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As described by Gage and Berliner (1991) there are five basic objectives of the humanistic view of education:

1. Promote positive self-direction and independence (development of the regulatory system);
2. Develop the ability to take responsibility for what is learned (regulatory and affective systems);
3. Develop creativity (divergent thinking aspect of cognition);
4. Curiosity (exploratory behavior, a function of imbalance or dissonance in any of the systems); and
5. An interest in the arts (primarily to develop the affective/emotional system).

However, the results of a meta-analysis demonstrate that the programs developed under the rubric of humanistic education did not achieve these objectives with students. You are to

1. Describe why these objectives are important based on the trends of moving into the information age;
2. Review the results of the meta-analysis (including both the positive and negative findings);
3. Describe why you believe these results occurred; and
4. Make suggestions from operant conditioning, information processing, Piaget's theory of cognitive development, and social cognition as to how these objectives may be obtained using a combination of learning theories.

Please be specific in your recommendations (i.e., refer to specific activities at specific grade levels and content areas).

Adapting the Humanistic Approach By Using Other Learning Theories

In schools today, there are many different views on what is the best approach that educators should use to teach our students. One important view to consider when deciding which approach to use is the humanistic view of education. The major focus of humanistic education is the development of the whole child (i.e., the development of a student's emotions, values, self-concept, goals, and needs) (Huitt, 1997a). In the information age, the objectives of the humanistic theory are important in that they relate to the trends that are currently taking place in the workforce. However, the results of a meta-analysis demonstrate that the programs developed under the rubric of humanistic education did not achieve these objectives with students. As educators, we must analyze the importance of these objectives, describe why the results of the meta-analysis possibly occurred, and find possible solutions to the problems.

The first objective of the humanistic view of education is promoting positive self-direction and independence (Gage & Berliner, as cited in Huitt, 1997a). This is very important in the information age based on the current trends that are going on in the working environment. The trend is toward more independent and entrepreneurial activities through home-based businesses because of the dejobbing of the workforce among many companies and businesses. More people are only working part-time due to businesses desires to save money and cut costs by not employing as many full-time workers. Jeremy Rifkin, author of "The End of Work" (as cited in Huitt, 1995), reported that some 35% of the workforce was either temporarily employed or underemployed in the early 1990's, and it is estimated that around the year 2000 some 50% of the workforce will be in the same category.

In order to cope with this change, people are turning to entrepreneurial activities, especially home-based businesses. This trend highlights the importance of promoting positive self-direction and independence in education, especially as it comes in to play in the work environment. In the 1970's, only about 6% of people worked for themselves, while in the 1990's, approximately 24% had at least one income from an entrepreneurial activity. In the United States, it is estimated that 50% of all homes will have a home-based business by the year 2000, according to William Bridges in "Job Shift" (as cited in Huitt, 1995). The major trend in the increase of entrepreneurial activity is not necessarily because people want to start their own business, but of the necessity of making a living and putting enough food on the table for their families. The need of positive self-direction and independence is evident in these current trends in the workplace. Students must develop optimistic attitudes relative to their abilities, skills, and knowledge in order to be successful. They must develop and learn the ability to set goals, and then to work hard and strive to attain them. If students want to be successful in the future, they cannot rely on anyone but themselves, and they must have the mind set that they can do it with enough perseverance.

The second basic objective of the humanistic view of education is that students must develop the ability to take responsibility for what is learned. When students become a part of the working environment in the information age, they are not going to be able to rely on someone telling them the facts and what they need to know. They have to take it upon themselves and their own abilities to locate the appropriate information and then learn it. This is especially important based on the estimate that 50% of all homes will have a home-based business by the turn of the century (Bridges, as cited in Huitt, 1995). Adults

will have to continually stay updated on new technology in order for their entrepreneurial activity to survive. It will be their own responsibility because there will not be anyone telling them what to do or how to do it.

In the information age, technology is growing very quickly, and if one is unable to keep up with it and learn the new trends and knowledge, then he or she will be left behind. For example, when technology was applied in agriculture it dramatically changed everything that was going on in the farming process; as a result, the farmers who took the responsibility for learning the new technology prospered. And the people who continued to use the same methods either left the farming industry or ended up going bankrupt. Students must develop the ability to take responsibility for what is learned in order to be successful in the information age.

The third basic objective of the humanistic view of education is to help students develop creativity. If one is going to flourish in the information age, he or she is going to have to be creative. Whether a person has an independent business or not, there is a need to come up with new and exciting ideas to prosper in the business world. Currently, American businesses are being pressured to compete in a global market (Huitt, 1995). Because of this globalization of the economy, there is an additional burden on our workers to be able to compete at world class standards. And in order to be successful in a workforce of global proportions, there is a need for a high standard of creativity. Along with workers in a global environment, business owners will also have to be creative in order to find their niche in the business world. In the information age, there is constantly a need for innovation to keep up with the rest of the world's workforce, and for American

students to do so, they have to develop the skill of creativity through our educational system.

Curiosity is the fourth basic objective of the humanistic approach of education. As educators, we want students to explore ideas or objectives that they find interesting or fascinating. This exploration allows students to make their own decisions, and in their investigations, they can ask questions and continually search for answers. Being curious teaches students that when they explore and research, they never know what new and interesting information they may find. This is important in the information age because it teaches individuals to never be satisfied with their current situation. They need to continually be curious in finding new and innovative techniques for doing things. Technology is changing and being upgraded almost everyday, and businesses must explore and find ways in which that technology can benefit them in staying a part and possibly atop of the business world.

The final objective of the humanistic view of education is for students to develop an interest in the arts. A trend in schools today is introducing and engaging students in participating in the arts. Research has shown that participation in the arts, such as listening to music, playing an instrument, drawing, and painting, helps develop the brain (e.g., Dickinson, 1993). By participating in the arts, it also helps improve and expand a student's creativity level, which has already been shown to be a vital skill in being successful in the information age. Developing a student's interest in the arts could turn out to play a key role in the success of the student in the world today.

Along with the above reasons of why the five basic objectives of the humanistic view are important, there is also another consideration for their significance. The five

objectives are either stated or can be related to success in the information age according to the SCANS report (as cited in Huitt, 1997b) as well as Huitt's critique of that report. The SCANS report identifies the skills and competencies that American workers should have in order to be successful in the 21st century while Huitt's critique expands on that list. It is important to realize that no other model or view of education places as much emphasis on the desired outcomes or objectives related to the affective and conative domains as does the humanistic approach to education. The fact that these skills and qualities are in both the SCANS report and Huitt's critique, demonstrates how significant the objectives of the humanistic view are to success in the information age.

However, a problem that arises with the humanistic theory is determining whether or not the objectives and principles are being met in the educational setting. In 1982, Giaconia and Hedges (as cited in Huitt, 1997a) completed a meta-analysis of approximately 150 studies of open education, the dominant form of humanistic education at that time. The findings of this study suggest that there are both positive and negative aspects to the open education definition of the humanistic approach. The students moderately improved in cooperativeness, creativity, and independence, and there was also a slight increase in positive attitudes toward the teacher and school, adjustments, and general mental ability. Negative findings of the study showed that lower language achievement was negligible, and lower achievement motivation was moderate. The decline in achievement motivation is especially disheartening because Huitt's critique of the SCANS report emphasized the importance of striving for excellence in order to be successful in a world economy. The results also showed that there was no consistent effect on math, reading, or other types of academic achievement. Another troublesome

findings of the report was that open education programs did not have the impact on self-concept and locus of control as expected by its originators.

When looking for an explanation of why these results occurred, there could be a variety of reasons. An obvious reason for students improving in cooperativeness, creativity, and independence can be seen in the way that teachers implement the open education view. Students are allowed to have a choice in the selection of tasks and activities whenever possible, participate in group work and cooperative learning to develop social and affective skills, and also learn how to set realistic goals to strive for. When students are developing these skills, it can easily be seen why students improved in those categories. An increase in positive attitudes toward their teacher and school can be explained by several reasons. First, the students enjoy school more because they feel they are part of and are consulted about the development of the learning environment. Second, the students begin to look at the teacher as a role model as he or she displays positive attitudes, beliefs, and habits. The students learn to feel safe and welcomed in school, which they may not experience at home.

The decrease in achievement motivation could possibly be attributed to the way that students are evaluated. The open education view believes that self-evaluation, which is displayed through internal development and self-regulation, is the only meaningful evaluation of a student's work. I believe this emphasis is important, but there also needs to be some type of external or concrete evaluation for the student to actually see and touch, not just simply feel inside.

Results of the meta-analysis could also have been conceivably different if Carl Roger's view of facilitative teaching (as cited in Huitt, 1997a) would be implemented

by all teachers in the study. Teachers who are more highly facilitative tend to provide more response to student feeling, discussion with students, praise of students, and smiling with students to ensure a positive learning environment. In a study done of 600 teachers in grades kindergarten through 12th, Aspy and Roebuck (as cited in Huitt, 1997a) found that students with high facilitative teachers missed four fewer days of school, increased scores on self-concept measures, had greater gains on academic achievement measures, presented fewer disciplinary problems, and used higher levels of thinking. The results of Aspy and Roebuck's study of facilitative teaching, in comparison to Giaconia and Hedges meta-analysis, suggest that Rogers' approach may exhibit the critical components that are needed in the educational setting in ensure academic success and the important affective outcomes of the students.

If a teacher is considering using the humanistic view of education, it may also be a good idea to use a combination of learning theories to improve overall student success. For instance, one might consider implementing operant conditioning along with the humanistic theory, but the educator must remember to keep striving for the humanistic objectives. In operant conditioning, learning is the result of the application of consequences, either positive or negative, in which the learner begins to connect certain responses with certain stimuli. For example, I am teaching a 3rd grade physical education class, and the topic for the next two weeks is learning how to jump rope. Before we start practicing any skills, students have to independently set a few goals that they think they can achieve based on their current skill level. I will probably have to point students in the right direction and provide and suggest a few examples of goals to strive for. It is important to stress to the students to write goals that are achievable in order for them to

be successful. If the students work hard toward their objective and achieve it, then they will receive a sticker for their accomplishment. When the class earns enough stickers, then they will earn a free day of their choice in PE. The purpose of this type of learning is to allow students to be self-governing in their selection of goals and for them to take responsibility for achieving them. The addition of operant conditioning allows students to be positively reinforced because the consequence of earning stickers was added and the behavior of learning and achieving their goal was strengthened.

Another type of learning theory that can be used with humanistic education is the information processing approach. Within this theory, the stage model describes how information is processed and stored in three different stages: sensory memory, short-term memory, and long-term memory (see Huitt, 1999). As a teacher, I want to implement both theories into my physical education class in which I am teaching a 4th grade lesson on the soccer skill of dribbling. One way I can do it is through task sheets and stations, but before the students go on their own to learn, I have to teach cues of the skill. First, I demonstrate the skill to the students and ask them what sport is it related to, and as I continue dribbling, I ask them to point out some things I am doing with my body to perform the skill. We go over the cues for the soccer task, such as using small kicks or taps, keeping your eyes and head up, and using both the inside and outside of your feet to kick. The students are then given an individual task sheet that has a variety of dribbling skills in which they must try to achieve at the different stations. After every two stations, I bring the students back together to review the cues for dribbling. I may incorrectly demonstrate the skill and call on students to point out my mistakes, or I may pick a few students that I have noticed successfully performing the skill and ask them to demonstrate

or reteach the skill to the class. The purpose of this is to use repetition, elaboration, and distributed practice to store the information into long-term memory. Using task sheets allows students to independently learn the skill at their own rate while developing the ability to take responsibility for what is learned.

Combining the learning theories of Piaget's cognitive development (see Huitt & Hummel, 1998) and the humanistic approach would be another possible way to improve overall success of the student. Piaget believed that we are constantly adapting to our environment throughout life, which is driven by a biological drive to obtain balance or equilibration between our mental schemas and the demands of our environment. Piaget identified four stages in his cognitive development approach: sensorimotor, pre-operational, concrete operational, and formal operations. In schools today, there is a definite need to develop the last stage of formal operations because only 35% of high school graduates in industrialized countries think formally (see Huitt & Hummel). In order for students to obtain this stage, teachers need to introduce more problem solving and critical thinking skills to get the students think abstractly. In a 9th grade health class, I would implement formal operations and the humanistic theory by allowing the students to work in pairs. Each group would be assigned a set of hypothetical problems to solve, and the students would have to come up with potential solutions. Possible questions would read: what should you do if your ride to a party gets drunk and insists on driving home, what should you do if your boyfriend is pressuring you to have sex, what should you do if all of your friends are doing drugs, or how would you handle missing the last two free throws of a game to lose by one point. One student in the group would act as the problem solver by thinking aloud while tackling the problem. The other student would act as the

listener by checking to see that all logical steps are mentioned. A focus would be placed on identifying abstract principles that could be applied in each situation. By performing this activity, students are responsible for developing positive solutions using abstract symbolic thought while cooperatively working with a partner.

Social cognition (see Huitt, 1998) is also an area that can be used in combination with the humanistic view of education. When using social cognition, the teacher must provide an appropriate social environment in which the student learns from others and develops the processes of self-efficacy and self-regulation. I could use these two theories when teaching a 9th grade physical education class. I want the students to get more involved in choosing the activities, and in doing this, I also want them to develop their creativity level. The students are divided into groups of four depending on their ability and personality type. Each group's task is to make up a game with the equipment they are given. Each person in the group is required to come up with at least one rule in the game, and each person is also required to help teach the game to others in the class. To accomplish this, the group must assign particular roles for each person to play during their game, such as instructor, referee, or coach. By using this type of cooperative learning, students are able to communicate and interact with their peers, develop their creativity level, and do their individual part in order for their group to be successful.

In summary, the purpose of humanistic education is to provide a foundation for personal growth and development so that learning will continue throughout life in a self-directed manner. As teachers, we must not overlook the importance of the humanistic view when teaching our students. The five basic objectives of this view are significant based on current trends and the fact that the SCANS report emphasized the importance of

these objectives for success in the information age. If a teacher does decide to implement the humanistic approach, he or she may want to develop more of a facilitative teaching style and possibly use a variety of learning theories to ensure success. Whatever teaching style one decides to use, we must each continually strive to improve the educational setting to provide students with the best possible education.

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