

CEHD Grant Application Form

Submit this application form by one of the following due dates along with your proposal. Applications must be received, at tate-center@wmich.edu, by 5:00 p.m. on August 15, November 15, March 15, and June 15.

Application						
Applicant Name:	Tetyana S. Koshmanova					
Title:	Professor					
Department:	Teaching, Learning and Educational Studies (TLES)					
Title of Proposal:	Development of critical thinking, entrepreneurship and social mobility of faculty and students in Ukraine					
Amount Requested:	\$2,000					
Dates of Project:	01.02.2014-01.02. 2015					
Evaluation Guidelines						
Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1		
The proposed research/creative activity is well conceived and organized.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
The proposed work will increase the likelihood that the applicant will secure external funding in the future.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
The methods and/or procedures are clearly stated and appropriate for the proposed activity.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
The plans for data analysis or evaluation critique are clearly stated and appropriate for the proposed activity.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
The costs for the proposed budget are clearly itemized and justified.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
This project has the potential to advance the scholarly/creative reputation of WMU.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	

The Development of Critical Thinking, Entrepreneurship and Social Mobility of Ukrainian Faculty and Students at Western Michigan University. Phase One: Data Collection

PURPOSE

The CEHD mini-grant funding (\$2,000) will encourage and support data collection for the *first phase* of the upcoming three-year collaborative international program on the development of critical thinking, entrepreneurship, and social mobility of Ukrainian faculty and students at Western Michigan University (WMU). The ultimate goal of the larger project is to build the foundation and procedures for the development of Ukrainian students' dual enrollment programs at Western Michigan University.

NEED AND SIGNIFICANCE

The fall of the Soviet Union and economic turmoil which followed in Ukraine (Koshmanova, 2009; 2013 a), in recent years has been rapidly substituted by a growing demand of Ukrainian youth in study abroad programs and international education. Though Ukraine still needs to build a civil society (Koshmanova, 2006; 2006 a), accept the code of conduct in market economy, develop skills for marketing efforts, and help foreign institutions expand partnerships with its institutions, researchers believe that the "Ukrainian market is now so strong that in a few years, every third Ukrainian will have taken a study abroad program of some kind." (Kollouri, p. 1, 2013).

The USA, meanwhile, is the leading destination for international youth exchange programs, and an average of 10,000 university students and recent graduates participate in the J-1 Exchange Visitor program (Koshmanova, 2013). There is a strong belief in Ukraine that education obtained in the United States enables students to jump-start careers at home. According to Victoria Mikhailenko (2013) from the American Councils for International Education, most popular majors among Ukrainian students seeking education in the U.S. is business management, law, public administration, social sciences, humanities, education, information systems, economics, and environmental protection.

It will be beneficial to both the United States and Ukraine to support Ukrainian students to study at Western Michigan University. Ukraine's highly educated population, natural resource wealth, size and its strategic location in the heart of Europe make it an important institutional partner. Ukraine began its independence as the world's third largest nuclear power, and is now seeking partners not just to convert its military-industrial technology for peaceful uses, but also to acquire numerous market-based professions to compete in the global knowledge economy. Due to increasing international students' presence, WMU students will gain an opportunity to study in Ukraine, expand their horizons, and enrich their multicultural experiences. Ukraine is a popular destination for people seeking to explore a picturesque Eastern European country, with a fascinating history, architecture, and landscapes. It offers something for everyone, starting from skiing in the Carpathian Mountains, to beach resorts of the Black Sea.

The proposed project directly addresses the need and significance of a larger Program. It will be of immediate use in promoting Western Michigan University's cooperation with university partners in Ukraine who are committed to participation in the Program.

PHASE ONE PROJECT DESCRIPTION: METHODS AND RESEARCH TOOLS

The Program's central goal is to build a methodological foundation for a strong partnership between WMU and Ukrainian universities aimed at the development of student and faculty exchange programs. The overall length of the Program is three years and includes three phases. The proposed project will address the needs of the *first phase only* which will last for a year. There will be new proposals written for Phase Two and Three and submitted to different sponsors for further funding. To solicit funding for the Phases Two & Three, the researchers will apply to the Mott Foundation (Program *Central/Eastern Europe and Russia: Professional Community Development; or Exploratory and Special Project for Western Former Soviet Union*) and to the Woodrow Wilson International Center for Scholars (*East European Studies Research Grants*).

The goal of Phase One is to collect research data on the ways that Ivan Franko National University of Lviv (U of L) faculty develops critical thinking, entrepreneurship and social mobility of their students. This data will be further discussed in two joint research papers which will provide practical recommendation for further steps. The Phase One will include two major stages: (1) conducting individual interviews with U of L administrators and (2) conducting a roundtable exploratory discussion. The main outcome of Phase One will allow the participants to finalize common visions, goals and procedures of the project. The data collected will also assess the participants' initial views on the development of students' critical thinking, mobility and entrepreneurship. It will be utilized for the needs of formative and summative assessment of the project outcomes.

The sample is a major western Ukrainian university that is a nationally representative school which includes students from various ethnic and socioeconomic backgrounds. It is the oldest continuously operating university in Ukraine and one of the oldest in Europe. The participants (N=9) of the study will be administrators and officials who are in charge of various U of L colleges and programs. Among the participants, there will be the Deans (N=7) from the Colleges of Economics, Business Management; Law, Biology, Foreign Languages, International Relations and Philosophy; a chair (N=1) of the Department of General and Social Pedagogy; and the administrator (N=1) responsible for the U of L international programs. The participants represent a middle class white population, with little to no diversity, with a medium age of 42 years.

This is a mixed methods study with an emphasis on qualitative methods. The data will be collected from a variety of sources to construct the analytical framework for this study. An important data source will be a theoretical analysis of literature and documents on the issues of faculty and student mobility published in the United States, Europe and Ukraine. Another data source will include structured interviews of U of L administrators on their visions of project goals (Siedman, 1998), followed up by an exploratory discussion (Koshmanova, & Hapon, 2007) with faculty and administrators. To study each participant's attitudes toward the research questions, the interviewing will be conducted individually with each participant according to the date of a scheduled appointment.

Each participant will be asked the following set of pre-determined *research questions* (if needed, they will be followed up by situational probing questions to clarify the interviewee's points):

1. One of the tasks of the Bologna Process for European integration in education is the development of social mobility of faculty and students. What is your faculty doing in this regard? How important is this goal for the preparation of graduates to compete in a global economy of knowledge? What experiences have you gained thus far? How do you develop students' mobility? Do you run special programs to meet these goals?
2. How do your programs pay special attention to the development of students' critical thinking? How do you assess the effectiveness of student teaching and learning?
3. How do you conceptualize the professional development of faculty with respect to globalization? What are your best practices? Considering social changes caused by globalization, what professional competencies of graduates do you consider to be the most significant to professional success in global labor market?
4. Studies showed that today many Ukrainian college graduates cannot find professional jobs they were trained for. Do you associate these reasons only with social causes (like unemployment), or are there other reasons (connected with the process of preparation of graduates at your University)? If yes, what are they?

The interviewing data will be transcribed and analyzed upon researcher's return to WMU. All the names of the participants will be kept anonymous. Since all questions are of open-ended nature, a narrative analysis will be employed (Barclay, 1996; Gergen, & Gergen, 1988; Labov & Waletzky, 1967; Campbell, & Stanley, 1963). Research data obtained during this stage will be analyzed and integrated with results of the researcher's previously published studies including the sabbatical research (2009-10). The project builds on the researcher's publications of the last ten years that has included international comparative study of teacher educational reforming in the USA and Ukraine as well as the issues of culture and community in learning to teach.

PLAN OF WORK

The researcher will travel to the U of L for 14 days to collect data for Phase One (04/26/14—05/10/14). The plan includes the following objectives:

1. To interview the officials (04/28/14—05/02/14)
2. To conduct a preliminary analysis of the obtained interview data (05/03/14—05/04/14)
3. To organize a roundtable exploratory discussion with the participants on project goals (05/05/14—05/06/14).
4. To lead the roundtable exploratory discussion on the project goals and planning for the selection procedures of the participants for Phase Two: (05/07/14)
5. To conduct initial analysis of the collectively elaborated visions of project goals and activities (05/07/14—05/08/14).
6. To conceptualize models for future research articles written collaboratively with Dr. Tetyana Ravchyna on project findings. (05/09/14)
7. To prepare for departure to WMU (05/10/14).

Time Line

Month	Task	Product
December 2013—January 2014	Review literature on faculty and student mobility in Eastern Europe and the influence of globalization and migration on youth employment	Literature Review: Part I
February—March 2014	Review literature on the development of critical thinking and entrepreneurship in Eastern Europe and Ukraine	Literature Review: Part II
April 2014	Preparation for the trip to the U of L, finalizing research questions and the dates for conducting individual interviews	Complete the plan for Collecting of project Data
April 27	Preparation for Conducting interviews	Complete Plan Preparation
04/28/14	Interview with Dr. Ihor Hamar, College of Biology, Dean	Complete Data Analysis for the Conducted Interview
04/28/14	Interview with Dr. Stepan Panchyshyn, College of Economics, Dean	Complete Data Analysis for the Conducted Interview
04/29/14	Interview with Dr. Volodymyr Sulym, College of Foreign Languages, Dean	Complete Data Analysis for the Conducted Interview
05/30/14	Interview with Dr. Ihor Byk, College of International Relations, Dean	Complete Data Analysis for the Conducted Interview
05/30/14	Interview with Dr. Jarema Savula, College of Applied Mathematics and Informatics, Dean	Complete Data Analysis for the Conducted Interview
05/01/14	Interview with Dr. Volodymyr Melnyk, College of Phylosophy, Dean	Complete Data Analysis for the Conducted Interview
05/01/14	Interview with Dr. Andriy Boyko, Law School, Dean	Complete Data Analysis for the Conducted Interview
05/02/14	Interview with Dr. Dmytro Gertsyuk, Deapartment of General and Social Pedagogy, Chair	Complete Data Analysis for the Conducted Interview

05/02/14	Interview with Dr. Volodymyr Kyrylych, Vice President for International Cooperation	Complete Data Analysis for the Conducted Interview
05/03/14—05/04/14	Conducting a preliminary analysis of the obtained interview data	Complete Data Analysis
05/05/14—05/06/14	Planning for the organization of a roundtable exploratory discussion among the participants on project goals	Complete Plan Preparation
05/07/14	Conducting a roundtable exploratory discussion among the participants on the project goals and on planning for selection of the participants during Phase Two	Complete Data Analysis
05/07/14—05/08/14	Conducting initial analysis of the collectively elaborated visions on project goals in the result of a conducted exploratory discussion and evaluation of the achieved outcomes	Complete Data Analysis
05/09/14	Planning for joint research articles on the mutually elaborated visions of the project development	Complete Plan Preparation
05/10/14	Preparation for the Departure for the United States	Departure for the United States
May –June 2014	Skyping to Dr. Tetyana Ravchyna, a co-author of a joint research article on students mobility	Draft of manuscript prepared for submission to the “International Journal of Educational Reform”
July—August 2014	Develop a concept of the joint research article the development of students’ critical thinking in Ukraine	Draft of manuscript prepared for submission to the Ukrainian peer reviewed educational Journal “Native School”
September—October 2014	Write up study Develop a Pilot project for Phase Two	Complete Plan Preparation
November—December 2014	Write grant proposals	Draft of grant proposals prepared for submission to the Mott Foundation and

ANTICIPATED OUTCOMES FOR PHASE ONE

- 1) The project will result in the creation of a position paper with a critical line-up for further actions during the next stages.
- 2) The project will result in the preparation and publication of two research articles in peer reviewed educational journals of the United States and Ukraine (one article in each country). They will be co-authored by a Ukrainian colleague (s) and the researcher.
- 3) The Phase One will also results in identifying the participants for Phase Two.

BUDGET AND JUSTIFICATIONS(omitted)

PLANS FOR CONTINUING RESEARCH/CREATIVE ACTIVITY

The continuation plan includes separate proposals for *Phases Two & Three*. The *Phase Two* (Year Two), which will last for 14 days, will be geared toward finding a common ground among the Program participants and developing a bond between American and Ukrainian faculty, their mutual agreement on project goals and activities. To fulfil the objectives of this stage, three WMU professors will travel to U of L to conduct an international seminar on the development of critical thinking, entrepreneurship and social mobility. Also, we will have a series of informal structured conversations seeking to develop a preliminary pilot program on students' study abroad at WMU. The participants of this seminar (N=30) will be rigorously selected by faculty and administrators with decision-making qualifications. There will be also five "train the trainer" workshops conducted for the selected participants to prepare future trainers who will independently conduct dissemination professional development workshops for other faculty at their departments and institutions. During this phase, we will also identify the key people to participate in the Phase Three of the Program. In Ukraine we can expect cost share. Our Ukrainian colleagues will provide us with the professional development venue (each Ukrainian university has a resort area for students and faculty which we can use for the purposes of our professional development sessions), local transportation, electric bills, etc. The activities of the *Phase Three* (Year Three) will be conducted at WMU; it will last for 14 days. It will be geared toward finalizing Program goals, procedures and developing partnership agreements. To introduce the Ukrainian guests (N=9) to the American educational culture, the Phase Three will include two formal professional seminars, informal professional discussions, and also a cultural program, which will include orientation, tours of WMU, an overnight trip to Chicago, etc.

DISSEMINATION

We will promote and disseminate the work on the Program in the following ways: (1) reaching broader educational communities via a series of publications in the international peer-reviewed educational journals and extended influence of the "train the trainer" workshops; (2) international conference presentations; and (3) College of Education and Human Development website, as well as Ukrainian partners' university websites.

EVALUATION AND MONITORING PLAN

The success of the project will be evaluated in the following ways: (1) participation of external experts in structured dialogues with American and Ukrainian researchers that lead to production of parallel sets of project outcomes; (2) private feedback from evaluation experts following

publication; (3) assessment of project outcomes via qualitative analysis of exit narratives of the participants and descriptive statistics.

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