans and others to achieve democracy (Ladson-Billings & Tate, 1995). Critical race theorists want educators to confront racism and other inequalities in our schools. They criticize traditional and progressive public schools for: (1) their hegemonic

practices which make African-American students feel like failures; (2) their western European hegemony; (3) making African Americans feel like they have to fit in; and (4) putting whites in positions, where they define who African-Americans are, thus, stealing their identity. Critical race scholars charge that integration has not benefited black children, and that there are often cultural mismatches between teacher and students (Lynn, 1999). They conclude that progressive educators do not look at the tensions of groups, who have competing interests and perspectives (Ladson-Billings & Tate, 1995). Moreover, the U.S. education system is becoming more racially and economically segregated. What exists now is separate and unequal education for minorities.

According to Riehl (2000), in order to respond to diverse school populations, school leaders need to promote schooling that is fully inclusive and move away from protecting the status quo. Principals are seen as key agents. To make change they need to be fully committed to diversity, and to issues of equity, and social justice. Her research suggests school leaders need to acknowledge class, race, and gender problems exist and be willing to discuss them with the school community. Evidence from her study implies that school leaders can make a difference in addressing issues of diversity by developing new meanings about diversity, supporting inclusive practices, and fostering connections between families and surrounding communities.

### **Conclusion.**

The issue of democracy has been one of interest for many scientists, philosophers, and educators (Dewey, 1916; Novak, 1994; Goodlad, 2004; Lipman, 1991; Dimitriadis, 2003). As it was mentioned before, democracy, first and foremost, is a shared way of life.

It begins with who we are as individuals, and the relationships we have with those around us. Democracy need not, and often does not abruptly stop at country, state, or national political borders, because it is, in essence, about human relationships, and human relationships do not adhere to strict political boundaries any more than they stick to boundaries of race, sex, religion, class, economic status, or some other prejudicial criterion (Goodlad, 2004). In a democratic society, citizens have the willingness to “share common interest” and engage in “free interaction between groups” (Dewey, 1916/1966, p. 86). Living in a democratic society allows all people to expand their capacities for growth.

With a vision of creating a way of “associated living” and “conjoint communicated experience” (Dewey, 1916/1966, p. 87) in a human society, for which a democratic society stands, democratic education aims to educate students as active and responsible citizens. Each democratic educator is a citizen as well. This assertion stems from my view that schools are political sites. Each citizen-educator is a moral actor, who is morally equal, and therefore, entitled to full participation in the public space.

Democratic society gives everyone a chance for a social change. In a democratic society people can become better individuals and achieve more. All members of the school community should be equally accepted, as well as all variety of perspectives and idioms. Here, teachers, today’s citizens, and students, future citizens with multiple priorities and interests are challenged to make their perspectives understandable to one another. This kind of relationship, based on openness and respect, can create a social climate in school, in which democracy can be self-correcting and self-transforming. A democratic educator

should promote respect for all different views and perspectives of each student in his/her classroom.

Educators should nurture and foster democratic principles in their classrooms. A democratic atmosphere in the classroom will open new doors of innovation and creativity to the students, a genuine unordinary ability to help each other to become more open and critical. It must be a collaborative effort to nourish democratic teaching in the classroom, because the lives of all citizens are individually and collectively interrelated. In a sense, then, teachers are responsible for the future of the democracy, because the ways, in which they structure their classrooms in a democratic sense, have the potential to lead to the democratic or undemocratic structuring of society in the future. Therefore, I think it is necessary to present my vision of a democratic teacher, which is consistent with the Montclair State University teacher model.

## **Chapter 4**

### **Portrait of a democratic teacher**

#### **Introduction.**

The United States is a pluralistic society. We are surrounded by differences. Democracy is a system based on difference. Teachers and students have to know and appreciate difference in order to function in a diverse environment. Democracy in education requires that all learners – teachers and students, be concerned not only with their own needs, knowledge and perspectives, but also with the needs, knowledge and perspectives of others in the community. This suggests that this community of learners would recognize the multiple voices and experiences among students. It is of dire importance that students are fully confident, knowledgeable, skilled, and prepared to work with others. The educational system should be changed in ways, which would satisfy teachers, students, and parents. This is not an easy task. Changing the way that teachers go about the business of teaching, is rarely one of the right solutions.

Often school reformers supply new textbooks and seminars as a Band-Aid to conceal the potentially fatal wound of American schools. What is becoming more and more apparent is that students need to be taught in a different way. The traditional classroom, many would claim, is not what students of today and especially tomorrow need. Some new type of learning community needs to be erected. What kind of school community do we need to prepare skilled, knowledgeable and confident citizens of our society? Dewey (1938) answered this question over half a century ago. He argues that students acquire knowledge not from textbooks and memorization, but from their own

experience. Dewey sees the school as a place of collaboration, where groups of students work on projects and learn through their actions. Students gain much in learning through the “intelligent activity” (p. 69). He also states that learning is not an individual activity, it is a “co-operative enterprise” intended for all involved in the learning process (p. 72). Dewey encourages group work for the social and democratic benefits. Vygotsky (1978) echoes Dewey’s idea when he says that - “the social environment is the true lever of educational process, and the role of teacher is to regulate this lever” (pp. 82-83).

Dewey (1916) suggests that teachers need to examine society to identify those parts that are most democratic and then use these aspects as the foundations for their classrooms. In this way, classrooms could be democratic environments, where students would learn skills that could then be transferred to life in a larger society. From this perspective teachers are supremely important. To act as a site for democracy, schooling should help teachers to be intellectuals, who both legitimate and introduce students to a particular way of life (Giroux, 2005). In a sense, then, teachers are responsible for the future of democracy, because the ways in which they structure their classrooms in a democratic sense have the potential to lead to the democratic or undemocratic structuring of society in the future.

Therefore, the purpose of this chapter is to present a vision of a democratic teacher, which draws upon the Montclair State University teacher model. The chapter consists of three sections. The first section, “Stewardship of Best Practice,” examines the question of how democratic teachers can become stewards in their classrooms. Here I present effective instructional strategies democratic teachers can use to become stewards

of best practice in their schools. Next, “Access to Knowledge,” discusses the role of a democratic teacher and a student equal and free access to knowledge. In this section I will rely on the above quoted and apropos definition of knowledge. The final section, “Caring, Nurturing Pedagogy,” provides a discussion of the importance of and its critical elements. One of the main goals of the partnership project was preparation of teachers for the Philosophy for Children program, and the establishment of an affiliate Philosophy for Children Center at KSPU. The Philosophy for Children program, as a methodology, focuses on inclusion, equality, and respect, which are the main characteristics of democratic education.

Democracy is neither a possession nor a guaranteed achievement. It is forever in the making; it might be thought of as a possibility – a moral and imaginative possibility (Greene, 1985). Democracy is something that we are forever aiming at, and the goal is not to achieve democracy today (for such a goal is unattainable), but to come closer today than we were yesterday. Progress toward democracy is not an even uphill march. Instead, the road to democracy is marked by backsliding and hesitation, as much as it is by progress and achievement. Educators are responsible agents, who nurture and foster democracy in their classrooms in order to live in a democratic society.

### **Stewardship of best practice.**

#### ***Introduction.***

The 21<sup>st</sup> Century School has changed from the past. The demands of schools require transforming educational organizations into powerful learning communities, where everyone is committed to the success of the school (Dufour, Dufour, & Eaker,

2005). Teachers are requested to become stewards of best practice in their classrooms, meaning they have to get more involved in leadership opportunities. Shanker (1990) believes that “true leadership enables practicing teachers to reform their work and provide a means for altering the hierarchical nature of schools” (p. 93). Teacher stewards are viewed as motivators and leaders, who are able to bring about significant change (Fullan, 2003). They are skilled in engaging the school community to facilitate a positive school climate. Teacher stewards are also sensitive to the needs of students, teachers, parents, and community members. A very significant characteristic of teacher stewards is that they establish and maintain relationships, built on trust and mutual respect, valuing the perspectives of others (Tarter & Hoy, 1988).

Commonly, a steward is defined as the leader, who guides others; one, who is responsible for others, and one, who has power to command others (Kouzes & Posner, 2002). However, many researchers have confirmed that stewardship is not just the ability to exert influence (Glasser, 1998; Senge, 2000). It is also about setting the example, setting clear standards, and being able to self-improve (Glasser, 1998; Senge, 2000).

In this section I answer the following questions: how can democratic teachers become stewards in their classrooms, and what tensions do they face in their schools? I also discuss the effective instructional strategies of democratic teachers, such as collaboration, professional development, observation, assessment, constructivist teaching, and classroom management.



### *Teachers as stewards.*

A teacher should be a steward in his/her classroom. Stewardship should be a moral act that should help students to become moral and democratic citizens of the society. I think a moral act refers to the "right" one, the one that will bring about good consequences. Teacher stewards should foster improved conditions for their students' existence. Effective stewardship is a central component of sustaining school improvement (Harris & Muijs, 1993). Today's school demands the teacher to be a motivator, a risk-taker, and a leader in the classroom. Only a teacher, who is a leader in his/her classroom, can achieve the goal of student achievement, and ensure the quality of teaching in the classroom (Fullan & Sergiovani, as cited in Harris & Muijs, 1993). Teacher stewards are teacher leaders, and teacher leaders can be characterized by the following endeavors:

- Collaboration,
- Professional Development,
- Models of instructional strategies, such as observation, assessment, constructivist teaching, and
- Classroom management.

### *Teacher collaboration*

Teacher collaboration can be effective for the students, as well as the teacher. Goodlad (1990) presents that teachers "...are in a position to make sure that programs and structures [in schools] do not atrophy- that they evolve over time as a result of reflection, dialogue, actions and continuing evaluation of actions. Teachers are to

schools, as gardeners are to gardens - tenders not only of the plants, but of the soil in which they grow” (p. 44). Collaboration is an effective technique, employed by steward teachers. Collaboration allows teachers to share with one another. Collaboration allows teachers to “engage in collaborative decision-making, [and] problem solving with other educators to support students’ learning and well-being” as well as “participate in decision-making, problem solving, sharing ideas, and expertise” (Texas State Board of Education Certification, 1993, p. 14). According to Belasco and Stayer (1993), collaboration among teachers promotes the utilization of intellectual capital.

The importance of teachers working together cannot be understated. Their goal as a team is to help and support children. Teachers in a team, pursuing the same goal, can do much more than an individual teacher working alone (Dorn, French, & Jones, 1998).

Collaboration offers the teacher the opportunity to expand his/her own instructional philosophy and/or implement change in theory and practice. A study, conducted by Bean, Grumet, and Bulazo (1999), in three different school districts to gather information about collaboration showed that teachers, who collaborated, were better able to address the individual needs of those students, who were experiencing difficulty with learning. Thus, these teachers recognized the benefits of collaborative teaching for students.

Collaboration assists teachers with their professional growth and development.

Collaborative teaching offers teachers opportunities to implement new methods and strategies into their instruction.

Rozenholtz (1989) believes that collaboration generates positive change.

Collaboration with other colleagues must take place throughout the school year.

Zaderayko and Ward (1999) assert that in order for a learning organization to exist, teachers must be involved in collaboration. Teacher stewards, who collaborate in professional learning communities, improve student learning, their knowledge and skills. They encourage colleagues to participate in educational improvement, and participate in school improvement (Childs-Bowen, Moller, & Scrivner, 2000). When teachers share, they become “instructional leaders” and they discover they are “better learners and leaders, and better teachers in the process” (p. 1). Thus, teacher collaboration is one of the keys to teacher self-improvement.

#### *Professional development*

Another important characteristic of teacher stewardship is professional development. As stewards, teachers have to enhance their knowledge on a continual basis. What teachers know about the subjects they teach, and the latest methods for teaching those subjects are crucial to high levels of student learning (Alexander & Murphy, 1998; Hirsh & Sparks, 1999). Teachers are adult learners: they learn together with their students and enhance their knowledge every day. To master their subject knowledge and become more and more effective, teachers should be constantly engaging in professional development. Professional development is the framework, typically provided to support in-service teachers, to be more effective teachers. The ultimate goal of professional development is that teachers will become more effective, and, thus, increase student achievement. Banner and Cannon (1997) state, “True teachers always seek to learn more, to remain current with what is known about their subjects, to keep those subjects fresh and exciting enough to sustain the exhausting act of teaching day in

and day out, year after year” (p. 8). The mastery of teaching is filled with knowledge that is continuously changing. Banner and Cannon (1997) state, “thus to possess and master this knowledge, one must wrestle with it constantly.....the struggle to gain and sustain this knowledge is probably the most exacting work of any teacher, and it never ends” (pp. 8-9).

The National Staff Development Council (NSDC) developed the standards for teachers’ professional development. The standards include three parts: context, process, and content (<http://www.NSDC.org>). The context standards address using learning communities, skillful leadership, and resources that support learning and collaboration to improve the learning of all students. The process standards deal with the idea that multiple sources of student data need to be used in a collaborative environment in order to apply research-based strategies for developing appropriate goals for the improved learning of all students. Finally, the content standards address the ideas that professional development prepares teachers to attend to issues of equity, quality teaching, and family involvement.

A study on how to enhance elementary school teachers’ knowledge was conducted by Baumann, Ro, Duffy-Hester, and Hoffman (2000). The study revealed three major themes, associated in teaching instruction by steward educators. One of the three themes that emerged from this particular study was enhancing teacher knowledge: “It was not surprising, therefore, that when we asked what kind of support would benefit elementary teachers, and over two-thirds noted the need for enhanced professional development” (p. 248).

Engaging in professional developments will not only increase the teacher's confidence, but also the instruction that is taking place in the classroom. The acquisition of knowledge will help teachers be better stewards in their classrooms, and give teachers new perspectives, which will meet the needs of all individual learners in the classroom, as well as develop new ways of thinking.

*Observation and assessment as effective instructional strategies*

Democratic teachers rely heavily on observation and assessment in implementing effective instruction. Observation and assessment are used not only to monitor the students' progress throughout the school year, but also to provide important insights about one's professional development as a teacher. As professionals, teachers use observation to monitor their own development among the students in the classroom. Observing other teachers and administrative staff helps broaden one's instructional philosophy, and to implement new strategies and approaches in teaching. Borich (2003) states that "focused observations help achieve empathy, establish cooperative relationships, become realistic, establish direction, attain confidence, express enthusiasm, become flexible, and become self-reliant" (p. 4).

Observation also reminds educators that there is not "one right way" to teach; rather, there are many characteristics one must have in order to be a steward in his/her classroom. Observation is also used by teachers to identify the strengths and weaknesses of individual students in the classroom.

The process of observation is critical to analyzing students' behaviors and struggles. In order to be a leader in the classroom, the use of observation is essential, as a

personal goal for growth and development for the teacher, as well as the student.

Assessment is used by teachers to examine each student's progress. Many forms of assessment are available to analyze students' attitudes and interests toward learning. The primary purpose of assessment is to improve teaching and learning.

Stewardship, like democracy, is an ongoing process that constantly requires evaluation and re-evaluation. Stewardship, like democracy treats its conclusions as fallible and requires reflection, and adjustments, as necessary. Leu and Kinzer (1999) note that teachers use assessment tools for a variety of reasons: to find a child's learning capacity, to be able to infer strategies and processes used by a child during studying, to see whether one material/subject matter is more difficult than another, to identify motivational material for a student or class, to match a child with appropriate materials, to find out whether a child has mastered a desired goal, and to see if a child is making progress over time. Once teachers identify the students' strengths and weaknesses, using a combination of assessment tools, they are then able to develop learning instruction based upon the students' needs.

#### *Classroom management*

A teacher steward should manage his/her classroom effectively. Effective classroom management involves keeping students on task with all assignments, and constantly engaging in a wide variety of learning activities. To be a leader in the classroom, any educator should be an effective teacher, who is able to manage his/her class properly. "Effective classroom management is the key to teacher success" (Dyal & Sewell, 2002, p. 6). As teachers develop their knowledge and skills, they display

confidence and leadership. According to researchers York-Barr and Duke (2004), teachers can serve as department leaders, mentors, and researchers. Decision-making, professional growth, self-efficacy, and independence all contribute to the sense of empowerment that teacher leaders develop (Maeroff, 1988).

In a study conducted by Walls, Nardi, von Minden, and Hoffman (2002) with ninety teacher participants to find characteristics of teachers' leadership, the most leadership-oriented teachers motivated their students and had little difficulty with classroom management. Their care about student accomplishment and advocacy for student success set the tone for fair rules and grading. Such teachers were frequently depicted as requiring and maintaining high standards of conduct and academic work. Teachers, who were less oriented to be leaders in their classrooms, were faulted for unreasonable or unfair assignments, tests, and grades. Opposite poles in classroom management were expressed, in which the 'non-leader' teacher either was a dominating ogre or had no control.

A teacher steward is able to gain the students' attention at the beginning of the lesson and maintain it at high levels throughout instruction. The teacher serves as the facilitator in a well-balanced study program. "If teachers have no command of their classroom, their students ignore their knowledge and their compassion for their students' effort is pointless" (Banner, Cannon, 1997, p. 21).

Thus, classroom management is essential to any teacher, especially to a teacher leader in order to produce an effective learning program. As Fullan (2003) points out, leadership is a moral act that considers the welfare of those under one's care and fosters

improved conditions for their human existence. Teachers, who are leaders in their classrooms, should use any opportunity to help their students to become moral and democratic citizens of the society.

***Tensions that democratic teacher-stewards face in their schools.***

Democratic teachers, who consider themselves leaders in their classrooms and schools, have to strive against some barriers, such as, external reform, context within the school, and the differences between members of school (Crowther et al., 2002). Weiss and Hughes (2005) say that besides benefits, collaboration has a serious side effect - conflict. The conflict rises from disagreement and differences between the contributing members of a group. Weiss (1992) lists the sources of these conflicts as follows:

- Teachers have difficulty speaking candidly with one another and often are unprepared to deal with differences of opinion.
- They do not want to engender ill will and interact in such a way that they avoid conflict at all cost. This would be similar to what Hargreaves (1994) refers to as ‘engulfment’, where individuals give up their opinion to follow the direction of the group.
- And, finally, in some cases, there is confusion about the purpose of the discussion compliance, brainstorming for creative solutions or implementation of given objectives (pp. 41- 49).

In the research, Weiss also states that there is a conflict between those, who are viewed as democratic teachers, and those who are not. The bottom line is that in some cases teachers do not feel as competent interacting with one another, when they have to



engage in difficult conversations, negotiate, resolve differences and come to solutions. This can be explained by the fact that this role is not usual for teachers, it is the role they have not traditionally played, and the development of these skills for discussion is “work in progress.” Therefore, it is important to have a mechanism for managing the conflict and differences that will inevitably arise, and create obstacles to learning in an environment, where collaborative relationships are being nurtured.

*Acknowledge tensions*

The first step to overcoming obstacles, such as conflict among teachers, is having an awareness that they exist, and trying to shed some light on how they have been perpetuated. Schribner, Cockrell & Valentine (1999) confirm that teachers and school administration should recognize the tensions that exist within schools as formal organizations. On the one hand, school is an organization that promotes an ethic of caring for students, critical reflection and collaboration. Yet, on the other hand, the bureaucratic necessities of hierarchy, accountability and control of others may permeate throughout. Supporting this statement, Smylie and Denny (1990) go further and describe this tension as the dual expectations of teachers to be classroom leaders, experiencing the democratic way of teaching and school-wide leaders for improved learning.

An identified tension that teacher-leaders must negotiate is the additional time that is required for collaborative school wide involvement. For example, the inability to find adequate time in the school day for teachers to work as leaders beyond their own classroom is identified as a real issue by Katzenmeyer and Moller (2001).

The tension of true empowerment versus mere involvement is also a tension identified by Duke, Showers, & Imber (1980). Democratic teachers-leaders need to perceive that their involvement has made a difference. They need to feel empowered to put their plans into action. This tension is associated with the connection between the broader conception of democratic leadership as collective practice and the role of the principal.

The tensions described are associated with the evolutionary process of moving schools from the bureaucratic to democratically oriented communities, fostering teacher learning and teacher leadership. Democratic teacher-leaders should acknowledge the dilemma, posed by existing organizational factors, and the evolutionary process, and attempt to negotiate these tensions as they move towards a professional community model.

### ***Conclusion.***

Harris and Muijs (2004) contend, “Teacher stewardship is primarily concerned with developing high quality learning and teaching in schools” (p. 39). High quality learning can be achieved only through teachers’ self-improvement, which is a strong quality that teachers as stewards must possess in order to successfully meet the needs of all individual learners. Self-improvement is possible only through teachers’ collaboration and professional development. Teachers always should seek to learn more, “to keep subjects they teach fresh and exciting enough to sustain the exhausting act of teaching day in and day out, year after year” (Banner & Cannon, 1997, p. 8).

Leadership should be a moral act: teacher leaders should take care of the welfare of his/her students, and foster improved conditions for their existence. Teacher leaders have responsibility to help their students to become moral and democratic citizens of the society. In order to successfully meet the needs of their students, teacher leaders need to collaborate with each other, use any opportunity for professional development, and be ready to self-assess on a daily basis.

Goodlad (1990) writes that teacher education has to become the object of tender loving care. Elsewhere he argues, “If all our institutions are the bones of our civilization, they must be well nourished and carefully nurtured. If schools are part of this skeletal structure, as we so often claim, they must not be neglected or they will decay. Teachers are the primary stewards. Their preparation programs must alert them to this responsibility and begin to prepare them to assume it” (p. 52).

Teachers as stewards should not just lead and guide their students, and give knowledge to them, but use their best practices to make their students caring and responsible members of the community. In order to achieve the goal of student achievement and ensure the quality of teaching, a teacher must become a leader in his/her classroom and school community.

### **Equity in access to knowledge.**

In the information society open access to knowledge is a key contributor in providing universal access to information and knowledge. Thus, equal and free access to knowledge is a fundamental principle for bridging the knowledge gaps between

privileged and under-privileged communities. Access to knowledge in a democratic society is about equity, which can be characterized by the following main points:

- Students do not deserve unearned advantages,
- Schools provide all children with equal educational experiences that will foster their educational growth, and
- Full inclusion mandates that educators pass their knowledge equitably to all members of the community.

***Students Do Not Deserve Unearned Advantages.***

Broad in scope, inequality profoundly affects the lives of each of us, as individuals with specific histories and perspectives, and, as citizens living in a diverse, democratic society. Fairness is derived from a particular understanding of the meaning of equality. Here, I rely on Rawls' (1971) construct of democratic equality. Democratic equality means that we do not deserve unearned advantages, and should not be rewarded for them. Thus, individuals do not deserve a stream of goods, because of their favorable social birth or their natural talent. Democratic equality also means we do not deserve the unearned disadvantages that come from being born into a "disadvantaged" family, and we should not be penalized for them. The idea that unearned advantages create unjust inequalities is significant for schools. More significantly, if we accept democratic equality as a condition of equality in schools, then we must ask ourselves this crucial question: What does access to education mean and who really has that access?

Young (2000) argues further that citizens must confront the social conditions within society that create inequity, specifically the disabling conditions of domination, and

oppression that interfere with our self-determination and self-development. Thus, each citizen must look critically at the nature of his/her daily living experiences. I suggest that it is here, in our own life experiences, that we know and experience equality and inequality. If we fail to critically interrogate the intricacies of our social structures and institutional arrangements, as well as our own life experiences, we will encourage the continuation of inequality that marks the lives of many citizens.

*Schools provide all children with equal educational experiences that will foster their educational growth.*

If equality is also concerned with whether and how citizens can develop their individual capacities, then a fundamental requirement of equality is that schools provide all children with equitable educational experiences that will foster this growth. Educators must provide students with opportunities to make informed choices, and take care that hidden agendas, values, and curriculum are not used to indoctrinate them into one particular understanding or to reify the status quo. This suggests that educators expose children to differing ideas and definitions about the good. For example, in social studies classrooms, events and movements can be explored from multiple perspectives, thus, encouraging students to consider the multiple themes in our nation experience. In a country, where equality is given highest priority, every student can be prepared to engage critically in a real democracy, one in which diverse populations cooperate and collaborate freely.

The essence of my argument is that democracy can be a means to equality. This does not mean that democracy, the construction of justice, is not possible. There is an

intrinsic value in democratic participation that not only fosters the growth of our personal individual capacities, but also broadens our understanding of the differing conditions of equity present in the lives of other individuals. Thus, democracy is both an element and a condition of equality.

I suggest we need an inclusive democracy in our classrooms, so all citizens can be active participants in discussions and deliberations that affect their own lives. An inclusive democracy is a democracy, committed to the full inclusion of all persons in the life, and decision-making of the community. An inclusive classroom helps students to learn more effectively within it. Grounded in the notion of equal respect for persons, full inclusion requires the maximizing of social voices, and suggests that a democratic decision is legitimate only if all those affected by it, are included in the discussion, and decision-making processes. Sehr (1997) outlines, “If educators truly wish to help students develop their democratic capacities, schools should be organized so that students, teachers, and parents have opportunities to participate democratically in the life of the school” (p. 103). Thus, collective problem solving is meaningful only when the expressions, concerns, and criticisms of all in the community are voiced and respected.

It should be mentioned that in the educational literature, full inclusion is used to refer to the inclusion of special needs students in the least restricted environment. According to Kochhar, West, and Taymans (2000), placing students with disabilities into regular classrooms promotes levels of achievement higher than in self-contained special education classrooms, and facilitates more appropriate social behavior because of higher expectations in the general education classroom.

For the purpose of this paper, I use the term full inclusion to describe the mandate that educators pass their knowledge equally to all members of the community, communicate with every student on an equal basis, including those, whose values, life experiences and perspectives may differ from and challenge their own. Dewey (1916) prophetically claimed, “We need free and equitable intercourse between different social groups” (p. 86).

Group learning can be a good example of full inclusion. Group learning is a form of active learning, where students work together to perform specific tasks in a small group. Each cooperative learning group should be carefully selected by the teacher, so that a heterogeneous structure allows each student to bring his/her strengths to the group effort (Bean, Grumet, & Bulazo, 1999). Group learning has many goals, one of which is to improve the learning process, and to help students understand, and fulfill their needs. Moreso, it aims to help students to realize that all people are unique and one should respect others’ judgments. Group learning teaches students how to accept other people thinking and their world visions. Different social groups are understood as an open and fluid social unity, not as rigid and exclusive. Pluralism is not seen as a liability in an inclusive society. Though Dahl (1998) argues strongly that the fullest possible development of an individual’s human competency is every child’s birthright, this is not what happens in many schools. American schools reinforce the limitations of the restricted nature of democracy (Dahl, 1998). Rich, equitable, and challenging learning experiences are essential to the creation of an inclusive democracy.

***Tension: equal access to education in an unequal world.***

The question, which arises in my mind, is how can a society achieve this goal - equal access to education in an unequal world? This issue in education is one thread of the larger debates over the ability of democracies to accommodate diversity. In the study conducted by anthropologist Anyon (1981), contrasts in the ways that learning/teaching was constructed in communities of different social classes: lower, middle, and upper classes. The study was conducted in five different schools: two working class schools, one middle-class school, one of the suburban schools was designated by Anyon (1981) as “affluent professional,” and the other as “executive elite” (pp. 7-10).

The study revealed that in the middle-class school, knowledge was “less a matter of fact and skills and more a matter of traditional bodies of content. Such content was treated as a possession, something of value that could be accumulated and exchanged for good grades and college or a job...if one has enough of it” (1981, p. 17). The content of the curriculum was explained to the children; however, teachers never analyzed it or call on the children to think creatively or critically about it. The sharp contrast was noticed by Anyon in the affluent professional school. In this school, she wrote, “Work is creative activity carried out independently. The students are continually asked to express and apply ideas and concepts. Work involves individual thought and expressiveness, expansion and illustration of ideas and choice of appropriate method and material” (p. 79). Knowledge in this school was not treated as a “given,” but as conceptual, analytical, and “open to discovery, construction and meaning-making” (p. 23). Knowledge had personal value, and could also be used as “a resource for social good” (1981, p. 23). In



the affluent professional classrooms, the individuality of children's work, and the value of their ideas were emphasized, and their own evaluation of their work was treated as important.

To sum, children in the working class schools were socialized for mechanical and routine labor; in the middle class school for white-collar bureaucratic jobs - "the paper work, the technical work, the sales and social service in the private and state bureaucracies" (p. 47); in the affluent professional school for artistic, intellectual, legal, and scientific achievement; and in the executive elite school for ownership of and control over the means of production in society (Anyon, 1981). Anyon's study proves the fact that one of the biggest problems in low income communities is that students are asked to skill and drill, and the constructivist approach to knowledge is a construct for privileged communities.

A number of factors account for the tendency of schools to reproduce, rather than undermine dominant patterns of inequality. School funding patterns account for some of it. Schools are highly dependent on the resources, and commitment of local communities since funding often comes from local property taxes. Poor communities struggle to meet the educational needs of local students, because they cannot raise tax revenues as effectively as wealthier communities. Over half of the operating school buildings in Newark, NJ, for example, are over 70 years old and need to be replaced or renovated in order to have the resources now taken for granted in middle-class and suburban schools (Patterson, 1997).

Funding equalization without resource equalization cannot result in equal education. In Bergen County, New Jersey regionalizing school districts was considered as a way of addressing the racial segregation of schools in a number of municipalities (Patterson, 1997). In battles over schools' desegregation, residents in localities with good schools take credit for their schools, and blame others for the failure of poor schools. One woman in Bergen County said, "if these people want to join our school they're welcome to move here...if Englewood schools are not up to standards, we didn't create that situation and it's not up to us to take it over" (Brody, 1995, N-1, cited in Patterson, 1997, p.66). "These people" were not welcome to move to Englewood's neighboring communities, which had limited affordable housing stocks and histories of "racial steering." These neighboring communities also had incentives to maintain relatively economically homogeneous populations because lower income families bring less income and often more children to the public schools. Local governments seek to exclude high-cost residents and use zoning, and other policies to exclude some potential residents, and attract middle class residents (Markusen, 1978).

Local control to protect class and race privilege invokes democratic values, but in reality it undermines the democratic role of public schools. Schools cannot fix society nor are they responsible for all the problems faced by society. I think the state is responsible for addressing issues of social justice, and the distribution of social goods. In its various forms, the state routinely hides behind the language of democracy and home rule, to avoid making hard and impolitic decisions.

In addition to these external and political factors, other trends contribute to the tendency of schools to reproduce inequalities rather than ameliorate them. Even within a school that serves a somewhat diverse student body, not all students have equal access to all school resources. School desegregation often fails to result in improved educational equality, because schools end up internally segregated with poor students and students of color, disproportionately assigned to less challenging classes, and not prepared for college academically or in terms of their expectations. Teacher expectations and tracking account for a significant part of student performance (Fischer et al, 1996, pp. 158-162). Democratic teachers should acknowledge this tension and attempt to negotiate these dilemmas, as they move towards a professional and equal community model.

### ***Conclusion.***

Knowledge is a centerpiece of formal education (Lambert & McCombs, 1998). Teachers recognize that they have a responsibility to guide learners in their academic development. Teachers should realize that knowledge in the subject helps them to fulfill many of their roles as educators – serving as cultural archivists, contributing to self-fulfilled persons, and developing an informed citizenry (Schon, 1983). Teachers also must recognize that they cannot be the sole source of students' knowledge. The task of educating students is much too extensive and complex for any teacher to fulfill alone, and the universe of academic content is far too vast. Educators must thoughtfully and wisely select from this universe, considering school curricula and professional standards, but ultimately determining on their own, which ideas and experiences merit time, and attention in their classrooms.

Democratic educators should model discussion-leading and communication skills to demonstrate for their students the importance of forging a learning community. Many approaches can be used to create an inclusive learning community, while engaging students to investigate the idea of a democratic classroom. Among them are small and large group discussion, hands-on projects and individual and group presentations. For example, in order to build a trusting classroom atmosphere, educators can use small group discussions and activities to encourage students to talk with one another. Small group discussion is a useful strategy to engage students to open themselves up to others, so as to build a safe and comfortable class atmosphere (Oldenquist, 1996). Dewey (1916/1966) says that a democratic learning community should encompass full and free interactions between community members to develop shared interests and understandings. In an inclusive learning community, students learn how to negotiate with one another and compromise with differences, and build a collective perspective, based on different ideas. In democratic communities of learning teachers and students can better learn through asking the unsettling questions, questioning their assumptions, and not being afraid of crossing the boundaries, while learning together what it means to be human in a democratic society. All the subject matters of humanity constitute knowledge (Goodlad, 1990). Accomplishing this important work requires teachers and students to develop inclusive democratic classroom communities that build on the individual, social and political knowledge of each student and teacher.

## **Caring, nurturing pedagogy.**

### ***Introduction.***

Caring is a vitally important component of any educational institution, especially schools. As Noddings (1992) writes, "To care and be cared for are fundamental human needs. We all need to be cared for by other human beings" (p. 11). Care is a person's natural need from the first second of his/her life: a child is born from his/her mother, taken care of by his/her parents – he/she needs their support in such tasks as making the first step, learning how to talk, and doing the first homework. When the child leaves his/her home and goes to an absolutely new environment - school, he/she needs the support and care of his/her teachers and other people he/she meets in life. The main aim of education should be to produce competent, caring, loving, and lovable people (Noddings, 1984). This aim can be achieved only by caring educators. The term "care" can be conceptualized in many different ways. In this chapter I define an operational meaning of the term "care" and two types of caring – natural and ethical, which are the essential features a teacher should possess.

Young children should feel and know they are cared for. Kohn (1991) believes that schools are an ideal place to nurture children's innate sense of caring and generosity of spirit. He writes:

It is sometimes said that moral concerns and social skills ought to be taught at home. I know of no one in the field of education or child development who disagrees. The problem is that such instruction-along with nurturance and warmth, someone to model altruism, opportunities to practice caring for others, and so

forth-is not to be found in all homes. The school may need to provide what some children will not otherwise get. In any case, there is no conceivable danger in providing these values in both environments. Encouragement from more than one source to develop emphatic relationships is a highly desirable form of redundancy (p. 499).

I will describe many characteristics of a caring educator in this section. Education should aim for these caring characteristics, because (a) it makes life better for the child, (b) it is related to democracy, and (c) it improves learning. Teaching based on an ethic of caring – ethical caring - should be the first aim of teachers, schools and institutions of teacher preparation (Noddings, 1984). In this section I will discuss the most important element of caring, which is stepping out of one's own personal frame of reference into another's. When we care, we consider other's point of view, his/her objective needs, and what he/she expects from us. Our attention and our mental engrossment is on the cared-for, not on ourselves.

### ***The meaning of “caring”.***

The primary aim of every educational institution and of every educational effort must be the maintenance and enhancement of caring. Parents, police, social workers, teachers, preachers, neighbors, coaches, and older siblings must embrace this primary aim (Noddings, 1984, p. 172). Whatever the reason, the teaching profession relies on a generalized use of the terms “care” or “caring” that relegates the terms to the qualities of being kind, concerned, or thoughtful. One dictionary (Soukhanov, 1992) defines “care” as a state of mental sufferings: to care is to be in a burdened state of mind, one of anxiety,

worry, or solicitude about something or someone. Noddings (1984) operationalizes the dictionary definition of caring in these ways. In the everyday affairs of life one cares about certain personal, professional, or public matters, if one has burdens or worries over current or projected states of affairs. In another case, one cares for something or someone, if one has a regard for or inclination toward that something or someone. These definitions fall short in providing an operational definition of care that can inform and guide educators, who are charged, by tradition and the conventions of societal preferences, with the responsibility of being “caring” teachers.

To define “care,” I would refer to the concepts of Mayeroff (1971) and Noddings (2002). Care demands a movement in individual awareness beyond one’s self. The one caring expands his/her consciousness to include the object or individual cared-for. Mayeroff describes how the one-caring comes to know the cared-for and supports what is growth or actualization for her/him. One cares for another when he/she supports his/her development. In other words, Mayeroff (1971) writes:

In caring, the other is primary; the growth of the other is the center of my attention. The teacher’s interest is focused on the student rather than on himself....Only by focusing on the other am I able to be responsive to its needs to grow (p. 29).

Noddings (1984) describes caring as involving receptivity, responsiveness, and relatedness. It calls for due concentration on discourse, concerns, and needs. When repeatedly one enacts a selfless attention to the other, a relationship develops. She explains:

In a relation of caring, the one-caring comes to understand the cared –for’s needs. Apprehending the others’ reality, feeling what he feels as nearly as possible, is the essential part of caring from the view of one-caring. For if I take on the other’s reality as possibility and begin to feel its reality, I feel, also, that I must act accordingly... (p.16)

Zehm and Kottler (1993) describe caring as the ability and willingness to step inside a child’s tennis shoes, to feel what the child is going through, to really know what it is like to be this child (p. 68). Teachers, who can project themselves in this manner in support of students, hold an important advantage over those, who cannot make this connection. Students, who recognize this inability, or feel that teachers are insensitive to their internal states, may disconnect from the relationship.

Steucker and Rutherford (2001) suggest that when students enter the doors of their school they should know that they are entering a special environment: “a place where they will be treated fairly and kindly by all adults they meet” (p. 9). In kind, Bulach (2001) affirms, “Students perceive that teachers care, and this causes them to open up to their teachers. This is the foundation for trust and development. This basic human relationship between teachers and students starts with listening to students and showing them that you care” (p. 2). Caring, by definition, involves feelings.

“Accordingly, there are no rules, no recipe. What is required is willingness, concern and empathy” (Altenbaugh, Engel, & Martin, 1995, p. 160). Teachers, who hold this perspective, and can convey this internal state to the students they serve, set the conditions for a reciprocal response from students.



### *Types of caring.*

A democratic classroom is an appropriate educational arena in which children future citizens, are encouraged to care about others, to question their assumptions, examine their beliefs, and philosophical dimensions of their life experience. Noddings (1984; 2002) identifies two types of caring – natural and ethical.

#### *Natural caring*

Natural caring involves acting out of love or natural inclination, as a mother for her child, or out of the desire to be perceived as “good,” “kind,” or “concerned” by others. We want others to recognize and identify our caring actions. An example of this latter type of natural caring could be catching the hat that was just blown off the head of a stranger in a parking lot. In these instances, there is not a real “relation” between the one-caring and the recipients of the kind act, but the recipients may respond to let us know that our caring has been received. Natural caring involves “wants” and “oughts.” I “want” to do what I, or others, might judge I “ought” to do. We do not hesitate to respond because we love the others, have sufficient regard for them, or their needs are consonant with those of everyday life.

#### *Ethical caring*

Noddings (1992) uses the term “ethical caring” that arises out of an ethical ideal. An “ethical ideal” is composed reflectively from memories of caring and being cared for. Ethical caring is called upon at those times, when the initial “I must” is met by internal resistance. It requires an effort (not needed in natural caring), a choice, and a commitment. When a teacher chooses to stay after school to help a student, who requires

additional instruction, rather than placate the student with the suggestion that his/her need will be met in the next class meeting, the teacher is engaged in ethical caring. It is limited by what we have previously done and by what we are capable of doing. It does not idealize the impossible. It comes into play when natural caring is not possible.

According to Noddings (1984), the human desire to establish and maintain relationships provides the motivation for us to be moral, principled people. By being moral, we are able to maintain the caring relation, and thereby to enhance the ethical ideal of ourselves as one-caring. As an ethic of caring is dependent upon the strength and sensitivity of the ethical ideal, Noddings (1984) suggests that educators need to nurture that ethical ideal in all educational encounters. Noddings (1993) states, “Caring teachers do not want to treat their students by formula, as though who they are, to whom they are related, and what their special projects are do not matter. Teaching, from the perspective of caring, is very much like parenting” (p. 51). This dependency on an ethical ideal places an emphasis upon moral education. Noddings postulates that “the primary aim of all education must be nurturance of the ethical ideal” (1984, p. 6).

### ***Ethic of caring in schools.***

According to theorists and studies (Noddings, 1984; 1992; 1995; Sergiovanni, 1994; Mantley-Bromley, 2004), there are four essential characteristics of caring pedagogy that democratic teachers should practice:

1. Cooperative learning groups can enhance the ethical ideal for caring.
2. Educators should nurture involvement and participation in their classrooms.

3. Positive verbalizations administered by democratic teachers in the classroom improve self-concepts among the students, and
4. The teacher-student relationship that is established in the classroom directly affects students' motivation and achievement in learning.

### *Cooperative learning*

Noddings (1984) states that an ethic of caring can be taught and learned, but to do so requires practice and opportunities for shared caring. She suggests that all students should be involved in caring apprenticeships. One form of caring apprenticeships could be cooperative learning groups. Cooperative learning groups can also enhance the ethical ideal for caring. According to Stockard & Mayberry (1992), cooperative learning is a setting, in which students work with their peers to accomplish a shared goal. While working together on accomplishing the task, children learn how to interact with one another, how to listen to each other, and how to care about each other's ideas, perspectives, values and achievement. Johnson & Johnson (1994) write that, "Cooperative learning does not take place in a vacuum" (p. 26).

Cooperative learning produces greater student achievement than traditional learning methodologies (Slavin, 1984). Slavin found that 63% of the cooperative learning groups analyzed had an increase in achievement. Students, who work individually, must compete against their peers to gain praise or other forms of rewards and reinforcements. In this type of competition many individuals attempt to accomplish a goal with only a few winners. The success of these individuals can mean failures for others. There are more winners in a cooperative team, because all members reap from the success of an

achievement. In a cooperative team students help each other to accomplish the common task, this way they learn how to care about one another. Low achieving students tend to work harder, when grouped with higher achieving students. There is competition among groups in cooperative learning. Some forms of group competition promote cohesiveness among group members and group spirit. Cooperative learning has social benefits, as well as academic. One of the essential elements of cooperative learning is the development of social skills. Students work with classmates, who have different learning skills, cultural background, and attitudes, in other words in heterogeneous groups, which promotes student learning, respect to different personalities and care about their values and perspectives.

Sergiovanni (1994) suggests that the heart of the professional ideal in teaching may well be a commitment to the ethic of caring. The heart of caring in schools is realized through the relationships between teachers, parents, and students that are characterized by nurturance, altruistic love, and kinship like connections. Teachers have a responsibility to nurture themselves and their students. Schools must be about and for students' learning, and the aim of teaching must be to develop in each student the capacity to engage in democratic relationships and actions (Mantle-Bromley, 2004). Noddings (1992; 1995) proposes that it is the responsibility of the teacher to create a caring relationship with the learner, and to facilitate the development of caring attitudes and skills. I agree with Noddings that the education of children should foster more than academic achievement: ideally, it should also contribute to the development of caring people.

*Involvement and participation in the classrooms*

As citizens, educators have both a moral and civic obligation to nurture and participate actively and critically in the dialogues that shape how we live together as a community. Barber (1998) explains: "Citizenship implies a mutuality of consciousness and interests. Citizenship is defined by what may be called 'we' modes of looking at the world" (p. 73). Educators should work together and increase their capacity to bond together in order to see the issues within American society and to be able to find answers for the long-held questions and assumptions. As Apple (1995) proposes, "a democracy is built on faith in the individual and collective capacity of people to create possibilities for solving problems" (p. 57). This means educators have a further responsibility to learn how to listen to words, hear silences, ask clarifying questions, suspend judgments, and propose ideas in order to work together across our differences.

In order to build a caring democratic society, educators should nurture involvement and participation in their classrooms. Calabrese and Barton (1994) contend that, "Democracy is a living concept. It is one that is open to change, open to growth, and open to all people" (p. 3). One of the goals of public schooling in the United States has been teaching about democracy and preparing students to live in a democratic society. Teaching about democracy is more than saluting the flag and singing the national anthem (Calabrese & Barton, 1994). It is encouraging all people to be valued parts of society, become involved in the process, have a voice in what happens, and feel that individuals can make a difference. Also, it is encouraging all people to be caring agents in the society, meaning that all citizens should care about people around (relatives, neighbors,

etc.). It is the teaching of respect for others and their diverse beliefs and working together for the common good.

Dewey (1916) perceived democratic society as one, in which individuals “participate. . . so that each. . . refer[s] his own action to that of others...” (p. 101). Dewey states, “A democracy is more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience” (p. 101). Caring is a fundamental human capacity that needs to manifest itself as a genuine, coherent pattern of behaviors in interpersonal interactions (Iaani, 1996; Noddings, 1992). Democracy requires the interaction and involvement of all for the common good.

*Positive verbalizations improve self-concepts among the students*

Caring is not only about actions, but also about words that educators use to communicate with their students. Communication has many meanings that are simple and complex. Hunt (1987) refers to it as the process of people sending and receiving information. He conceptualizes the communication model as involving a speaker, speech, listeners, and feedback. Morlan and Tuttle (1976) define the process of communication as “the process of creating a meaning through speech” (p. 5). Fiordo (1990) states that there are several types of communication: intrapersonal, interpersonal, public, mediated, organizational, intercultural, and mass. An interpersonal type of communication is most relevant to the type of communication between the teacher and his/her student. The teacher must consider the student, when explaining the lesson to the class. In this light the teacher will gain a better understanding of how to ‘reach’ each student.

Positive verbalizations, administered by democratic teachers in the classroom, improve self-concepts among the students. Books, Byers, and Freeman (1983) report that, “entering prospective teachers believed that improving student self-concept was a more worthy goal than promoting students’ academic achievement or creating a good learning environment” (p. 13). Caring teachers select terminology that includes all students of the classroom to participate equally as active members. Mohr (1998) conducted a study with four second-grade teachers, with an average experience of 15 years, to find common characteristics of a democratic teacher. Mohr found the most common theme throughout her research was the language of community building. These teachers used a preponderance of collaborative terms, such as: we, together, friends, teams, partners, and neighbors. All teachers evidenced elements of community building verbiage at least 76 times. The word “we” was used 480 times, an average of more than 100 times per hour (Mohr, 1998, p. 18). These four second grade teachers did not ask the students in their classrooms if they would like to become successful learners. Rather, the teachers used community building language to ensure that each and every student would become proficient literacy members of the classroom. Teacher feedback is also of paramount importance in encouraging student achievement in the classroom. Parsley and Corcoran (2003) state, “In elementary school, the teacher might frequently give individual students specific, authentic praise, when teachers give this type of praise consistently and persistently, their students begin to believe they have the ability to succeed” (p. 86).

The democratic teacher verbal communicative patterns are essential in developing the student’s self-efficacy in the classroom. Self-efficacy deals directly with how a

student views his/her ability to successfully complete a particular task. McCabe and Margolis (2001) agree with the philosophy of self-efficacy contributing to success by stating “negative beliefs adversely affect their motivation and often become the most powerful obstacle that teachers face in helping those students to become better learners. To reverse these self-defeating beliefs, teachers must understand and directly address students’ self-efficacy doubts” (p. 45).

In order for students to have feelings of success and self-esteem in the process of learning, teachers need to instill and nurture belief and confidence within each student. When a student develops self-efficacy from within, he/she will become more motivated and inspired to improve her skills. The teacher-student relationship that is established in the classroom directly affects students’ motivation and achievement in learning. A caring teacher provides an environment conducive to all students. This type of environment allows each student to feel comfortable engaging in the learning process, without the fear of embarrassment or ridicule. Ford and Grantham (1997) provide results from a study, which indicated that “negative teacher-student relationships decrease teachers’ motivation and expectations, and consequently, students’ motivation and achievement” (p. 213).

### ***Caring and tensions.***

Caring is a vitally important characteristic of a democratic teacher, however there are certain tensions that should be acknowledged by teachers and administration. McLaughlin (1991) explores one student teacher’s tension between the desire to care and the aspiration to control her classroom. McLaughlin chose to study a particular student



teacher, Kerry, because of her clear expression of her attempt to form and sustain relationships with her students. McLaughlin discovered that she manifested caring in three primary ways: being authentic, developing relationships with students, and transforming curriculum to engage students. Kerry found it challenging to enact caring in these ways due to temporal structures, spatial constraints, and social organization inherent in the student teaching process. Kerry lacked the time necessary in the classroom to fulfill her goals for developing relationships with students. The classroom was not hers to arrange, and the desks were far away from each other, preventing students from speaking to each other. Thus, any of her curriculum ideas, involving group work, were impractical in the space. Also, Kerry had to answer to the expectations of both the supervising teacher's goals, as well as schools. McLaughlin (1991) explains, "Acting spontaneously or attempting new activities runs the risk of students' getting out of control, and student teachers are well aware that classroom control is a major facet of their evaluation by others" (p. 191).

McLaughlin concluded that the conflicts between caring and control must be recognized, and student teachers must reflect upon them. McLaughlin (1991) also raises the question of control in the classroom:

Noddings' (1986) idea of fidelity in caring ... emphasizes the 'welfare of the other (p. 497). Fidelity depends on the teachers' control of the spatial /temporal environment and on responses to social structures that shape relationships in the classroom. Ethical caring, the bedrock of fidelity, requires that teachers exert

some control of the spatial/temporal environment and on responses to social structures that shape relationships in the classroom (p. 194).

Student teachers need to establish positive social interactions. McLaughlin sees these interactions as partly a function of their ability to control students in the classroom. He deems control a necessary component to balance caring. “Balanced caring” should be implemented not only in one class, but in a larger setting, such as an entire school or school system.

***Conclusion.***

Phillips and Benner (1994) describe caring teachers in this way:

Good teachers look, act, and talk energetically and with enthusiasm every day. They must have the energy of the hottest volcano. Knowledge of the subject matter is essential in good teaching, as is the ability to have good relationships with students, motivate them and to talk to them one-to-one as human beings. A teacher needs the memory of an elephant, the precision of a calculator, the understanding of a doctor with a patient in pain, the patience of a turtle trying to cross the street at rush hour, and the tenacity of a spider carefully weaving its web. With the right desire and commitment to teaching, anybody can do it (p. 96).

In this colorful description caring characteristics are identified as enthusiasm, energy, content knowledge, ability to motivate, understanding, patience, and desire. It is the student’s perception of these characteristics that validate the experience, and confirm the caring intention to such acts.

An ethic of caring can be taught and learned, but to do so requires practice and opportunities for shared caring. One important purpose of school is to care about the values and ideals of young members of a society, and to help them to learn the values, ideals, and ways of living in that society. It is also a means of helping children to have their own opinions on every single question or problem they face in life and bring changes to the society, if they think changes are needed.

Dewey (1916) believes that democratically educated people are the new goal for education. Tomorrow's citizens must be caring people, effective problem solvers, persons able to make good choices - to create solutions on the spot. For Dewey (1916), all persons can be educated, caring and can be effective problem solvers; they can make their contribution to any area of life as individuals, each possessing a unique and incommensurable angle of vision. Dewey (1916) considers all persons to have something unique to offer other members of the society.

Kohn (2005) defines the pedagogy of caring as "unconditional teaching," which is similar to the unconditional love that a parent might feel for a child. Unconditional teaching means valuing all students, not just the students, who succeed in their study. He writes, "All of us want our students to be successful learners, but a thin line separates valuing excellence (a good thing), from leading students to believe that they matter only to the extent that they meet our standards (not a good thing)" (p. 21).

Noddings (1984) states that group learning can also enhance the ethical ideal for caring. Reflection, sharing, dialogue practice, and modeling are teaching modalities that can be used to teach an ethic of caring. A classroom should be a place, where the values

of caring, critical and creative thinking flow, and where reason and education in democratic procedures is fostered. An example of such a community can serve the Philosophy for Children program, which practices inclusion, equality, caring and respect.

**Lipman's Philosophy for Children as the site for practicing inclusion, equality, caring and respect.**

The Philosophy for Children program, established in the 1970s by Matthew Lipman, was aimed at radically changing education. Its mission was to change the classical approach to the teaching process, which emphasizes the role of the teacher and is based on knowledge transfer, into the approach where child is at the center of the learning process and acquires and constructs knowledge by methods of discovery and experiment. The approach the Philosophy for Children program used was designed to help children think in an autonomous, critical, and reasonable way, taking into account the needs and interests of all actors, especially the child him/herself (Lipman, Sharp and Oscanyan, 1980; Splitter and Sharp, 1995). The goal of the program was to “improve children’s reasoning abilities and judgment by having them thinking about thinking as they discuss concepts of importance to them” (Lipman, 1981, p. 37). This program aimed to teach children to think for themselves and make informed choices (Lipman *et al.*, 1980; Lipman, 1981, 2003).

Montclair State University is the international headquarters of the Institute for the Advancement of Philosophy for Children (IAPC), with over 100 affiliate centers around the world. Established in 1974, IAPC has been working with school children—from pre-school to high school -- pursuing three main goals:

1. Inquiry into Educational Philosophy: the Institute conducts sponsors and advises theoretical scholarship and empirical research in teaching pre-college philosophy, and in educational philosophy, defined as the use of philosophy for obtaining educational objectives including multi-dimensional thinking, social inquiry, collective self-governance, emotional sensibility, and moral and aesthetic judgment.
2. Philosophy for Children Programming: the Institute provides systematic curriculum materials in Philosophy for Children, and offers a number of forums of teacher preparation in the use of this curriculum, with emphasis on the pedagogy of the Community of Inquiry.
3. Educational Reform: the Institute contributes to initiatives of educational reform consistent with the educational commitments specified above. (<http://cehs.montclair.edu/academic/iapc/about.shtml>)

In order to engage young people in philosophical inquiry, IAPC provides curriculum materials to the educators, administrators, faculty, and students of education, philosophy, and related disciplines. Members of the IAPC also prepare teachers for the classroom community of inquiry, and conduct “philosophical and empirical research in teaching pre-college philosophy and the uses of philosophy for educational objectives including critical and creative thinking, social democracy and ethical judgment.”

<http://cehs.montclair.edu/academic/iapc/about.shtml>

The Philosophy for Children text books and curriculum have been translated into different languages in more than 30 countries, including China, Russia, Brazil, Bulgaria, Australia, and Ukraine.

Maughn: I suspect that P4C's emphasis on meaning, experience and judgment is one reason that parents and teachers haven't been afraid of it—because they don't think of it as 'Teaching Children Plato'—but then that's the same reason that philosophers haven't been enthusiastic about it, until recently. I think it's significant that the way we practice philosophy with children—with self-examination, a certain ethics of dialogue, communal caring, and a focus on how to live—is in some ways a return to the philosophical practices of some of the ancient schools.

Megan: Actually, a number of educational theorists, like Noddings (2005), Nussbaum (1997 and 2010), Rose (2009) and Sternberg (2003), have been drawing attention to the moral and political danger of education that aims exclusively at socio-economic advancement, and not also at living well, or wisdom. A student might be very successful in terms of getting the disciplinary knowledge, the intellectual, social and technological skills, and the cultural capital she needs to compete in the economic market, without having considered whether her life has any meaning or purpose beyond that, and without knowing how to cultivate personal or collective wellbeing. In fact, Sternberg (2003, p. 163) and Nussbaum (2010, pp. 73–76) have recommended Philosophy for Children precisely because it prioritizes critical, emotional, political and ethical know-how

over getting ahead. Of course, that distinction goes back to Socrates” (Gregory, 2011, pp. 201-202).

Since its inception in 1970, the Philosophy for Children program has employed a pedagogy called Community of Inquiry (COI), which has its roots in Socrates. The founder of Philosophy for Children, Lipman (2003), introduces COI as an alternative to participative learning in a shared activity. The main goal of the COI is to construct meaning, build concepts, and reach communal agreement through argumentation (Lipman, 2003). Lipman (1981, 2003) characterizes learning and development as dynamic processes in dialectical relationship. A COI is the social and educational context that leads to questioning, reasoning, connecting, deliberating, challenging, and developing problem-solving techniques (Lipman, 2003; Sharp, 2004; Splitter, 1991).

According to Haynes (2002), the routine process of the COI in a classroom comprises the following stages:

1. Relaxation exercises, agree upon rules of interaction.
2. Sharing of stimulus to prompt inquiry.
3. A pause for thought.
4. Questioning - the pupils think of interesting or puzzling questions.
5. Connections - making links between the questions.
6. Choosing a question to begin an inquiry.
7. Building on each other's ideas - during which the teacher has to strike a balance between encouraging the children to follow up on each other's ideas and expand on related lines of inquiry.

8. Recording the discussion - e.g. by graphic mapping.

9. Review and closure - summarizing, reflecting on the process itself, examining whether minds were changed.

As Haynes (2002) points out, the process of inquiry in a classroom promotes independent thinking and includes all participants into the inquiry process. Following the inquiry procedure step-by-step, students get involved in interaction with each other and engaged in discussion, fostering inclusive dialogue. By becoming engaged in a philosophical dialogue, children are not merely having a regular conversation, but rather an inquiry which motivates them to search for truth (Gardner, 1995). Reed (1999) provided a detailed description:

A COI does not view the talk students have with one another as a debate. Students are not trying to score points against each other, and they are not trying to demolish each other. Rather they are working together to discover some truth, make sense of something that was previously confused, and find something to which they can give their assent. Stated another way, rather than trying to convince each other of the truth of their positions, they are trying to convince themselves. They are trying to discover through dialogue with each other, whether their positions are worthy of assent. We are not debating with one another; we are inquiring together (p. 87).

The COI can take effect when students are working in groups. Their interactions allow them to achieve thought processes that they cannot achieve while in isolation.

Noddings (1984) and Sharp (2004) state that group learning can enhance the ethical ideal



for caring and respect. Consequently, Noddings (1984) looks at the dialogue as the process of caring, which comprises the ability to listen, respect, and accommodate difference. Sharp (2004) goes on arguing that the process of acquiring knowledge is “the growth in our capacity to care,” and that “(w)hat we care about reveals to others and to ourselves what really matters to us” (p.10). As Sharp (2004) notes, caring thought is the basis of community of inquiry, as it “calls forth [children’s] care: their care for the tools of inquiry, their care for the problems they deem worthy to be inquired into, their care for the form of the dialogue, and their care for each other as they proceed in the inquiry itself.” Children with very little facilitation in inquiry, have the ability to care for the process of dialogue (with purpose of finding truth), which is different from a regular conversation. As Davey (2005) asserts, “in order to participate in the dialogue it is necessary for the members to be fully engaged because they must care for the outcome of the dialogue and most importantly they must care for the process of philosophical inquiry” (p. 34).

The link between school learning and development is typically a linear approach. It is a common believe that it is foolish to teach students beyond their developmental level; they simply are not be able to comprehend what they are supposed to be learning. Vygotsky (1978) argues that by reversing this belief, and teaching students “in a way that challenges their developmental levels, one increases their development” (p. 49). Having argued that it is beneficial to teach beyond a student’s developmental level, Vygotsky encourages social, interactive learning, because of the imitation that often results. For Vygotsky (1978), imitation is a very powerful part of the learning process. He writes:

“Children can imitate a variety of actions that go well beyond the limits of their own capabilities. Using imitation, children are capable of doing much more in collective activity or under the guidance of adults” (p. 88). The imitation, that often takes place when students work with adults causes them to act *as if* they are at a higher developmental level than they actually are. This acting functions as developmental training and provides students with an example of higher-level thinking.

Vygotsky’s theory on how students progress developmentally through interactions with their peers, and Lipman’s Community of Inquiry, are further discussed below.

### **Community of Inquiry as Vygotsky’s Zone of Proximal Development.**

A COI is the social and educational context that leads to “questioning, reasoning, connecting, deliberating, challenging, and developing problem-solving techniques,” as described by Lipman (2003). Lipman (2003) gives the following characteristics of the Community of Inquiry:

Education is the outcome of participation in a teacher-guided Community of Inquiry, 2) teachers stir students to think about the world when teachers reveal knowledge to be ambiguous, equivocal and mysterious, 3) knowledge disciplines are overlapping and therefore problematic, 4) teachers are ready to concede fallibility, 5) students are expected to be reflective and increasingly reasonable and judicious and 6) the educational process is not information acquisition but a gasp of relationships among disciplines (pp. 18-19).

The Community of Inquiry demonstrates an example of Vygotsky’s “Zone of Proximal Development.” According to Vygotsky (1978), the art of teaching is to direct

and control student activity. The teacher is an organizer of the teaching environment; s/he regulates and controls the interaction between the child and the environment. The social environment is the true lever of educational process, and the role of the teacher is to regulate this lever. He writes: “Psychological law claims: to attract your child to any kind of activity, first you should make him interested in this activity; take care to prepare him for this activity, make sure the child has strengths to take part in this activity, the only teacher’s task is to control and direct his/her activity and power” (p. 118). The child is the subject of his/her own activity and the teacher has more opportunities inside the social environment.

Known as the “Zone of Proximal Development” (ZPD), Vygotsky’s (1978) theory states that through cooperative learning students can increase the rate of their development. A child’s full development during the ZPD requires full social interaction. The ZPD is interconnected with educational thought; it is about “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 86).

Vygotsky encourages group work for social and democratic benefits. He argues that group work is not only beneficial, but also necessary. He gives the following example: Suppose a teacher observes two children upon entrance into school, both of whom are ten years old chronologically and eight years old in terms of mental development. Can one say they are the same age mentally? Yes. What does this mean? It means that they can independently deal with tasks up to the degree of difficulty that has

been standardized for the eight-year-old level. If one were to stop at this point, one would imagine that the subsequent course of mental development and of school learning for these children would be the same, based on their intellectual age. Now imagine that the teacher does not terminate his/her study at this point, but only begins it. At first glance, these children seem to be capable of handling problems up to an eight-year-old's level, but not beyond that. Suppose that the teacher shows them various ways of dealing with the problem. Different experiments might employ different modes of demonstration of different cases: some might run through an entire demonstration and ask the children to repeat it; others might initiate the solution and ask the child to finish it, or offer leading questions. In short, some way or another, the teacher proposes that the children solve the problem with his/her assistance. Under these circumstances it turns out that the first child can deal with problems up to a twelve-year-old's level, the second up to a nine-year-old's. Now we can ask, are these children mentally the same?

Vygotsky's basic principle is based on the special role of a child's independent activity in the process of learning. Vygotsky (1978) writes that the child's personal experience should be the basic ground for pedagogical work. In other words, from the psychological point of view it is impossible to educate another person. The child, herself, educates herself. Education should not educate the child, but help her to educate herself. From the other side, the child's experience depends upon her social environment. The teacher cannot directly influence the child, but through the social environment that she creates, she can. Education is only possible through the child's personal experience, which completely depends upon the social conditions in which the child lives. The

teacher's role is to direct and control the child's activity. In other words teachers can purposefully educate the child if only cooperating with her. The teacher has to cooperate with the child's environment, and deal with her desires, and interests.

Vygotsky's theory (1978) characterizes learning and development as dynamic processes in a dialectical relationship. Vygotskian scholar, Lipman (2003), introduces a COI as an alternative to participative learning in a shared activity. The main goal of the COI is to construct meaning, build concepts and reach communal agreement through argumentation (Lipman, 2003). The educational implications of Vygotsky's concept of the zone of proximal development, (the distance between actual and possible development), on the community of learners, can be seen as learners try to complete a common task under guidance of someone with greater expertise. Vygotsky's theory can take effect when students are working in groups. Their interactions allow them to achieve thought processes that they cannot achieve while in isolation. Essentially, Vygotsky argues that the capabilities of the young mind are unlocked through their communication with peers, whether of higher or lower ability.

How does the ZPD work groups? To answer this query, Vygotsky's theories must be recalled. Vygotsky (1978) writes: "It is clear that the process of maturation prepares and makes possible a specific process of learning. The learning process then stimulates and pushes forward the maturation process" (p. 81). Vygotsky notes many teachers believe that through classical instruction (memorization of facts and figures, names and dates) hones all parts of the brain. Thus, a student who pays attention in Latin would have an easier time paying attention to mathematical formulas. He writes: "Teachers believed

... that any improvement in any specific ability results in a general improvement in all abilities” (p. 82). Vygotsky continues, “Learning is more than the acquisition of the ability to think; it is the acquisition of many specialized abilities for thinking about variety of things” (p. 83). Vygotsky believes that “learning and development are interrelated from the child’s very first day of life” (p. 84): learning and development do not stop their connectedness after the early stages of life. Vygotsky writes:

Others assume that the difference between preschool and school learning consists of non-systematic learning in one class and systematic learning in the other. But “systematicness” is not the only issue; there is also the fact that school learning introduces something fundamentally new into the child’s development (p.84).

Vygotsky’s theory becomes ultimately more powerful if, as he argues, there are connections between learning and development. If certain styles of teaching elicit more mental development, then the students will become more capable of thinking in new ways.

#### **P4C criticism.**

According to Gregory (2011):

The programme has attracted overlapping and conflicting criticism from religious and social conservatives who don’t want children to question traditional values, from educational psychologists who believe certain kinds of thinking are beyond children of certain ages, from philosophers who define their discipline as theoretical and exegetical, from critical theorists who see the programme as

politically compliant, and from postmodernists who see it as scientistic and imperialist (p. 199).

Long (2011) continues:

There are those who hold that anyone can do philosophy and others who suggest that only experts can do it, and this issue tends to prevent large numbers of teachers from engaging with it in their classrooms. The ‘non-expert’ view holds that philosophy is open to everyone and significant at every time of life. The ‘expert’ view is that a certain preparation is necessary before children can be allowed to trespass onto philosophy’s territory (p. 599).

There are scholars that believe that Philosophy for Children is not appropriate for those children not prepared for the rigors of analyzing complex ideas. For example, John Wilson and John White, address the issues of the appropriateness of P4C (Wilson, 1989; White, 2001). “While Wilson notes that children may enjoy questioning and discussions and find the whole process invigorating and educational, he doubts whether enthusiasm alone is sufficient to warrant calling this activity ‘philosophy’” (Long, pp. 600-601). According to White, ‘philosophical thinking is only one kind of thinking, so it does not follow that if children are to be encouraged to think, they must be involved in philosophizing’ (White, 2001, p. 22).

In these debates children are presented as standing at the borders of philosophy, almost at the gates, and it might be interesting to wonder whether the issue of borders not only forms a metaphor for such debates but also represents the principle role of philosophy to these writers. Although children are considered

appropriate benefactors of philosophy by proponents of the P4C movement, the fact that the issue of appropriateness surfaces constantly in debate means that the ‘how’ question is constantly invaded by the ‘whether’ question (Long, p. 601).

The founder of the Philosophy for Children program, Matthew Lipman, in his justification letter to the American National Science Foundation, wrote that the program would serve to improve logical and problem-solving skills (Lipman, 1994). “From this perspective philosophy appears to be guarded already by logical competence. However, to think of philosophy as a reflective art, a kind of *techne* means that it needs to be flexible to the ironic demand of every *techne*, namely, that proficiency is only a regulatory ideal operating through the process and that such proficiency is not to be expected at the beginning. If the craft of becoming logically proficient replicates the structures of an art, then proficiency is not marked at the beginning of the process” (Long, p. 601). Plato’s view regarding philosophy was similar; he argued in the *Laws* that philosophical engagement requires preparation. Aristotle, in his *Ethics*, claims that any student, who wishes to begin the study of ethics, should have experience in making moral judgments and decisions (*Nicomachean Ethics*, I.3, 1095a, 5).

Another criticism of Philosophy for Children is that some parents do not wish for their children to question set norms and dogmas. The following excerpt from the dialogue in Gregory’s article “Philosophy for Children and its Critics” (2011) is a good illustration of the above statement:



Ann: We've even been accused of 'corrupting the youth'. I remember the bumper-stickers that one mid-western school district had printed up, saying 'Get Harry Stottlemeier out of our schools!'

Joe: They were afraid it would inoculate their children against their own indoctrination. It's like a parent once said to me, 'No one should talk to my children about right and wrong, or about death, but me'. Some parents and educators don't trust children to be 'the guardians of their own virtue', as you and Mat wrote (Lipman and Sharp, 1980, p. 181)." "That some parents don't want their children to question, or even to think critically about the religious or political beliefs the parents teach them. They believe in their own exclusive right to shape their children's beliefs" (p. 201-202).

An additional criticism of the Philosophy for Children program is its lack of multiculturalism. As one of the dialogue participants in "Philosophy for Children and Its Critics" (Gregory, 2011) says, "... many people have pointed out the lack in the IAPC curriculum of ideas from continental or Asian philosophy, and all the American colloquialisms and cultural norms portrayed in the novels—which, after all, were written for US schools. I believe P4C has to work harder to incorporate more philosophical traditions, especially non-Western traditions; otherwise all the talk about broadening our perspectives and being open to challenge are empty platitudes" (p. 211).

It should be mentioned, however, that Philosophy for Children literature has been translated to many languages, including Chinese, Russian, Brazilian, Bulgarian, Australian, Ukrainian, and many others.

Maughn: There have been many, very successful cultural adaptations of the novels. And people from many different parts of the world have adapted the programme to blend with local methods, have written new curriculum that draws on local cultural themes or incorporates regional children's literature, and have brought the work of a wide range of philosophers to bear on P4C practice. The early emphasis on critical thinking has been transformed by theorists who see the community of philosophical inquiry as a political laboratory, a method of wisdom training, an operational application of social learning theory, a means of raising philosophical questions across the school subjects, a method of religious exegesis and education, and even a contemplative or spiritual practice. I'd say the programme has had little chance of being culturally or theoretically insulated (p. 211-212).

Responding to the primary Philosophy for Children goals, to help children think in autonomous, critical, and reasonable ways, taking into account the needs and interests of all actors, especially the children themselves (see Lipman, Sharp and Oscanyan, 1980; Splitter and Sharp, 1995), N. Vansieleghem (2011) writes:

It is to realize this that the practice of the 'community of inquiry' is introduced, an approach involving an environment where critical thinking and dialogue can be practiced. In consequence, Philosophy for Children should not be seen as a domain of knowledge, but rather as a package of practices and techniques designed to facilitate the attainment of knowledge and to enable participants to take decisions autonomously (p. 19).

In her critical feedback about the P4C program focus on dialogue and thinking, Vansieleghem (2011) states:

My fear is that the current consensus over the idea of Philosophy for Children excludes other ways of thinking about education and democracy. My suspicion is that the activity of thinking and dialogue as it is conceived by Philosophy for Children cannot be a basis for democracy and freedom simply because it is determined in advance by a specific kind of thinking and acting in accordance with roles that we are expected to fulfill: namely, being autonomous, critical, creative and communicative citizens. Other possibilities are excluded. It is on the strength of these considerations that I surmise that Philosophy for Children has a political agenda and functions as a vehicle to develop that agenda as well (p. 20).

Responding to Lipman's statement that Philosophy for Children is a form of higher-order thinking and an initiation into democratic and free life (Lipman, Sharp and Oscanyan, 1980), Vansieleghem (2011) writes:

Critical thinking and autonomy in an environment open to new ideas, dialogue and responsibility are taken to be the 'necessary' conditions for democracy. This means, in other words, that logic, dialogue and critical thinking are the 'only' organizing principles of democracy and freedom. It is on the basis of these considerations that we can conclude that democracy, as stated above, is a rational construction, and it is out of that construction that we make sense of and justify what we do with our lives. In this sense, Philosophy for Children cannot be seen as an experience of freedom because every act, every thinking process is

determined by a future goal— namely creating autonomous, self-reflective citizens (cf. Arendt, 1977) (p. 25).

Defining the difference between Philosophy for Children and traditional education, Vansieleghem states that in traditional education, “knowledge characterized by comprehension or understanding...[is] replaced by one of personal construction.”

Finally, Vansieleghem makes the claim that:

Assuming that there is no method for thinking, we can only interpret philosophy for children as a gift, as something exceptional, as something extraordinary. In this condition, Philosophy for Children has no aims to appropriate, no goals, no rules, no pre-conceived ideas. It can only be interpreted as a space between, as something strange that appears to us and that we do not know how to deal with. It is in this moment of ignorance-which, amongst children, often causes agitation- that the experience of thinking or withdrawal from us can occur. The wind ‘gives’ us a new-born child, raising in us the question of whether we want to ‘accept’ the philosophy it may bring (p. 33).

In response to Vansieleghem's criticism, I want to argue that the sort of critical thinking encouraged by philosophy for children supports rather than destroys dialogue. According to Bakhtin (1987) one main characteristic of dialogue is a responsiveness that does not end. We respond through thinking, speaking and writing to what others say or write to us.

Dialogue undertaken in Philosophy for Children would be only one instance of never-ending responsiveness. Therefore, Philosophy for Children through the Community

of Inquiry makes a valuable contribution to dialogue. It promotes openness, responsiveness and meaningful dialogue about questions that matter to the children themselves. The distinctive characteristic of a meaningful dialogue is the ability of participants to question, recognize similarities and differences in their opinions. These are the characteristics of critical thinking.

Thus, Philosophy for Children through the Community of Inquiry promotes critical thinking. Community of Inquiry, where the participants share different beliefs and thoughts, teaches to accommodate the differences instead of placing importance on common interests. It teaches participants to continue the dialogue despite the differences in their values and beliefs. In these cases, the participants are learning that the beliefs and values of others must be given equal respect and attention.

Community of Inquiry permits inclusion, equality, and respect to be practiced through dialogue. It prepares participants for inclusion, to value and accept different points of view, and become respectful of differences and diversity.

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## Chapter 5

### Research Methodology and Data Analysis

“Researchers conduct case studies in order to describe, explain or evaluate particular social phenomena” (Gall, Gall & Borg, 2005, p. 306).

This case study examines the perceptions of the effectiveness of the partnership between MSU and KSPU in the light of the project goals. The partnership focused on three primary goals that assisted KSPU in the development of its faculty and curriculum in the discipline of education, and encouraged critical thinking in the classrooms as a means to develop and promote democratic practices. The project was aimed at: 1. assisting KSPU faculty development in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum; 2. adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum, and 3. preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for children Center at KSPU (notes from the proposal for a partnership between MSU and KSPU). According to Crossley and Vulliamy (1997), historical research is not necessarily aimed to test preconceived or inappropriate frames of reference; rather, it generates theories and hypotheses from the data that emerges.

In my rather explorative than evaluative research, I rely on methodological procedures that suit best my study and help to uncover different potentials, and barriers of this partnership through an exploration of participant perceptions (Erickson, 1986) and

documents, describing in details the MSU/KSPU partnership project. This study is not concerned with analysis of the partnership's effectiveness, success or failure, instead, this research describes the international partnership through the participants' perceptions. This study attempts to add knowledge about international partnerships' challenges and achievements, which can be the practical recommendations for people, who are currently involved or plan to develop a partnership with a foreign educational establishment.

This chapter discusses the theoretical rationale for using qualitative case study methodology, followed by an explanation of the research techniques and procedures used in this study.

### **Theoretical rationale for qualitative methods.**

#### ***Why qualitative research?***

A qualitative approach was chosen for this study as the best suited to this type of research. According to Willis (2007), qualitative research is aimed at an in-depth understanding of a particular context (p. 189). Merriam (1998) also outlines that a qualitative research is employed to gain an in-depth understanding of the situation and meaning for those involved. The interest is in the process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation" (p. 19). Since this partnership project involved many participants, it was important to understand their perspectives in order to learn more about the context of this relationship project, factors that could only be explored through a person's life experience and perceptions. There are three main characteristics of qualitative research, according to Willis (2007), Merriam (1998), Creswell (1998), and Gall, Gall, & Borg (2003):

- 1) Qualitative research emphasizes the importance of participant perceptions and perspectives, like this research relied on the partnership participant opinions about the project and the documents written by the participants.
- 2) Qualitative research studies an event that occurred in a naturalistic setting, like the partnership in this research.
- 3) Qualitative research evolves new theories and directions for new research, like this research after the data collection showed the necessity for new studies to emerge.

### ***Why case study?***

According to Merriam (1998), in order to study educational innovations, to evaluate educational programs, and to inform the public about its findings, it would be useful to use a case study (p. 41). “Educational processes, problems, and programs can be examined to bring about understanding that in turn can affect and perhaps even improve practice” (Merriam, 1998, p. 41). According to Tellis (1997), case studies have multiple data collection methods, such as interviews, observation, surveys, focus groups and document review. This method is known as a triangulated research strategy. Yin (2003) outlines that case studies are used mostly in descriptive and exploratory research, which studies the uniqueness and commonality of the phenomenon. Case study always involves personal interactions, which gives the researcher the opportunity to revise descriptions, interpret and reflect the findings in order to better understand the meanings of the event within the broader context (Stake, 2005).



This descriptive study examined the international partnership between two universities in order to make recommendations for current practices how to improve and maintain their partnership projects. These recommendations will aid university administrators and faculty, while fostering new affiliations with foreign educational establishments. This study adds to the body of knowledge regarding collaborations between American and Ukrainian Universities, examining the perception of the participants. This is significant in part, because partnership approaches can be replicated, and both successes and failures provide for future efforts. This case study, focusing on the collaboration aimed at democratic reform in the Ukraine, will contribute to a better understanding of democratic processes overall, as well as how to take further steps toward real and effective democracy. This study had multiple data collection methods, such as interviews, surveys, and document review. This partnership project involved personal interactions with its participants, revised the data and presented the findings to the public.

***Qualitative case study.***

According to Stake (1995), qualitative case study research aims at “understanding of the complex interrelationships” (p. 37) within the particular phenomenon. As Stake (1995) explains the qualitative case study puts the main emphasis on understanding a particular case, on getting to know its contents and uniqueness (pp. 8-9). This case study examined the achievements, perceptions, and challenges of the partnership between MSU and KSPU, within the context of the partnership goals to better understand the contents and uniqueness of the phenomenon. This case study looked inside the MSU/KSPU

partnership and studied its accomplishments and challenges, based on the qualitative analysis of partnership documents, published papers, conference proceedings and surveys completed by the participants.

Erickson outlines that qualitative research is based on interpretation (1986), which includes interpretation of different realities, and often “contradictory views of what is happening” (Stake, p.12, 1995). This description is well suited to this research and its research questions, which put one of the main emphases on the participant perceptions. Therefore, in order to explore and analyze all perspectives and perceptions of the partnership participants, qualitative case study was used.

According to Weiss (1994), the most useful method to explore and “learn about places we have not been and could not go and about settings, in which we have not lived..,” would be qualitative interviews and surveys (p. 1). Qualitative research attempts to study “the peculiarity and complexity of a single case” (Stake, 1995). Qualitative surveys and interviews used in this research allowed me to incorporate diverse perceptions and perspectives in the description of the event. The data received from the interviews and surveys used in this study allowed me to describe and interpret the insights of the MSU/KSPU partnership.

Qualitative research is a dominating type of research in educational field (Yin, 1994). Qualitative case studies are prevalent in educational research. “In Interpretive Qualitative Case Study, using the rich and thick description obtained, the researcher interprets and attempts to theories about the phenomenon. For example, when studying how a child understands addition and subtraction, the researcher does not only describe

what was observed, but may also develop a continuum or sequence of steps taken by the child when doing subtraction” (Merriam, 1998, p. 17). According to Sanders (1981), a qualitative case study is aimed at understanding events and programs and at discovering their context. Therefore, qualitative interpretive researchers seek to understand the situation in its depth; they are interested in discovery, rather than confirmation (Merriam, 1998). Wolcott (1992) supports this idea by defining a qualitative case study as an interpretation and analysis of a situation. This approach is best suited for this research, which was aimed at understanding and interpretation of partnership achievements and challenges, as well as participant perceptions of the project goals. This qualitative interpretive case study concentrated on and took a view of how a particular group - members of the partnership, deals with specific goals. Therefore, I interacted with the participants both through surveys and personal interviews to discover the participant perceptions of the partnership and its goals, accomplishments and challenges.

There were two main participants in this research, the Ukrainian and the American universities. In this study the American university is presented as a democracy promotion donor, and the Ukrainian university as the democracy promotion recipient.

As it was mentioned before, this dissertation is primarily descriptive and explorative, not evaluative. This research did not attempt to analyze the success or failure of the partnership project between the United States and the Ukraine; rather, it explored and described the participant perceptions of this project, its achievements, and challenges.

### **Researcher positionality.**

In this section I will define where I stand as a researcher. Since I was born and educated in the Ukraine, I had a personal interest in this case study. My personal experience that I have with the Ukrainian educational system allows me to make the following conclusion: Ukrainian schooling needs some constructive and qualitative changes, it needs to adopt progressive ideologies in order to provide young citizens the opportunity to think more broadly, so they can make better life choices, and prepare themselves for a peaceful co-existence with different nationalities, while at the same time stand up for their opinions and beliefs without condemning other cultural, religious, or political views.

Classrooms must become model democratic environments, where students learn skills that can be transferred to life in the larger society. I think this is possible only in a society, where basic constitutional rights are respected, where people have access to learning, equal status, are treated with respect, and have the opportunity to learn and practice democratic skills. These are the characteristics of a democratic society (Apple & Beane, 1995; Beyer, 1996; Cunat, 1996; Roche, 1996; Sorensen, 1996).

My strong belief is that teachers are responsible for the future of democracy, because they model democracy through the structure of their classrooms. This has the potential to mold a future democratic structure for society. Therefore, this case study is my personal contribution as a former and future teacher. It examines a partnership with goals that support the personal and professional engagement of teachers and their students in the process of progressive educational reform.

### **Methods and data collection.**

According to Merriam (1998), data is nothing more than ordinary bits and pieces of information found in the environment. There are three ways to collect data in a qualitative case study: interviews, surveys or questionnaires, observing, and analyzing documents. It is quite common that researchers employ only one or two instruments (Merriam, 1998, p. 134). Surveys, interviews and documentations were the main instruments used for this study. All data collection sources were interrelated with one another and served one common goal – to explore in depth the phenomenon being studied. According to Patton (2002), the main instrument of qualitative data collection is the researcher. Consequently, my initial investigation of the partnership participants began from the MSU/KSPU Partnership Project Director, who provided me with all the names and contact information.

### ***Procedures for Data Collection***

The above methodological and conceptual framework guided the study, in which I examine the following research question:

What were the participant perceptions of the goals, achievements, and challenges of the partnership between MSU and KSPU?

- a) What were the participant perceptions of this partnership and its goals?
- b) What were the actual accomplishments of the partnership?
- c) What challenges did the participants face in implementing the project goals?

Before starting this study, I integrated a number of assumptions into the design and implementation of this research, which should be recognized to ensure the trustworthiness of this study.

#### *Basic Assumptions*

The following assumptions were made at the beginning of this study:

1. It was assumed that partnerships have significant academic and social value for its members, in this case American and Ukrainian universities.
2. It was assumed that all participants answer the survey questions truthfully and elaborate when needed.
3. It was assumed that the data management and analysis would be accurate and unbiased.

#### *Preconceptions*

The fundamental preconception at the beginning of this study was that a historical case study is valuable, because it offers concrete and detailed information about a sequence of events.

1. Preconceptions about historical documents.

It was preconceived that historical documents are among the most reliable indicators of past events.

2. Preconceptions about the use of open-ended structured interview and survey questions.

It was preconceived that participant perceptions were an important indicator of the significance of the events. This assumes that participants in historical events were willing to share their perceptions and elaborate on their experience, when responding to open-

ended questions. It also required that a researcher was able to analyze complex reports of perceptions and identify significant themes and findings.

### *Projected Findings*

Detailed responses to the following research question were expected: what were the achievements, perceptions, and challenges of the partnership between MSU and KSPU in light of the goals of the project?

It was expected that the results of the data analysis would offer significant information relevant to the research question. It was expected this study would show that partnerships between universities are seen as important to the participants, facilitate progressive changes in curriculum, and improve faculty knowledge and skills. This can lead to adopting more effective methods of teaching and more successful academic and career experiences for students.

I had a personal goal to improve my knowledge about democratic teaching in education and learn more about the effectiveness of democratic teaching strategies. This knowledge will be passed along to the community, including educators and administrators in both Ukraine and United States. This dissertation will be translated into Ukrainian with the goal that it will help the Ukrainian community broaden their knowledge about democratic education and motivate them to take practical steps toward democratization of their classrooms and curriculum.

In order to start my research I had to obtain the approval from the Institutional Review Board (IRB). After I received the IRB approval for data collection, I made initial contact via e-mail with the individuals involved in the partnership. This began a string of

e-mails with the Ukrainian and American teams. The informed consent forms (Appendix C) were sent via e-mail to all participants. I contacted nineteen people, and received ten positive responses. Four of the rest nine people chose not to participate in my study and five people never replied. Follow up e-mails were sent to this group of participants, but no responses were received back. Furthermore, I used a snowball sampling by asking participants if they knew other individuals, who could provide insight into the partnership.

Snowball sampling is a recruitment technique in which research participants are asked to assist researchers in identifying other potential subjects. If the topic of the research is not sensitive or personal, it may be appropriate for subjects to provide researchers with names of people who might be interested in participation. If the topic is sensitive or personal, such as the fact that someone was adopted, care should be taken so that potential subjects' privacy is not violated. In this case, subjects assisting with recruiting could provide information about the research to potential subjects, rather than giving the researcher names of potential subjects.

<https://www.citiprogram.org/members/learnersII/moduletext.asp?strKeyID=4B9F2123-8E82-4809-8FC4-CEBEEB416FF8-10772865&module=505>

It took them less than a month to find six other participants' contact information, who were willing to answer the surveys questions. This resulted in six additional participants. Eventually, I was able to get sixteen agreements from the sixteen partnership



participants. It is also important to note that many individuals involved in the project left the universities and even countries, so I was unable to find them.

Once I had the participants' list, Survey #1 was sent to these participants. Upon completion of the first survey, Survey #2 was sent to them. Several participants from MSU asked to have an interview instead of surveys. Once the researcher completed the amendment form for the IRB and received their approval, interviews were scheduled. Surveys and interviews occurred only once per individual; on occasion I followed up with questions through e-mail correspondence. Structured interviews were used to ensure that all the participants were in the same condition and the same areas were addressed with each participant.

### *Surveys.*

The primary data was collected from on-line surveys with the partnership participants from the Ukrainian and American teams. Surveys provided rich data that reflected the experiences of the participants. In researching this thesis, primary informants were drawn from the main participants from both universities, who then were asked to help find other participants in the partnership. The surveys were sent to the informants via e-mail. There were two main surveys in this research:

#### Survey #1

1. The project aimed to assist faculty in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative, and independent thinking skills in

students. What were your perceptions? How do you evaluate the achievement of this goal? What challenges did you face?

2. The project focused on adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum. What were the achievements with regard to this task? What are your perceptions? What were the significant challenges?

3. The partnership focused on preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU. What were your perceptions? How do you evaluate the achievements of this goal? Which challenges did you face?

#### Survey #2

1. How would you describe the partnership between the universities?
2. Why did your University decide to participate in the project?
3. Why do you think the partnership between the universities was worked [or did not work]? What are the major contributing factors to success [or lack of success]?
4. What do you see as significant benefits and rewards of partnership between the two universities?
5. What were the significant challenges and roadblocks for sustaining the partnership between the universities?

Since there were English, Russian and Ukrainian speaking participants in the research, the surveys were written in both languages, in order to make the process of sharing the information for the participants as convenient as possible. Responses written

in Russian and Ukrainian were translated as precisely as possible by the researcher, who fluently writes and speaks Russian and Ukrainian.

### ***Interviews.***

According to Frey and Oishi (1995, p. 1), an interview is "a purposeful conversation in which one person asks prepared questions (interviewer) and another answers them (respondent)". Kvale (1983, p. 174) defines the qualitative research interview as "an interview, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena". In other words, an interview is an important way to gain information on a particular topic or event. According to Jensen and Jankowski (1991), in most cases interviews can provoke further research using other methodologies, such as observation and experiments (p. 101). As Sewell outlines, there are many advantages of a qualitative interview. Among them are the following:

- Interview allows the participant to describe what is meaningful or important to him or her using his or her own words rather than being restricted to predetermined categories; thus participants may feel more relaxed and candid.
- Provides high credibility and face validity; results "ring true" to participants and make intuitive sense to lay audiences.
- Allows evaluator to probe for more details and ensure that participants are interpreting questions the way they were intended.

- Interviewers have the flexibility to use their knowledge, expertise, and interpersonal skills to explore interesting or unexpected ideas or themes raised by participants.
- Sometimes no existing standardized questionnaires or outcome measures are available that are appropriate for what your program is trying to accomplish. <http://ag.arizona.edu/fcr/fs/cyfar/Intervu5.htm>

According to Guba and Lincoln (1981), there are two basic types of interviews: structured (closed interview style) and unstructured (open interview style). Nichols defines unstructured or open-ended interviews (1991) as "an informal interview, not structured by a standard list of questions. Fieldworkers are free to deal with the topics of interest in any order and to phrase their questions as they think best" (p. 131). This type of interview allows the interviewer to ask a broader range of questions than in structured interviews, which gives the interviewer an opportunity to get detailed answer to the question (Wimmer & Dominick, 1997, pp. 155-156).

Another type of interviews is structured or closed interviews, where "the range of possible answers to each question is known in advance" (Nichols, 1991, p. 131). All participants are given the same set of questions, which does not let them to go around, but makes them to answer narrowed and specific research questions. Another advantage of this approach is that the information is easily quantifiable and easy to compare (Wimmer & Dominick, 1997). This type of interview is a good fit for more focused studies, where researcher wishes to know certain things.

***Document review.***

In order to triangulate the data gathered in surveys and interviews (Stake, 1995), related official and unofficial documents were used as secondary source for this research. Documents “are a stable, rich, and rewarding resource” of information for any qualitative research (Guba & Lincoln, 1981, p. 232). Merriam (1998) also outlines that documents provide stability that cannot be found in interviews, in which interviewees perceptions are constantly changing. Another advantage of documents is that they can provide accurate information regarding names, dates, number of participants, list of events and activities (Yin, 2003).

A similar triangulation was possible in this study due to a number of available MSU/KSPU partnership documents. A number of relevant documents were received from both sides, Ukrainian and American. Ukrainian team sent all the materials via e-mail in the form of attachments, and American team gave the documents to the researcher either during the personal interviews, via mail or e-mail. All provided documents were relevant to the partnership project. They contained coherent, detailed and rich information regarding the goals of the project, their achievements and challenges. In addition, I was able to find the conference proceedings and educational journals, which contained the articles of the participants about the project partnership. I gathered copies of the original proposal itself and relevant annual reports as well.

The secondary source of information was KSPU/MSU reports and publications by participants, as well as relevant journals, magazines, books, articles, and news reports

related to this topic (both in hard copy and online). These included, but were not limited to the following:

- Annual KSPU/MSU Partnership Reports and Final Partnership Reports
- Conference Proceedings: *“Democracy and Education” (June 1-2, 2001), Towards a new Ukraine I: Ukraine and the new world order, 1991-1996. Proceedings of a conference held on March 21-22, 1997*
- Workshops and seminars: *Monthly Seminar “Democracy and Education”*
- Articles, books, and notes written by the members of the project
- Archives and Special Collections of the Kirovograd State Pedagogical University
- Journals, such as: *Pedagogical Seminary, Journal of Education, Educational Review, The Journal of Higher Education, Journal of Democracy, Economic Journal, The Journal of Political Economy*

#### **Data management and analysis.**

Data analysis is the process of making sense of the data (Miles and Huberman, 1994). In this study data was collected from the surveys and a review of available documents. Interviews, surveys data, and documents were analyzed qualitatively. Data analysis began during the data collection phase. The parallel process of data collection and data analysis helped me to improve the quality of the data collected. According to Creswell (2007), the key characteristics of qualitative data analysis are data categorizing, reducing them into meaningful segments, combining the codes into broader themes, and making comparisons in the data tables, and charts.

In my MSU/KSPU case study I used structured interviews and surveys, which made participants to answer narrowed and specific research questions. The interview questions and surveys were structured that the answers would be immediately relevant to the research questions. I developed the structured interviews and surveys with predetermined questions according to the research questions of this partnership case study. This made the process of data analysis easy and transparent. Interview questions remained the same for all participants, which did not let them to go around, but made them to give answers to narrowed and specific research questions.

The process of document analysis was transparent as well. Most of the documents had the titles that had an obvious relation to the survey questions, for example “Accomplishments in Goal 1” or “Challenges of the MSU/KSPU Partnership.” Other documents, like *Monthly Seminar “Democracy and Education”* also contained information about the achievements and challenges of the partnership, but I had to look for that information using key words and/or phrases related to the research questions.

Following the research questions, the information gathered through surveys, interviews, and documents was categorized, coded and represented in the tables. For the convenience of analysis the questionnaires were divided into three groups by the number of goals of the partnership, with further division into three subgroups: perceptions, achievements, and challenges. To analyze the achievements, perceptions, and challenges of the partnership, I used the survey and interview answers, and all related documents and reports. The survey information written in Ukrainian and Russian was translated into English by the researcher, who fluently can speak and write Ukrainian and Russian. For

convenience the answers were categorized. Category 1 was designed to get at the insights of Goal 1, related to faculty understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum; pedagogy that seeks to develop critical, creative, and independent thinking skills in students. For example, faculty member Irena from Kirovograd University mentioned that a big achievement was developing and implementing a course in critical thinking in the curriculum of Ukrainian University.

Our faculty began to implement critical thinking methodology in their classrooms. Also we created a course of critical thinking in the department. My visit to MSU was short (3 weeks), unfortunately I didn't have a chance to visit all the classes and workshops conducted by MSU faculty and administrators, but I was trying to implement and include in my everyday teaching routine all what I had learned from this partnership project, mainly, element of discussion, teaching students how to express their own opinion and how to argument it.

Another faculty member from the Ukrainian school Oles mentioned that he used the critical thinking methodology in his classroom:

With great pleasure I used all the materials I received in my own classroom, while teaching physics and astronomy. No doubt, the new methodology helped to increase the level of students' participation and interest to the subject matter.

Category 2 was designed to analyze Goal 2, which focused on adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum. For instance, several respondents stated that they were using the research methodology in



their classrooms. For example, Irena said that she was using the new methodology in her classroom:

I use several elements from this methodology in my classroom: students' evaluation of their own work in the class using special evaluation technique, students' logical argumentation of their opinion, written essays on different topics with the fragments of critical thinking.

Another participant Chris from the Ukrainian University believed it was too soon to talk about achievements:

Probably, it is too soon to talk about any kind of results of this partnership project; however I should mention that there was a tendency of positive attitude to changes in methodology among students. However, I believe that new informational era and this partnership will push every thinking person to the idea that it is not possible to be a passive listener, it is necessary to become an active participant in the world of information.

Category 3 provided information about Goal 3, focusing on preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU. For example, eleven people stated that Goal 3 was accomplished and the Philosophy for Children Center was established. According to Aleftina, Pablo and Oles, the Center still exists and "it is an effective way of developing students' curiosity, ability to support one's point of view, using a Socratic method of putting probing questions, etc." (Aleftina) Ukrainian faculty member Irena also noted that

the Center had opened: “I know that there was created a Center of Philosophy for Children, where children were taught how to think critically.”

Three subgroups in three main groups contained questions regarding participant perceptions of the partnership, achievements, and challenges during the partnership. The results were presented in tables.

All survey information was transferred into the doc-type files and saved to flash drive and PC. The attachment files were also transferred to the doc-format and saved to both flash drive and PC. Data collected remained confidential and was stored in a secured location. Backup copies of secure computer files were developed. Some participants requested to have a personal interview rather than answering the surveys. Since these participants were from the American team and were located in the same University as the researcher, their request was satisfied.

The interview questions were the same as in surveys to make sure that all participants were in equal conditions. All the interviews were audiotaped and lasted approximately an hour. The locations for interviews were chosen by the participants. Then, all the interviews were transcribed, categorized and coded as the surveys answers described above. All transcribed interviews information was transferred into the doc-type files and saved to flash drive and PC. Data collected was stored in a secured location and remained confidential. Backup copies were developed. Audiotapes, coded transcripts, signed consent forms, and written interview notes will be kept in the home of the researcher, in a locked cabinet, where only the researcher will have access to the data. The tapes were destroyed after transcription. Transcriptions will be kept for five years.

### **Trustworthiness of the research.**

According to Lincoln and Guba (1985), there are four concepts that should be used in qualitative research to ensure its quality or trustworthiness. To ensure the trustworthiness of this research, the following four criteria were addressed:

- Credibility
- Transferability
- Dependability
- Confirmability

#### ***Credibility.***

The central question concerning credibility is: do the analysis of the surveys accurately reflect the perspectives of the participants? Although, this is impossible to ascertain with certainty, standard techniques for analyzing qualitative data included coding, consistency across questions and follow-up questions were used. The interviews raw data is included in appendices, so that the reader can contrast the analysis with the original responses.

Another way to obtain credible findings is to use triangulation. Triangulation is “an effort to see what we are observing and reporting carries the same meaning, when found under different circumstances” (Stake, 1995, p. 113). This study employed several ways of data collection, which are interviews, surveys, and document analysis. The use of multiple data collection methods, which brought together different perspectives of partnership participants and documented materials, helped the researcher to ensure the credibility of this study.

### ***Transferability.***

The main issue regarding transferability is: In what other contexts may the findings be applicable? The question of partnership between the Universities has several aspects – academic and social. According to Lincoln and Guba (1985), it is not possible to talk about the external validity in a qualitative research, therefore the researcher “can only provide the thick description necessary to enable someone interested in making a transfer to reach a conclusion about whether transfer can be contemplated a possibility” (p. 316). This research provides a detailed description of the partnership goals, achievements and challenges. The results of the study are important, because the partnership approach can be replicated, and both successful and failed efforts provide valuable information.

The findings of this research may also contribute to a better understanding of domestic democratic processes and how to move toward real and effective democracy. Focusing the study on participant perceptions, published documents, and the goals and achievements of the partnership, provided insights for similar projects. The study will be translated into Ukrainian for Ukrainian speaking educators. The findings of this research may influence further investigation and be informative for similar projects.

### ***Dependability.***

According to Merriam (1998), the issue of dependability (reliability) refers to whether the findings can be replicated. In order to ensure the issue of dependability of this research is addressed, this study provides the reader with detailed information about any significant changes in design during data collection and analysis. The steps of the

investigation are described below to support an informed review of all aspects of the research, among which are: 1) methods and data collection, 2) data management and analysis, 3) trustworthiness of the research. Triangulation was another way to ensure the dependability of this study.

***Confirmability.***

“The concept of confirmability is the qualitative investigator’s comparable concern to objectivity” (Shenton, 2004). The issue of the researcher’s bias should be addressed here. Yin (1989) writes that case study research is particularly vulnerable to the problem of researcher bias, because of the filtering and interpretation of data required of the researcher. Therefore, the researcher is tentative in reaching conclusions, contrasting early conclusions against additional data, as it becomes available. No personal opinions were substituted for that of the participants, and assumptions, and preliminary analysis of the data is corrected as required. Confirmability was supported by including a rich set of data.

Another way to ensure the confirmability is the use of triangulation. It should be mentioned here that triangulation, used in this study, helped to promote confirmability by reducing the effect of investigator bias. The researcher maintained objectivity of the research analysis and conclusions as required. “Miles and Huberman consider that a key criterion for confirmability is the extent to which the researcher admits his or her own predispositions” (Shenton, 2004, p. 72). Therefore, the reader is informed of preliminary assumptions and preconceptions, and how these evolve during the process.

### **Ethical issues.**

Two fundamental ethical principles were given priority: informed consent and participant confidentiality.

#### ***Informed consent.***

Participants were informed about the research design, including the study's historical nature and narrative inquiry processes. Informed consent forms were sent to the participants before research has started. "Informed consent is a process that begins with the recruitment and screening of a subject and continues throughout the subject's involvement in the research. It includes:

- Providing specific information about the study to subjects in a way that is understandable to them.
- Answering questions to better ensure subjects understand the research and their role in it.
- Giving subjects adequate time to consider their decisions.
- Obtaining the voluntary agreement of subjects to take part in the study. The agreement is only to enter the study, as subjects may withdraw at any time, or decline to answer specific questions or complete specific tasks at any time during the research."

<https://www.citiprogram.org/members/learnersII/moduletext.asp?strKeyID=549AA788-BD3A-4764-A0C9-A5D041977B83-10772865&module=504>

The participants were able to decline participation without influence or pressure. They were advised that they may withdraw their participation at any time for any reason,

expressed or not. The composition of the survey was unchanged from one participant to another. The consent form included all basic elements, according to the federal regulations, which are presented below:

- “A statement that the study involves research, an explanation of the purposes of the research, the expected duration of the subject's participation, a description of the procedures to be followed, and identification of any procedures that are experimental.
- A description of any foreseeable risks or discomforts to the subject.
- A description of the benefits to the subject or to others.
- A disclosure of any alternative procedures or treatments that may be advantageous to the subject.
- An explanation of how the institution and the researcher will maintain the confidentiality of the research records or data.
- For research involving more than minimal risk of harm, an explanation regarding whether medical treatment is available if injury occurs.
- Contacts for further information about the research study and about the rights of research subjects. If research-related injury is possible, subjects must be told whom to contact should injury occur.
- A statement that participation is voluntary, that refusal to participate involves no penalty or loss of benefits, and that the subject may discontinue at any time.”

<https://www.citiprogram.org/members/learnersII/moduletext.asp?strKeyID=549AA788-BD3A-4764-A0C9-A5D041977B83-10772865&module=504>

### ***Confidentiality.***

Issue of confidentiality is a very important in any research involving human beings. Researchers should take several steps in ensure a high level of confidentiality, among which are the following:

- *“Take practical security measures.* Be sure confidential records are stored in a secure area with limited access, and consider stripping them of identifying information, if feasible. Also, be aware of situations, where confidentiality could inadvertently be breached, such as having confidential conversations in a room that's not soundproof or putting participants' names on bills, paid by accounting departments.
- *Think about data sharing before research begins.* If researchers plan to share their data with others, they should note that in the consent process, specifying how they will be shared and whether data will be anonymous. For example, researchers could have difficulty sharing sensitive data they've collected in a study of adults with serious mental illnesses, because they failed to ask participants for permission to share the data. Developmental data collected on videotape may be a valuable resource for sharing, but unless a researcher asked permission back then to share videotapes; it would be unethical to do so. When sharing, psychologists should use established



techniques when possible to protect confidentiality, such as coding data to hide identities.” <http://www.apa.org/monitor/jan03/principles.aspx>

A high level of confidentiality was maintained during the research. All data was saved on a flash drive personal computer. Files were locked with a password. Only the investigator had access to the data. Additionally, the names of all participants were changed. The changed names of the participants are presented in below Tables 2 and 3.

Table 2

Participants from Kirovograd State Pedagogical University

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List of Participants

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Tradimir – Administrator

Aleftina – Administrator

Pablo – Administrator

Irena – Faculty Member

Tonya – Faculty Member

Chris – Faculty Member

Gita – Faculty Member

Margo – Faculty Member

Oles – Faculty Member

Nata – Faculty Member

Alex - Faculty Member

Zhenya – Faculty Member

Table 3

## Participants from Montclair State University

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List of Participants

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Karina – Administrator

Sagit – Faculty Member

Ralph – Faculty Member

Zita – Faculty Member

***Conclusion.***

This research employed a qualitative case study methodological approach in order to explore and describe the MSU/KSPU partnership, its achievements and challenges, as well as participant perceptions about the partnership and its goals. Data collection methods consisted of interviews, surveys, and document analysis.

To ensure the trustworthiness of the research specific measures were taken, such as triangulation and accurate presentation of data collected. Data was categorized, coded, divided into themes, and analyzed. The reader was informed about the researcher assumption, preconceptions, and projected findings. Ethical issues and limitations of the study were presented.

## **Chapter 6**

### **Achievements, perceptions, and challenges of the partnership**

#### **Introduction.**

The purpose of this study was to examine the achievements, perceptions, and challenges of the partnership between Montclair State University and Kirovograd State Pedagogical University (1999-2002) in the context of the partnership goals. The purpose of this partnership was primarily to promote democratization in the Ukrainian university, as well as the region, through the infusion of contemporary thinking and knowledge into the curriculum and instructional practices. Thus, this chapter explores three research questions, which are:

1. What was the participants' perception of this partnership and its goals?
2. What were the actual achievements of the partnership?
3. What challenges did the participants face in implementing the project goals?

In this chapter I overview the data collected in this study. The discussion and meanings of the findings is presented in Chapter 7. Chapter 6 is divided into three main sections. Section I presents the partnership documents, Section II is devoted to the survey findings, and Section III describes the surveys and documents data findings.

According to the number of the research questions, Section I is divided into three parts. Part 1 presents the participant perception of the partnership and its goals, Part 2 presents the analysis of the partnership's achievements, and Part 3 describes the challenges of the participants in implementing the project goals. Part 1 and 3 presents

perceptions and challenges of the partnership at large. Part 2 describes achievements in each of the three partnership goals. Accordingly, Part 2 is divided into three parts: Achievements in Goal 1: Faculty development in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative, and independent thinking skills in students; to encourage and foster critical thinking in the classrooms as a means to develop and promote democratic practices; Achievements in Goal 2: Adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum; and Achievements in Goal 3: Preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for children Center at KSPU.

The scheme is shown below:

#### Section I. Documents

##### A. Achievements

- Achievements in Goal 1
- Achievements in Goal 2
- Achievements in Goal 3

##### B. Challenges

#### Section II. Surveys

##### A. Perceptions

##### B. Achievements

- Achievements in Goal 1
- Achievements in Goal 2

- Achievements in Goal 3

### C. Challenges

## Section III. Summary of Surveys and Documents Analysis

### A. Summary of Achievements' Analysis

- Achievements in Goal 1
- Achievements in Goal 2
- Achievements in Goal 3

## Section I. Documents.

As mentioned before, the secondary source of information was KSPU/MSU reports and publications by participants, as well as relevant journals, magazines, books, articles, and news reports related to this topic (both in hard copy and online). These included, but were not limited to the following:

- Annual KSPU/MSU Partnership Reports and Final Partnership Reports
  - Conference Proceedings: *“Democracy and Education” (June 1-2, 2001), Towards a new Ukraine: Ukraine and the new world order, 1991-1996. Proceedings of a conference held on March 21-22, 1997*
  - Workshops and seminars: *Monthly Seminar “Democracy and Education”*
  - Articles, books, and notes written by the members of the project
  - Archives and Special Collections of the Kirovograd State Pedagogical University
- Journals, such as: *Pedagogical Seminary, Journal of Education, Educational Review, The Journal of Higher Education, Journal of Democracy, Economic Journal, The Journal of Political Economy*

Over the course of the program, there were nineteen faculty and administrators from KSPU, who participated in exchange visits to Montclair; some came two times or more. There were fourteen participants from MSU, who visited KSPU during the three and a half years of the program. Two of the participants included the program directors, who visited KSPU in October for a final site visit. Besides that, there were faculty members from both sites, who participated in the workshops, seminars, trainings, etc. during the partnership project.

According to the partnership documents, there were strong accomplishments relating to three major goals: the implementation of critical thinking through faculty development and curricular development, adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum, and the Philosophy for Children program.

There was positive impact on both campuses, including fostering increased international awareness. For instance, at MSU, individual faculty in the College of Education and Human Services, who did not have previous international experience, became involved. This partnership garnered more MSU faculty than any other foreign partnership. The project became a catalyst for generating a deeper involvement in and support of internationalization among faculty and administration at both universities. It provided new opportunities for research, other grants, and international alliances. Additionally, the project evolved into other areas to encompass other disciplines at MSU, including the Physics, Astronomy and Music Department (MSU/KSPU Final Report).

Since Research Question 1 refers specifically to participant perceptions of the partnership and its goals, it is omitted in this section, but will be discussed later.

*Research Question 2: What were the achievements of this partnership?*

As mentioned above, the partnership project aimed to achieve the following goals:

1. Faculty development in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative, and independent thinking skills in students; to encourage and foster critical thinking in the classrooms as a means to develop and promote democratic practices.
2. Adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum.
3. Preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for children Center at KSPU (notes from the proposal for a partnership between MSU and KSPU).

Achievements in Goal 1: Faculty development in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative, and independent thinking skills in students; to encourage and foster critical thinking in the classrooms as a means to develop and promote democratic practices.

**A finding of this study is that the Goal 1 was reached according to the partnership documents.** The process of curricular development in critical thinking began in the School of Foreign Languages in KSPU, but then was supported by the

School of Physics and Mathematics and the School of Psychology and Pedagogy. In the last year of the grant, the process was extended to the School of Slavic Languages and the School of the Arts. The successful accomplishments of the program were best seen in the area of curricular development. In addition, there were eleven critical thinking method courses designed in a number of different disciplines including the College of Slavic Languages, School of Foreign Languages, School of Psychology and Pedagogy, and the School of Physics and Mathematics. According to the project administrators' evaluation made in the final report, the most outstanding efforts were made in incorporating critical thinking by means of class discussion as a mode of teaching in English and Oral and Written Speech for second, third, and fourth year students as contrasted with the traditional lecturing approach. Specific accomplishments in this area include:

- A course in critical thinking for undergraduates, year 2, semester 4, school of Foreign Languages.
- A course in critical thinking for undergraduates, year 3, semester 5-6 in the School of Foreign Languages.
- A course in critical reading of pedagogical texts for undergraduates, year 4, semesters 7-8, School of Foreign Languages.
- A course in critical reading of pedagogical texts, year 5, semester 9-10, School of Arts.
- "Interpretation of scientific-pedagogical discourse" in year 6, semester 6, School of Foreign Languages.



- A course, “Organization of problem teaching and learning” in the School of Psychology and Pedagogy.
- A course “Teaching Critical Thinking” in year 5, semester 2, School of Psychology and Pedagogy.
- A course, “Basics for Mastering Pedagogy” in year 2, semester 1, School of Psychology and Pedagogy.
- A course, “Theory and Practice in Making Pedagogical Decisions” in year 5, semester 10, College of Slavic Languages.
- A course, Critical Thinking in Mathematics, in year 5, School of Physics and Mathematics.
- Philosophy for Children as a subject was introduced to grades 2, 3, 7, 8 at Schools #6, grade 8, 32 and 11.

Nine different courses were designed in critical thinking in the School of Foreign Languages, the School of Psychology, College of Slavic Languages and Pedagogy, and more courses in other schools of KSPU. Critical thinking methodology was introduced to the following courses:

- *Written and Spoken English* in years 1-2, School of Foreign Languages.
- *Suggestophobia* in year 2, semester 3, School of Psychology and Pedagogy.
- *Individual Consulting*, year 1, semester 1-2, School of Psychology and Pedagogy.
- *Psychology*, year 1, semesters 1-2, School of Foreign Languages
- *Linguistic Analysis of Fiction*, year 5, semester 10, College of Slavic Languages.

- *Systematic Elements of Contemporary Poetic Language* year 5, semester 2, School of Slavic Languages.
- *History of the English Language*, year 3, semester 5, College of Foreign Languages.
- *Teaching Pedagogy* in year 2, semesters 4-5, College of Psychology and Pedagogy.
- *History of Pedagogy* in year 3, semesters 5-6, School of Slavic Languages.

Significant accomplishments were made in incorporating Critical Thinking and Philosophy for Children both into the KSPU curriculum and the curriculums of three schools in Kirovograd (School 11 - grades 2, 3, 7, 8, School 6 - grade 6, and in School 32 - grade 8). Close to 2000 students participated in Critical Thinking and P4C courses.

Achievements in Goal 2: Adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum.

**A finding of this study is that the Goal 2 was reached according to the documents.** The main achievement in this goal was that a research design methodology course was introduced to the School of Foreign Languages. The following course was implemented into the university curriculum:

- A course in Research design, year 2, semester 4, School of Foreign Languages.
- One visiting scholar team-taught a course in research methodology in the Department of Human Ecology with one of the program directors who had previously team-taught this course with this individual at KSPU.

Achievements in Goal 3: Preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for children Center at KSPU.

**A finding of this study is that the Goal 3 was reached according to the partnership documents.** In January 2002, the Center of Philosophy for Children was established at KSPU. Outreach and training programs were led by faculty from KSPU replacing the original MSU trainers. They were aided with the translation of Philosophy for Children texts and teaching manuals into Ukrainian. The implementation of the Philosophy for Children program was facilitated significantly by the translation from English into Ukrainian of three novels and four manuals including one for teacher training. Seven KSPU faculty members participated in this effort. These materials were internationally recognized and served as the support for the Philosophy for Children curriculum. Philosophy for Children program was implemented by KSPU faculty in three schools in Kirovograd.

The Center held a weeklong seminar conducted by two MSU faculty members. Fifteen teachers from Schools 11, 6, and 32 as well as university professors and teachers participated. Outreach activities of the Center had continued as five program participants had conducted an ongoing seminar on Philosophy for Children for teachers of Kirovograd and the Kirovograd region, consisting of six sessions for different participants utilizing demonstration classes at School 11 (from MSU/KSPU Partnership Final Report and Annual Reports).

Other Achievements

According to the partnership documents, among other achievements in this international project were:

- Faculty development
- Technical support
- Increase of international awareness
- Friendships

*Faculty development*

During the years of the partnership nineteen KSPU participants visited MSU, where they:

- Observed graduate classes in critical thinking, consulted with faculty on the implementation of critical thinking in the curriculum.
- Attended a seminar on “democratization and its relationship to teacher education and critical thinking.”
- Participated in the ongoing seminar on Democracy in Education. Approximately 15 faculty members, who were involved in this seminar, met monthly to discuss thinking on democracy and education. In preparation for the seminar, they read texts, which they selected.
- Participated in campus activities, including university governance meetings.
- Participated in community activities, met with elected officials, editor of the town newspaper, visited educational and historical sites in New York and Washington, met with Bureau of Education and Cultural Affairs program officers, and participated in a voice of America program, which was broadcast to Ukraine.

- Consulted with MSU participants about the purchase of technology that would enable electronic communication between the two universities. The team also visited mathematics classes at the secondary level.
  - Attended a two-week Philosophy for Children residential workshop in Mendham, New Jersey. This annual workshop brings Philosophy for Children practitioners from all over the world for an intensive program. Attending the workshop is a requirement for educators, who want to incorporate the program in to their curricula.
  - Attended semester long courses in the Educational Foundations Department and at the Institute for the Advancement of Philosophy for Children (IAPC).
  - Participated in the Core Curriculum Standards and preschool Program projects at IAPC, which gave them hand on experience in working with children.
  - Met with MSU administration and staff to discuss the outcomes of the grant and plans for the future. MSU representatives included President, Provost, Dean of the Library, and faculty and staff from Linguistics, Educational Foundations and Language Learning Technology.
  - The KSPU Vice Rector visited MSU in June 2002 for 10 days to discuss with the IAPC his role as the assigned director of the P4C Center in Kirovograd. He also attended a meeting held at MSU that brought P4C practitioners from around the US for discussions on methodology.
- Fourteen MSU participants visited KSPU, where they:
- Presented at a conference organized by KSPU, “Democracy and Education”.

- Gave lectures and team-taught classes on critical thinking.
- Gave a ten day seminar on Critical thinking in the Disciplines. Thirty-three KSPU participants included faculty from a variety of disciplines as well as teachers from the Kirovograd Collegiums. The seminar deepened participants' theoretical knowledge of the field and proposed ways how critical thinking methodology can be applied to different disciplines.
- Participated in two television programs: an interview, with one of the MSU team (in Russian) broadcast on the Kirovograd evening news, and a half hour round table discussion of the program with KSPU and MSU participants broadcast to the entire Kirovograd Region during President Clinton's Visit to Ukraine in June, 2000.
- Observed three classes that have implemented critical thinking methodology.
- Participated in the "Critical Thinking for Democracy" faculty seminar.
- Discussed critical thinking at the KSPU department chairs' council.
- Met with Governor of the Kirovograd region.
- Met with officials from the Department of International Relations, at the Ministry of Education in Kiev.
- Meet with Kirovograd Region Educational authorities to discuss the impact of the project on the region and plans for potential expansion.
- Met with USIS officials in Kiev.
- Visited school #11, KSPU's demonstration school (where many of KSPU students student teach) and held discussions with faculty and students.

- Consulted on the implementation of the newly required technology.
- Met with a Director of institutional Technology at KSPU, to oversee the installation of new technology. He brought with him video conferencing equipment, installed it and trained the technology team in how to use it.
- Met with the Rector of the KSPU to discuss project outcomes, and to get a commitment from the university for continued support of all programs that were introduced through the partnership.
- Met with the project co-directors at KSPU to review the program outcomes and discuss plans for sustaining the programs in the future.
- Met with the officials from the Ministry of Education, including the Deputy Secretary to discuss the support of his office for the sustainability.

Another evidence of faculty development was the fact that during the course of the program, there were one hundred publications by faculty and administrators. During the period of 1999-2002, there were a number of significant papers related to academic degrees written on areas relating to critical thinking and Philosophy for Children. These included three *Doctorate* dissertations, six *Kandidat* dissertations, two diploma papers and one graduate paper. One of the KSPU faculty member participated in a conference on Philosophy for Children that was held at MSU in 2002.

There was an ongoing seminar on both campuses on democracy and education which was held on a monthly basis. At KSPU, there was an ongoing seminar in research design for university professors and instructors held with 8 attendees from

different schools. University faculty and secondary teachers (about 30 in all) participated in a weeklong seminar conducted by MSU faculty on the integration of critical thinking across the disciplines.

In 2001, two MSU faculty members and one KSPU faculty member, who were three co-directors of the program, presented a panel discussion “Partnership Grant as a Catalyst for internationalization”, at the AIEA (Association of international Education Administrators) conference in Tucson.

In 2002, two KSPU faculty members presented “Critical Thinking as an Educational Ideal” at the IATEFL South Ukraine Conference. The conference drew 135 participants from many countries. Papers presented included critical thinking, technology, the role of special education in a democracy and civic values. The President of MSU, the Rector of KSPU, the First Vice President of the Academy of Pedagogical Sciences of Ukraine gave keynote addresses. One of the outcomes was international recognition for KSPU for its leadership role in innovative pedagogy.

The proceedings of the third international conference, Democracy and Education (Kiev, June 1-2, 2001) were published in 2002 and included conference papers from twelve KSPU participants and eight from MSU participants. Another evidence of faculty development was the number of faculty publications in these areas. Overall during the course of the program, there were over one hundred publications by faculty and administrators. During three-year period there were three *Doctorate* dissertations, six *Kandidat* dissertations, two diploma papers and one graduate paper written on the themes of critical thinking and Philosophy for Children.



Also, Conference proceedings for Democracy and Education conference (Kiev, 2001) were published and funded by the Global Education Center, Montclair State University. The trilingual publication (English/Ukrainian/Russian) includes 7 articles by MSU faculty, and 12 articles by KSPU faculty. The P4C texts and teaching manuals were translated and currently adapted to Ukraine. Six texts have been published. A total of 46 publications have been printed during this period. KSPU participants have published over 100 publications in total (a partial list of publications is included with this report-some of the titles are in Ukrainian).

In addition, the entire issue of *Naukovi Sapiski*, #38, 2001 (a research journal in pedagogy) is devoted to the democratization of the Ukrainian educational system. It includes 22 articles from KSPU faculty members.

#### *Technical support*

Technology equipment was purchased for KSPU to enable email communication, establish a Web Page and create distance education courses between two Universities. Purchased equipment included two servers, four workstations, two printers, a scanner, a copier, a fax machine, an Apple Mac computer, a projector, a digital camcorder, and a video recorder. The equipment was purchased after team members of each institution visited the other institution for consultation. To avoid paying duty, all of the equipment was purchased in Ukraine. Prices were competitive to US prices (Wolfson & Rizhniak, 2002).

### *Increase of international awareness*

Even though the partnership documents did not provide much information regarding this achievement, the researcher was able to find the following evidence of the increase of international awareness in the documents listed above. This project served to foster increased international awareness on both campuses (Annual KSPU/MSU Partnership Reports and Final Partnership Report).

According to the final KSPU/MSU Partnership Report, the very nature of the collaboration increased international awareness; the project became a catalyst for generating deeper involvement and support of internationalization among faculty and administration of both universities. It provided new opportunities for research, other grants, and new international alliances.

### *Friendships*

Unfortunately the partnership documents did not provide much information about the friendships that were developed during this international project, but the final report contained the following evidence that professional communication among American and Ukrainian colleagues became closer, “As a result of the grant, numerous personal friendships developed among the participants. These had enormous value towards the understanding of each other’s culture and for the success of the grant” (p. 12).

## **Section II. Surveys.**

*Research Question 1: What was your perception of the partnership and its goals?*

**All participants had a positive perception of the partnership and its goals.** All

respondents stated that they were excited about the partnership and new learning experience. For instance, Nata said:

I was really excited to try the new things offered by our partners. My perception of it was as a move to a better more progressive way of both teaching and studying as well as making positive changes towards overcoming Soviet one dimension mentality (Nata).

Several respondents believed this project was going to help them to develop new skills and learn new, more advanced methodology. For example, Chris stated:

My attitude has always been positive towards the process of education that seeks to develop a personality in each and every student and creates all necessary conditions for students' self-education.

Zita outlined that the American colleagues “were eager to help in the transformation of KSPU from what they considered an “old-style” teaching institution into a more modern one employing techniques that MSU had tried and been using for a long while.”

Several respondents said that they accepted the idea of democratization of education right away. For instance, Gita mentioned that:

... this idea was in the air for a very long time already. The old system of education could not satisfy the needs of the students, teachers, and the Ukrainian society in general. Besides that, the idea of democratization of Ukrainian education was very actual and significant due to changes in the political system of Ukraine: in the period of transformation from totalitarian system to democratic.

Tradimir and Alex expressed the same ideas. They stated that the partnership was in right time, and at right place as the main goal of the project was appealing to people in Ukraine, who realized it was the time for changes.

The idea for that time was very progressive and attractive. It was coherent with the Ukrainian Ministry of Education directions. That is why the project was in the right time, in the place (country) and it had united a very good team of people who were thinking in the same direction (Tradimir).

Alex also stated that “the University’s President supported it, because it was obvious to everyone that Ukrainian system of education desperately needed changes.” Though, he said, it was clear from the very beginning of this project that “we [Ukrainians] would have to make a lot of changes in our curriculum and change not only the curriculum but ourselves as well.”

Several respondents (Pablo and Nata) mentioned that the partnership was a preparation for some big changes in the country.

The main reason why I liked the idea of this partnership was that it seemed to me like a big rehearsal of democratization process, which occurred in our country several years later. I mean the entering of Ukraine into the Blonsk process, the main idea of which is to create a new microclimate of democracy and students’ independence in comparison with the traditional totalitarian style of our education system (Pablo).

Nata reported that she perceived the partnership “as a move to a better, more progressive way of teaching and studying, as well as making positive changes towards overcoming Soviet one dimension mentality.”

Irena said that her first reaction to the partnership was curiosity and interest:

My perception of this project from the very beginning was just curiosity and interest in what will come out from this partnership. I’ve always tried to implement more democratic teaching methods in my classroom, than it was used in other universities and classrooms. That is why I got very excited when I heard about this partnership.

Later she got very interested in the project and became an actively involved participant.

Table 4. Participant perceptions

Perception	Number of Respondents
Positive	16
Negative	0

**Another finding of this study is that fifteen participants were in agreement that the partnership worked well for both partners. Only one respondent stated that the partnership was not working.** Fifteen participants revealed why the partnership worked well, their responses will be presented and analyzed further in this paper. One participant considered the partnership was not working well.

According to the respondents, the project worked well as a result of the enthusiastic teams' efforts, both Ukrainian and American. Also the project worked well due to the support "in the university, in many schools, in the ministry of education as it raised very important ideas of developing the new democratic mentality of young people" (Aleftina).

Fifteen participants stated that both Ukrainians and Americans were interested in the partnership project and put a lot of efforts to making it a success.

The partnership was working very well, because both partners put a lot of efforts to its' successful realization. The partnership was efficient, multisided, and mutually needed, it indeed enriched both sided intellectually, professionally, and emotionally (Alex).

Karina also mentioned that the key factor for the successful partnership was dedicated and professional leaders:

The partnership was definitely working because of the strong interest from both sides and strong and dedicated leaders. This is the key for any successful partnership.

It was a big partnership for MSU to work with at that time. It gave us a lot of visibility. It opened new doors for Ukrainian team. It was such a successful partnership that the Educational Cultural State Department extended it for 6 more months. Every KSPU member was in Washington. People changed their view about the US and we learned a lot about them and their culture.

By the end of the partnership, KSPU team learned a lot what they planned to learn. We had an international conference: a very good conference. We became friends. There were many scholarly works; US Embassy was involved, which was a big deal during that time for Ukraine. Every time we were somewhere, they would have television and radio there talking about us, and the project.

The same idea was expressed by Margo:

The project directors, two from each university, were active in their leadership roles and deeply committed to achieving the success of the program. I believe that they gave careful consideration to planning different aspects of the program and choosing the most qualified participants who would further the aims of the program.

The partnership worked because of the sincere commitment from the project directors to achieve success. Faculty at both campuses was eager to be involved because of the professional learning opportunities the program provided. The project's objectives also provided opportunities for faculty from each university to travel to the partnership university, providing new experiences for both.

Another respondent, Pablo indicated that he “had very enthusiastic and active educators, administrators involved in this partnership project with very rich professional experience and who were going to cooperate no matter what.” He mentioned that almost all participants were “very interested in this project and were going to overcome any difficulties, obstacles in order to maintain it.” Also, he added that, “We all were

absolutely sure that there was a need for a global change in the system of education in Ukraine.”

Irena mentioned that at the beginning the project “seemed to be nothing more than just a collaboration with English speaking colleagues, but it turned out to be a very interesting and efficient work not just for our department, but for the whole university.” She said that KSPU “has always been trying to set up affiliations with universities abroad in order to find new forms of collaboration and to improve our curriculum knowledge and teaching techniques.”

Pablo mentioned:

...the partnership can be characterized as very necessary for both partners, friendly, efficient, and mutually developing. By the time of the partnership, the conglomerated democratic ideas and traditions in education since the independence of our country (pedagogy of cooperation, pedagogy of Makarenko, Suchomlinsky, Amonashvili, Davidov, and other creative and improved educators of that time) were almost stopped because of the USSR collapse. There was a desperate need in experience exchange with other universities, which were well-known for their democratic traditions, one of which was Montclair State University.

As it was mentioned above, one faculty member said that the partnership was not working. She explained that this international project was a new experience for the Ukrainian participants and as a result, it lacked organization and structure:



I would say more not working, than working. WHY? It was new, and there was no pattern or structure, at least on Ukrainian part. I really did not know what to expect from it (Tonya).

Table 5. Partnership worked well/did not work

Worked well/did not	Number of Respondents
Worked well	15
Did not work well	1

*Research Question 2: What were the achievements of this partnership?*

As it is mentioned above, the partnership project aimed to achieve the following goals:

1. Faculty development in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative, and independent thinking skills in students; to encourage and foster critical thinking in the classrooms as a means to develop and promote democratic practices.
2. Adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum.
3. Preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for children Center at KSPU (notes from the proposal for a partnership between MSU and KSPU).

Achievements in Goal 1: Faculty development in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative, and independent thinking skills in students; to encourage and foster critical thinking in the classrooms as a means to develop and promote democratic practices.

**A finding of this study is that the Goal 1 was reached according to twelve partnership participants; two people believed it was too soon to talk about achievements, and two people did not know about the achievements in this goal.**

Twelve people stated that the goal of “faculty development in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative, and independent thinking skills in students; to encourage and foster critical thinking in the classrooms as a means to develop and promote democratic practices” was reached. According to the respondents, faculty began to adopt and implement critical thinking methodology in their classrooms. Irena mentioned that a big achievement was developing and implementing a course in critical thinking in the curriculum of Ukrainian university.

Our faculty began to implement critical thinking methodology in their classrooms.

Also we created a course of critical thinking in the department, My visit to MSU was short (3 weeks), unfortunately I didn’t have a chance to visit all the classes and workshops conducted by MSU faculty and administrators, but I was trying to implement and include in my everyday teaching routine all what I had learned

from this partnership project, mainly, element of discussion, teaching students how to express their own opinion and how to argument it.

Oles also mentioned that he used the critical thinking methodology in his classroom:

With great pleasure I used all the materials I received in my own classroom, while teaching physics and astronomy. No doubt, the new methodology helped to increase the level of students' participation and interest to the subject matter.

Aleftina outlined that the Ukrainian faculty accepted the new methodology “as a possibility for more effective ways of teaching and developing the students' creative and critical skills for preparing young people with independent views, being more tolerant and capable of self-improvement.” Also, she mentioned that the faculty of Ukrainian University were actively developing and using “interactive methods of teaching” in the past ten years and “the pedagogy of dialogue and developing critical thinking skills has been harmoniously involved in the teaching process.” Several respondents also said that the Ukrainian team adopted “critical, creative and independent thinking skills” in their curriculum and “continue developing” them in their students (Alex). Karina also stated that “the KSPU faculty still continues this methodology. In addition, the KSPU organized a community consisted of students, who were actively participating “in the after school critical thinking events” (Irena). Also, “there was opened an association of ecological and pedagogical help”, which created “positive conditions for implementing the ideas about democratization into real life” (Pablo).

Zita believed that another achievement in this goal was that exposure to the democratic discussion techniques that was offered by the American partners “helped

some of the professors, who had been tied to the lecture method, to open their minds to other approaches,” though it was hard for Ukrainian colleagues “to let go of the authoritarian mode.” Another respondent Margo provided an explanation of why it was difficult for the Ukrainian colleagues to change their pedagogical styles. She said:

It is not easy to make large changes in one’s pedagogical approaches since one’s pedagogical approaches are often influenced by the pedagogical approaches one experienced as a student and/or have been developed over time. It often takes a lifetime to seriously develop and refine one’s pedagogical approaches (Margo).

According to Margo, however, there was a “sincere effort on the part of KSPU faculty to begin to understand and use these new approaches, which generally focused on student-centered learning.” A positive outcome of that was that the project made other faculty members interested in it, which was the first step to positive changes in their teaching methodology. According to Pablo, there were “trained and prepared for facilitative pedagogical work over 500 specialists.”

Table 6. Achievements in Goal 1

Achievement	Number of Respondents
Goal 1 was reached	12
Too soon to evaluate	2
Unaware of outcomes	2

Achievements in Goal 2: Adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum.

**A finding of this study is that the Goal 2 was reached according to twelve partnership participants; one participant believed it was too soon to talk about the achievements, and three respondents did not know about the achievements in this goal.** Twelve participants stated that Goal 2, which is “adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum”, was achieved. Alex outlined that there are still several courses in research methodology in Kirovograd University curriculum. Another respondent (Tradimir) mentioned that the Ukrainian faculty was “able to make very important changes in the curriculum on the Bachelor’s level in the departments of Foreign Languages and in many other departments.” Also this respondent said that,

Today this process is very widespread and common, but back in those days, we were the first ones who started to change the system of education in any way we could. Now I think it was very brave and bold. This part of the partnership helped us (the Ukrainian team) to open new world standards, which was very useful and attractive.

Several respondents stated that they were using the research methodology in their classrooms. For example, Irena said that she was using the new methodology in her classroom:

I use several elements from this methodology in my classroom: students’ evaluation of their own work in the class using special evaluation technique,

students' logical argumentation of their opinion, written essays on different topics with the fragments of critical thinking.

Two respondents from the Ukrainian University mentioned that they had the opportunity to take a course in introductory research at Montclair State University, which was a short but very valuable experience.

I took this course with Dr. M. The course was very short. I wish I could have much more (Nata)!

Another respondent mentioned that she was impressed with how much interaction there was between the American instructor and the students.

While spending a semester at Kirovograd I did have the opportunity to team teach a course in introductory research with a professor at KSPU. There was a great deal of interaction between the professors (American and KSPU) and individual students regarding their projects (Margo).

Aleftina said that the implementing of research methods with the methodology of dialogue and critical thinking became "effective particularly for teaching English as a Foreign Language." She said that the Ukrainian faculty started using "the methodology in this or that way in all kinds of work." She also reported that they started paying "much attention to different forms of discussion, to role playing and case studies," which helped them to increase "the interest of students in the learning process, develop skills of putting questions, categorizing questions, answering to the point, listening to each other, reasoning, developing a tolerant attitude, an ability of taking turns and respect to a

communicator, summing up the material etc.” She mentioned that students were “especially thankful for discussing different issues and preparing them for life.”

Participant Chris believed it was too soon to talk about achievements. He stated: Probably, it is too soon to talk about any kind of results of this partnership project; however I should mention that there was a tendency of positive attitude to changes in methodology among students. However, I believe that new informational era and this partnership will push every thinking person to the idea that it is not possible to be a passive listener, it is necessary to become an active participant in the world of information.

Table 7. Achievements in Goal 2

Achievement	Number of Respondents
Goal 2 was reached	12
Too soon to evaluate	1
Unaware of outcomes	3

Achievements in Goal 3: Preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for children Center at KSPU.

**A finding of this study is that the Goal 3 was reached according to twelve partnership participants and four participants did not know about the achievements in this goal, whether the P4C Center was ever opened.** Twelve people stated that Goal 3, “preparation of teachers for the Philosophy for Children program and the establishment

of an affiliate Philosophy for children Center at KSPU” was accomplished and the Philosophy for Children Center was established. Respondents believed that the establishment of the Center was “a very important event for the university” that influenced all the students exposed to it (Alex). According to Aleftina, Pablo and Oles, the Center still exists and “it is an effective way of developing students' curiosity, ability to support one's point of view, using a Socratic method of putting probing questions, etc.” (Aleftina).

Also, according to Aleftina, because of the work of this Center “the learning process at the university becomes more and more challenging. People read a lot of contemporary materials on new pedagogical and methodological ideas. They have a wide access not only to national but international contemporary researches. The American program of developing critical thinking has occupied an important place in this process.”

Participant Irena also stated that the Center was opened: “I know that there was created a Center of Philosophy for Children, where children were taught how to think critically.” She also added that the necessary literature was brought from Montclair State University and translated to Ukrainian.

Another respondent Margo said that there was an extensive exchange program during the partnership, which allowed KSPU faculty learn and adopt new methodology:

Two KSPU faculty members received a great deal of support to become acquainted with the Philosophy for Children program: there were opportunities for them to receive extensive training in the Philosophy for Children program at MSU through semester long visits to the MSU campus as well as at short term



workshops at MSU. In addition, faculty from MSU gave at least one workshop in Philosophy of Children at KSPU. MSU faculty in the Philosophy for Children was most enthusiastic in their support of KSPU faculty.

Margo advised that “funds from the partnership program also made it possible to purchase the necessary texts published by the Philosophy for Children at MSU to accompany the learning for each age group.” As it is reported in the section about challenges, some faculty members from the KSPU who received training in Philosophy for Children has since left the university. However, they were “using their training in new positions.”

Another respondent Gita informed that teachers, who received training in the P4C were implementing “it while educating children, no matter what subject matter was taught, because the main purpose of education is to develop students’ critical and creative skills.”

Tradimir said that this part of the project “was the most attractive” for him, because there were many similarities between Lipman’s theory of critical thinking and prominent Ukrainian educator Suchomlinsky. He stated:

The institute of Dr. Lipman was and still remains unique in the whole world. It was fascinating for our Ukrainian University to be in a partnership with such a powerful in its area center. But the most important thing is that many Lipman’s professional and educational views and ideas were coherent with the ideas and views of Suchomlinsky – a prominent Ukrainian educator. It was a shocking opening for us,

and it gave us a huge motivation for developing of this partnership project in Ukraine and getting the Ministry of Education approval.

The achievements in this goal were important and even now we can see the positive results. One of the main purposes of Ukrainian school now is the development of students' competency, and the main component of this notion according to the educators' and Ministry of Education.

According to Nata, the center was established with "lots of books and materials to it. In addition, the suggested methods were used in some schools of Kirovograd as well as in the University. So, the methodology was spread among other schools in Ukraine, which allows saying that it gained popularity among other educators in the town."

One of the participants believed that "the most important result of this partnership is that education in Ukraine now is student-oriented, student knowledge and experience is in the center of educational process today." Another respondent Gita mentioned that the partnership helped to change the "Ukrainian students' mentality and way of viewing the educational process as a one-sided process." Karina said that the learning and teaching process became more student-oriented.

Gita said that relationships between educators and students became more democratic. She believed that the partnership assisted faculty and students in their relationships; they became more open and more democratic:

Also, in general relationships between teachers and students became more democratic than before; students became more active and more responsible for their own education.

Zita gave an overview and comparison of her two visits to Ukraine and wrote about the changes she saw during those visits:

I visited KSPU twice and found a considerable difference between my first visit and my second - both visits were in the early part of the 21<sup>st</sup> century and I can get the dates from our Global Education Office, but I believe one of the visits was in 2002.

On my first visit, I found that the faculty had been employing mostly lecture techniques in the literature classes, while the language teaching was more interactive. In the lectures, students were expected to take copious notes and pretty much redeliver those notes in exams. I was disappointed to see that, in some classrooms, the study of literature was conducted on a rather superficial level and there was a great deal of memorization of dates and biographies of authors. In those classrooms, there was very little probing into the deeper meanings of the texts or into the cultural environment which produced such a text. Although, there were a few instances of critical reading using a decidedly Marxist perspective. In one of my classes, I used a journaling method to get students to think as individuals and this was more difficult than I thought it would be.

Students were trained to get the right answer and were somewhat uncomfortable when there wasn't a correct answer. On a personal level, though, students were very eager to learn about "America" from me to see how my perceptions matched those shown on their favorite TV shows, one of which, at the time, was Beverly

Hills 90210 (the first version). So they were fascinated by my stories about my students and my life in New York City.

Once I won their trust, there was an outpouring of personal information, dreams, hopes and fears. It was as though teachers weren't often seen as desiring of human interaction with their students. And, indeed, it did seem that the relationship between students and teachers was fairly formal. In my later visit, I believe that the relationships had relaxed, but the students, when asked to write about their perceptions of Ukraine as a democracy, were quite cynical that change had really occurred think they may have still been tied to the idea of a "right" answer, but then again, this shows up often in our American students as well.

A significant outcome of the partnership was the establishment of a Fulbright program in Kirovograd, which was an extraordinary event for the Ukraine. Karina said:

One of the outcomes was that there was established a Fulbright program in Kirovograd. Even now, when I talk to the project participants, they say you opened a new door for us; we are now exposed to other things.

Important fact in establishment of the P4C and Fulbright program was support of ex Rector, who "helped a lot to develop and maintain it" (Karina).

Table 8. Achievements in Goal 3

Achievement	Number of Respondents
Goal 3 was reached	12
Unaware of outcomes	4

#### Other Achievements

According to the partnership's respondents, except the accomplishments in main goals of the partnership, there were other important achievements, among which are:

- Faculty development
- Technical support
- Increase of international awareness
- Friendships

#### *Faculty development*

**Four people noted that publicity during the partnership was one of the biggest achievements, influenced by implementing the new teaching methodology.**

Tonya wrote,

I did what I can on my part, in particular, I published a manual in General and Applied Psychology as a part of this joint project. The manual was recommended by Ministry of Education of Ukraine. I hope that the published manual helped those who read it, study and teach Psychology to understand the meaning of critical thinking and ways of its development.

Another respondent mentioned that the opportunity to study in the United States and experience exchange “broadened faculty’s knowledge and views about learning and teaching process” (Irena). Aleftina said that she and many other partnership members grew professionally. Tradimir stated that the partnership became popular even beyond the country:

Our experience got a huge feedback from all over the country, and even from other countries, such as Belorussia, Russia and Kazakhstan. People were impressed that this kind of a project was possible during those years, the years of the country development.

In addition, according to Nata, several people wrote books about the Philosophy for Children Center and partnership. Several dissertations were written about the MSU/KSPU partnership project, as well as it became a topic of several scientific conferences.

#### *Technical support*

**According to two respondents, Montclair State University bought computers for Kirovograd State University, which the Ukrainian University could not afford computers.** Karina mentioned that American partners “brought some computers for them [Ukrainian faculty].” Also, she said that Ukrainian colleagues were “very scared that people would steal them.” I think this is indicative of the economic situation in Ukraine during the time of the partnership project. Irena outlined that “the university got new technical devices necessary for a successful teaching and learning process.”

*Increase of international awareness*

**Seven respondents said that another positive outcome for some respondents was the opportunity to learn more about the United States and Americans.** Tonya said that meeting colleagues from Montclair helped her to widen her perspective of education and “to realize, cross cultural differences.” According to Aleftina, the close communication between two schools, helped to promote a “better understanding between Ukrainians and Americans.” Margo mentioned that “the partnership also provided the participants with a deeper understanding of the history and background of each country, learnings that will last a life time.” Another respondent from Montclair State, Sagit, mentioned that it was “very valuable to get closer to something I saw from far away,” to connect with Slavic culture.

*Friendships*

**Seven participants stated that another major achievement of the partnership project was “lifelong friendships and working partnerships with various faculties, many of whom have visited MSU in recent years” (Zita).** Pablo also stated:

We became friends besides colleagues, and continue communicating with each other for more than 10 years already.

Zita believed that the partnership participants, through ongoing communication, “continue to enrich each other in many areas.” Karina mentioned the following:

We still communicate with KSPU team. I just saw one of the Kirovograd co-directors of the project in Moscow, several months ago. We are still friends.

Professor from KSPU still comes here to visit us.

Tradimir said that Ukrainian and American colleagues were communicating and exchanging their professional and personal issues and concerns even after the partnership was over:

But I cannot say that the partnership is gone. We are still in contact with Montclair State University. We communicate with many people; we share our professional and personal opinions and views. This is very important to us to be able to continue our cooperation. I personally, visited the Montclair State University, was meeting with the MSU's Provost, and conducted several workshops after the project was finished.

Table 9. Other achievements

Achievement	Number of Respondents
Faculty development	4
Technical support	2
Increase of international awareness	7
Friendships	7

### Challenges

*Research Question 3: What were the challenges during the partnership?*

The challenges the participants faced were similar for all the goals and will be addressed here. **A finding of this study is that there were identified ten groups of challenges during the data analysis.** They are as follows:



1. Lack of financial support
2. Resistance of Ukrainian faculty towards new changes in the curriculum
3. The Ukrainian system of Education and Government that make all changes impossible
4. Not consistent team of participants
5. Language barrier
6. Poor organization of the partnership
7. Lack of people
8. Lack of time
9. Lack of support
10. Lack of related literature

**1. Twelve people mentioned lack of financial support as a challenge during the partnership.** Eighty percent of participants said that the main challenge in developing and sustaining this project was lack of financial support from the administration and government. Gita mentioned that there was not enough financial support for the partnership's maintenance.

However, even the lack of financial support did not stop all of the participants: we were working hard to make positive changes in the system of education in our university and hopefully in the country!

Despite there not being sufficient financial support, people were willing to make changes in the system of education, because they believed it was necessary, and it would have a positive effect for the country in general. Aleftina also revealed that even though

Kirovograd University faced financial problems, “the university did its best to provide expenses for accommodation and other necessary things required by the program.”

Tradimir explained details about the financial side of the problem:

The other serious problem was the financial side of this project: the budget of our University was very small and could not afford any kind of partnership like this (with a foreign organization). It was not easy to make a vision that we were able to do it. We, even, had to buy an apartment for our American colleagues where they could stay during the time of the partnership. Once the project was over, we, unfortunately, had to sell the apartment to get money back for the university.

It was exceedingly difficult for the Ukrainian team to make this partnership happen, however it worked, because of participants’ enthusiasm and belief that the new methodology offered by the American University would help the Ukrainian team make necessary changes in the system of education.

Karina said that the financial situation was very uncomfortable. She said, participants were “trying to negotiate how much this and that. It was a challenge to go through this every day, but we had a lot of issues, like money, housing and with housing there are coming many more things.” Another issue Karina shared was that the Ukrainian team “didn’t have housing, they found it somehow, they didn’t have enough money for food for us. We brought some computers for them. They were very scared that people would steal them, someone has to take the responsibility.” This illustrates the economic situation of Ukraine during the time of the partnership project; it shows how difficult it

was for the Ukrainian partners to host their American colleagues, who sometimes had to spend several months in the Ukraine.

Ralph believed that Montclair State University lost interest in Ukraine, because there were so many other countries around the globe with schools that wanted to establish a partnership with MSU. Also, he mentioned that the Kirovograd State University always maintained an interest in the partnership. “The reason was that we [MSU] brought money to them.”

## **2. Eight people mentioned resistance as a big challenge during the partnership**

**project.** Some believed there was unwillingness by the Ukrainian faculty and students to make any kind of changes in the system of education. As Irena stated: “The challenge was the resistance of some [Ukrainian] colleagues, who didn’t want to change anything in our curriculum.” Aleftina also mentioned that students were resistant: “The main challenge I would say is that some students are resistant to it [the new methodology], they like more traditional ways of teaching.” Chris explained why he felt Ukrainian University faculty members were resistant to the new methodology offered by the American colleagues. He explained:

To my opinion, the problem is in incorrect perception and unwillingness of many educators to change the old educational system with a new one, more democratic and more student-oriented. Many young people are satisfied with least things like good knowledge and high grades. Any kind of changes in education or in society in general is not important to them. The reason is simple: people, especially

young people, need financial stability, but not to develop and implement something new without government's support.

Another partnership participant's (Tradimir) comment is coherent with above statement. He also provided his explanation as to why it happened. He believed that it was difficult for older faculty to change their views and teaching methods; they had been teaching for many years in communist Soviet Union and felt certain that command methodology was the most suitable for their students.

The last big problem was that not all the faculty realized the need and importance to reform the system of education. Especially it was the case with elder colleagues, who resisted excepting the new methods of teaching. I can understand it – all their lives they lived in the communist country and it was impossible to change their minds. Fortunately, there was not such a problem with the young colleagues and students. Some faculty members were too far from the new ideas of Lipman's school, brought to our attention by the American colleagues. So they could not appreciate and understand them.”

Another factor that impacted resistance is the low teacher salary in Ukraine. Faculty and staff get no compensation for extra work; participation in this partnership was on volunteer basis. This was the major factor in faculty resistance towards the changes in the system of education.

One of the participants Nata stated that some faculty members who were not involved in the project, and did not know anything about it, were very critical of it.

Some professors not involved in the project would openly criticize what we were doing and giving negative characteristics to it. Not all the faculty members are very enthusiastic about it. Not all people welcome changes.

Respondents described resistance of some Ukrainian faculty and students as one of the biggest challenges during the partnership project. The fact that they were comfortable with the old methods of teaching was considered the essential factor in their resistance.

**3. Eight participants believed that another big challenge in achieving the goals of the partnership was the Ukrainian system of education itself – people, such as faculty and staff, do not normally have the power to make change in the educational system.**

Most of the respondents agreed that it was almost impossible to change anything in the Ukrainian system of education without support and cooperation from the administration and the government. The system of education in Ukraine completely depends upon the Government, which means it is not possible to implement any change in the curriculum without government's approval. Tradimir stated,

The biggest problem is the absence of autonomy in the Ukrainian educational establishments (colleges, institutes and universities). All the universities have an obligatory subject matters program that they have no right to change. This is the leftovers from the Soviet system of education. It looks funny, but this is the real fact. We were, back in those days, and even now in between (between our desire to change something and the government), we try to make a vision that we are making some reforms, but in reality nothing changes.

Pablo, Alex and Karina's responses indicated that Ukrainian faculty had no power to make any changes in the curriculum without the approval from the higher level administration. For example, Pablo mentioned:

The major challenge that we faced was inability to incorporate the original version of courses into our curriculum, because we had no power to change anything in the system of education and there was no support from the administrators and government. Also our curriculum was too far from the new model of teaching (democratic and creative).

He also stated that despite these difficulties, they were able to create "a transformative teaching model of critical, independent and creative thinking," which allowed them "to resolve the contradiction between two different educational systems, which was successfully used for teacher training purposes."

Alex outlined that the main difficulty in implementing the curriculum changes proposed by the American colleagues was lack of power, which made the process lengthily and difficult.

Another respondent Pablo indicated that the country and the society were not ready for any democratic changes. He said:

Democracy is a beautiful word, but sometimes we do not understand what it means. Democracy requires personal responsibility. They (Ukrainians) lived in a society where people could not drive without being stopped and asked money. Bribery was everywhere, at all levels. For example, one of the co-directors of the project, and the dean of the college of education, didn't have good personal

relationships with administration and he was asked to leave his position. We were trying to create a democracy island in a big non-democratic society. The most difficult thing, it is my observation, is the idea of personal choice. Also the idea of taking responsibilities. It is a generational thing. It needs time. Maybe they need a few more generations to adopt and implement the idea of democracy in their society at large.

Karina mentioned the same,

People there [in Ukraine] do not have power to do things. The faculty did not have the power to do anything.

Oles outlined that the students, as well as the instructors were not ready for a new methodology.

The problem appeared later, when I came home to the KSPU. Application of critical thinking methods in the classroom makes the following two problems arise:

- The speed of new material teaching/learning reduces. I can cover much less information/material using the critical thinking teaching methods than a regular lecture. The next problem that comes out from this one is that students have to cover more materials themselves and they are not happy about it.
- The next problem is that the level of knowledge of all students is different. And it happened many times that the discussion was interrupted by the basic questions which should have not even been asked in the class. What I mean is that the students should be prepared in order to participate in the class discussions: they should know the basics of the subject in order to be able to communicate on the

same level with other students in the class. That is why I cannot use methods of critical thinking in all my classes, just sometimes. By the way, the MSU faculty faced the same problem as I do.

As mentioned above, the participants faced two major challenges within the structure of the Ukrainian society and system of education during the partnership project

1. The Ukrainian society 'unreadiness' for democratic changes, and 2. Lack of power.

Irena summarizes these two reasons as follows:

It was very difficult to transfer from the old system of education to a new one, only based on students' creativity and responsibility for their own education (without any support of administration and government), the other difficulty was that students were not ready and not prepared for these changes (independent thinking, creativity, critical thinking).

**4. Four people thought that a challenge for developing and sustaining the partnership was that people in Ukraine, who were initially involved in the project, either retired or left the University. Then new people either did not have knowledge about the partnership project or were unwilling to get involved in it.** Another challenge that the participants faced was that people involved in the project either got retired or left the University. As several respondents mentioned many people, who participated in the project moved to other cities or countries (Oles, Karina, and Nata). According to the participants' responses, there was continuous change in Kirovograd - the Rector, partnership participants, and administration. For instance, Ralph stated,



...on their side everything kept changing: the Rector changed, some of the partnership participants left the University.

Additionally, many people, who participated in the project at the beginning retired and new young faculty could not continue the project either due to lack of knowledge or interest in the project.

**5. Four people believed that English was a challenge during the partnership project.**

The American team did not speak Ukrainian and the Ukrainian team did not speak English. The only way to communicate was through the translator, who was not always available. Therefore, some participants believed that language was the biggest challenge in the partnership project. For example, Tradimir said:

And, of course, the biggest problem was our poor knowledge of English. We had translators, who were translating the materials and discussions for us, but it was not enough in order to actively participate in such a big and important partnerships project.

**6. Three people believed that the organization of the project was not well-thought.**

According to three respondents, the main issue with the organization was lack of structure and information. Irena mentioned:

Unfortunately, we were not given exact and direct explanations about the actual purposes of this partnership, but I started to understand it gradually when I came to Montclair State University for a workshop. So, I would say that the organizational part of the partnership was not really well-thought.

Tonya said that the project leaders did not keep the partnership participants well-informed. She said, “They were doing something, but we knew very little about it.”

Another aspect of poor organization, according to Sagit, was the purely pedagogical style of the project - only instructors and educators were involved. He believed “there could have been more involvement from the student side.” Alefina also mentioned that “this partnership was not clearly presented to the participants.”

**7. Three people stated ‘lack of people’ as another challenge.** There were too few people involved in the project, which became an obstacle for implementing and developing the new teaching methodology. As Irena mentioned,

The obstacle was that there were just a few people from the faculty and the administration involved in the partnership. As a result, the project didn’t become widespread at the university and in Ukraine.

Other respondents Pablo and Ralph believed that in order to make changes in the country on the national level, it was necessary to invest a lot of people and money in that project. Pablo mentioned that it was not possible for the Ukrainian team to share the new teaching methodology throughout the country, because it required training of new people on a regular basis. Pablo outlined that widespread training would not be possible without financial support from the administration and government.

The main challenge in spreading of this model was that we had to prepare too many educators, who would implement and make real this model of education and we didn’t have enough people during that time.

**8. Three people said there was not enough time to implement all the changes they planned and desired.** A challenge that some participants faced was lack of time. The partnership was on volunteer basis, people were not compensated for participating in it, which affected motivation. This challenge directly connects with the problem of faculty resistance. The Ukrainian faculty, who were involved in the project worked full-time and could not devote much time to this partnership. The administration did not offer any classes' coverage for partnership participants or any compensation. Karina said that "maybe they (Ukrainian colleagues) need a few more generations to adopt and implement the idea of democracy in their society at large."

**9. Two people mentioned lack of support from administration and government as a major challenge during the partnership.** This challenge connects with the previous one, which is "lack of time." The administration and the government were not supportive and did not motivate people to make this project a success. Partnership participants were on their own with all the difficulties and problems, including financial and technical.

**10. Two people mentioned that the Ukrainian team did not have sufficient materials to be able to learn and teach the new methodology offered by the American colleagues.** An important tool in teaching and learning is the literature and other helpful materials, which the Ukrainian team did not have in enough quantity. Irena mentioned,

Also, the problem we faced was the lack of books, and other materials necessary for the teaching and learning process.

**11. One person stated that there were no challenges.**

Table 10. Challenges

Challenges	Number of Respondents
1. Lack of financial support.	12
2. Resistance of Ukrainian faculty towards new changes in the curriculum.	8
3. The Ukrainian system of Education and Government that make all changes impossible.	8
4. Not consistent team of participants.	4
5. Language barrier	4
6. Poor organization of the partnership	3
7. Lack of people	3
8. Lack of time	3
9. Lack of support	2
10. Lack of related literature	2
11. No challenges	1

### **Conclusion.**

Although this study only presents a snapshot of a certain time in the existence of a certain partnership, I do believe its findings will inform practitioners as they plan to establish their own international partnerships. These findings include the following:

- A finding of this study is that all sixteen participants had a positive perception of the partnership and its goals. All respondents stated that they were excited about the partnership and new learning experience.
- A finding of this study is that fifteen participants considered that the partnership project worked well for both partners and one respondent stated that the partnership was not working. Fifteen respondents said it was working well, because of the enthusiastic and knowledgeable leaders. One participant thought it was not working well, because it was new and there was no structure.

A finding of this study is that the Goal 1 - Faculty development in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative, and independent thinking skills in students; to encourage and foster critical thinking in the classrooms as a means to develop and promote democratic practices, was reached according to twelve partnership participants; two people believed it was too soon to talk about achievements, and two participants did not know about the achievements in this goal.

A finding of this study is that the Goal 2 - Adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum, was reached according to twelve partnership participants; one participant believed it was too soon to talk about the achievements, and three respondents did not know about the achievements in this goal.

- A finding of this study is that the Goal 3 - Preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for children Center at KSPU, was reached according to twelve partnership participants and four participants did not know about the achievements in this goal, whether the P4C Center was ever opened. There was inconsistency with respondents' opinions about the achievements in the partnership goals: two people did not know about the achievements in Goal 1, three people were not aware of any achievements in Goal 2, and four participants had no idea if the Goal 3 was ever reached. More structure and organization would provide more opportunity for faculty and student involvement, as well as it would ensure better informativeness of the participants about the outcomes of the project.

A finding of this study is that there were identified ten groups of challenges during the surveys data analysis. They include:

- Lack of financial support
- Resistance of Ukrainian faculty towards new changes in the curriculum.
- The Ukrainian system of Education and Government that make all changes impossible.
- Not consistent team of participants.
- Language barrier
- Poor organization of the partnership
- Lack of people
- Lack of time

- Lack of support
- Lack of related literature

According to the documents, though, there were only two main challenges:

1. The unavailability of MSU faculty to spend an extended period of time (2-3 weeks) during the academic year in Kirovograd. "As a result, the extent of time spent in Kirovograd has been limited to visits during MSU semester breaks and at the end of the spring semester." (MSU/KSPU Partnership Final Report, 1999-2002), and
2. Underutilization of the MSU faculty during their visits to KSPU. This was attributed to lack of planning or scheduling on the part of the KSPU team. As the project continued, however, there was better utilization of the time of MSU faculty and administrators. (MSU/KSPU Partnership Annual Report, 2000-2001).

## Chapter 7

### Discussion

The intent of this study was to investigate the achievements, perceptions, and challenges of the 1999-2002 partnership between Montclair State University (MSU) and Kirovograd State Pedagogical University (KSPU). The purpose of this partnership was to promote democratization in the Ukrainian university, as well as the region, through the infusion of contemporary thinking and knowledge into the curriculum and instructional practices. An analysis of the university partnership connects with a discussion of democratization in general - in Eastern Europe, education, and other institutional partnerships. Although the research into each area was limited in scope, a comprehensive literature review illuminated the issues, while providing context and interpretation of the empirical data.

It was expected that the results of the data analysis would offer significant information relevant to the research questions, which were:

How did the participants perceive the goals, achievements, and challenges of the partnership between MSU/KSPU?

- a) What were the participant perceptions of this partnership and its goals?
- b) What were the actual accomplishments of the partnership?
- c) What challenges did the participants face in implementing the project goals?

It was expected that this study would show that the partnership project between universities was seen as important to the participants, which would facilitate progressive changes in curriculum, and improve faculty knowledge and skills. This would lead to



adopting more effective methods of teaching and more successful academic and career experiences for students by the Ukrainian faculty.

The researcher also had a personal goal, which was to improve her knowledge about democratic teaching in education and learn more about the effectiveness of democratic teaching strategies. This knowledge will be passed along to the community, including educators and administrators, in both the Ukraine and the United States. This dissertation will be translated into Ukrainian with the goal that it will help the Ukrainian community to learn more about the outcomes of this partnership project and broaden their knowledge about democratic education, as well as motivate them to take practical steps toward democratization of their classrooms and curriculum.

To summarize the documents analysis and all participants' responses, the main findings in the achievements of the MSU/KSPU partnership project are as follows:

1. Integration of critical thinking in classes across the disciplines at KSPU
2. Adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum
3. Establishment of the Philosophy for Children Center
4. Faculty development
5. Technical support
6. Increase of international awareness
7. Friendships

The partnership focused on three primary goals that assisted KSPU in the development of its faculty and curriculum in the discipline of education, and encouraged

critical thinking in the classrooms as a means to develop and promote democratic practices. The project was aimed at:

Goal 1. Faculty development in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative, and independent thinking skills in students; to encourage and foster critical thinking in the classrooms as a means to develop and promote democratic practices.

Goal 2. Adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum.

Goal 3. Preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for children Center at KSPU (notes from the proposal for a partnership between MSU and KSPU).

**Goal 1: Faculty development in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative, and independent thinking skills in students; to encourage and foster critical thinking in the classrooms as a means to develop and promote democratic practices.**

***Finding:* According to the partnership documents and twelve partnership participants, Goal 1 was reached. Two people believed it was too soon to talk about achievements, and two people did not know about the achievements in this goal.**

***Meaning of this finding:*** It is extremely important that the partnership documents and the majority of the participants stated that this goal was accomplished. Development of

critical thinking is crucial for a democratic society. A critical thinker possesses essential characteristics of a democratic citizen. A critical thinker is open-minded and ready to consider alternatives, able to identify reasons, assumptions, and conclusions, and able to assess quality of an argument, taking into account its reasons, assumptions, and conclusions. A critical thinker asks appropriate clarifying questions and can defend his or her positions without condemning other points of view. The future of democracy depends on critical thinking. Therefore, the fact that nine different courses were designed in critical thinking in the School of Foreign Languages, the School of Psychology, College of Slavic Languages and Pedagogy, and in other schools at KSPU has a country-wide historic meaning.

It is important to note that the matter of recourses is crucially important in promoting critical thinking in any system of education. In order to develop and maintain critical thinking in Ukrainian curriculum, it is necessary to find instructors who are available (given the existing political, economic, and institutional structure), are interested in teaching critical thinking, and who are willing to do so. Furthermore, they must coordinate their efforts so that students do not get confused, especially in terms of terminology. It is difficult to satisfy all these conditions. Therefore, it will be impossible to develop and maintain critical thinking in the Ukrainian school curriculum without human resources, nation-wide administrative, and governmental support.

It is worth noting that the fact that 13% of partnership participants did not know about the accomplishments toward this goal demonstrates either a lack of communication

among the administrators and the participants, or lack of interest in the accomplishments among some participants.

**Goal 2: Adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum.**

*Finding:* According to the partnership documents and twelve partnership participants, Goal 2 was reached. One participant believed it was too soon to talk about the achievements, and three respondents did not know about the achievements in this goal.

*Meaning of this finding:* Regarding this goal the primary achievement was the introduction of a research design methodology course in the School of Foreign Languages; the implementation of this course in year two, semester four, of the program is highly significant. This course will teach students to understand the processes required in defining research questions, demonstrate ability in identifying background issues in a specific research context, identify and select appropriate research methodologies, collect and analyze data, as well as other important skills that develop critical and creative thinking, all skills that play a key role in developing and maintaining a democratic society.

**Goal 3. Preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for children Center at KSPU.**

*Finding:* According to the partnership documents and twelve partnership participants, Goal 3 was accomplished. Four participants did not know about the achievements in this goal, whether the P4C Center was ever opened.

*Meaning of this finding:* To fully understand this accomplishment, it is necessary to recollect the main purpose of the Philosophy for Children program. The program was designed to help children think in an autonomous, critical, and reasonable way, taking into account the needs and interests of all actors, especially the child himself/herself (Lipman, Sharp and Oscanyan, 1980; Splitter and Sharp, 1995). The goal of the program was to “improve children’s reasoning abilities and judgment by having them thinking about thinking as they discuss concepts of importance to them” (Lipman, 1981, p. 37). This program aimed to teach children to think for themselves and make informed choices (Lipman *et al.*, 1980; Lipman, 1981, 2003).

This program prepares participants for inclusion, to value and accept different points of view, and become respectful of differences and diversity. It further supports the sharing different beliefs and thoughts, and teaches to accommodate differences instead of placing sole importance on common interests. It teaches its participants to continue the dialogue despite the differences in their values and beliefs: in such cases, the participants are learning that the beliefs and values of others must be given equal respect and attention. These skills are crucial for citizens of a democratic society.

Hence, it is difficult to overestimate this accomplishment, which plays a key role in democracy promotion in Ukrainian schools and society as a whole.

Despite that position, there was inconsistency in respondent opinions regarding the achievements of the partnership goals: two people did not know about the achievements in Goal 1, three people were not aware of any achievements in Goal 2, and four participants had no idea if the Goal 3 was ever reached. As such, more structure and

organization would provide an opportunity for greater faculty and student involvement. It would also ensure better information sharing to the participants about project outcomes.

### **Faculty Development**

***Finding:* According to the partnership documents and four participants, there was a tremendous raise in professional faculty development.**

*Meaning of this finding:* During the partnership faculty and administrators wrote over a hundred publications, participated in a monthly seminar on democracy and education, and attended various conferences. This demonstrates a high level of interest towards democratic methods of teaching among the participants, which supports that the partnership's main goals have long term efficacy. Faculty development plays an essential role in improving educator knowledge, skills, attitudes, and beliefs, so that they in turn assist students learn at higher levels and advance their achievements.

### **Technical Support**

***Finding:* According to the documents and two respondents, Montclair State University bought computers for Kirovograd State University, which the Ukrainian University could not afford.**

*Meaning of this finding:* This finding is informative about the poor economic situation in Ukraine during the time of the partnership project, but more importantly reflects new opportunities for Ukrainian instructors and students. Educational technology enhances student learning in many cases. According to Dr. C. Terry Morrow (2011), professor of agricultural engineering and Faculty Fellow with the Center for Academic Computing, of

Penn State University, the benefits of technology in the classroom include opportunities to:

- Improve lectures
- Enhance the curriculum
- Provide visualization in a variety of formats
- Increase flexibility of presentations
- Share resources
- Enable demonstrations of complex concepts

Teaching and learning can also be qualitatively different through the use of advanced technology. The process of teaching and learning in the classroom can become significantly richer as students have access to new and different types of information. Technology is especially appropriate for the enhancement of global studies. It can bring experiences of other cultures into the classroom. Technology allows for interaction between students, also it encourages creative opportunities to be formed by showing the interrelationships among the social studies, literature, art and music. Classrooms equipped with technology help students move away from "chalk and talk" to more engaging and motivating processes which encourage higher order thinking. The possibilities are potentially endless.

### **Increase of International Awareness**

*Finding:* **Partnership's documents and seven respondents stated that another positive outcome of the partnership was increase of international awareness.**

*Meaning of this finding:* This project served to foster increased international awareness on both campuses, becoming a catalyst for generating deeper involvement and support of internationalization among faculty and administration of both universities. It has provided new opportunities for research, other grants, and new international alliances. This finding shows that the international partnership provided faculty with the opportunity to greatly expand internationalization efforts on their campuses. With their new experiences and information, partnership participants were able to influence hundreds of students and colleagues each semester. This international partnership gave its participants the opportunity to:

- Internationalize curricula
- Increase awareness of diversity issues on campus
- Raise the institution's profile abroad

### **Friendships**

*Finding:* **According to the documents and seven participants, another major achievement of the partnership project was lifelong friendships and working partnerships with various faculties, many of whom have visited MSU in recent years.**

*Meaning of the finding:* This finding demonstrates important personal and professional meaning. Close relationships resulted in professional growth and enriched personal experiences. International partnerships help to promote better understanding of other cultures, life, and professional perspectives, which help to create solidarity that



transforms into friendships. Such relationships foster a common passion for peace, tolerance, and a team spirit, by promoting respect for cultural and regional diversity.

### **Participant perceptions of this partnership and its goals**

*Finding:* **The study revealed that all sixteen participants had a positive perception of the partnership and its goals.** All respondents stated that they were excited about the partnership and new learning experience.

*Meaning of the finding:* This finding has tremendous significance. The positive perception of the partnership by the participants demonstrates that the project was needed and implemented in the right place, at right time. The new knowledge and new experiences that the partners shared were valuable for both the Ukrainians and Americans. Analysis of the participant answers revealed that it was particularly meaningful for the Ukrainian partners, as they appreciated learning new progressive teaching methodology, which could counter the old Soviet dimension mentality. Ukrainian educators and administrators were ready for big changes, – to reconstruct the entire educational system.

The American team was eager to learn about the Ukrainian system of education as well, and assist their partners in transformation from old-style teaching to a more modern and progressive methodology. They recognized that the old system could no longer more satisfy the needs of the modern students. The more American partners learned about the system, the deeper the understanding of the importance and significance of the project.

It seems the partnership was a precursor to bigger change in the whole country, which of course was tremendously meaningful for the project participants and others to

come. The partnership encouraged a burst of new ideas regarding the changes that were needed in the Ukrainian curriculum, as well as modifications that could be made in American curriculum, to foster democracy.

The majority of participants (12 individuals) agreed that the partnership assisted KSPU in understanding and adopting new pedagogical approaches. One participant (Aleftina) noted that in the past ten years the KSPU faculty members “have been actively developing interactive methods of teaching English as a foreign language. The pedagogy of dialogue and developing critical thinking skills has been harmoniously involved in the teaching process.” Other participant (Irena) stated that the major advantage of the partnership project was the development and implementation of new methods of teaching, which included critical thinking and creativity.

We started implementing new teaching and learning methodology, aiming at students’ development of critical and independent thinking skills, which positively influenced both instructors and students.

Pablo mentioned,

We developed theoretical and practical aspects of student-oriented education. We developed a system for development of critical thinking skills and democratic attitude to a student; the ability to form and maintain the group dynamic as a way and means to implement democratic methods of teaching and learning.

Another respondent Gita believed that the biggest achievement of this partnership was “a start for the process of democratization of Ukrainian system of education,” as well as other positive outcomes,

The partnership's major outcomes are: implementation of the critical thinking course into the university's curriculum; implementation of other different courses aiming at teaching the students how to think critically and independently, opening of the Philosophy for Children Center; the unique opportunity to share their ideas and experiences that students and faculty from both universities received, as well as continuous professional and personal relationships we still have.

Irena believed that the biggest advantage of this partnership project was it "set an example for other schools, colleges, universities that it is possible to cooperate with American schools." She mentioned that today many schools cooperate with US colleges, but "back in those days of the partnership, we were among the first ones and this is important to us."

The analysis of the partnership challenges showed that the participant responses revealed more information than the documents analysis. According to the participants, there were ten challenges during the partnership project, which are:

- Lack of financial support.
- Resistance of Ukrainian faculty towards new changes in the curriculum.
- The Ukrainian system of Education and Government that make all changes impossible.
- Not consistent team of participants.
- English language
- Bad organization of the partnership
- Lack of people

- Lack of time
- Lack of support
- Lack of literature

According to the documents, however there were only two main challenges:

- The unavailability of MSU faculty to spend an extended period of time (2-3 weeks) during the academic year in Kirovograd, and
- Underutilization of the MSU faculty during their visits to KSPU.

As it was stated at the beginning of this study, this research of the collaboration for democratic reform in the Ukraine will contribute to a better understanding of democratic processes and explore ways to develop real and effective democracy. This research will also contribute to improving the ways, in which international institutions of higher learning engage with, and learn from, one-another. As a result of the research, the following recommendations are made for current practitioners:

- One of the most important steps that should be taken at the beginning of any partnership is to ensure that the participating institutions are a good fit for one-another.
- In order for the individuals who participate in the partnership to better understand its goals and structure, information should be clearly communicated orally and on the paper, outlining the partnership tasks, including timelines, key contacts, participant list, etc.

- In order to keep people motivated and interested in reaching the goals of partnership projects, partnerships should establish administrative tools that address the issues of participant compensation for their time and efforts.

This proposed study of international collaboration, with an examination of components such as achievement, participant perceptions, and challenges, will hopefully aid university administrators and faculty, while fostering new affiliations with foreign educational establishments. The proposed case study, focusing on the collaboration aimed at democratic reform in the Ukraine, will contribute to a better understanding of democratic processes overall, as well as how to take further steps toward real and effective democracy.

### **Recommendations for Practice**

Several recommendations for practitioners emerged during the course of this study. These recommendations may assist faculty and staff at institutions of higher education who are interested in forming and maintaining international partnerships. The suggestions that follow address partnership needs in the areas of partnership formation and maintenance.

One of the most important steps that should be taken at the very beginning of any partnership is to ensure that the participating institutions are a good fit for one another. In this case, all sixteen participants had a positive perception of the project and its goals. Moreover, Zita outlined that the American colleagues “were eager to help in the transformation of KSPU from what they considered an “old-style” teaching institution into a more modern one employing techniques that MSU had tried and been using for a

long while” and Ukrainian faculty accepted the new methodology “as a possibility for more effective ways of teaching and developing the students' creative and critical skills for preparing young people with independent views, being more tolerant and capable of self-improvement” (Aleftina). Gita, Tradimir and Alex said that the partnership was at the right time and place. The main goal of the project was appealing to people in Ukraine, as they realized that it was time for changes.

Whereas all the participants had positive perception of the partnership and its goals, and many of them felt that this project was at the right time and place, some of the participants did not know what the specific goals of the partnership were or how it was developing. In other words, the partnership suffered from the lack of communication and lack of organization. In order for the individuals, who participate in the partnership, to better understand its goals and structure, this information should be clearly communicated to all participants orally and in writing, using a guide that outlines the partnership tasks, including timelines, key contacts, participants' list, etc. If there were a structure in place that promoted more communication, some of the challenges, such as resistance, lack of people, and lack of time might have less of an impact, though they might not be eliminated altogether. At least, a clear and structured communication would further a dialogue and better understanding. Partnership participants would benefit from knowing the origins and goals of the partnership in order to establish a vision and detailed procedures for the partnership, which could result in increased involvement through mutual understanding.

Another issue to consider is compensation of participants. In order to keep people motivated and interested administrative tools that address the issue of participant compensation is necessary. Fifteen participants agreed that the partnership project worked well due to the enthusiastic teams from both the Ukrainian and American sides. Individual motivation and personal relationships become more important when a project is lacking financial support. In this partnership fourteen participants mentioned lack of financial support as one of the biggest challenges during the partnership project. Thus, when financial support is unavailable, the partnership relies on individual motivation and enthusiasm.

### **Recommendations for Research**

The purpose of this study was to examine the achievements, perceptions, and challenges of the 1999-2002 partnership between Montclair State University and Kirovograd State Pedagogical University in the context of the partnership goals, which are:

- What was the participants' perception of this partnership and its goals?
- What were the actual achievements of the partnership?
- What challenges did the participants face in implementing the project goals?

Among the various strategies for educational reform regarding democratic practice, collaborations between educational institutions are both common and potentially effective. While collaborative partnerships are common, little is known about the success of collaborative efforts (Otterbourg & Adams, 1989). This study is an attempt to add to the body of knowledge regarding collaborations between American and Ukrainian

Universities, examining the perception of the participants, as well as achievements, and challenges. This is significant in part, because partnership approaches can be replicated, and both successes and failures provide information for future efforts.

Recent research continues to prove the value of international partnership (Tedrow & Mabokela, 2006). More studies on the establishment and maintenance, as well as successes and challenges of such partnerships, could provide valuable insights (Chan, 2004). Specifically, answers to the following questions would prove helpful:

- How do other educational institutions from different parts of the world establish and maintain effective partnerships?
- What impact do international partnerships have on the participants' learning and the institutions at large?
- Do the achievements and challenges of partnerships depend more on financial support or personal involvement? Does the impact of financial gain outweigh personal involvement?

This study is a snapshot of what happened in one international partnership, including participants' perceptions, and achievements and challenges of this partnership project. More research needs to be done to expand knowledge in this area, which could benefit current and future educators as they plan and establish international partnerships. More knowledge about international partnerships might further and strengthen understanding of these partnerships and provide insights into how the partnership leaders can avoid mistakes at all phases of these international endeavors.



**Limitations of the Study**

There are three primary limitations of this study: First, some of the participants interviewed had limited knowledge, and since participants were self-reporting, the data is subject to questions of reliability. Reliability was increased by using several data collection techniques, such as surveys and partnership documentations. Next, research question #2 (What were the achievements in the partnership?) was difficult to answer for some participants, since they had no knowledge of the partnership's outcomes. For instance, two people did not know if there were any achievements in Goal 1, three people did not know if there were any achievements in Goal 2, and four people did not know about the achievements in Goal 3. The final limitation is that the study involved only two schools.

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## **Appendix A**

### **Survey #1**

1. The project aimed to assist faculty in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative, and independent thinking skills in students. What were your perceptions? How do you evaluate the achievement of this goal? What challenges did you face?
2. The project focused on adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum. What were the achievements with regard to this task? What are your perceptions? What were the significant challenges?
3. The partnership focused on preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU. What were your perceptions? How do you evaluate the achievements of this goal? Which challenges did you face?

## **Appendix B**

### **Survey #2**

1. How would you describe the partnership between the universities?
2. Why did your University decide to participate in the project?
3. Why do you think the partnership between the universities was worked [or did not work]? What are the major contributing factors to success [or lack of success]?
4. What do you see as significant benefits and rewards of partnership between the two universities?
5. What were the significant challenges and roadblocks for sustaining the partnership between the universities?

## **Appendix C**

### **Consent Form for the Partnership Participants**

Date

Dear (Partnership Participant's Name),

I am a Montclair State University doctoral student conducting research on the partnership between Montclair State University (MSU) and Kirovograd State Pedagogical University (KSPU). The title of the study is "Education for Democracy: Case Study on the Partnership between Montclair State University and Kirovograd State Pedagogical University." The purpose of this research is to examine the achievements, perceptions, and challenges of the partnership between Montclair State University and Kirovograd State Pedagogical University.

The researcher will send you surveys #1 & 2 via e-mail to collect information on your experiences regarding the partnership. The completion of each survey should take about 45-60 minutes. If you may uncomfortable about sharing your opinions, understand this is a normal reaction. Please be open in your answers, they are completely anonymous.

You may benefit from this study through learning about educational and social directions of the Ukraine, which will contribute to a better understanding of Ukrainian democratic processes, as well as the ways to take steps toward real and effective democracy. The dissertation will be translated into Ukrainian and be available for

Ukrainian educators and researchers. This study may assist Ukrainians in applying and exercising democratic values in their social and private lives.

All information collected will be kept strictly confidential. You will not be linked to any presentations. We will remain anonymous according to the law. Please check below if it is okay to use your data in other studies:

Please check:            ☐ Yes            ☐ No

Please note that participation in the research is voluntary and may be terminated at any time. You can notify me at any time if you wish to terminate your participation.

If you decide to participate, please complete the enclosed survey. Your return of this survey is implied consent.

If you have any questions about this study, please feel free to call me at (201) 312-4554 or e-mail at [korolevaai@mail.montclair.edu](mailto:korolevaai@mail.montclair.edu). Any questions about your rights may be directed to Dr. Debra Zellner, Chair of the Institutional Review Board at Montclair State University at [reviewboard@mail.montclair.edu](mailto:reviewboard@mail.montclair.edu) or 973-655-4327.

Thank you for your time and cooperation.

Sincerely,

Irina Koroleva, Principal Investigator

Dr. Mark L. Weinstein, Faculty Sponsor

1 Normal Ave.

Montclair, NJ 07043 USA



## Appendix D

### Surveys in English

#### Irena – KSPU Faculty Member

##### Survey # 1

1. The project aimed to assist faculty in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative and independent thinking skills in student. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

My perception of this project from the very beginning was just curiosity and interest in what will come out from this partnership. I've always tried to implement more democratic teaching methods in my classroom, than it was used in other universities and classrooms. By more democratic teaching methods I mean the following: I tried to get my students interested and motivated in what they were studying, I tried to use inclusive pedagogy, I encouraged all my students to participate in the learning process. My major goal was to teach students how to express their thoughts and not to be afraid of speaking up. I tried to teach them how to analyze their own actions and words as well as others. That is why I got very excited when I heard about this partnership. Unfortunately, we were not given exact and direct explanations about the actual purposes of this partnership, but I started to understand it gradually when I came to Montclair State University for a workshop. Our faculty began to implement critical thinking methodology in their classrooms. Also we created a course of critical thinking in the department, in addition,

we organized a community consisted of students, who were active participants in the after school events. I was mainly involved in the preparation and translation of necessary materials for the partnership. My visit to MSU was short (3 weeks), unfortunately I didn't have a chance to visit all the classes and workshops conducted by MSU faculty and administrators, but I was trying to implement and include in my everyday teaching routine all what I had learned from this partnership project, mainly, element of discussion, teaching students how to express their own opinion and how to argument it. Regarding the problems, I can mark the following: it was very difficult to transfer from the old system of education to a new one, based on students' creativity and responsibility for their own education, the other difficulty was that students were not ready and not prepared for these changes (independent thinking, creativity, critical thinking). Also, the problem we faced was the lack of books, and other materials necessary for the teaching and learning process. The other thing was that many faculty members and administration thought about this partnership as if it was something experimental, not for a long time.

2. The project aimed at adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum. What were the achievements in this task? How would you describe your perceptions? What were the significant challenges?

I cannot reply to this question in the full capacity, because I was not enough involved into this part of the project, however, I used several elements from this methodology in my classroom: students' evaluation of their own work in the class using special evaluation technique, students' logical argumentation of their opinion, written essays on different topics with the fragments of critical thinking.

3. The partnership focused on preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU.

What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

The perception of this goal was positive. Though I didn't take part in this task, but I know that the goal was reached at that time. Also, I know that there was created a Center of Philosophy for Children, where children were taught how to think critically. The literature was brought from the MSU and translated into Ukrainian. I do not know if this center still exists.

**Irena – KSPU Faculty Member**

Survey # 2

1. How would you describe the partnership between the universities?

The partnership was very close, efficient, and full of good results, inspiring, useful, much needed, and very important.

2. Why did your University decide to participate in the project?

Our department of foreign languages has always been trying to set up affiliations with universities abroad in order to find new forms of collaboration and to improve our curriculum knowledge and teaching techniques. At the beginning the project seemed to be nothing more than just a collaboration with English speaking colleagues, but it turned out to be a very interesting and efficient work not just for our department, but for the whole university. The cornerstone became the question of learning, developing and implementation of critical skills program into our curriculum.

3. Why do you think the partnership between the universities was working [or not working]? What are the major contributing factors to success [or lack thereof]?

The partnership was working due to both partners interest in this collaboration. Also, we were motivated by the results and changes we saw in our school. We started implementing new teaching and learning methodology, aiming at students' development of critical and independent thinking skills, which positively influenced both instructors and students. The obstacle was that there were just a few people from the faculty and the administration involved in the partnership. As a result, the project didn't become widespread at the university. Another problem was the lack of support and understanding

from other colleagues. The partnership was maintained by the enthusiastic people, who were trying to make positive changes in the curriculum and teaching process. Of course, a big problem was no kind of support from the government.

4. What were the significant challenges and roadblocks for sustaining the partnership between the universities?

Significant difficulties were the following: lack of time that could be devoted to this partnership project, decrease of people's enthusiasm (because we did not receive any kind of compensation for this project), touch schedules of the faculty who were involved in the partnership, lack of any support from administration or government. Another difficulty was that many people who participated in the project at the beginning were retired and new young faculty could not continue the project due to lack of knowledge.

5. What do you see as significant benefits and rewards of the partnership between two universities?

The major advantages of this partnership was the development and implementation of new methods of teaching, which included development of critical thinking skills and creativity; also, the university got new technical devices necessary for a successful teaching and learning process. Several dissertations were written about this partnership. Faculty and staff had the opportunity to study in the United States and get new experiences and knowledge, and then exchange it with other colleagues. All this had broadened faculty's knowledge and views about learning and teaching process.

**Aleftina – KSPU Administrator**

Survey # 1

1. The project aimed to assist faculty in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative and independent thinking skills in student. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

The project assisted the faculty of the School of Foreign Languages in understanding and adopting new pedagogical approaches very much. In the past ten years we have been actively developing interactive methods of teaching English as a foreign language. The pedagogy of dialogue and developing critical thinking skills has been harmoniously involved in the teaching process. The faculty accepted it as a possibility for more effective ways of teaching English and developing the students' creative and critical skills for preparing young people with independent views, being more tolerant and capable of self-improvement. It has become a continuous process, not an easy one. Some students are resistant to it, they like more traditional ways of teaching. As an example I can point out what skills the students of the III year in Spoken and Written English should develop.

2. The project aimed at adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum. What were the achievements in this task? How would you describe your perceptions? What were the significant challenges?

As I have said the pedagogy of dialogue and developing critical thinking skills has become effective particularly for teaching English as a Foreign Language. We used the

methodology in this or that way in all kinds of work. I can give an example using some points from the requirements. For eg.:

Speak on the topic:

- a) show the knowledge of factual and conceptual information of the theme, present it following a standard structure (introduction; development of issues, supported by evidence in the form of your own reasoning, somebody's opinion, examples, statistics; conclusion), use a proper communicative form according to the theme (some themes are academic, e.g. "System of Schooling in England and Wales", some themes reflect your personal experience, feelings and attitudes, e.g. "My First Teaching Experience").
- b) discuss some suggested problems with the teacher (express clearly the relationships between ideas; show clarity, precision, relevance to the topic, if necessary breadth or depth, and certainly logic; keep up with an animated discussion)

Students are expected to show the following skills on the examination tasks:

- work on the text
- the skills of reading and literary translation
- understanding the gist
- understanding the logic-semantic structure of the text
- understanding relations between the parts of the text through lexical cohesion devices
- understanding indirectly stated ideas and information of the text
- defining the thematic and problematic levels of the text
- analyzing the character representation

- defining forms of speech and their functions (narration, description, discourse)
- defining types of information (factual, underlying, conceptual)
- recognizing figures of speech and defining their functions, distinguishing between literary and figurative language

## 2. Monological speech:

- defining the purpose of the utterance”
- defining the main issues which must be analyzed
- developing each issue following the lines of argument
- drawing conclusions
- being relevant to the theme
- expressing your ideas with clarity and precision, getting deeply into the issue
- speaking with clear articulation and correct intonation
- using grammatical structures specified by the program accurately and fluently
- communicating spontaneously on the suggested problems

*Listening comprehension:* showing understanding of different types of texts: a lecture, a conversation, a dialogue; showing understanding of the main thoughts; showing understanding of the details.

We pay much attention to different forms of discussion, to role playing and case studies. It increases the interest of students in the learning process, develops skills of putting questions, categorizing questions, answering to the point, listening to each other, reasoning, developing a tolerant attitude, an ability of taking turns and respect to a



communicator, summing up the material etc. Students are especially thankful for discussing different issues and preparing them for life.

3. The partnership focused on preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU.

What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

We have a Philosophy for Children course for the students for elementary school. It is an effective way of developing students' curiosity, ability to support one's point of view, using a Socratic method of putting probing questions etc. Many important ideas penetrate into other courses.

The learning process at the university becomes more and more challenging. People read a lot of contemporary materials on new pedagogical and methodological ideas. They have a wide access not only to national but international contemporary researches. The American program of developing critical thinking has occupied an important place in this process:

- Creative activity of Ingmar Bergman
- The history of American cinema
- The role of cinema in the life of people
- The review of the film “The Mirror Has Two Faces”
- The review of a favorite film.
- People who make a movie.
- My first teaching experience

- System of schooling in England and Wales.
- Types of schools in England and Wales
- The academic curriculum, examinations.
- What changes have private schools in Britain undergone?
- What is art?
- The Role of Art in the Life of People (in my life).
- Characteristic Features of Thomas Gainsborough's style.
- Characteristic Features of William Turner's style.
- British Painting.
- My Visit to a Museum.
- Traits of Character Which I Like in a Personality.
- Traits of Character Which I Dislike in a Personality.
- My Identity (What do I Know about myself?)

**Aleftina – KSPU Administrator**

Survey #2

1. How would you describe the partnership between the universities?

It has been one of the most effective partnerships between an American university and a university of one of the newly born independent states. It was admitted by the State Department. There must be an official paper in the Global Education Center about it.

2. Why did your University decide to participate in the project?

It was aimed at developing best democratic traditions in the system of education in Ukraine.

3. Why do you think the partnership between the universities was working [or not working]? What are the major contributing factors to success [or lack thereof]?

The project worked because it was supported by very many people in the university, in many schools, in the ministry of education as it raised very important ideas of developing the new democratic mentality of young people. It had many directions of work. It had a lot of educational exchange visits. It was based on respect and understanding. It promoted the development of friendly relations, of better understanding between Ukrainians and Americans.

4. What were the significant challenges and roadblocks for sustaining the partnership between the universities?

There were financial problems which Kirovograd University faced, those were difficult years. But the university did its best to provide expenses for accommodation and other necessary things required by the program.

5. What do you see as significant benefits and rewards of the partnership between two universities?

Using critical thinking research methodology in different areas; growing professionally, learning the culture of the USA, and making friends.

**Tonya – KSPU Faculty Member**

Survey #1

1. The partnership aimed at assisting KSPU in the development of its faculty and curriculum in the discipline of education to help bring about changes in higher education as well as education at the primary and secondary levels. What were the achievements in this task? How would you describe your perceptions? What were the significant challenges along the way?

I cannot evaluate achievements in any of the goals mentioned in this survey, because I was not a either a coordinator or a head of the project, just one of the participants. For me personally, I can say, meeting colleagues from Montclair helped me to some extent to widen my perspective of education and to realize cross cultural differences.

Lack of relevant literature I can mention as a challenge.

2. The project aimed at encouraging and fostering critical thinking in the classrooms as a means to develop and promote democratic practices. What were the achievements in this task? What were your perceptions? Which challenges did you face?

I am thankful that due to this program Kirovograd University started considering more and supporting critical thinking in classrooms.

3. The project aimed to assist faculty in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative and independent thinking skills in student. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

Again, I cannot evaluate achievements of goals mentioned in this survey. I did what I can on my part, in particular, I published a manual in General and Applied Psychology as a part of this joint project. The manual was recommended by Ministry of Education of Ukraine. Challenges I met while publishing this manual were not related to the project. I hope that the published manual helped those who read it, study and teach Psychology to understand the meaning of critical thinking and ways of its development.

4. The project aimed at adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum. What were the achievements in this task? How would you describe your perceptions? What were the significant challenges?

I cannot evaluate achievements in this goal either.

5. The partnership focused on preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

I have no knowledge or data about this.

**Tonya – KSPU Faculty Member**

Survey # 2

1. How would you describe the partnership between the universities?

Some attempts were made to establish a partnership. From what I observed, I would say, this partnership was not clearly presented to the participants or viewed.

2. Why did your University decide to participate in the project?

I cannot read people's minds, but I believe it was an honor for a Ukrainian higher institution to have connection with a USA University.

3. Why do you think the partnership between the universities was working [or not working]?

I would say more not working, than working. WHY? It was new, and there was no pattern or structure, at least on Ukrainian part. I really did not know what to expect from it.

What are the major contributing factors to success [or lack thereof]?

I don't know.

4. What do you see as significant benefits and rewards of the partnership between two universities?

Coming outside the box, seeing a different perspective, in particular, from the country, which achieved great success in its short history and was and still is country #1 in the world.

5. What were the significant challenges and roadblocks for sustaining the partnership between the universities?

Lack of openness (glasnost) or transparency: The project leaders, who work in Kirovograd University, were not accountable to ordinary "rank and file" participants. They were doing something, but we knew very little about it.



**Chris – KSPU Faculty Member**

Survey #1

1. The project aimed to assist faculty in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative and independent thinking skills in student. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

The project aimed at adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum. What were the achievements in this task? How would you describe your perceptions? What were the significant challenges?

2. The partnership focused on preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

My attitude has always been positive towards the process of education that seeks to develop a personality in each and every student and creates all necessary conditions for students' self-education. Probably, it is too soon to talk about any kind of results of this partnership project; however I should mention that there was a tendency of positive attitude to changes in methodology among students. To my opinion, the problem is in incorrect perception and unwillingness of many educators to change the old educational system with a new one, more democratic and more student-oriented. Many young people are satisfied with least things like good knowledge and high grades. Any kind of changes

in education or in society in general is not important to them. The reason is simple: people, especially young people, need financial stability, but not to develop and implement something new without government's support. However, I believe that new informational era will push every thinking person to the idea that it is not possible to be a passive listener, it is necessary to become an active participant in the world of information.

**Chris – KSPU Faculty Member**

Survey #2

1. How would you describe the partnership between the universities?

Positive, useful, interesting, full of good results.

2. Why did your University decide to participate in the project?

It is always interesting and valuable to exchange experience with more advanced educational establishments.

3. How long did it take for the partnership to develop? What were the significant challenges along the way?

I cannot answer this question.

4. Why do you think the partnership between the universities was working [or not working]? What are the major contributing factors to success [or lack thereof]?

I cannot answer this question.

5. What do you see as significant benefits and rewards of the partnership between two universities?

I cannot answer this question.

**Zita – MSU Faculty Member**

Survey # 1

1. The project aimed to assist faculty in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative and independent thinking skills in student. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

This is the only question I am qualified to respond to because I was invited to Kirovograd to work with faculty and students in the languages and literature programs. I visited KSPU twice and found a considerable difference between my first visit and my second - both visits were in the early part of the 21<sup>st</sup> century and I can get the dates from our Global Education Office, but I believe one of the visits was in 2002.

On my first visit, I found that the faculty had been employing mostly lecture techniques in the literature classes, while the language teaching was more interactive. In the lectures, students were expected to take copious notes and pretty much redeliver those notes in exams. I was disappointed to see that, in some classrooms, the study of literature was conducted on a rather superficial level and there was a great deal of memorization of dates and biographies of authors. In those classrooms, there was very little probing into the deeper meanings of the texts or into the cultural environment which produced such a text. Although, there were a few instances of critical reading using a decidedly Marxist perspective.

In one of my classes, I used a journaling method to get students to think as individuals and this was more difficult than I thought it would be. Students were trained to get the right answer and were somewhat uncomfortable when there wasn't a correct answer. On a personal level, though, students were very eager to learn about "America" from me to see how my perceptions matched those shown on their favorite TV shows, one of which, at the time, was Beverly Hills 90210 (the first version). So they were fascinated by my stories about my students and my life in New York City.

Once I won their trust, there was an outpouring of personal information, dreams, hopes and fears. It was as though teachers weren't often seen as desiring of human interaction with their students. And, indeed, it did seem that the relationship between students and teachers was fairly formal.

In my later visit, I believe that the relationships had relaxed, but the students, when asked to write about their perceptions of Ukraine as a democracy, were quite cynical that change had really occurred. I felt like a Pollyanna because their skepticism was probably more in line with reality than was my optimism. But also, I do believe that the students, after exposure to some of our interchanges and MSU programs, became more adept at expressing themselves and becoming critical thinkers. I think they may have still been tied to the idea of a "right" answer, but then again, this shows up often in our American students as well. There is comfort in knowing that you have answered a question correctly and one of the great challenges was in convincing the students that in literature and the humanities, ambiguity often rules and therefore the way in which you make your argument using a text is more important than a right answer.

In addition, I believe that modeling democratic discussion techniques, as I did with students, also helped some of the professors who had been tied to the lecture method, to open their minds to other approaches. It is difficult to let go of the authoritarian mode, though, and this was more successful for some than for others.

The ongoing relationships that were forged, both personally and between the two institutions, have continued in a variety of ways and I believe that we continue to enrich each other in many areas.

**Zita – MSU Faculty Member**

Survey #2

1. How would you describe the partnership between the universities?

I think that the two universities entered this experiment with great good faith and a desire to establish true cooperation. This was true of the administration as far as I could tell and it was certainly true of the faculty participants. There was great spirit and energy and a good deal of communication.

2. Why did your University decide to participate in the project?

I can't speak for the university as a whole, but I can say that the faculty participants were eager to help in the transformation of KSPU from what they considered an "old-style" teaching institution into a more modern one employing techniques that MSU had tried and been using for a long while.

3. Why do you think the partnership between the universities was working [or not working]? What are the major contributing factors to success [or lack thereof]?

I think that the partnership worked well until there were, I believe, changes in the administration of KSPU. When a new administration comes in which had not been instrumental in initiating the project some momentum is inevitably lost. I also think that some faculty involved in the original project moved on. But I do think that our interaction had lasting effects on students and faculty.

4. What were the significant challenges and roadblocks for sustaining the partnership between the universities?

I believe I addressed this in the answer to the above question.

5. What do you see as significant benefits and rewards of the partnership between two universities?

There are certainly benefits for MSU in that we proved that we could establish an excellent working relationship with a university that is similar in some ways and extraordinarily dissimilar in others. In addition, we have made some life long friendships and working partnerships with various faculty, many of whom have visited MSU in recent years. I also think that the work we did in establishing materials for use in the project has stood us in good stead for future work we will do in cooperation with international partners. And I can only hope that the participants at KSPU still feel the effects of our cooperation but you will have to ask them!



**Gita – KSPU Faculty Member**

Survey #1

1. The project aimed to assist faculty in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative and independent thinking skills in student. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

I accepted the idea of democratization of education right away. I think this idea was in the air for a very long time already. The old system of education could not satisfy the needs of the students, teachers, and the Ukrainian society in general. I think that we accomplished all major goals that were put before the partnership started. The most important result of this partnership is that education now is student-oriented, student knowledge and experience is in the center of educational process today. Also, in general relationships between teachers and students became more democratic than before, students become more active and more responsible for their own education. The major problem that I faced at the very beginning of this project, was unwillingness of many my colleagues to change anything in the existing system of education. In the contrary, the majority of the students were very excited about coming changes.

2. The project aimed at adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum. What were the achievements in this task? How would you describe your perceptions? What were the significant challenges?

The process of integration of critical thinking was quite a complicated and long process; the adaptation lasted even after the partnership was over. I think that in general methods of teaching became more democratic and more oriented on development of students' independent thinking skills.

3. The partnership focused on preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU.

What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

I thought that establishment of the Philosophy for Children Center would be a very difficult task. However, taken into account the fact that our university is pedagogical that prepares future teachers, I believed that this project would become true, because not only our university, but the whole country desperately needed a center like this. And this happened in reality, I think that this center gave the opportunity to many students and teachers open for themselves the philosophy for children and implement it while educating children, no matter what subject matter was taught, because the main purpose of education is to develop students' critical and creative skills.

**Gita – KSPU Faculty Member**

Survey #2

1. How would you describe the partnership between the universities?

The partnership between universities was built on the equal right basis. We all worked as one team, during this partnership our relations became more than just professional – we became friends, we exchanged our professional and personal knowledge and skills.

2. Why did your University decide to participate in the project?

The initiators of this project were two wonderful people (names omitted). Due to their knowledge, enthusiasm, experience made the administrators of KSPU participate in this partnership. Besides that, the idea of democratization of Ukrainian education was very actual and significant due to changes in the political system of Ukraine: in the period of transformation from totalitarian system to democratic.

3. Why do you think the partnership between the universities was working [or not working]? What are the major contributing factors to success [or lack thereof]?

I think that the partnership was very successful and full of positive results. The main reason of its success was that the tasks of this partnership were absolutely coherent with the tasks of the Ukrainian system of education. The project of collaboration itself was very well – thought. The faculty who took part in the project from both sides, Ukrainian and American, were real professionals who knew how to work creatively in the team.

4. What were the significant challenges and roadblocks for sustaining the partnership between the universities?

I think that there was not enough financial support for the partnership's maintenance.

However, even the lack of financial support did not stop all of the participants: we were working hard to make positive changes in the system of education in our university and hopefully in the country! Even now we remain good friends with our American colleagues, which allow us to learn from them as well.

5. What do you see as significant benefits and rewards of the partnership between two universities?

The biggest plus of this project was that it put a start for the process of democratization of Ukrainian system of education. The partnership's major outcomes are: implementation of the critical thinking course into the university's curriculum; implementation of other different courses aiming at teaching the students how to think critically and independently, opening of the Philosophy for Children Center; the unique opportunity to share their ideas and experiences that students and faculty from both universities received, as well as continuous professional and personal relationships we still have.

**Margo – KSPU Faculty Member**

Survey # 1

1. Project aimed to assist faculty in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum.

I believe that this was the main objective of the program. Activities of the program promoted this goal through opportunities for KSPU faculty to visit the Montclair State University campus and observe classes, meet with MSU faculty and participate in seminars. Additionally, MSU faculty visited KSPU and met and consulted with faculty there. I also spent a semester at KSPU working and consulting with individual faculty. My perception is that the introduction to different pedagogical approaches was well received by KSPU faculty. I perceived that there was a feeling of respect toward the learning as well as to the MSU faculty as the KSPU faculty experienced these approaches. It is not easy to make large changes in one's pedagogical approaches since one's pedagogical approaches are often influenced by the pedagogical approaches one experienced as a student and/or have been developed over time. It often takes a lifetime to seriously develop and refine one's pedagogical approaches. I believe there was sincere effort on the part of KSPU faculty to begin to understand and use these new approaches which generally focused on student-centered learning. And as the program progressed, more faculties became interested in the program, and also in enhancing their English skills so they might be eligible to participate in programs at MSU.

The President at KSPU as well as other administrators at KSPU were supportive of the program and warmly received MSU faculty.

2. Project aimed at adaption and integration of courses in research methodology in KSPU.

I do not believe that this was an objective of the program. At the time of the grant I was not aware of courses in research methodology being offered at KSPU. While spending a semester at Kirovograd I did have the opportunity to team teach a course in introductory research with a professor at KSPU. A course like this had not been offered before and I believe that it was new for the professor, too. When I taught the course my objective was to give the students an opportunity to understand some basic concepts of research and introductory descriptive statistics. Fortunately there was a great deal of interaction between the professors (American and KSPU) and individual students regarding their projects. The course was a modified version of the course I taught at MSU because of time constraints and limited English skills of the students at KSPU. I am not sure whether the course was offered again.

3. I believe that the partnership did not focus specifically on the preparation of teachers for the Philosophy of Children program and the establishment of an affiliate Philosophy for Children Center for KSPU. I perceive that the Philosophy for Children program was visualized by the four administrators of this program (MSU and KSPU) as part of the objective of introducing pedagogical approaches to promote democratic practices across the curriculum. Two KSPU faculty members received a great deal of support to become acquainted with the Philosophy for Children program: there were opportunities for them to receive extensive training in the Philosophy for Children program at MSU through semester long visits to the MSU campus as well as at short term workshops at MSU. In

addition, faculty from MSU gave at least one workshop in Philosophy of Children at KSPU. MSU faculty in the Philosophy for Children was most enthusiastic in their support of KSPU faculty.

Funds from the partnership program also made it possible to purchase the necessary texts published by the Philosophy for Children at MSU to accompany the learning for each age group. The two professors from KSPU who received the training in Philosophy for Children were outstanding individuals and several years later, left the university. As I understand, they are using their training in new positions. It is my understanding that an affiliate Philosophy for Children Center was never established. I believe that the KSPU faculty did not have support of the administration, administrative skills or organizational skills to establish an affiliate Philosophy for Children Center at KSPU.

**Margo – KSPU Faculty Member**

Survey # 2

1. I would describe the partnership between the two universities as a very active one during the period of three years or the length of the grant. The project directors, two from each university, were active in their leadership roles and deeply committed to achieving the success of the program. I believe that they gave careful consideration to planning different aspects of the program and choosing the most qualified participants who would further the aims of the program. One project director spent an entire semester at the partner university.

2. The top administrators at each university were very much aware of the partnership and fully supported the program. During the period of the grant, there was much publicity about the program on each campus and some faculty who were not directly involved in the program were aware of the program on their campus.

Montclair State University initiated the program through its grant application with the full support of KSPU as a potential partner. During the grant writing process, a team from Montclair State visited KSPU to meet administrators and faculty. The application process was initiated because of the important campus wide mission of global education and involvement for faculty and students at MSU. It was believed that a partnership program would provide MSU faculty and students learning opportunities from interacting with faculty and students in a different environment.

3. The partnership worked because of the sincere commitment from the project directors to achieve success. Faculty at both campuses was eager to be involved because of the



professional learning opportunities the program provided. The project's objectives also provided opportunities for faculty from each university to travel to the partnership university, providing new experiences for both.

4. One of the benefits and rewards of the partnership was the establishment of some relationships that have continued today. The partnership also provided the participants with a deeper understanding of the history and background of each country, learnings that will last a life time.

5. I do not believe that there were significant challenges or roadblocks for sustaining the partnership between the universities. There would have been more KSPU faculty who would have liked to participate in the program's exchange visits to MSU but were unable to do so because of their limited skills in English. However, I do not view this as a major challenge to the program.

**Pablo – KSPU Administrator**

Survey #1

1. The project aimed to assist faculty in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative and independent thinking skills in student. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

My perception of this goal was very positive. The main reason why I liked the idea of this partnership was that it seemed to me like a big rehearsal of democratization process, which occurred in our country several years later. I mean the entering of Ukraine into the Blonsk process, the main idea of which is to create a new microclimate of democracy and students' independence in comparison with the traditional totalitarian style of our education system. The major problem that we faced was inability to incorporate the original version of courses into our curriculum. In order to overcome this difficulty, we created a transformative teaching model of critical, independent and creative thinking. This allowed us to resolve the contradiction between two different educational systems, which was successfully used for teacher training purposes.

2. The project aimed at adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum. What were the achievements in this task? How would you describe your perceptions? What were the significant challenges?

The current model is called “ecofacilitative” or “ecocentrized”. It presupposes building of special ecological educational environment, which would offer not only team forms of

collaboration with students, but would also broaden liberal forms of collaboration.

Lipman's ideas about development of critical and democratic thinking are coherent with Ukrainian and Russian educational and psychological conceptions created by Vygotsky, Davidov and others. The main problem in spreading of this model was that we had to prepare too many educators, who would implement and make real this model of education. Currently this problem does not exist: we have "ecofacilitative" schools in 15 districts in Ukraine, which has been open for five years already. Its center is situated in Kyiv.

Also, there are trained and prepared for facilitative pedagogical work over 500 specialists. In addition, there was opened an association of ecological and pedagogical help, which creates positive conditions for implementing the ideas about democratization into real life. There was created a website [www.ecofacilitation.ucoz.com](http://www.ecofacilitation.ucoz.com) with detailed information in order to protect the rights of current facilitators.

3. The partnership focused on preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU.

What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

This task was a difficult one. However, we created a center for Philosophy for Children program and it is functions now very successfully.

**Pablo – KSPU Administrator**

Survey #2

1. How would you describe the partnership between the universities?

The partnership can be characterized as very necessary for both partners, friendly, efficient, and mutually *взаимобогатящее*. The KGPU's administration financially supported us a little bit. This financial support helped us to organize and develop the Center of Pedagogical Innovations, as well as to host our guests and partners from the IAPC, Montclair State University, USA.

2. Why did your University decide to participate in the project?

There were several reasons for being a part of this partnership:

- By the time of the partnership, the conglomerated democratic ideas and traditions in education since the independence of our country (pedagogy of cooperation, pedagogy of Makarenko, Suchomlinsky, Amonashvili, Davidov, and other creative and improved educators of that time) were almost stopped because of the USSR collapse.
- There was a desperate need in experience exchange with other universities, which were well-known for their democratic traditions, one of which was Montclair State University.
- Lack of governmental financing of educational programs in 1990s.

3. Why do you think the partnership between the universities was working [or not working]? What are the major contributing factors to success [or lack thereof]?

The partnership was working only because of mutual desire to exchange our experiences; we had very enthusiastic and active educators, administrators involved in this partnership project with very rich professional experience and who were going to cooperate no matter what. Almost all partnership participants were very interested in this project and were going to overcome any difficulties, obstacles in order to maintain it. We all were absolutely sure that there was a need for a global change in the system of education in Ukraine.

4. What do you see as significant benefits and rewards of the partnership between two universities?

The main problems we faced were as follows:

- Old educational traditions – command –administrative, no space for students’ opinions.
- Absence of financial support for development and maintenance of experimental partnerships like this.
- Lack of personal development in our system of education.
- Cultural problem related to ignorance of other colleagues about many pedagogical definitions and meanings, such as “subject matter”, “non administrative teaching and learning”.
- The conservatism of existed educational and administrative personal in Ukraine. <http://www2.kspu.kr.ua/blogs/lushin/other-en.html>
- Almost no one from the Ukrainian team knew how to speak English.
- Lack of financial support.

- Many of the partnership participants moved to other cities and other countries.

5. What were the significant challenges and roadblocks for sustaining the partnership between the universities?

The partnership helped us to realize how much we needed an inter-universities and inter-countries cooperation and communication.

- We developed theoretical and practical aspects of student-oriented education.
- We developed a system for development of critical thinking skills and democratic attitude to a student; the ability to form and maintain the group dynamic as a way and means to implement democratic methods of teaching and learning.
- We became friends besides colleagues, and continue communicating with each other for more than 10 years already.

### **Boris – KSPU Faculty Member**

#### Survey #1

1. The project aimed to assist faculty in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative and independent thinking skills in student. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

During my stay at MSU I was learning with a great interest the way my American colleagues were working, the work of the International Center, the structure of the educational process in different departments (primarily, in mathematical department). Also, I was very interested in learning more about how the courses were conducted by the American professors. Here are the classes that I visited:

- "Introduction to research" (prof. M.Mukherjee);
- "Critical Thinking" (prof. N.Tumposky);
- "Critical Thinking and Moral Education" (prof. M.Weistein);
- "Critical Thinking and Learning class" (prof M.Gregory).
- University Physics classes (prof. M.L.West);
- University Descriptive Astronomy classes (prof. M.L.West);
- Physics class in Montclair High School;
- Class of Science in Montclair Hebron Middle School.

The first two things that amazed me were that the students and professors were communicating very easily, and age range of students in the American University – from

20 to 60. To my surprise, despite my very poor English, I didn't feel any discomfort in communicating with people, because we were striving to understand each other.

Now about the teaching methods: by the time of this partnership, I had some experience in the field of teaching and the field of science (11 years of teaching and 15 years in the science). Also I've always been a big supporter of a critical discussion infusion in the process of education. That is why it was so interesting to learn more about the critical thinking in the college, which was the house of critical thinking in education. Of course, it was very visible that students were eager to receive new knowledge and tried to be active participants in the educational process. I, for example, was watching with a great interest how one of the professors used the simplest models to demonstrate the theory and all of the students were actively participating in that discussion. That was amazing to me! Also, this professor shared with me the lessons plans and the methodology of teaching that she was using. That was very nice of her.

With great pleasure I used all the materials I received in my own classroom, while teaching physics and astronomy. No doubt, the new methodology helped to increase the level of students' participation and interest to the subject matter.

Now about the problems: I want to repeat that there was absolutely no discomfort in communicating with American colleagues and students at MSU. Everyone was open and it was my great pleasure to cooperate with such great people.

The problem appeared later, when I came home to the KSPU. Application of critical thinking methods in the classroom makes the following two problems arise:



- The speed of new material teaching/learning reduces. I can cover much less information/material using the critical thinking teaching methods than a regular lecture. The next problem that comes out from this one is that students have to cover more materials themselves and they are not happy about it.
- The next problem is that the level of knowledge of all students is different. And it happened many times that the discussion was interrupted by the basic questions which should have not even be asked in the class. What I mean is that the students should be prepared in order to participate in the class discussions: they should know the basics of the subject in order to be able to communicate on the same level with other students in the class.

That is why I cannot use methods of critical thinking in all my classes, just sometimes.

By the way, the MSU faculty faced the same problem as I do.

1. The project aimed at adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum. What were the achievements in this task? How would you describe your perceptions? What were the significant challenges?

The task was achieved on that moment. My perceptions were very positive and optimistic. The most significant challenge was the lack of financial support from anywhere.

2. The partnership focused on preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU.

What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

Again, my perception was very positive. The achievements were high. Even now the center is working. The only challenge is the lack of financial support.

**Nata – KSPU Faculty Member**

Survey #1

1. The project aimed to assist faculty in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative and independent thinking skills in student. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

When the MSU -KSPU project was launched I was a junior student at KSPU, and I was really excited to try the NEW things offered by our partners. I understood it as move to a better more progressive way of both teaching and studying as well as making positive changes towards overcoming Soviet one dimension mentality.

The challenges were numerous, first of all because the Ukrainian University instructors understood in their own ways sometimes different from what we thought or what would US instructors would. It was sometimes across the board that the former practices with less democracy to it were involved into trying the new subject matter. Some professors not involved in the project would openly criticize what we were doing and giving negative characteristics to it.

Other than that the literature was all authentic and after traditional black and white educational texts it was challenging to start on smth really different. However, it only worked towards the good!

2. The project aimed at adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum. What were the achievements in this task? How would you describe your perceptions? What were the significant challenges?

I took this course with Dr. Margaret Mukherjee (please correct the spelling if it is wrong). The course was very short. I wish I could have much more. The challenge was that we were not given extra hours apart from regular curriculum, and some students were not motivated to come. It created not a very good atmosphere about the importance of the class. It was challenging to motivate students to do smth extra.

However, I took most what I could. The info was very practical; however a lot of areas were not covered. For instance, only after I defended my PhD I found out the importance of methods of math statistics in research. I had to learn it by myself. It wasn't covered either in our regular class nor it was in the research methodology classes offered by MSU.

3. The partnership focused on preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

That is why. We had the research center at some point of time with lots of books and materials to it. In addition, the suggested methods were used in some schools of Kirovograd as well as in the University. However, no matter what it takes the people to do the job.

Within some time people who were initially involved into the project of creating the P4C center moved out of town, changed the filed, jobs what not and the idea kindda stopped. I know P.Lushin wrote couple books on that as well N. Kolto but unfortunately they are not in Kirovograd any longer.

**Nata – KSPU Faculty Member**

Survey #2

1. How would you describe the partnership between the universities?

A progressive one and the one making a big change in my life as a STUDENT.

2. Why did your University decide to participate in the project?

I think it was the initiative of a progressive forward thinker and professor Dr. V.

Khripun

3. Why do you think the partnership between the universities was working [or not working]? What are the major contributing factors to success [or lack thereof]?

Success:

personality of dr. Khripun and her partners and followers

democratic backbone of the project

a lot of new things

arrival of US professors

lots of exchange visits

Failure:

lack of personal motivation

Ukrainian mentality

4. What do you see as significant benefits and rewards of the partnership between two universities?

My changed attitude towards how a child should be brought up in the contemporary multicultural world. I used quite a few ideas of that in my dissertation paper.

5. What were the significant challenges and roadblocks for sustaining the partnership between the universities?

Finance management

the gap between national program and the new offered course as they were run on extra hours

lack of student motivation as these subjects were not in the diploma

no solid follow up

### **Tradimir – KSPU Administrator**

#### Survey #1

1. The project aimed to assist faculty in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative and independent thinking skills in student. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

The idea for that time was very progressive and attractive. It was coherent with the Ukrainian Ministry's of Education directions. That is why the project was in the right time, in the place (country) and it had united a very good team of people who were thinking in the same direction.

The main goals were reached, and some even were overreached, meaning we did even more than had planned. For example, our experience got a huge feedback from all over the country, and even from other countries, such as Belorussia, Russia and Kazakhstan. People were impressed that this kind of a project was possible during those years, the years of the country development.

2. The main problems were organizational: it was not easy to become partners with American team. It was absolutely new experience for a Ukrainian University. 2. The other serious problem was the financial side of this project: the budget of our University was very small and could not afford any kind of partnership like this (with a foreign organization). It was not easy to make a vision that we were able to do it. We, even, had to buy an apartment for our American colleagues where they could stay during the time



of the partnership. Once the project was over, we, unfortunately, had to sell the apartment to get money back for the university. 3. The last big problem was that not all the faculty realized the need and importance to reform the system of education. Especially it was the case with elder colleagues, who resisted excepting the new methods of teaching. I can understand it – all their lives they lived in the communist country and it was impossible to change their minds. Fortunately, there was not such a problem with the young colleagues and students.

3. The project aimed at adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum. What were the achievements in this task? How would you describe your perceptions? What were the significant challenges?

We were able to make very important changes in the curriculum on the Bachelor's level in the departments of Foreign Languages and in many other departments. Today this process is very widespread and common, but back in those days, we were the first ones who started to change the system of education in any way we could. Now I think it was very brave and bold. A very positive perception. This part of the partnership helped us (the Ukrainian team) to open new world standards, which was very useful and attractive. Especially that we worked very creatively.

The biggest problem is the absence of autonomy in the Ukrainian educational establishments (colleges, institutes and universities). All the universities have an obligatory subject matters program that they have no right to change. This is the leftovers from the Soviet system of education. It looks funny, but this is the real fact. We were, back in those days, and even now in between (between our desire to change smth and

the government), we try to make a vision that we are making some reforms, but in reality nothing changes.

4. The partnership focused on preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU.

What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

This part of the project was the most attractive for me. The institute of Dr. Lipman (he was the head during that time), was and still remains unique in the whole world. It was fascinating for our Ukrainian University to be in a partnership with such a powerful in its area center. But the most important thing is that many Lipman's professional and educational views and ideas were coherent with the ideas and views of Suchomlinsky – a prominent Ukrainian educator. It was a shocking opening for us, and it gave us a huge motivation for developing of this partnership project in Ukraine and getting the Ministry of Education approval.

The achievements in this goal were important and even now we can see the positive results. One of the main purpose of Ukrainian school now is the development of students' competency, and the main component of this notion (according to the educators' and Ministry of Education).

Some faculty members were too far from the new ideas of Lipman's school, brought to our attention by the American colleagues. So they could not appreciate and understand them. And, of course, the biggest problem was our poor knowledge of English. We had

translators, who were translating the materials and discussions for us, but it was not enough in order to actively participate in such a big and important partnerships project.

### **Tradimir – KSPU Administrator**

#### Survey #2

1. How would you describe the partnership between the universities?

The partnership was very productive, efficient and very creative. Our directors were able to create a great powerful knowledgeable team, who became not only colleagues but also close friends for long years; even now we are communicating and sharing our professional and personal experiences. We combined in this project American pragmatism and Ukrainian hospitality. Though, of course, we as partners were not equal financially and developmentally, on the governmental level, on the educational level and on the level of Universities.

2. Why did your University decide to participate in the project?

It just was a lucky case for us to be able to participate in such kind of a project. Everything started with the personal contact with one of the American project's directors, who saw in our Ukrainian team a potential to build, develop and make efficient a very important and tremendously necessary for our system of education project. And we all together did all we could on a highest level possible. We surprised the whole country. And even the minister of education asked me with a great surprise: "How could you do that?"

3. Why do you think the partnership between the universities was working [or not working]? What are the major contributing factors to success [or lack thereof]?

The main reason for this project to be working well was our team (our directors and assistants). Besides that, as I said before, the project was in the right time and in the right place for our country and its system of education.

4. What do you see as significant benefits and rewards of the partnership between two universities?

The main problem in sustaining of this partnership and others, by the way, was the lack of financial support from the Ukrainian government. When you do not have money, it is almost impossible to do anything. But I cannot say that the partnership is gone. We are still in contact with Montclair State University. We communicate with many people; we share our professional and personal opinions and views. This is very important to us to be able to continue our cooperation. I personally, visited the Montclair State University, was meeting with the MSU's Provost, and conducted several workshops after the project was finished.

5. What were the significant challenges and roadblocks for sustaining the partnership between the universities?

The biggest advantage of this partnership project was that we set an example for other schools, colleges, universities that it is possible to cooperate with American schools, and even more important, it is very necessary for both partners. Today, tens of Ukrainian Universities cooperate with the United States' Schools. Back in those days of the partnership, we were among the first ones and this is important to us.

**Alex - KSPU Faculty Member**

Survey #1

1. The project aimed to assist faculty in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative and independent thinking skills in student. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

My perception was very positive, though it was clear even at the beginning of this project that we would have to make a lot of changes in our curriculum and change not only the curriculum but ourselves as well.

The goal was reached, the project was successful.

The difficulties were mainly technical (changes in the teaching plans, working programs and curriculum).

2. The project aimed at adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum. What were the achievements in this task? How would you describe your perceptions? What were the significant challenges?

The goal of adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum was reached.

The problem was the time issue: the process took more time than we planned at the beginning.

3. The partnership focused on preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU.

What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

The establishment of the center of Philosophy for Children was a very important event for our University. However, we planned to be on the national level in the matter of preparing teachers for this program and involve teachers from all over the country. This did not happen. We had financial problems, lack of financial support from the side of the government and local administrations.

**Alex- KSPU Faculty Member**

Survey #2

1. How would you describe the partnership between the universities?

The partnership was efficient, multisided, and mutually needed, it indeed enriched both sided intellectually, professionally, and emotionally.

2. Why did your University decide to participate in the project?

This decision was made by Khripun, the prominent educator; the University's President supported it, because it was obvious to everyone that Ukrainian system of education desperately needed changes.

3. Why do you think the partnership between the universities was working [or not working]? What are the major contributing factors to success [or lack thereof]?

The partnership was working very well, because both partners put a lot of efforts to its' successful realization.

4. What do you see as significant benefits and rewards of the partnership between two universities?

The benefits of this partnership project are:

- Integration of critical thinking methodology in the curriculum,
- Scientific conferences on the topic of how to work in the team, how to cooperate and collaborate,
- Team work,
- Opening of the Center for Philosophy for Children,
- Technical support (we got computers for our University),



- Professional communication with our American colleagues became more close: we became friends and still communicate with each other,
- Learning more about other country, its' values gave a lot to look at our differently.

5. What were the significant challenges and roadblocks for sustaining the partnership between the universities?

The partnership was planned to last three years; therefore it lasted three years only. I do not know anything about problems in its maintenance.

**Karina – MSU Adminsitrator**

Survey # 1

1. The project aimed to assist faculty in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative and independent thinking skills in student. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

A very positive perception, though it was a very serious goal. The Ukrainian students/faculty admired the fact that they can have their voice. No matter how much they wanted it – it was very difficult to do. For example, one of the KSPU faculty was conducting a discussion with students, who were told in advance that they could ask her the questions, and when they interrupted her and asked the questions, she was very uncomfortable, she turned red. But, of course, she answered their questions. I told her this is a conversation, this is not a lecture. But it was so hard for her to switch to that style. They (Ukrainian educators) were not used to that. Another example, we had a discussion on democracy and education, I believe, with one of the MSU faculty member in Kirovograd. We had students in the classroom; we were just discussing things related to democracy and education. After the discussion, many students said “I can’t believe that people are interested in what I am thinking!” And I told them you cannot be judgmental and critical of each other. They liked it a lot.

The achievements were many publications, change of Ukrainian students’ mentality and way of viewing the educational process as a one-sided process. The KSPU faculty still

continues this methodology. We had meetings with the Ministry of Education in Ukraine; the MSU was recognized in the Ukraine as the leader in democratic education. It was such an eye-opener. The hospitality, the warmth, there was so much propaganda here. We had wonderful time besides work; we went to dacha – summer house of one of the KSPU faculty. He had a beautiful orchard there, all the fruits and vegetables. However, there was no hot water, gas, and so on and so forth. But we had shashlik and I have so many memories. Very good memories. We still communicate with KSPU team. I just saw one of the Kirovograd co-directors of the project in Moscow, several months ago. We are still friends. Professor from KSPU still comes here to visit us.

There were challenges. Democracy is a beautiful word, but sometimes we do not understand what it means. Democracy requires personal responsibility. They lived in a society where people could not drive without being stopped and asked money. Bribery was everywhere, at all levels. For example, one of the co-directors of the project, and the dean of the college of education, didn't have good personal relationships with administration and he was asked to leave his position. We were trying to create a democracy island in a big non-democratic society. The most difficult thing, it is my observation, is the idea of personal choice. And also the idea of taking responsibilities. It is a generational thing. It needs time. Maybe they need a few more generations to adopt and implement the idea of democracy in their society at large.

Also, money was a challenge, but it does not relate to the questions about democracy. But we were in very uncomfortable situation, trying to negotiate how much this and that. It was a challenge to go through this every day.

Another challenge was, of course, language. People didn't speak English/Russian, so we had to translate all the time.

2. The project aimed at adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum. What were the achievements in this task? How would you describe your perceptions? What were the significant challenges?

I do not know much about it.

3. The partnership focused on preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

They established the P4C center. I know that ex Rector was very supportive, and he helped a lot to develop and maintain it. When he was gone, the new Rector came, but he was not very excited about this idea of having the P4C center, so I cannot tell you if they still have it or not.

**Karina – MSU Administrator**

Survey #2

1. How would you describe the partnership between the universities?

The partnership involved exchanges with the faculty, collaboration; it had different areas of collaboration, long term exchanges from there to here. People were here for 10 weeks and longer. The partnership was very productive, efficient. By the end of the partnership, KSPU team learned a lot what they planned to learn. We had an international conference: a very good conference. We became friends. There were many scholarly works; US Embassy was involved, which was a big deal during that time for Ukraine. Every time we were somewhere, they would have television and radio there talking about us, and the project.

One of the outcomes was that there was established a Fullbright program in Kirovograd. Even now, when I talk to the project participants, they say you opened a new door for us, we are now exposed to other things. Isn't it nice to hear?

2. Why did your University decide to participate in the project?

We had a visiting scholar, who spent one month here as an IREX scholar at Linguistics Department. She was here for other reasons – to study curriculum here. She kept talking how she was impressed with methodology here, how it was much more democratic than in Ukraine. Then another MSU faculty member who spent a lot time with this Ukrainian scholar started talking about doing some kind of partnership. The first year we applied for university partnership grant – we didn't get it. The second year we got it. And we started to make the plan of the partnership program. I went to Washington DC. One more MSU

faculty and I went to Kirovograd, where we discussed it in details with our Ukrainian colleagues. We got other faculty involved. People were very excited and nice to us.

3. Why do you think the partnership between the universities was working [or not working]? What are the major contributing factors to success [or lack thereof]?

The partnership was definitely working because of the strong interest from both sides and strong and dedicated leaders. This is the key for any successful partnership. I found it was a lot easier to create a team here than there. They had cooperation from the Rector of the university. He kind of blessed it. That was crucial for the project. But we had a lot of issues, like money, housing and with housing there are coming many more things. People there do not have power to do things. They didn't have housing, they found it somehow, they didn't have enough money for food for us. The faculty did not have the power to do anything. We brought some computers for them. They were very scared that people would steal them, someone had to take the responsibility.

4. What do you see as significant benefits and rewards of the partnership between two universities?

It was a big partnership for MSU to work with at that time. It gave us a lot of visibility. It opened new doors for Ukrainian team. It was such a successful partnership that the Educational Cultural State Department extended it for 6 more months. Every KSPU member was in Washington. People changed their view about the US and we learned a lot about them and their culture.

5. What were the significant challenges and roadblocks for sustaining the partnership between the universities?

Of course, money. They no longer could come here, and we could not support them.

MSU has the opportunity to work with so many different countries. Ukraine was not one of interest for the MSU.

**Sagit – MSU Faculty Member**

Survey #1

1. The project aimed to assist faculty in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative and independent thinking skills in student. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

My role in the project was to present some theory and then after that some demonstration of methodology but not necessarily in the meaning of the project's whole structure.

Achievements would be in the sense of the whole project. I contributed to the critical thinking development by giving some theory about it and that was my contribution to the partnership. So I do not know about the achievements generally, because I did not attend any classes, so I have no idea if it reflected somehow on the students at Ukrainian school.

In terms of individuals...I can say that three people definitely picked up the methodology, but these are powerful individuals, who were interested in new methodology. I don't know, however, if their grasp reflected on their teaching styles.

I do not remember much resistance. There was a language challenge. There were several people in Kirovograd who were very interested in a project, but whose responses were synchronic. They let me come in their lives. They internalized the experiences of this project, but in terms of the whole project... you know more than I do. Another challenge was cultural adjustment and to be able to read each other psychologically and emotionally when I came to the Ukraine, to Kiev, I was stunned: all people looked alike.



They were all tall, blond, serious and tense. It took me some time to get adjusted, but that was very valuable for me to connect to the Slavic culture. I was impressed with the land, its agricultural richness. I guess I liked it; I was sort of enchanted by the quality of the land and the people.

I had no sense of group. There was no group. The group of students I mean, who I saw occasionally. I went to Kirovograd five-six times, I have no idea how it touched them (the students), but I know how it touched several people, to be more precise 10 individuals. The administrators..., I am not sure.

I had several examples of this feeling – the authoritarian in administration in Ukraine. It was amusing, because it didn't affect me in any way. Americans tend to be mute in their power relations, while Ukrainians show it up. I was never touched by that personally, but I heard stories about it. You can call it a challenge – the Ukrainian way of power was never challenged by the American way.

Several faculty members were very curious and extremely interested in learning about our facilitation ideology. Also, several students were very interested in our methodology and learned a lot about the program and methodology.

2. The project aimed at adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum. What were the achievements in this task? How would you describe your perceptions? What were the significant challenges?

I cannot answer this question.

3. The partnership focused on preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU.

What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

I do not have an answer to this question. I do not know.

**Sagit – MSU Faculty Member**

Survey #2

1. How would you describe the partnership between the universities?

Interesting, efficient

2. Why did your University decide to participate in the project?

3. Why do you think the partnership between the universities was working [or not working]? What are the major contributing factors to success [or lack thereof]?

It seemed to me the partnership worked well. As I said, I do not know if it was powerful. I would say, it was superficial partnership. When I say working, I mean that the director of the project found the funds; the administrators were coming back and forth, so all we planned worked out. But I had a conical feeling – the Ukrainian administrators were milking the cow when they were coming here, but I can't confirm it.

4. What do you see as significant benefits and rewards of the partnership between two universities?

Rewards: it was a personal sense of expansion and connection with Slavic culture, get closer to smth I saw from far away. It was very valuable. Many people profited a lot from the experience. And many people didn't – because they were satisfied with what they were doing, they did not need any changes. But, again, I do not know maybe there is some wonderful plant which is growing now there.

For me it was a cultural reward and for, again, it's my extremely general and cynical impression – the reward for the deans was to travel here. As far as the rewards to the KSPU – it is a big question mark. I have no sense. I would guess not much, just because

it was not such a big project. People had no power to change anything. It was the way power in the Ukrainian institution. It seems to be appropriate in that situation. I think there could have been more involvement from the student side. But the partnership project or proposal was written that way, purely pedagogical style.

5. What were the significant challenges and roadblocks for sustaining the partnership between the universities?

Sustaining: well, obviously, the main challenge was money. There was a lot of money, but if you compare to Bill Gates' projects.. you understand... You need a lot of money and a lot of people to make something big...

**Ralph – MSU Faculty Member**

Survey #1

1. The project aimed to assist faculty in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative and independent thinking skills in student. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

That happened. We were able to accomplish that goal. Again, remember I said that these people are very smart. I can tell you that they adopted a democratic approaches, because they wonderful teachers. It was something they believed in. all of these people grew a little bit and we grew as well.

2. The project aimed at adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum. What were the achievements in this task? How would you describe your perceptions? What were the significant challenges?

I can't answer this question. I wasn't involved.

3. The partnership focused on preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

It was very successful in the beginning, but I am not sure if it is still there. So when all of these people left, there was no longer P4C in Kirovograd to my knowledge. People, who were involved in this P4C thing, were the people who really cared.

**Ralph – MSU Faculty Member**

Survey #2

1. How would you describe the partnership between the universities?

I have to put it on two levels. I have to say that the partnership was great for both countries. On a personal level it was really wonderful. On a professional level, I also think it was wonderful.

2. Why did your University decide to participate in the project?

3. Why do you think the partnership between the universities was working [or not working]? What are the major contributing factors to success [or lack thereof]?

It was a working partnership. Our team was very consistent over time and when we sent over our faculty, they did great work at schools. I did some work at schools too. But on their side- everything kept changing: the Rector changed, some of the partnership participants left the University. Their side was very good at providing people to translate. So the first time we went over there we had a translator that eventually moved to Texas and the second time and the third time it was another great person. She was unbelievable. There was no communication problem at all.

I did some work at school; I used to go to school #5. The principal was a gipsy, and he liked us coming his schools. I went to school #5 once, but I used to go to other school and work with kids. First of all, they do a wonderful job teaching English, so a lot of kids would speak English, but I was the first native English speaker they saw in their life. So I would go to the classrooms and just talk to the kids. They were asking what it's like to live in America, who's this and that and so on and so forth. One of my favorite days was

when I went on a trip with one of the classes. There were couple of kids who spoke beautiful English, we went on a bus and on the way back we stopped at the grocery store and there were about 20 kids, and I everything the kids wanted at the store. It cost me about \$20, which was amazing.

I was there a technology person. My job there was to find out what their needs were in a project and to assess them and to make sure that we had communications back and forth. And what we really wanted to do was videoconferencing, but it never happened for a variety of different reasons. So, my job was technology. So at the beginning, part of the grant allowed for us to buy the computers which we did. And the number of other different things, I don't know if you got the budget, but we got computers and video cameras and bunch of other different things. We were relying on them having enough technology, but they didn't. We had two technology people there. They came over here first, one didn't speak English, another spoke perfect English. We put together all the things for the proposal. And they kept telling me that they enough of everything to do the work. I went there and they had nothing, OK? So, when I got there we set up some computers, we set up a bunch of different things, but I realized there was no way that we were going to get our video stuff working. So the first time I went over there, I was almost disappointed, although I was able to give to them some computer instructions and some set up., but I was disappointed that I couldn't get real communications between here and there. In Ukraine, pretty much PC based. We did bring them a Macintosh that became very powerful and attractive for students to use over there. So that Macintosh had a video camera, so they had Mac and whole bunch of PCs there. So eternally we ended

up doing some things, but I was never able to achieve my goal in getting real communications back and forth. So then I came back and we did some work here back and forth and then I came back again and we tried to do many different things to get real communication there, but it just never happened. On the other hand, I had a wonderful time over there.

4. What do you see as significant benefits and rewards of the partnership between two universities?

We got to know each other and we got to know the country and the people. Everybody that I met there was wonderful. And they were really smart and professional and they were living in a difficult time, the whole different scenario.

5. What were the significant challenges and roadblocks for sustaining the partnership between the universities?

Money. I think the University (MSU) lost its interest, they (KSPU) were always interested and the reason was that we brought money to them. If there was a Dean there or a Rector who understood what was going on, but it didn't happen.



**Zhenya – KSPU Faculty Member**

Survey #1

1. The project aimed to assist faculty in understanding and adopting pedagogical approaches that promote more democratic practices across the curriculum – that is, pedagogy that seeks to develop critical, creative and independent thinking skills in student. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

I was very much interested in this partnership as the person who was teaching foreign languages at the time of the project. To be more specific, I was interested in the question how to improve the teaching methodology. I looked at the critical thinking methodology as another way to activate my students' communication and language skills. Only during the work with our American colleagues I started to understand the tasks and goals of the partnership and the Center of Philosophy for Children. Due to this partnership I began to pay more attention to the development of students' critical thinking skills. I implemented the critical thinking methodology in one of my classroom, I was using for the whole semester, and the results were clearly great – students became to pay attention to the logic of their own opinions, they liked to analyze different questions, as well as give their arguments on different issues. Even the structure and content of our discussions changed: students started listening more to each other, they were more oriented on a partner in a dialogue. To develop these skills was the most difficult part for me as the instructor.

2. The project aimed at adaptation and integration of courses in research methodology in the KSPU undergraduate curriculum. What were the achievements in this task? How would you describe your perceptions? What were the significant challenges?

I cannot say anything about it; I was not involved in this part of the project.

3. The partnership focused on preparation of teachers for the Philosophy for Children program and the establishment of an affiliate Philosophy for Children Center at KSPU. What were your perceptions? How do you evaluate the achievements in this goal? Which challenges did you face?

I took all the Philosophy for Children workshops at Montclair State. I remember that I had a huge interest in this program. I didn't have any skills before. That is why at that time my goals were small: learn as much as I can and use it in my teaching practice.

However, trying to implement this methodology I saw that there were many problems – teacher who was supposed to conduct such lessons should have been an enthusiast with his/her own philosophical worldview, he should have been trained how to conduct such kinds of discussions which do not much in common with traditional conversations. Many teachers, who I spoke with about it, said that the methodology is interesting but very difficult to use in real classroom.

**Zhenya - KSPU Faculty Member**

Survey #2

1. How would you describe the partnership between the universities?

For me it was, first of all, an exchange of socio cultural and professional experience.

2. Why did your University decide to participate in the project?

It was a chance for us to develop cultural and professional connections, the opportunity to improve the level of teachers' preparation.

3. Why do you think the partnership between the universities was working [or not working]? What are the major contributing factors to success [or lack thereof]?

It worked because of the efforts of the whole team.

4. What do you see as significant benefits and rewards of the partnership between two universities?

It broadened our horizons in terms of democratic education and culture.

5. What were the significant challenges and roadblocks for sustaining the partnership between the universities?

I do not think the partnership is over. We are still communicating with each other.

## Appendix E

### Surveys in Russian and Ukrainian

#### Анкета 1

1. Одной из целей партнёрства было помочь Кировоградскому университету в понимании, развитии и принятии педагогических подходов, которые содействуют более демократическим методам преподавания, то есть, педагогике, которая стремится развить творческие и независимые навыки мышления в студентах.

Каково было ваше восприятие? Как Вы оцениваете достижения в этой цели? С какими проблемами Вы столкнулись?

2. Целью партнёрства было также помочь Кировоградскому университету в адаптации и интеграции курсов в методологии исследования. Каковы были достижениями в этой задаче? Как Вы описали бы ваше восприятие? Каковы были существенные проблемы?

3. Целью партнёрства было также помочь Кировоградскому университету в подготовке преподавателей для программы Философия для Детей и учреждения центра Философии для Детей в университете. Каково были ваше восприятие этой задачи? Как Вы оцениваете достижения в этой цели? С какими проблемами Вы столкнулись?

Моё отношение всегда было и есть положительное в отношении процесса обучения, которое ставит перед собой цель развития личности каждого студента и создаёт такие условия для его самообразования. Наверное говорить, а каких-то

быстрых результатах внедрения вашей методики Философия для детей в учебный процесс сегодняшней молодёжи в Украине ещё трудно. хотя единичные случаи нормального восприятия студентами конечно есть. На мой взгляд проблема стоит в извращённой форме капиталистических отношений, которые пришли на смену социалистическим в нашей стране. Многие молодые люди довольствуются малым (хорошие знания, стремления, стимул получать высокие оценки, желания открывать для себя что-то новое), всё это не является для них необходимым. Ведь сейчас главное иметь стабильные финансовые возможности, тогда и остальное появится. Судить трудно, я думаю, что новый информационный виток в развитии человечества подтолкнёт каждого думающего субъекта к тому, что нельзя будет оставаться пассивным слушателем, а поставит его в условия активного участника процессу анализа и отбора информации.

## Анкета 2

1. Как Вы описали бы партнерство между университетами?

Только со слов коллег, кто имел возможность посетить Штаты и окунуться в эту среду обмена опытом работы слышал только позитивное.

2. Почему ваш Университет решил участвовать в проекте?

Думаю по той же причине обмен опытом работы.

3. Почему Вы думаете партнерство между университетами работало [или не работало]? что способствовало или мешало успеху?

НЕ могу ответить, не имел возможности в этом убедиться.

4. What were the significant challenges and roadblocks for sustaining the partnership between the universities?

4. Каковы были существенные проблемы в вопросе продолжения партнерства между университетами?

5. Каковы были плюсы партнерства между двумя университетами?

## Анкета 1

1. Одной из целей партнёрства было помочь Кировоградскому университету в понимании, развитии и принятии педагогических подходов, которые содействуют более демократическим методам преподавания, то есть, педагогике, которая стремится развить творческие и независимые навыки мышления в студентах.

Каково было ваше восприятие? Как Вы оцениваете достижения в этой цели? С какими проблемами Вы столкнулись?

2. Целью партнёрства было также помочь Кировоградскому университету в адаптации и интеграции курсов в методологии исследования. Каковы были достижения в этой задаче? Как Вы описали бы ваше восприятие? Каковы были существенные проблемы?

3. Целью партнёрства было также помочь Кировоградскому университету в подготовке преподавателей для программы Философия для Детей и учреждения центра Философии для Детей в университете. Каково было ваше восприятие этой задачи? Как Вы оцениваете достижения в этой цели? С какими проблемами Вы столкнулись?

Идею демократизации образования я приняла сразу же, мне показалось, что она давно витала в воздухе. Старая система образования уже не отвечала новым потребностям ни студентов, ни преподавателей, ни в целом всего общества.

Я считаю, что цели, которые были поставлены, в основном достигнуты. Самое главное то, что образование сейчас ориентировано на студента, на его опыт и знания, отношения между преподавателем и студентами стали в целом более

демократичными, студенты стали более активными и ответственными.

Главная проблема, с которой столкнулась я в начале проекта, было непонимание некоторых коллег, нежелание ничего менять в старой системе образования.

Большинство студентов наоборот сразу же с восторгом приняли изменения.

2. Интегрирование критического мышления было достаточно сложным и длительным процессом, адаптация продолжалась и после окончания программы. Я считаю, что в целом методы преподавания стали действительно более демократическими и направленными на развитие независимого мышления студентов.

3. Я считала учреждение Центра Философии для детей очень сложной задачей, но, учитывая тот факт, что наш университет-педагогический, где воспитываются будущие учителя, я все-таки верила в то, что этот проект осуществится, так как такой центр был очень нужен не только университету и городу, но и всей стране. И это действительно произошло, я считаю, что центр дал возможность многим студентам и учителям открыть для себя философию для детей и применить ее при обучении детей, независимо от того, какой предмет изучается, ведь главная задача-развивать мыслительные и творческие способности детей.



## Анкета 2

1. Партнерство между университетами было изначально построено на равноправной основе. Мы все работали как одна дружная команда, в ходе сотрудничества профессиональные отношения быстро переросли в дружеские, мы все обогатились духовно не только как университетские преподаватели, но и как просто люди.
2. Инициаторами проекта были два замечательных человека, с американской стороны Марина Каннингэм, с украинской- Валентина Хрипун. Именно благодаря их знаниям, энтузиазму, опыту руководство университета приняло решение принять участие в проекте. Кроме того, идея демократизации украинского образования была актуальной в связи с изменениями в самой политической системе Украины, переходом от тоталитарной к демократической системе организации государства.
3. Я считаю проект и его результаты очень успешными. Его успех обусловлен тем, что задачи проекта отвечали потребностям обоих университетов, сама программа сотрудничества была очень грамотно составлена и продумана до мелочей, преподаватели, которые приняли участие в проекте с обеих сторон были настоящими профессионалами, умеющими творчески работать с коллективе.
4. Думаю, что для дальнейшего продолжения проекта на официальном уровне не было достаточного финансирования. Однако, хотя проект и не получил продолжения на официальном уровне, его работа не прекратилась, мы все продолжали и продолжаем наше сотрудничество уже как хорошие друзья.

5. Огромным плюсом проекта я считаю начало процесса демократизации украинского образования. Достижениями проекта является: введение курса "Критическое мышление" в учебные планы университета, адаптация многих курсов с целью научить студентов независимому мышлению, открытие центра "Философия для детей", уникальная возможность, которую получили студенты и преподаватели из США и Украины обменяться опытом, идеями и знаниями и те долгосрочные профессиональные и личностные отношения, которые завязались между участниками программы и даже членами их семей в ходе работы в проекте.

## Анкета 1

1. Одной из целей партнёрства было помочь Кировоградскому университету в понимании, развитии и принятии педагогических подходов, которые содействуют более демократическим методам преподавания, то есть, педагогике, которая стремится развить творческие и независимые навыки мышления в студентах.

Каково было ваше восприятие? Как Вы оцениваете достижения в этой цели? С какими проблемами Вы столкнулись?

Мое восприятие в начале проекта выражалось в простой заинтересованности. Я всегда пробовала применять во время занятий более демократичный подход к обучению, чем был принят на то время в ВУЗах. Это выражалось в поиске методов большего вовлечения студентов к занятию, формировании их заинтересованности и мотивации. Я пробовала достичь того, чтобы студенты свободно выражали свои мысли, учились говорить и думать. Я пробовала давать им инициативу в оценке, анализе их собственных действий на занятии, а также действий других. Поэтому программа сотрудничества с Монклером меня заинтересовала. Постепенно, с приездом американских коллег к нам и поездками наших коллег в Монклер, я все больше понимала задачи программы. Наши преподаватели начали применять методики «Критического мышления» на занятиях. Был введен также отдельный курс обучения. На факультете иностранных языков было организовано эффективное самоуправление студентов, они стали принимать активное участие в организации позаурочных мероприятий для студентов.

Я в основном принимала участие в подготовке и переводе необходимых материалов для программы. Мой визит в Монклер был краткосрочным (3 недели) и носил лишь ознакомительный характер. Я не входила в группу преподавателей, которые непосредственно вели занятия по данной методике. Но я пыталась применить некоторые элементы методики на занятиях (обсуждения, ответы на вопросы, самооценка студентов и оценка других, выражение своего мнения, обоснование его). Касательно проблем могу обозначить следующее: трудности реформирования учебного занятия со школярства и преподавательского контроля на инициативность и ответственность студентов, неготовность самих студентов к независимому мнению, инициативе, самостоятельной работе, дополнительной работе, нехватка учебных материалов для проведения занятий, отсутствие необходимого времени на проведение занятий по программе в учебном плане, отношение к программе и студентов и преподавателей как к эксперименту, как к чему-то необязательному и проходящему.

2. Целью партнёрства было также помочь Кировоградскому университету в адаптации и интеграции курсов в методологии исследования. Каковы были достижения в этой задаче? Как Вы описали бы ваше восприятие? Каковы были существенные проблемы?

Я не могу ответить на этот вопрос достаточно полно, так как сама не преподавала по методике программы. Некоторые элементы я применяла на занятии: оценивание ответов и работы студентов самими студентами по специальной шкале и с помощью демонстрации карточек с оценками, подготовка студентами

самостоятельно отдельных фрагментов занятий, обсуждения, логическое обоснование своего мнения, письменные сочинения на различные темы с элементами критического мышления.

3. Целью партнёрства было также помочь Кировоградскому университету в подготовке преподавателей для программы Философия для Детей и учреждения центра Философии для Детей в университете. Каково были ваше восприятие этой задачи? Как Вы оцениваете достижения в этой цели? С какими проблемами Вы столкнулись?

Восприятие было позитивным. На то время цель была достигнута. Однако, я опять таки не принимала участие в этой части программы. Знаю только, что такой центр был создан, детей школьников обучали критическому мышлению по учебникам и литературе, которую мы перевели и напечатали для этого. Судьбу центра сегодня я не знаю. Ним занимались преподаватели кафедры психологии нашего университета.

## Анкета 2

### 1. Как Вы описали бы партнерство между университетами?

Партнерство было тесным, эффективным, результативным, вдохновляющим, полезным, новым, необходимым, насущным.

### 2. Почему ваш Университет решил участвовать в проекте?

Факультет иностранных языков всегда пытается устанавливать связи с зарубежным университетами для поиска новых форм сотрудничества. Вначале проект рассматривался как связь с англоговорящими коллегами, но потом это вылилось в интересную и результативную работу для всего университета в целом. Вопрос языковых контактов сразу отошел на второй план. Главным стало изучения опыта применения и внедрения в учебный процесс программы «Критического мышления».

### 3. Почему Вы думаете партнерство между университетами работало [или не работало]? что способствовало или мешало успеху?

Партнерство работало и имело успех благодаря заинтересованности в сотрудничестве двух сторон, благодаря тому, что мы видели результаты и изменения. Мы могли применять новые методики, объединяя вопросы обучения языку и развития самостоятельности мышления студентов, развития у них навыков аргументированного критического мышления, что влияло не только на учебный процесс, а и на работу и жизнь студентов и преподавателей в целом. Мешало, возможно, то, что в проект были вовлечены только некоторые преподаватели и руководящий состав. Не могу сказать, что он стал всеохватывающим. Еще мешало

нехватка инициативы – как от студентов, так и от преподавателей. Проект держался на энтузиастах, которые заинтересовались и пытались что-то сделать. Еще мешало то, что проект был дополнительной частью учебной программы. Поддержки на государственном уровне, естественно, не ощущалось.

4. Каковы были существенные проблемы в вопросе продолжения партнерства между университетами?

Те, что я уже упомянула – отсутствие учебных часов, которые можно было бы выделять на это (с каждым годом количество аудиторных часов уменьшалось по всем предметам), снижение энтузиазма (за это не доплачивали зарплату), большая загруженность преподавателей занятиями, подготовкой документации и пр., отсутствие поддержки от руководящих органов, многие из тех, кто принимал участие в проекте, ушли на пенсию, молодое поколение преподавателей уже не принимало участие в проекте и не могли его продолжить.

5. Каковы были плюсы партнерства между двумя университетами?

Были введены и использованы новые методики обучения и воспитания студентов, пополнилась значительно библиотека факультета, была приобретена новая техника (компьютеры, ксерокс и т.д.), были написаны научные диссертационные исследования по этой теме, преподаватели имели возможность стажировки и обучения в США по программе, что значительно расширило их кругозор и знания, американские коллеги могли приезжать и делиться опытом на месте, обмен мнениями и достижениями, стремление к чему-то новому, возможность преодолеть школярство в обучении, заинтересованность студентов.

## Анкета 1

1. Одной из целей партнёрства было помочь Кировоградскому университету в понимании, развитии и принятии педагогических подходов, которые содействуют более демократическим методам преподавания, то есть, педагогике, которая стремится развить творческие и независимые навыки мышления в студентах.

Каково было ваше восприятие? Как Вы оцениваете достижения в этой цели? С какими проблемами Вы столкнулись?

Ответ: Восприятие было явно положительным, в частности, и потому, что предложенная программа фактически оказалась «репетицией» в демократизации, которая случилась несколькими годами позже. Речь идет о вхождении Украины в Болонский процесс, где главной идеей была и есть создание нового микроклимата демократизма и самостоятельности студентов по сравнению с директивным традиционным образовательным форматом. Главной проблемой, с которой мы столкнулись – невозможность инкорпорировать исходную форму курсов в привычной для американского педагогического сообщества форме. Для преодоления данного противоречия нами была создана переходная модель обучения критическому, творческому и самоконтролирующему мышлению. Она позволила разрешить противоречие между контактными образовательными системами, что удачно впоследствии реализовалась при подготовке и переподготовке учителей.

2. Целью партнёрства было также помочь Кировоградскому университету в адаптации и интеграции курсов в методологии исследования. Каковы были



достижениями в этой задаче? Как Вы описали бы ваше восприятие? Каковы были существенные проблемы?

Ответ: Данная модель называется экофасилиативной или экоцентрированной. Ее содержание обусловлено необходимостью построения особой экологичной или так называемой «недефицитной» образовательной среды, которая бы предлагала не только коллективные формы взаимодействия со студентами, но и расширяла возможности директивных и либеральных форм взаимодействия. Идеи М.Лимпмана по развитию критического и демократического мышления были развиты за счет также отечественных образовательных и психологических концепций, разработанных Л.С. Выготским, В.В. Давыдовым и т.д. Основная проблема в распространении данной переходной модели состояла в подготовке достаточно большого количества педагогов-носителей данного мировоззрения и технологий. В настоящее время данная проблема преодолена, 5 лет открыта и функционирует школа экофасилитации в 15 регионах Украины с центром в Киеве. Подготовлено около 500специалистов педагогов и психологов с навыками фасилитативной педагогической деятельности. Открыта ассоциация экологической психологической и педагогической помощи, которая создает условия для функционирования идей демократизации и экопсихологизации образовательного пространства. Защиты прав фасилитаторов существующих условиях директивности. [www.ecofacilitation.ucoz.com](http://www.ecofacilitation.ucoz.com). А также <http://www.kspu.kr.ua/blogs/lushin/>.

3. Целью партнёрства было также помочь Кировоградскому университету в подготовке преподавателей для программы Философия для Детей и учреждения центра Философии для Детей в университете. Каково были ваше восприятие этой задачи? Как Вы оцениваете достижения в этой цели? С какими проблемами Вы столкнулись?

Задача была сложной, но с переездом центра в Киев, вовлечения административных условий Национальной академии наук, проблема распространения опыта подготовки специалистов и создания школы, а также ассоциации задача успешно решается.

## Анкета 1

### 1. Демократические методы преподавания

1.1. Во время пребывания в MSU я с интересом изучал работу Международного центра, организацию учебного процесса на ряде факультетов (в первую очередь математического и естествознания), а также проведение семинарских занятий рядом ведущих профессоров. Занятия, которые я посетил (пишу в оригинале, чтобы не исказить смысл):

#### а) общие предметы

- "Introduction to research" (prof. M.Mukhherjee);
- "Critical Thinking" (prof. N.Tumposky);
- "Critical Thinking and Moral Education" (prof. M.Weistein);
- "Critical Thinking and Learning class" (prof M.Gregory).

#### б) специальные предметы (физико-математический цикл)

- University Physics classes (prof. M.L.West);
- University Descriptive Astronomy classes (prof. M.L.West);
- Physics class in Montclair High School;
- Class of Science in Montclair Hebron Middle School.

Первые две вещи, что меня поразили, это простота общения студентов с профессорами, а также разновозрастность студенческой аудитории (от 20 до 60 лет). К моему удивлению, несмотря на мой не очень хороший английский, я не чувствовал дискомфорта в общении с коллегами, настолько высоким было стремление к взаимопониманию.

Теперь о преподавании. На момент поездки я уже имел определенный опыт научно-педагогической деятельности (15 лет в науке, 11 преподавал) и практиковал при изложении ряда учебных тем физики и астрономии использование элементов научной дискуссии. Тем интересней было изучить преподавание в ВУЗе, где критическое мышление лежит в основе обучения. Безусловно, было заметно на занятиях, что студенты с большим желанием старались получать новые знания, выступая в роли активных исследователей.

Я, например, с огромным интересом наблюдал, как профессор Мэри-Лу Вест на простейших моделях демонстрировала примеры механического взаимодействия тел и все студенты включались в дискуссию по обсуждению основных закономерностей этих взаимодействий, пытаясь сформулировать законы, что лежат в основе этих закономерностей. Профессор Вест также поделилась со мной рядом схем приборов для астрономических наблюдений, компьютерными программами и методикой их использования.

Я с удовольствием использовал полученный опыт и материалы при преподавании курсов физики и астрономии студентам физ-мат факультета педуниверситета и ученикам педлицея. Безусловно, было заметно повышение активности учащихся и их интереса к получению знаний.

Теперь о проблемах. Хочу повторить, что абсолютно никакого дискомфорта в общении с коллегами и студентами MSU я не испытывал. Все были абсолютно открыты, и я сотрудничал с коллегами с огромным удовольствием.

Проблема возникла у меня уже дома, в КДПУ, хотя проблески ее я видел и у Ваших преподавателей. Применение метода критического мышления как системы приводит к двум основным трудностям:

- 1) Падает темп изучения материала, я успеваю пройти со студентами меньше тем, чем при лекционном изложении, что при ограниченности часов согласно с учебными планами создает определенные проблемы – больше нужно задавать на самостоятельное изучение, чем далеко не все студенты довольны. Программу курса я обязан выполнить полностью.
- 2) Из-за разного уровня подготовки студентов дискуссии могут затягиваться: некоторые отстающие студенты, не вполне понимая суть исследуемой проблемы, задают вопросы, которые уводят дискуссию в сторону и порой трудно быстро пресекать эти попытки, чтобы их не обидеть. То есть, учащиеся должны быть подготовлены к ведению диспутов, в частности владеть базовыми знаниями, полученными недискуссионными методами (например при выводе физических законов непреодолимым препятствием стает незнание математики – правила работы с дробями, методы решения простейших уравнений и т.д.)

Поэтому мне не удастся применять метода критического мышления на всех занятиях, а только на их части (лекционно-семинарская система). Кстати, такое же падение темпа изучения материала по сравнению с лекционным изложением я

наблюдал и у преподавателей MSU. Может быть, они меньше скованы требованиями обязательного выполнения учебной программы, и для них в этом нет такой проблемы.

2. По поводу адаптации курсов (имеется в виду США и Украины?), то я не почувствовал больших отличий курсов физики и астрономии наших университетов. Хотя, конечно разные финансовые возможности ВУЗов приводят к тому, что ряд физических явлений и законов нам приходится изучать теоретически или методом компьютерного моделирования, а американские студенты имеют возможность делать это практически, на экспериментальных установках.

Хотя, повторяюсь, в основном курсы совпадают. К примеру, после визита в MSU я посетил Делаверский университет, где после обсуждения учебных и научных программ наших университетов, я получил приглашение направить наших лучших выпускников-бакалавров для дальнейшего обучения в их магистратуре.

Мое участие в программе Философия для Детей не планировалось.

## Анкета 2

### 1. Как Вы описали бы партнерство между университетами?

Партнерство между университетами следует охарактеризовать как очень комфортное эффективное, дружественное и взаимообогащающее. Администрация КГПИ выделило специальные финансовые средства для создания и улучшения материального состояния участников проекта, организации и развития центра психолого-педагогических инноваций. Значительные усилия прилагались для пропаганды полученного опыта среди учителей и преподавателей вуза и школ города и области, принятия гостей из IAPC, Монтклер, США.

2. Почему ваш Университет решил участвовать в проекте? 1. Накопление демократических традиций образования после начала перестроичного процесса (педагогика сотрудничества, педагогика Макаренко, Сухомлинского, Амонашвили, Давыдов, новаторство учителей в начале девяностых) в стране и системе образования в конце 80-х годов были приостановлены из-за распада СССР.

2. Необходимость обмениваться опытом с университетами, которые известны своими демократическими традициями, среди которых Монтклерский. 3 Недостаток отечественного финансирования образовательных программ в 90-х годах.

3. Почему Вы думаете партнерство между университетами работало [или не работало]? что способствовало или мешало успеху?

Партнерство работало из-за наличия обоюдного желания обмениваться опытом, наличие с обеих сторон активных исследователей и педагогов с богатым

практическим опытом, стремления преодолевать препятствия, создаваемые традиционной системой образования, уверенность в необходимости глобальных преобразований и модернизации системы образования, гостеприимства принимающих сторон.

4. Каковы были существенные проблемы в вопросе продолжения партнерства между университетами?

Главные проблемы 1. Засилие субъектно-объектных и объяснительно-иллюстративных форм обучения. 2. Отсутствие финансирования для проведения экспериментальных работ. 3. Незавершенность теоретических проблем, таких как понятие благоприятное пространство для личностно-ориентированного обучения.

4. Кросс-культурные проблемы связанные с непониманием истоков тех или иных педагогических явлений, таких как «дисциплина», «недирективное управление обучением».

5. Консерватизм существующего образовательного и административного персонала в Украине. <http://www2.kspu.kr.ua/blogs/lushin/other-en.html>

6. Не достаточное владение английским языком большинства из преподавателей КГПУ.

7. Недостаток финансирования.

8. Переезд сотрудников центра в другие Страны и города Украины.

5. Каковы были плюсы партнерства между двумя университетами?

1. Осознание необходимости и возможности межвузовского и межгосударственного общения и сотрудничества.



2. Разработка концептуальных и прикладных аспектов теории личностно-ориентированного образования в условиях школ и вузов Украины и всего постсоветского пространства.
3. Развитие конкретных навыков развития критического мышления и гуманного, демократического отношения к студенту, умение формировать и поддерживать групповую динамику групп «СИ» как средства и способа демократического образования.
4. Человеческие и производственные контакты между всеми сотрудниками, которые не угасают вот уже десять лет.

## Анкета 1 и 2

1. Одной из целей партнёрства было помочь Кировоградскому университету в понимании, развитии и принятии педагогических подходов, которые содействуют более демократическим методам преподавания, то есть, педагогике, которая стремится развить творческие и независимые навыки мышления в студентах.

Каково было ваше восприятие? Идея для того времени была прогрессивной и привлекательной. Во многом это совпадало с намерениями реформ педагогического образования в независимой Украине. Поэтому проект был вовремя, в нужном месте ( стране) и объединил хорошую команду единомышленников .Как Вы оцениваете достижения в этой цели? Цель в основном была достигнута, а некоторые задачи даже перевыполнены, то есть нам удалось сделать даже больше, чем изначально планировалось. Например, наш опыт получил колоссальный резонанс во многих уголках Украины и даже в других странах СНГ - в России, Белоруссии, Казахстане. Об этом мы узнали от некоторых коллег и выпускников их вузов уже годы спустя. И это было приятно. С какими проблемами Вы столкнулись?)

Организационные проблемы - было не так просто наладить деловое сотрудничество с американцами. Это был новый опыт для провинциального вуза.

2) Материальные трудности - бюджет нашего педуниверситета был очень скромным и не включал возможностей приема иностранцев. Это было непросто "выкручиваться". Мы даже купили тогда квартиру специально для приезда наших американских коллег на период программы. К сожалению потом этой квартиры снова не стало. 3) Не все преподаватели, в особенности старшего поколения, а также

отдельные "коммунистически настроенные" коллеги не хотели, да и не могли полностью принять идею реформирования образования, необходимость изменения своих методов преподавания и т.д. Со студентами и молодыми преподавателями, к счастью, проблем не было

2. Целью партнёрства было также помочь Кировоградскому университету в адаптации и интеграции курсов в методологии исследования. Каковы были достижения в этой задаче?

Нам удалось внести серьезные коррективы в учебные планы на бакалаврском уровне для студентов факультета иностранных языков и многих других факультетов.

Сегодня этот процесс пошел еще дальше благодаря обязательности внедрения Болонской системы. Но тогда мы были первые. И для Кировоградского и других вузов этот опыт был сравним с пионерским опытом в этой сфере. Как Вы описали бы ваше восприятие? Проект в этой его части дал возможность открыть мировые стандарты образования, что само по себе полезно и привлекательно. Поэтому работали творчески. Каковы были существенные проблемы? Самая большая проблема, которая остается и по сей день - отсутствие автономии вузов и наличие обязательного министерского блока предметов, которые наши университеты не имеют права менять. Это остатки советской системы. Выглядит смешно, но это факт. Мы и тогда были и еще остаемся между ножницами и часто создаем видимость реформ.

3. Целью партнёрства было также помочь Кировоградскому университету в подготовке преподавателей для программы Философия для Детей и учреждения центра Философии для Детей в университете. Каково были ваше восприятие этой задачи?

Это была одна из самых привлекательных идей проекта. Институт доктора Липмана (тогда он его возглавлял) был и остается уникальным во всем мире. Это было здорово для Кировограда быть партнером с таким мощным центром. Но самое главное - многие научно-педагогические идеи Института Липмана и украинской педагогики, в частности идеи Сухомлинского - совпали. Это было невероятное открытие и это дало огромный импульс для расширения проекта по Украине и одобрения со стороны Министерства, лично Кременя (министра на то время) и других институтов и влиятельных людей. Как Вы оцениваете достижения в этой цели? Достижения действительно были и до сих пор мы видим их результаты. Одним из лозунгов современной украинской школы является развитие компетентности учеников, а составным элементом этого понятия они (педагоги и чиновники Министерства) официально признали критическое мышление. С какими проблемами Вы столкнулись? Отдельным далеким от педагогики и психологии коллегам некоторые понятия и идеи Школы Липмана были "не понятны или не по зубам". Ну, и самой большой проблемой был английский, которые на то время многие не знали или знали плохо и не могли сами читать специальную литературу. Кое-что переводили, но этого было мало

4. Как Вы описали бы партнерство между университетами?

Партнерство было продуктивным и очень творческим. Марпина Каннингхем сумела создать мощную команду, где коллеги стали друзьями на долгие годы. Мы соединили в проекте американский прагматизм, деловитость и украинскую душевность. Хотя, конечно, бы не были полностью равны, как не были равны Америка и Украина, наши системы образования, наши университеты по уровню финансирования и другим показателям.

5. Почему ваш Университет решил участвовать в проекте?

Это был счастливый случай для Кировоградского университета. Все началось с личных контактов с Мариной Каннингхем, которая увидела сначала в Валентине Хрипун, а потом и во мне людей, способных на реализацию серьезного и очень ответственного проекта. И мы все вместе сделали это на высочайшем уровне. Мы удивили всю Украину. И даже тогдашний министр образования Кремень с изумлением спрашивал меня - Как вам это удалось?

6. Почему Вы думаете партнерство между университетами работало [или не работало]? что способствовало или мешало успеху?

Главное - повторяюсь - профессиональная команда и руководство (наш директор и ее помощники). Кроме этого - снова повторяюсь - проект пришел **ВОВРЕМЯ** для украинской образовательной системы.

7. Каковы были существенные проблемы в вопросе продолжения партнерства между университетами?

Финансирование со стороны Украины. Когда нет денег - делать что-то сложно. Но нельзя сказать, что партнерство умерло. Мы, например, до сих пор в контакте с

Монтклером. Я посещал Монтклерский университет, встречался с ректором, проводил круглые столы, встречался с участниками проекта .... несколько раз после нашего проекта в Кировограде.

8. Каковы были плюсы партнерства между двумя университетами?

Ответ на этот вопрос см. в предыдущих моих комментариях. Самое главное - мы показали пример для многих других вузов Украины, что с Американскими университетами можно и нужно работать. Это было и психологически важно, и практически показательно. Сегодня десятки украинских вузов сотрудничает с Америкой. Тогда мы были одними из первых, жа еще в провинции. Все это важно

## Анкета1

1. Одной из целей партнёрства было помочь Кировоградскому университету в понимании, развитии и принятии педагогических подходов, которые содействуют более демократическим методам преподавания, то есть, педагогике, которая стремится развить творческие и независимые навыки мышления в студентах.

Каково было ваше восприятие? Как Вы оцениваете достижения в этой цели? С какими проблемами Вы столкнулись?

Восприятие было позитивным, хотя уже на начальном этапе понимал, что необходимо будет вносить много изменений в учебный процесс и перестраивать не только учебные программы, но и себя.

Цель была полностью достигнута, проект был успешным.

Трудности- технические(изменения в учебных планах, рабочих программах, расписании).

2. Целью партнёрства было также помочь Кировоградскому университету в адаптации и интеграции курсов в методологии исследования. Каковы были достижениями в этой задаче? Как Вы описали бы ваше восприятие? Каковы были существенные проблемы?

Задача адаптации курсов в методологии критического мышления была выполнена.

Проблемы были связаны с тем, что возможно процесс занял больше времени, чем предполагалось изначально.

3. Целью партнёрства было также помочь Кировоградскому университету в подготовке преподавателей для программы Философия для Детей и учреждения

центра Философии для Детей в университете. Каково были ваше восприятие этой задачи? Как Вы оцениваете достижения в этой цели? С какими проблемами Вы столкнулись?

Учреждение центра очень важно для педагогического университета. Однако, выполнение задачи подготовки преподавателей для программы Философия для детей должно было выйти на национальный уровень для вовлечение преподавателей со всей Украины.



## Анкета 2

### 1. Как Вы описали бы партнерство между университетами?

Партнерство было эффективным, многогранным и взаимовыгодным, обогатившим интеллектуально обе стороны.

### 2. Почему ваш Университет решил участвовать в проекте?

Решение было принято по инициативе доцента В.С.Хрипун при поддержке ректората университета, поскольку было очевидным, что система образования Украины нуждается в реформах.

### 3. Почему Вы думаете партнерство между университетами работало [или не работало]? что способствовало или мешало успеху?

Партнерство очень хорошо работало, поскольку обе стороны приложили много усилий для успешной реализации проекта.

### 4. Каковы были существенные проблемы в вопросе продолжения партнерства между университетами?

Проект был рассчитан на 3 года, по окончании партнерство на официальном уровне завершилось, о проблемах в вопросе его продолжения мне ничего неизвестно.

### 5. Каковы были плюсы партнерства между двумя университетами?

Плюсы партнерства:

- интеграция методологии критического мышления в учебный процесс,
- научные конференции , посвященные вопросам сотрудничества,
- работа в команде, открытия центра Философия для детей,

- техническая поддержка(закупка компьютеров),
- профессиональное общение между преподавателями двух стран переросло в дружеское, «узнавание» другой страны, ее ценностей через визиты, обсуждения и дискуссии в формальной и неформальной обстановке.

## Анкета 1

1. Одной из целей партнёрства было помочь Кировоградскому университету в понимании, развитии и принятии педагогических подходов, которые содействуют более демократическим методам преподавания, то есть, педагогике, которая стремится развить творческие и независимые навыки мышления в студентах.

Каково было ваше восприятие? Как Вы оцениваете достижения в этой цели? С какими проблемами Вы столкнулись?

Как предметник (на тот момент преподавала на ин языке) в первую очередь была заинтересована в том как усовершенствовать методику преподавания языка.

Использование критического мышления видела скорее как еще один способ активизации языковых навыков и коммуникативных умений студентов. Только в процессе работы в проекте стала больше понимать задачи философии для детей и обращать внимание в первую очередь на развитие навыков мышления. Работая со студентами третьих –четвертых курсов ин яза на занятиях по филологическому чтению в течение одного семестра, фактически применяли методику проведения уроков философии для детей. К концу семестра результаты были достаточно очевидными – студенты стали обращать внимание на логику своих высказываний, им явно нравилось аргументировать, анализировать вопросы. Изменилась и форма наших обсуждений – стали больше слушать друг друга, в диалоге – надстраиваться над высказываниями собеседника. Труднее всего было именно с развитием этих навыков.

2. Целью партнёрства было также помочь Кировоградскому университету в адаптации и интеграции курсов в методологии исследования. Каковы были достижениями в этой задаче? Как Вы описали бы ваше восприятие? Каковы были существенные проблемы?

Об этом сказать ничего не могу. Не занималась этим.

3. Целью партнёрства было также помочь Кировоградскому университету в подготовке преподавателей для программы Философия для Детей и учреждения центра Философии для Детей в университете. Каково были ваше восприятие этой задачи? Как Вы оцениваете достижения в этой цели? С какими проблемами Вы столкнулись?

Я прошла подготовку преподавателей для программы Философия для Детей в Монтклере. Помню, что интерес был огромный. Навыков мало. Поэтому на то время цели мои были скромными – попробовать свои силы и использовать методологию в своей педагогической деятельности. Проводя пилотный эксперимент в школе с учащимися, я видела, что внедрение этого предмета в учебный процесс представляет ряд трудностей – учитель, который захотел бы проводить такие уроки в том виде в каком они должны быть, должен не просто быть энтузиастом, у него должно быть сформировано некое особенное «философское» мировоззрение, должен быть опыт организации такого рода дискуссий, достаточно свободных и мало похожих на традиционный урок. Многие учителя, с которыми я потом общалась говорили о том, что методика интересная, но сложная в исполнении.

## Анкета 2

1. Как Вы описали бы партнерство между университетами?

*Для меня это был прежде всего обмен социокультурным опытом, возможность соприкоснуться с несколько иным мировоззрением.*

2. Почему ваш Университет решил участвовать в проекте?

Развитие культурных и профессиональных связей, возможность повысить уровень подготовки кадров.

3. Почему Вы думаете партнерство между университетами работало[или не работало]? что способствовало или мешало успеху?

Партнерство работало не в последнюю очередь за счет личностных контактов между участниками. Проект для меня ассоциировался с конкретными людьми и идеями, которые они продвигали. Именно возможность неоднократного общения с профессорами Монтклера продвигало вперед в плане развития и анализа наработанного опыта.

4. Каковы были существенные проблемы в вопросе продолжения партнерства между университетами?

Затрудняюсь ответить. Думаю, партнерство не закончилось, так как всегда остается возможность общения.

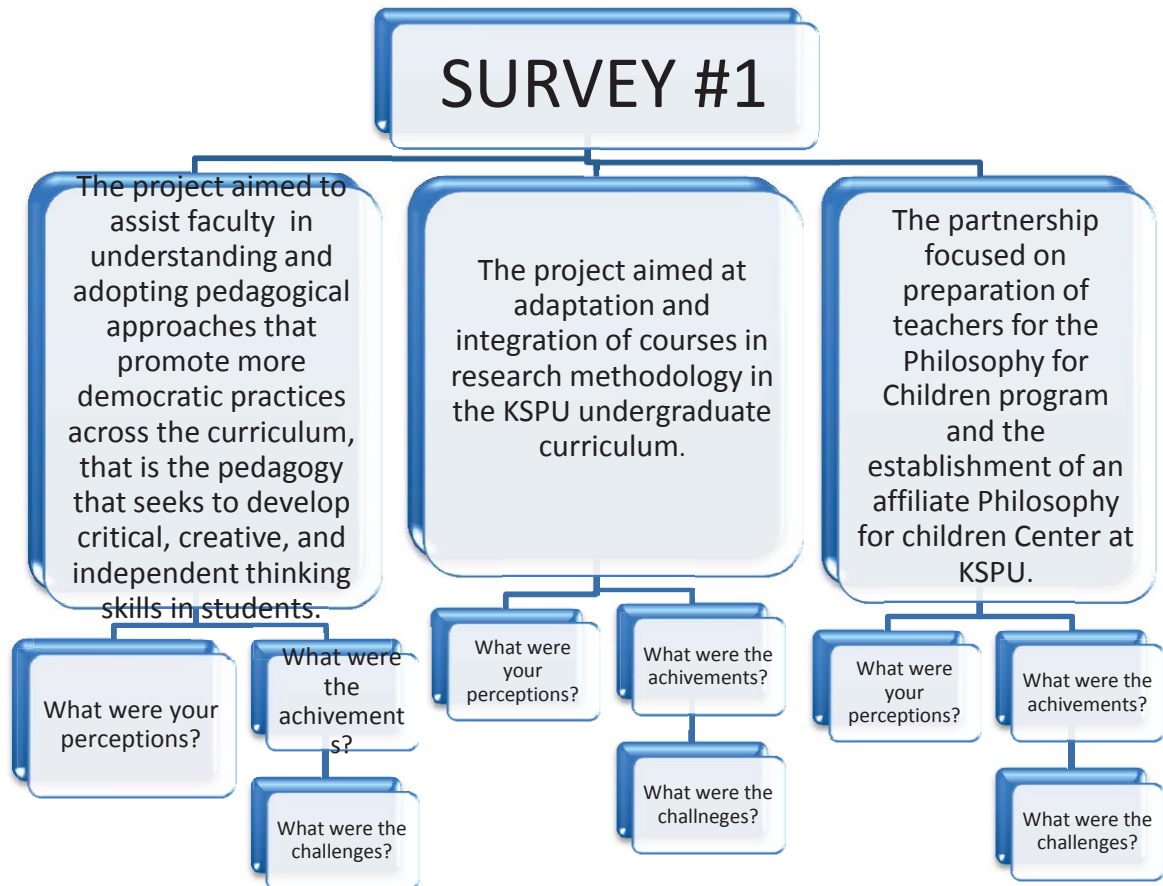
5. Каковы были плюсы партнерства между двумя университетами?

Позитивные изменения в менталитете многих участников. Для меня лично - меньше страха перед неопределенностью, которую всегда представляет собой

исследование нового опыта, меньше стереотипов в восприятии американцев и Америки.

## Appendix F

**Figure #4. Survey #1 tree diagram**



## Appendix G

**Figure #5. Survey #2 tree diagram**

