



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: The Humanistic Approach To Education

Course Description: Humanistic education or person-centered education is an approach to education based on humanistic psychologists. These approaches to education seek to engage the "whole person" that includes the intellect, social capacities, and artistic and practical skills that are important for growth and development. Important objectives include developing children's self-esteem, their ability to set and achieve appropriate goals, and their development toward autonomy. The humanistic approach places an emphasis on a student's choice and control over the course of their education. Some topics in this course include early humanism, choice and control, felt concern, the whole person, self-evaluation, the teacher as the facilitator, and field studies in humanistic education. Further, participants will discuss how to appropriately integrate critical consciousness with their students and to have that dialogue within the classroom. Additionally, grouping and instructional practices regarding cultural responsiveness will be discussed as well.

Educators will:

- Define humanism in education.
- Explore the humanistic psychologists.
- Examine the humanistic principles, objectives, perspectives, learning theories
- Explore humanism for schools.
- Explore the concepts of choice and control, felt concern, the whole person, and self-evaluation.
- Explore field studies in humanistic education.
- Explore the classroom environment in humanistic education.
- Discuss connections between the humanistic approach and the mindset of developing and promoting a critically consciousness classroom model

Understand and implement the role of the facilitator in humanistic education.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	Participants will <ul style="list-style-type: none"> • Define humanism in education. • Explore the humanistic psychologists. • Examine the humanistic principles and objectives. • Examine the humanistic perspectives. • Create and discuss connections between the humanistic classroom and that of critical consciousness • Educators will design a lesson plan that addresses humanism in the classroom. • Educators will evaluate the lesson plan to determine if this approach is one that participants believe will benefit students.
Topics	Define Humanism Humanistic psychologists Humanistic principles and objectives Humanistic Perspectives Humanism and critical consciousness
Application to Instruction & Student Learning	Participants will gain insight of how the humanistic principles and objectives impact learning and become familiar with humanism, humanistic psychologists, humanistic principles, humanistic objectives and perspectives, and how this knowledge is such a vital part of the educational process. Participants will learn what strategies they may connect to and implement into their own classrooms to improve student achievement.

Session II

Objectives	Participants will <ul style="list-style-type: none"> • Take the humanistic education quiz and examine their results in order to self-reflect and guide modifications to instruction • Share ideas on how they can modify instruction to meet the needs of both the humanistic approach and critical consciousness • Examine the humanistic learning theories. • Explore humanism for schools. • View and describe TED TALK “School Kills Creativity” • Educators will design a lesson plan that addresses humanistic learning theories in the classroom. • Educators will evaluate the lesson plan to determine if this approach is one that participants believe will benefit students.
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Topics	The Humanistic Education Quiz Humanistic Learning Theories and connections to Critical Consciousness Humanism for Schools TED TALK “School Kills Creativity”
Application to Instruction & Student Learning	Participants will apply gained insight in their own classrooms by relating humanistic theories to their own students and planning for creative lesson opportunities and for students to share ideas and multiple perspectives.

Session III

Objectives	Participants will: <ul style="list-style-type: none"> • Assess the concept of choice and control and how it relates to the humanistic approach to education. • Learn to design lessons in which students are encouraged to share multiple perspectives and challenge injustices, etc. • Evaluate the concept of felt concern and how it relates to the humanistic approach to education. • Investigate the concept of the whole person and how it relates to the humanistic approach to education. • Explore the concept of self-evaluation and how it relates to the humanistic approach to education. • Guide students in self-reflective practices that promotes an environment of high engagement amongst students • Educators will design a lesson plan that addresses choice and control and felt concern in the classroom.
Topics	<ul style="list-style-type: none"> • Choice and Control • Felt Concern • The Whole Person • Self- Evaluation /reflection
Application to Instruction & Student Learning	As a result of our assignments this week participants will be able to implement: <ul style="list-style-type: none"> • The concept of choice and control impacts student learning in a classroom setting. • Felt concern impacts student learning by assessing individual students. • Design lessons which empower students to share multiple perspectives and encourage dialogue within the classroom • The whole person concept in a classroom setting. • The assessment of how self-evaluation impacts learning in individual students.

Session IV

Objectives	Participants will: <ul style="list-style-type: none"> • REVIEW AND DISSECT the “TEACH” documentary Film.
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	<ul style="list-style-type: none"> • Evaluate the classroom environment in Humanistic Education. • Examine the role of the teacher as the facilitator in humanistic education. • Design ways in which we can connect to our students and have them make connections with their own lives, the curriculum and the world around them. • Create a personal reflective narrative regarding humanistic education. • Educators will design a virtual game that addresses humanistic learning theories in the classroom.
Topics	TEACH documentary Film Discussion Classroom Environment Teacher as the facilitator Personal Reflection
Application to Instruction & Student Learning	<p>Teachers will gain insight on “TEACH.” Teachers will also examine the role of the teacher as a facilitator in humanistic education. Teachers will become familiar with the humanistic classroom environment and the role of the teacher with regard to the application of humanistic education and why this knowledge is such a vital part of the educational process, while exploring a variety of strategies and use them to improve student success. Once teachers are comfortable with such pertinent topics, their competence in the classroom will increase.</p> <p>As a result of our assignments this week teachers will be able to:</p> <ul style="list-style-type: none"> -Analyze “TEACH.” -Analyze how the role of the teacher as a facilitator in humanistic education impacts student learning. -Evaluate the classroom environment as it applies to humanistic education. -Create connections between the curriculum and the lives of our students -Promote and facilitate engagement, frequent feedback and praise with students.