Cross Cultural Dynamics

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**Executive Function Skill Curriculum Support for Student Engagement**

**Source One:**  Lillard, A. S. (2022). Montessori as an alternative early childhood education. In *The influence of theorists and pioneers on early childhood education* (pp. 211-221). Routledge.

**Comment 1:**

**Quote/Paraphrase:** The Montessori educational model is recognized as a contemporary systems-based approach to education.  The curriculum exhibits dynamism by imparting knowledge on the interconnectedness of several subjects. It allows every child to acquire developmental skills according to their needs, speed, and timing, sometimes in a non-linear sequence.  The process of child development is mainly driven by internal motivations rather than external incentives.

**Essential Element:** Interdisciplinary Cross-cultural Understanding

**Additive/Variant Analysis:** This supports my understanding that we need to find curriculum supports to overcome communication barriers in a varied, post-modern society. The primary driving force behind the process of developing children is intrinsic motives, as opposed to external incentives this is how students become and stay engaged.

**Contextualization:** Frustration can result from witnessing a child's inability to maintain pace with their classroom classmates, mainly due to an educational deficiency or a failure to retain information. This obstacle hinders their ability to efficiently advance to subsequent assignments or educational modules.  Possessing fundamental knowledge and skills is essential for individuals to engage in complex tasks effectively; without such foundational grounds, even the most elementary inquiries may become sources of diversion.  Failure to give students timely assistance in cultivating autonomy and allowing them suitable opportunities to improve and hone their abilities may result in their swift falling behind academically and eventual discouragement. The Montessori curriculum materials demonstrate dynamism through the dissemination of knowledge regarding the interrelatedness of various subjects. It enables each child to acquire developmental skills non-linearly, at their own pace, by their requirements and timing.  Child development is predominantly influenced by intrinsic motivations as opposed to extrinsic incentives.

**Source Two:** Schmidt, K., & Lee, C. M. (2021). The effects of self-vs. Group selection on engagement in a graded reading activity: An exploratory study. *東北福祉大学研究紀要/東北福祉大学 編*, *45*, 1-24.

**Comment 2:**

**Quote/Paraphrase:** “When students are engaged with learning, they can focus attention and energy on mastering the task, persist when difficulties arise, build supportive relationships with adults and peers, and connect to their school. Therefore, student engagement is critical for successful learning.”

**Essential Element:** Principles of Community Development

**Additive/Variant Analysis:** This supports my thoughts that if students are interested in what they are learning, they can focus their attention and energy on mastering the job and persist even when things get complicated.

**Contextualization:** This reminds me of whenI once observed a four-year-old student in a Montessori Primary classroom distributing bead chains as far as he could reach around the room.  The child then took small number markers and counted the beads off by nines, and then, as he ran out of nine bead chains, skipped to using eights.  I was captivated as he completed the task after an hour or more of intense concentration.  At age four, he had inadvertently multiplied a number in the seven thousand using bead chains.  The child's concentration and uninterrupted work supported his executive function skills and inspired him to continue with enthusiasm.

**Comment 3:**

**Quote/Paraphrase** This statement adds to the realization that "engagement" is essential in effective pedagogy and educational attainment. Extensive research consistently demonstrates crucial engagement in learning activities that significantly influence their academic performance across all levels of schooling. Innovative teaching methods that connect students and their lessons may substantially enhance their retention and foster active participation.

**Essential Element:** Interdisciplinary Cross-cultural Understanding and Interdisciplinary Cross-cultural Communication

**Additive/Variant Analysis:** This adds to my existing understanding of how innovative teaching strategies that link students with their teachings may improve retention and encourage activeinvolvement.

**Contextualization:** During his hospitalization for treatment, my oldest son frequently dozed off after a few hours.  My younger son and I would sit in the window and concoct imaginative tales about the individuals outside, situated several floors below.  I would also inquire about what he thought of their home setting and the circumstances that led them to this place.  Despite the intellectual challenge it presented to a five-year-old, I did not doubt that he found it relatable, given his consistent writing series in kindergarten of "The Black Hat Kid" and "The Adventures of Rachel Gonatas."  It was evident that he might develop a fondness for writing by stimulating his interest.  My son, who is currently in his final year as an English major, aspires to attend film school or pursue a career as a filmmaker.  His writing is considerably more impressive than I ever could have imagined.

**Source Three:** Andersen, S. C., & Nielsen, H. S. (2020). Learning from performance information. *Journal of Public Administration Research and Theory*, *30*(3), 415-431

**Comment 4:**

**Quote/Paraphrase** Educators can potentially acquire knowledge and insights from the outcomes of assessments. Several randomized controlled trials have been conducted to evaluate the effectiveness of treatments that use test findings to tailor education to students' ability levels. These studies have consistently shown significant beneficial outcomes. Educators' preexisting assumptions of students may exhibit imprecision or prejudice. Student testing may facilitate the process by which instructors revise their preexisting views in light of new facts, enabling them to customize their instructional approaches to meet the unique needs of individual students. According to recent research, educational institutions that use standardized and comparable testing systems see enhancements in student academic outcomes. Still, assessments conducted by individual instructors do not exhibit any noticeable impacts.

**Essential Element:** Interdisciplinary Cross-cultural Understanding

**Additive/Variant Analysis:** This statement adds to the understanding that assessments serve as a means to evaluate a teacher's level of connectivity and comprehension. Student testing may aid instructors in reassessing their previous perspectives in response to new information, allowing them to tailor their educational methods to each student's specific requirements.

**Contextualization:** This makes me consider a specific student at my school.  This student is exceptionally brilliant and has an exceptionally advanced understanding.  He struggles inside when he receives a lower grade or is reprimanded and becomes quickly angry with himself, frequently to the point of hyperventilation and tears. He is a joy to have in and out of class. I questioned his mother to see if he had similar concerns from his prior school to ensure that the stress of a gifted school could place too much pressure on him.  She said he would often toss desks and wreck the classroom, forcing students to leave until he calmed down.  I could not understand that this was the same child as he was so calm and engaged most of the time.  Our main worry was the perfectionism he imposed on himself.  Together with the teachers, we rapidly devised a strategy to help him learn in a less stressful, ungraded manner.  If we had understood his troubles at his prior school before he went, we may have had predetermined judgments about his performance capabilities.

**Source Five:** Ariel, R., & Karpicke, J. D. (2018). Improving self-regulated learning with a retrieval practice intervention. *Journal of Experimental Psychology: Applied, 24*(1), 43–56. [https://doi.org/10.1037/xap0000133](https://psycnet.apa.org/doi/10.1037/xap0000133)

**Comment 5:**

**Quote/Paraphrase** Students utilize repeated retrieval practice ineffectively when managing their learning, even though it is a potent learning strategy for increasing long-term retention. The present studies looked at the effectiveness of a modest intervention to enhance students' self-regulation of repeated retrieval practice. Students made judgments in two experiments regarding when to study, practice retrieval, or cease studying a set of foreign language word pairings. Some students were taught explicitly how to employ repeated retrieval practice. These instructions stressed the mnemonic advantages of retrieval practice over a less successful method (restudying). They also instructed students on how to employ repeated retrieval practice to enhance their performance—specifically, they should adequately remember a translation three times throughout learning. Compared to a control group that received no training, this minor intervention fostered more effective self-regulated retrieval practice and greater translation memory. Students who received this intervention also showed the potential for long-term improvements in self-regulated learning: they spontaneously employed repeated retrieval practice to acquire new content one week later. These findings provide a potential first step toward establishing recommendations for teaching students to manage their learning more efficiently via repeated retrieval practice.

**Essential Element:** Principles of Community Development

**Additive/Variant Analysis:** This adds to my understanding that intervention supports long-term changes, allowing the ability for students to self-regulate their learning.

**Contextualization:** Seeing a child's difficulty in maintaining the same level of progress as their classmates within an educational setting, significantly when impeded by an academic deficiency or an absence of stored information, may elicit frustration. This obstacle hinders their ability to make successful progress in following assignments or classes.  Basic knowledge and skills are essential for tackling intricate undertakings since elementary inquiries might operate as distractions without such basic foundations.  Suppose students are offered timely assistance in cultivating autonomy and are afforded suitable avenues to improve and hone their abilities. In that case, they may rapidly bridge any gaps and encounter feelings of discouragement. Interventions provide lasting modifications, enabling individuals to develop self-regulatory skills in their learning endeavors.

**Source Six:** Montessori, M. (2011). *The absorbent mind*. Lulu. com.

**Comment 6:**

**Quote/Paraphrase** The elimination of awards may not have caused much controversy since, after all, it would imply an economy. In any case, only a handful obtain them, and only at the end of the year. But the punishments! That was a different story; they occurred every day of the year, and 'corrections \* are still more common. What does this adjustment, for example, in copybooks mean? It entails marking A, B, C, 10, or 0. How can marking a zero be considered a correction? The instructor follows up with the following statement: "You always make the same errors; you do not listen when I speak; you will fail in the examination" . These revisions in books and complaints leveled at the instructor sap energy and attention. To remark, "You are bad" or "You are a dunce," is humiliating; it is an insult, an offense, but it is not a correction, since to correct oneself, one must get better, and how can a kid become better if he is already below level and then we humiliate him further? When children were foolish, instructors put donkey's ears on them and beat the tips of their fingers if they could not write. They could have remedied nothing if they had used all the paper in the world to make donkey's ears and smashed the fingers to pulp. Only experience and exercise may cure faults, and developing abilities requires extensive practice. If a child lacks discipline, he becomes disciplined through work and association with others in a society of cohesion, not by telling him that he is undisciplined. If you tell a child that he cannot do something, he can respond, "You are telling me that? I am sure I cannot." That is not a correction but rather a factual portrayal. Correction and perfection arrive only when the child has had a sufficient amount of freedom to exert himself.

**Essential Element:** Interdisciplinary Cross-cultural Understanding and

Interdisciplinary Cross-cultural Communication

**Additive/Variant Analysis:** This confirms my belief that grades may make people believe they cannot succeed. Allowing the child to make and fix errors promotes discipline and independence. Teaching to the test refers to the strategy of covering only the content that will be covered on the exam and omitting any knowledge that is not absolutely necessary for passing. According to studies, some instructors neglected to teach concepts that were not included in the exam because they were under pressure to raise the students' test results.  
Teaching for the test stops information from being retained over time. Although teaching for the test might let students do better on tests, it often leads to learning that is focused more on memory than on practice or critical thinking.

**Contextualization:** I recall a specific Montessori classroom inside a school when I held the position of head of school.  The classroom consisted of students ranging in age from three to five years.  The classroom was spacious, with a dishwashing station at the entry and a water source at the other end, requiring students to get water at the dishwashing area.   During the first month at the school, I often conducted classroom observations. Throughout these observations, it became evident that students frequently need access to water. However, they were faced with the inconvenience of having to walk a distance of fifty feet across the room to get a basin of water to fill the sink. In addition, after they had finished using the water, they had to return to the original location to dispose of it.  I pondered the rationale behind the teacher's decision not to consider relocating it to closer proximity.  With each instance of observation, my ability to discern finer features gradually improved.  The tranquility inside the room and the composure shown by the child while carrying the water were disrupted when the child hurried, resulting in an accidental spill. In response to the spill, the child promptly alerted everyone around them, who assisted in the cleanup process using mops and warning cones. A discernible shift in the classroom arrangement allowed me to see the implementation of control and error strategies and deliberate experiential learning activities undertaken by the students.  Correction and perfection are achieved just when the youngster has been given adequate autonomy to exert oneself.  A grade or punishment would not have brought such a beautiful learning experience.

**Comment 7:**

**Quote/Paraphrase:** Let's talk about the mistake itself. Admitting that we are all fallible is essential since it is a fact of life, and doing so is a huge step forward for us. We cannot claim to be flawless if we are to follow the road of truth and reality, which requires us to acknowledge our fallibility. Therefore, the best action is to become friends with the mistake. Only then will it stop frightening us and become a friendly community member, carrying out its assigned role. Throughout life, many errors are naturally fixed. A one-year-old walking on the line stumbles, rolls, and eventually falls but finally walks appropriately. He learns from his mistakes and grows from them. We mistakenly believe that we are on the road to perfection in life, even though we constantly make mistakes and fail to fix them. We are entirely in delusion and outside of reality as we do not perceive them. A teacher is not good if she presents as flawless and refuses to acknowledge her mistakes. Whenever we search, Gentleman Error is constantly there! To achieve perfection, we must closely examine mistakes, as fixing them is the first step towards achieving perfection. To illustrate the inaccuracy, we ought to utilize a light. Error is as accurate as life itself, and that is something we must acknowledge.

**Essential Element:** Interdisciplinary Cross-cultural Understanding and

Interdisciplinary Cross-cultural Missions in a Global Society

**Additive/Variant Analysis:** This is an additive to my knowledge; if we incorrectly assume that we are on the path to perfection in life, even though we always make errors and fail to correct them. We are entirely deluded and outside reality, since we do not perceive them. A teacher is ineffective if she portrays immaculate and refuses to admit her flaws.

**Contextualization:** In the past, I worked under the supervision of someone who exhibited remarkable grace and generosity.  He did not show a sense of superiority but seemed to be integrated into the collective entity.  He exhibited high transparency and consistently took responsibility for his errors.  This resulted in establishing a conducive and inclusive atmosphere where individuals felt secure engaging in their tasks, embracing failure as a learning opportunity, addressing areas requiring improvement, and exploring fresh ideas to move the organization toward an advantageous direction.

**Comment 8:**

**Quote/Paraphrase:** Let us analyze a child who has undergone the instruction above. Mathematical exercises that serve as illustrations include multiplication problems. In conjunction with the sum, a multiplication

A table is provided to serve as a mechanism for error control. Without engaging in this practice, achieving certainty regarding one's accuracy is unattainable. Therefore, as an alternative to depending on the instructor for rectification, we promote the child's acquisition of the ability to monitor and correct errors independently. This error management is more aesthetically pleasing than the activity in and of itself concerning the practice of reading. The child is involved in a move that requires them to match written notes with the corresponding specimens. Furthermore, errors concerning the child's progress can be effectively managed using cards with their names printed beneath. The appeal resides in the endeavor to ascertain the accuracy of his claims.

**Essential Element:** Cross-Cultural Understanding

**Additive/Variant Analysis:** This contributes to understanding how mistakes may serve as valuable learning opportunities and catalysts for knowledge acquisition, ultimately leading to a deeper understanding.

**Contextualization:** Reflecting on my oldest son, I remember sitting on the hospital bed one day as he received his monthly infusions.  He was maybe three years old at the time.  I never wanted our hospital experiences to allow him to feel weak or different, so movies were out of the question, and we continued to do our work and lessons or flashcards.  We used mini-figures of animals and household trinkets to match the sounds of letters with the item.  Then, we would show the word on the back of the card, and he would read the word and begin connecting phonemics and objects.  This particular day, he decided that he didn’t want the trinkets but instead wanted to try changing the game by matching items in the room outside the hospital window.  I was overjoyed at his connection and progress, and the control of error grew and shifted due to the accuracy it had ensued.

**Comment 9:**

**Quote/Paraphrase:** The concept of fraternity emerges due to the inherent need to regulate and minimize errors. Mistakes create divisions among individuals; however, the ability to manage and control error serves as a mechanism for fostering a sense of brotherhood. Pursuing mistake correction has become a widespread concern, transcending geographical boundaries. The mistake in question becomes a subject of curiosity. The internet connects and facilitates cohesiveness among individuals, particularly between children and adults. Discovering a little flaw in an individual who has reached maturity does not result in a diminished level of esteem or a reduction in their inherent worth. The concept of error is dissociated from the individual and seen as an entity that may be managed. Therefore, a series of simple actions might result in significant achievements.

**Essential Element:** Interdisciplinary Cross-cultural Understanding and

Principles of Community Development

**Additive/Variant Analysis:** This contributes to comprehending how mistakes can be a design so that the child receives instant feedback about her progress as she works, allowing her to recognize, correct, and learn from an error without adult assistance.

**Contextualization:** Dr. McClane's descriptions of Forum Paper presentations and the Robe come to mind.  He outlines how the panel reacts to the presenter as the robe and how this is done to allow for a better grasp of strategies to improve the work rather than reflect on the presenter. The final objective is to build an order of acts that may result in substantial outcomes rather than lowering the presenter's level of regard.

**Source Five:** Winter, R. D., & Hawthorne, S. C. (Eds.). (2009). *Perspectives on the world Christian movement: A reader*. William Carey Publishing.

**Comment 10:**

**Quote/Paraphrase:** The mission of educating is a crucial aspect of today's discourse, with Jonah serving as a prime example of how one can transform one's natural tendencies and redefine one's life to serve Christ's work.

**Essential Element:**  Interdisciplinary Cross-cultural Missions in a Global Society

**Additive/Variant Analysis**: This adds to my understanding of how education is necessary to change individuals, families, and communities with personal, professional, and spiritual messages and find ways to overcome communication barriers in a varied, postmodern society.

**Contextualization:** I have encountered several instances of personal transformation throughout my adult life. The concept of renewing one's thinking may be seen as aligning one's worldview with the principles and perspectives advocated by God. During my childhood, I had a sheltered life primarily focused on religious activities inside the church. I had amazing life experiences and a loving family. I did not realize, due to my upbringing, that it is OK to coexist with divergent opinions while maintaining personal convictions and demonstrating respect for others' perspectives. This might be seen as a process of cognitive rejuvenation and abandoning childish ways. Many individuals encounter this phenomenon throughout their early years, while others exhibit childlike behaviors throughout their adult lives, extending until the end of their days on Earth. This may be seen as an accurate representation of relinquishing immature behaviors.

During my Montessori Credential training, I was a member of a cohort comprising many diverse individuals. An African-American Baptist woman, an outspoken liberal lesbian activist, and an atheist woman became my dearest friends. Through our numerous conversations, openness, and lack of judgment, we have all become close friends and respect one another. We can communicate openly and ask each other queries out of genuine respect and appreciation. We frequently hold Zoom meetings to stay in contact, discuss topics on which we all agree, and also chuckle at and learn from one another's differences. Due to this nonjudgmental companionship, I have been able to share God with them in ways I never would have been able to previously.

**Source Six:** Rommen, E. (1996). *Missiology and the social sciences: Contributions, cautions, and conclusions* (No. 4). William Carey Library.

**Comment 11:**

**Quote/Paraphrase:** Global evangelism is a complex project that requires a methodology that adheres to Scripture and is grounded in rigorous research practices. However, if the methodology is incorrect, it can lead to less accurate and clear messages, causing confusion and varied outcomes. The legitimacy of the methodology is also a topic of disagreement, both from a technical standpoint and concerning the principles outlined in Scripture.

**Essential Element:**  Interdisciplinary Cross-cultural Missions in a Global Society and Interdisciplinary Understanding

**Additive/Variant Analysis:** This confirms my belief that global evangelism is a multifaceted endeavor that requires a technique aligned with Scripture. Otherwise, it leads to uncertainty and diverse consequences. To keep communications clear, global evangelism must match Scripture. Scriptural alignment helps people comprehend and propagate their beliefs. It helps avoid misinterpretations, distortions, and misunderstandings when communications stray from Scripture. When evangelizing worldwide, it's crucial to correctly and honestly explain religious principles while honoring holy scriptures and customs. This method helps Christians understand each other and engage in positive discourse with non-believers. Emphasizing biblical alignment may also unite various Christians by giving a similar interpretation and practice framework. This common understanding may increase global Christians' fellowship and teamwork, helping promote evangelism.

**Contextualization:** Global evangelism deviating from Biblical teachings can have several negative consequences. It can result in a distortion of the true message of Christianity, leading to incomplete or inaccurate understandings of God, salvation, and the Christian faith. This can also create confusion and division within Christian communities, hindering effective communication. Ineffective communication can occur when methods or approaches do not align with the cultural context or understanding of the audience, potentially leading to irrelevant or offensive messages.  
 Contrary to Biblical principles, evangelism can negatively reflect Christianity, contributing to negative perceptions of the faith and hindering receptivity to the gospel message. Ethical concerns can arise if evangelistic methods violate ethical principles or human rights, harming individuals and communities. This can include coercion, manipulation, or exploitation, which undermines the credibility and integrity of the Christian witness.  
 Straying from Biblical scripture in global evangelism can have significant consequences, impacting the integrity of the message and relationships between individuals, communities, and society. Therefore, it is crucial for evangelistic efforts to remain rooted in Biblical principles and guided by the love, compassion, and truth exemplified by Jesus Christ.

**Source Seven:** Freire, P. (2020). Pedagogy of the oppressed. In *Toward a sociology of education* (pp. 374-386). Routledge.

**Comment 12:**

**Quote/Paraphrase** Genuine dialogue is impossible without the participants applying critical thought. Thinking that recognizes the unity of individuals with the world and its inhabitants and denies the existence of a dichotomy between them views reality as a process of transformation instead of a fixed entity. Although it distinguishes itself from action, such thinking perpetually engrosses itself in temporality without regard for the potential dangers that may ensue.

**Essential Element:** Interdisciplinary Cross-cultural Understanding and Interdisciplinary Cross-cultural Communication

**Additive/Variant Analysis:** This contributes to my understanding of the need for Christians to seek harmony with the world, wherever feasible, as a means to foster relationships that facilitate the dissemination of the teachings of Christ.  Recognizing the inherent worth of every individual and adopting a flexible perspective that transcends narrow viewpoints can amplify the potential for many chances.

**Contextualization:** This makes me reflect on an incident where I recently had the opportunity to supervise two students who were sent to recess detention in my office due to two distinct incidents.  One student in the seventh grade was identified as twice-exceptional, displaying characteristics of autism. This student had challenges maintaining appropriate social behavior, particularly refraining from negative remarks toward others who did not adhere to his beliefs about healthy eating and weight management.  The second student was an eighth-grade individual with ordinary but notable academic abilities but often faced disciplinary issues due to his disrespectful behavior and tendency to confront instructors verbally.  During my conversation with the seventh-grade student about suitable and unsuitable conversational interactions, he inquired about the appropriateness of asking about the reason for the other student's detention.  I spoke with the other student about their willingness to share or abstain from doing so.  The interaction between the two students began with the seventh grader continually questioning more knowledge of the student's reasoning. It prompted the other student to reflect on his motivations and actions.  Additionally, he demonstrated an improved ability to manage his frustrations more appropriately. The exchanges brought surprise over the dynamic discussion of inquiries between one student and the profound introspection shown by another student.

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