

Chapter 7.2

Humanistic Theories that Guide Online Course Design

MarySue Cicciarelli
Duquesne University, USA

INTRODUCTION

Humanism comes from one of three schools of psychology in which theories are categorized. The other two schools are the schools of behaviorism and cognitivism. It is believed that one school of theory is not better than the other, and individuals are encouraged to apply the theory that is the most appropriate for the student. Theories from the school of humanism focus on students' affective needs which means that the theorists center their attention on feelings, emotions, values, and attitudes (Tomei, 2007). Colonel Parker, once deemed the Father of Progressivism of the nineteenth century by John Dewey, promoted creating curriculum with the child at its center. He wanted the school to be a replica of home, an inclusive community, and a budding democracy

for the students. Parker's work and thought on curriculum would eventually be an apparent part of John Dewey's progressive work (Pinar, Reynolds, Slattery, & Taubman, 1996).

Years later, G. Stanley Hall fervently criticized a report created by the Committee of Ten that promoted fitting children in a learning mold that consisted of canned subjects that were meant to be taught to all students in the same way without individualization of any kind. Hall rejected these ideas, because he believed that changes in society evolved slowly and that genetics not surroundings impacted students. Unlike Parker's push for individualization so that every child's needs could be met, Hall believed in individualization so that the gifted child would stand out. Eventually, Hall's critics who saw no need for social reform labeled his laissez-faire ideas as disastrous (Pinar et al., 1996).

DOI: 10.4018/978-1-60960-503-2.ch702

Then, during the 1950s, theorists such as Elliot W. Eisner, Ross Mooney, and Paul Klohr expressed their views concerning curriculum and the need of the educator to design curriculum that focused on self-value. Finally, during the 1960s, humanism began to be thought of as the third psychological orientation that followed theories of behaviorism and cognitivism. At this time, Carl Rogers and Abraham Maslow, respected humanistic psychologists, began to contribute papers on humanism which provided the field with an alternative educational view. The change that began to occur was considered to be a paradigm shift in which theorists moved from an interest in curriculum development to an interest in understanding curriculum. It was antiwar efforts and political unrest that helped drive the interest in a curriculum that focused on the self (Pinar et al., 1996).

Researchers noted that in 1975, McNeil presented four conceptions of curriculum: the humanistic, the social reconstructionist, the technological, and the academic curriculum conception (Pinar et al., 1996). The humanistic view brought back the facet of progressivism that looked to child-centered and individual-focused learning experiences. This came as the social reconstructionists tried to bring about societal reform through school reform.

HUMANISTIC THEORIES AND ONLINE DESIGN

When we look at the past, we see that theorists such as Elliot Eisner and Elizabeth Vallance thought of schooling as a way for individuals to gain personal fulfillment. They thought of it as a means to provide a way for people to discover and create their own identities. Curriculum, at that time, had the responsibility of fostering personal development in many different ways. Theorists began to present their theories through

models of teaching and learning (Pinar, et al., 1996). For example, the phenomenal field theory, self-actualization theory, theory on nondirective teaching, theory of moral development, theory of immediacy and social presence, and cooperative learning theory came about.

Phenomenal Field Theory

A humanistic theorist named Arthur Combs presented his phenomenal field theory with psychologist Donald Snygg. According to this theory, they postulated that to understand human behavior, the time must be taken to consider the point of view of another. They believed that if one wanted to change another person's behavior that he or she must first modify his or her beliefs or perception. One had to "walk in their shoes" if one wanted to understand and guide change. By taking this line of thinking, educators had to recognize that the learner needed to find meaning and understand the learning as opposed to learning and understanding the strategies (Boeree, 2007; Tomei, 2007).

Combs and Snygg felt that if they were to understand and foresee the behavior of another that they had to reach into the person's phenomenal field. Since it was impossible for them to physically look into another person's mind, they had to make inferences from what was observed. When educators utilize this theory, they cannot choose a topic of instruction and a strategy, implement the learning experience, and expect every child to be motivated by what has been placed before them, because the information does not connect to their own lives. Instead, the educators have to get to know the learner's phenomenal self and create learning experiences that have meaning to the learner. Once instructors take this path, the student that was not motivated to learn at one time will become connected to the learning experience (Boeree, 2007; Tomei, 2007).

4 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/humanistic-theories-guide-online-course/51897

Related Content

Social Networks in University Classrooms: An Experience of Teaching and Learning with Pre-Service Teachers through Facebook

Inmaculada Gómez Hurtado and José Manuel Coronel Llamas (2014). *International Journal of Online Pedagogy and Course Design* (pp. 34-48).

www.irma-international.org/article/social-networks-in-university-classrooms/117455

Life Skills for Personal Well-Being

Jishamol Thomas and Sheeja Ramani Karalam (2024). *Applications of Service Learning in Higher Education* (pp. 35-44).

www.irma-international.org/chapter/life-skills-for-personal-well-being/342772

VoiceThread: Utilization of Technology for Library Instruction

Yingqi Tang (2019). *International Journal of Online Pedagogy and Course Design* (pp. 68-78).

www.irma-international.org/article/voicethread/236169

Pedagogical Design Perspective of Digital Game-Based English Language Learning: An Analysis of Journal Publications From 2000 to 2021

Panicha Nitisakunwut, Gwo-Jen Hwang and Natthaphong Chanyoo (2022). *International Journal of Online Pedagogy and Course Design* (pp. 1-28).

www.irma-international.org/article/pedagogical-design-perspective-of-digital-game-based-english-language-learning/311437

The Affective Phenomena of Childhood Trauma: Can Experiential Learning, Social Emotional Learning Enhance Healthy Brain Development?

Claire Steele and Theresa Neimann (2020). *Challenges and Opportunities in Global Approaches to Education* (pp. 204-222).

www.irma-international.org/chapter/the-affective-phenomena-of-childhood-trauma/237348