Introduction
The current teaching process in Russian Agricultural Vocational Schools is to a big extent academic. Students get a substantial amount of knowledge in the area of agronomy, livestock, management, and other content areas without sufficient exposure to realities of the current business environment and without developing the necessary practical skills. The whole training process is arranged in a way that focuses on theory, but not on actual business practices. Change in the training curricula, specifically, including solid practical background in the content specialties, is the primary request of the Educational Methodology Center (EMC) staff. The EMC is located in Novo-Sinkovo, Dmitrov Raion, Moscow Oblast, 141830, Russia, which is about 70 kilometers north of Moscow.

Purpose of Poster
The purpose of the poster is to illustrate the activities that were completed in the summer of 2000 to help Russia move forward in its quest to improve its educational system.

Methods Used
The authors took numerous curriculums to share and modeled problem-solving teaching methodologies in their workshops as they demonstrated educational methodologies while teaching lessons on animal health and Excel.

Results
Many problem-solving curriculums were left along with an educational methodology manual and an Excel workbook.

Major Points of Information to be Shared
A teaching manual (attached) was prepared and the following areas were addressed and will be part of the poster:
- Problem Solving Technique Lesson Plan Instructions
- Problem Solving Technique Background
- Cognitive Domains of Learning
- Factors Influencing Decisions About Teaching/Curriculum
- Principles of Teaching and Learning
- Problem Solving Technique Lesson Plan Work Sheet
- Assessment Techniques and Strategies
- Checklists
- Considerations for Individualizing the Curriculum
- Criteria for Developing Effective Activities
- Characteristics of a Good Test
- Cooperative Learning
- Rubrics

Educational Importance
New knowledge transferred. The EMC staff had limited knowledge in applied teaching methodologies. They focused much of their discussion on the categorical areas from the principles of teaching and learning. They requested detailed examples of each principle especially those related to motivation and recognition.

Skills obtained by the host. It was apparent that after observing the seminars and presentations they had beginning problem solving teaching skills.

New attitudes observed. This was probably the most exciting part of the experience. For the most part, all of the seminar participants were intrigued, interested and extremely focused on the seminars and the follow-up discussions. They took copious notes on how to implement the “new” methods of teaching. As the participants were involved in the seminar one could observe them relaxing and feeling comfortable with the authors and with the material being presented.