Masters of Education
Concentration in Montessori Integrative Learning
(Revised 31 March 2011)

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**COLLOQUIUM-BASED READING**

The on-line seminars are a unique blend of action and reflection, listening and responding, synthesis and integration. We invite each person to participate and co-create the emerging community of learners. The following background is required for these experiences.


Education 2000: A Holistic Perspective

*Note: What follows is a formal course distinction with specific content that will be explored. However these courses are integrated as the title of the Master’s degree itself indicates. There is mingling of topics along with an understanding that all assigned reading as well as contributions from the experience of participates are appreciated as instrumental to the wholeness of our understanding.*
As we move through the twenty-first century, many of our institutions and professions are entering a period of profound change. We in education are beginning to recognize that the structure, purposes, and methods of our profession were designed for an historical period that is now coming to a close. The time has come to transform education so as to address the human and environmental challenges that confront us.

We believe that education for this new era must be holistic. The holistic perspective is the recognition that all life on this planet is interconnected in countless profound and subtle ways. The view of Earth suspended alone in the black void of space underscores the importance of a global perspective in dealing with social and educational realities. Education must nurture respect for the global community of humankind.

Holism emphasizes the challenge of creating a sustainable, just, and peaceful society in harmony with the Earth and its life. It involves an ecological sensitivity - a deep respect for both indigenous and modern cultures as well as the diversity of life forms on the planet. Holism seeks to expand the way we look at ourselves and our relationship to the world by celebrating our innate human potentials - the intuitive, emotional, physical, imaginative, and creative, as well as the rational, logical, and verbal.

Holistic education recognizes that human beings seek meaning, not just fact or skills, as an intrinsic aspect of their full and healthy development. We believe that only healthy, fulfilled human beings create a healthy society. Holistic education nurtures the highest aspirations of the human spirit.

Conclusion to Education 2000: A Holistic Perspective

Many futurists believe that the pathway out of the current planetary ecological crisis is through education -- one that recognizes the challenging issues that confront humanity. These issues deal with the "what is" of the external world as well as the inner manifestations of thought and conditioning. The "what is" for each person is highly influenced by a worldview created by a lifetime of information and experience.

In emphasizing the influences of body, mind and spirit this study area becomes a group exploration for an integral social and philosophical framework both in worldview and specifically in regard to education. A focus on personal relevancy and practical application in a rapidly changing world facilitates an exploration of meaning, purpose and compassion in learners' lives and in the educational environments that they create. This search for
meaning and purpose is augmented by an examination of historical and contemporary contributions to educational thinking and research.

Context setting is an integral part of this process in order to situate what one learns into a dynamic relationship with the past, present and future.

Students explore how integral learning, ecological literacy systemic perspective, virtual communication, dialogue, contextural and contextual thinking, create a new paradigm for teaching and learning. The relationship of the images created by these related words, context and contextural are explored.

In addition, the course examines the relationship between education and consciousness as well as educators as agents of change. Areas of inquiry include freedom and responsibility, the role of silence, nature as transformative experience, trust and the spiritual dimension of learning.

Reading List/Media:

Gang, Philip Snow. Rethinking Education. Dagaz Press. 1989

Rogin, Neal, The Awakening Universe DVD  2006

Swimme, Brian and Berry, Thomas. The Universe Story . Harper. 1992


INT 562  Whole Systems Perspectives: Theory and Application to Learning

Three (3) Credits

Systems’ thinking gives us a holistic perspective for viewing the world around us, and seeing ourselves in the world. It is a way of organizing, or perhaps reorganizing, our knowledge in terms of systems, systemic properties, and inter-system relationships

Ervin Laszlo

In this course we consider the relationship between thinking systemically and integration in the field of education. Systemic thinking is related to the current understanding of the interrelationships of the cosmos and the ecos.
Our conception of ourselves and our place in the universe is deeply rooted in cultural perceptions. Thus many Western scientists and non-scientists alike for the last 300 years have found their personal philosophies, their own senses of identity, and their notions of how they relate both to the natural world and to other people colored by a dominant mechanistic world view.

A growing movement in science, mathematics, philosophy and the arts provides a metaphor for new ways of seeing and organizing experience. This metaphor can be experienced in the context of new processes and relationships that build community and provide insight regarding learning. These processes may lead to actions that are based on systemic awareness, interdependence and compassion.

In this course we explore "first principles" of organization, change and transformation. We look at change from the macro perspective of evolution. As we follow the evolutionary path we come to the emergence of human beings and begin to explore human systems.

To accomplish this it is necessary to examine elements of living systems as well as the evolution of the biological and physical sciences. Worldview are expressed and questioned as we explore a variety of current approaches and applications.

Reading List/Media:


Morgan, Marsha. *An Ecogenesis for Education* 1999


**INT 507  Research Oriented Observation**

**One (1) Credit**

This is a series of four week-long observations that help the learner isolate both objective and subjective elements as a preparation for research.

Reading List/Media:
SECOND SEMESTER

INT 501 Montessori Pedagogy I

Five (5) Credits

This course begins with an "index" to understanding the Montessori method. This index is an interactive DVD that presents the student with the focal points of the Montessoris' approach. *Note: we use "Montessoris'" to include both Maria and her son Mario in this study.* Included in these focal points are: the cosmological perspective; developmental, as well as other, insights that are native to Montessori's understanding; the "prepared" environment/atmosphere; the Montessoris' vision for humanity; and the notion of macrophase wisdom. These indices form the general context for further exploration of the details.

As part of this course students in the ‘teaching and learning with six to twelve year old’ option are introduced to the elements of what Maria Montessori referred to as "The Preparation of the Teacher." Other theory lectures/discussions include: Planes of development, Needs and Tendencies, and The Prepared Environment. You will also explore the elements of a Montessori presentation and look at the language of lessons, stages and the historical context.

Students in the Montessori Emphasis Area Option develop a learning plan based on Montessori theory and their work experience.

Reading List/Media:


Montessori, Maria. The Child, Society and the World
Montessori, Maria. Formation of Man
Montessori, Maria. From Childhood to Adolescence
Montessori, Maria. Spontaneous Activity in Education* – also known as "The Advanced Montessori Method, Vol 1"
Montessori, Mario, Jr. Education for Human Development
Montessori, Mario. Human Tendencies in Montessori Education
NT 561  Foundations of Integrated Learning II

Three (3) Credits

Some of the questions we will explore include: What is the hidden history of education that has led to the current dilemma throughout the world? How did the education of children become a State organized responsibility. What are the implications of national control of education?

Learning is a process that allows the individual to integrate formal knowledge, systemic understanding, and interaction with others into clear thinking and creative, effective action.

This course also explores how conditioning affects individual and group behavior. How to break the limits of thought and conditioning becomes a core issue in critical learning. Additionally there is an exploration into meaningful assessment and evaluation.

Student-Centered Learning, Emerging Curricula, Systemic and Self-Organizing Learning, Ecological Literacy and Sustainability, Continuous Learning, Cross-Disciplinary Projects, Behavior, Questioning, and "Teacher as Learner, Learner as Teacher" are some of the topics that may be covered during this course of study.

Integral to creating a new education is a shift in worldview. This course explores the emergent possibilities for a worldview based on ecological sustainability.

Reading List/Media:

Barlow and Stone, Ecological Literacy 2005


Gang, Philip Snow. Rethinking Education. Dagaz Press. 1989

Krishnamurti. Education and the Significance of Life. Harper & Row. 1953

INT 565 Perspectives on Human Change and Learning Communities

Three (3) Credits

In this course, we aspire to discover the universal characteristics of being human while also searching for what is unique in each of us. To accomplish this we explore some of the innate
tendencies that all humans have at birth. We also explore the many facets of people's lives and the transitions and transformations that take place.

Understanding of the learning process itself is a key topic for exploration. Education now has the opportunity to become aware of practical application of the rapidly advancing study of human cognition.

A study of "human change" must also consider one's perceptions on justice, economics and the relationship of race and gender to global well being.

Throughout the program students are required to participate in an on-line community journal and general meeting place. The environment offers the opportunity to communicate many things about: the program, personal matters, interpersonal issues, and social concerns. Since this program concerns education, students are encouraged to raise challenging issues that arise in their work as an educator and also to share approaches to challenging issues that have proven effective.

Personal and group processes are explored through what is known as Bohmian dialogue. We look creatively at work habits that may lead to personal and shared vision. In general, as perspectives expand and understandings increase the learning community will work to discover meaning, learn how to learn together and create strategies for action.

A major assumption of this program is that participation in a learning community supports and expands personal and academic possibilities.

Reading List/Media:


INT 509 Creativity and Research

Two (2) Credits

The first part of this course is a series of experiences and readings to help each student hone their own observation techniques.
This course enables the learner to pursue and document the practical application (practicum) of their experience through interpretive research. The practicum is a project that demonstrates in action the theoretical understanding of integrative learning. A nuero phenomenological perspective on the inner life of the teacher is the context for both the observations and practicum stages. The observations follow not only an awareness of the child but also an awareness of the observer, her bodily sensations, feelings, ideas, possible projections, and openness to the experience of "what is happening" without prejudice. Recording and reviewing these experiences are integral to this work.

The second part of the course is a further exploration or nuero phenomenology of the teacher's personal transformation. It includes an in-depth look at the processes that emerge, whether they are personal or professional. A proposal is developed for each person’s approach to his or her research-practicum. Key to this course is that prospective teachers begin to understand the strategic role they play in working with their students. There is an exploration of co-creation and symbiotic emergence, which is paramount as in any eco-system. Sensitivity and awareness are then seen as parts of the co-creation of the classroom environment.

Finally we explore creativity as a function of raising awareness of self and other;

**Reading List/Media:**


Dialogue on Leadership: Three Gestures of Becoming Aware, From an interview with Francesco Varela, January 2000.

Larsen, Enid. Handouts and articles


Varela, Francisco, DVD Video "Monte Grande" 2005

Varela, Francisco, From Autopoiesis to Neurophenomenolgy 2001

Publication Manual of the American Psychological Association
INT 502  Montessori Pedagogy II

Four (4) Credits

A continuation of theory lectures/discussions includes, Cosmic Education, Cosmogenesis, The Imagination

Cosmic stories -- the cornerstone to the Montessori method for children six to twelve years of age are presented in this course. The cosmic stories and Great Lessons are given to children throughout this stage of development in order to respond to their vast interest and flaming imagination. Cosmic stories are not limited to those that have been identified by people who have come after the Montessoris, but can be developed by teachers as they come to understand the context and principles of cosmogenesis.

This semester's work includes introductions to each area of the children's studies: Mathematics, Language, Geometry, History, Geography and Biology. These introductions are for the teacher to set the context for preparing lesson details.

Subsequently, students undertake a study of presentations in each of the areas mentioned. This study continues in INT 503, Montessori Pedagogy III.

Reading List/Media:

Audio and text files for theory lectures

Text documentation and videos for presentations

Montessori, Maria. To Educate the Human Potential

Montessori, Maria. Spontaneous Activity in Education
THIRD SEMESTER

INT 503  Montessori Pedagogy III

Three (3) Credits

A continuation of theory lectures includes, Causality and Syntropy in Montessori Thought Presentations -- lessons that the teacher provides in a Montessori 6-12 class -- are given to students in audio, video and text files. The student uses these during their student teaching.

This course also has a component on "Implementing the Montessori Method." In this segment students explore how to apply/integrate the presentations they have learned. It also includes an orientation to classroom organization, establishing classroom governance and creating an environment beyond the classroom -- identified by Montessori as "going out."

Reading List/Media:

Audio and text files for theory lectures

Barlow and Stone editors. Ecological Literacy: Educating our Children for a Sustainable World. Sierra Club Books. 2005

Montessori, Maria, The Four Planes of Development

Montessori, Mario. Human Tendencies in Montessori Education

INT 506  Montessori Teaching Practicum and Research

Four (4) Credits

In emphasizing the experiential aspects of learning each student completes a practice-teaching requirement of at least 200 hours. This Practicum is where students implement the course of study for children. It includes documentation of the experience, both in video and text format.

It is important that a competent supervisor guides the Practicum. Please indicate in your research proposal the person who will provide this supervision and what kinds of assessment will be used to evaluate your work.
Some of the questions students respond to include:

Where will it take place?
What will your responsibilities entail?
What supervision will you have?
How many hours per week, over what period of time?

During the 200-hour practicum, the student carries out the research designed in INT 509. Students video their work with subjects and then use nuerophenomenology to explore their learning.

NT 510  Montessori Masters Project

Five (5) Credits

At the conclusion of the program each student submits a substantial, critical, analytical, graduate-level study that we call the "Culminating Project" to differentiate it from more rigidly defined thesis of traditional programs. The culminating project may in fact closely resemble a traditional thesis, or it may take a different form, incorporating artwork, slides, audio or videotapes, creative writing, journal entries, etc. in addition to the scholarly paper. The voice of the writer is encouraged to be included rather than the third person required of a traditional thesis.

A formal proposal for the final project is submitted during the second semester.

The Culminating Project is an integrated compilation of all the work you have done in the program. It includes two integrating papers that are completed at the end of the first and second semesters. It also includes the research proposal detailing how it was carried out/implemented. And it reports to the faculty a substantive reflection on the student's practicum.

Students also prepare a one-hour video presentation that addresses what they have learned throughout the program and includes segments of their practicum work with children.

Core faculty and an “outside” reader review all papers, as well as the Culminating Project.