

Master of Education – Montessori Integrative Learning

Course List

Semester I		Credits
INT 530	Integrative Learning I – Learning Tools	2
INT 553	Exploring The Future Of Humanity I – Education and Systems	2
INT 585	Montessori Foundation Emphasis I: Pedagogy	4
INT 567	Creativity And Research I: Observation	2
INT 554	Transormative Learning I: Reflections	2
Semester II		
INT 541	Developing Integrative Learning Techniques II: Processing Ideas	2
INT 557	Exploring The Future Of Humanity II - Cosmic Task of Humans	2
INT 587	Montessori Foundation Emphasis II: Questioning	4
INT 568	Creativity And Research II: Self and Other	2
INT 556	Transformative Learning II: Focus on Change	2
Semester III		
INT 543	Applying Integrative Learning Techniques III: Application	2
INT 559	Exploring The Future Of Humanity III – Forward Focus	2
INT 589	Montessori Foundation Emphasis III: Development of Meaning	4
INT 569	Creativity And Research III: Subject as Object	2
INT 558	Transformative Learning III: Assimilation	2

Semester I - Course Details

Course No: INT 530
Course Title: Integrative Learning I – Learning Tools
 Credits: 2
 Class Type: Online
 Semester: I

[Course Description](#)

Students learn to apply integrative practice and learning in education by developing and using tools which include dialogue, integrating seminars, personal experience, observation and critical

thinking/reading. Students learn to integrate their own reflections and unfolding ideas in response to others. This critical thinking ability is important for educators and those considering a holistic approach to human development.

Required Reading

Bohm, D. (1996). On dialogue. New York: Routledge.

Briggs, J., & Peat, F. D. (1999). Seven life lessons of chaos: Spiritual wisdom from the science of change. Harper Collins.

Gang, P., & Morgan, M. (1988) Our planet, our home, Dagaz Press. Rev. 2004

Gang, P., & Morgan, M. (2003). An introduction to Montessori radical education.

Ken Robinson on Schools and Creativity, TED.com

Morgan, M. (1999) An ecogenesis for education. Unpublished thesis.

Rogin, N., & Dellinger, D. (2006). The awakening universe. DVD. San Francisco: The Pachamama Alliance.

Steffen, A. Interview

Course No: INT 553
Course Title: **Exploring The Future Of Humanity I – Education and Systems**
Credits: 2
Class Type: Online
Semester: I

Course Description

Students study a conceptual framework for the Future of Humanity. This exploration is based on the history of the cosmos and humanity's role in creating a sustainable future for our planet. Students apply systemic thinking to the role of education. They reflect on past and present educational practices. As a fundamental aspect of integrative thinking, they apply critical thinking to inform their view of sustainability. Focus is on nature consciousness, deep ecology, holonic contexts and systems thinking in order to live in harmony with Earth systems.

Required Reading

de Grasse Tyson, N., & Ferguson, J. (2007). The cosmic perspective. *Natural History*, 116(3), 22.

Gang, P. S. (1989). *Rethinking education: A new look at educational philosophy in the context of cultural change, applying that philosophy to secondary education*. Dagaz Press.

Swimme, B. T., & Tucker, M. E. (2011). *Journey of the Universe*. Yale University Press.

Capra, F., & Luisi, P. L. (2014). *The systems view of life: A unifying vision*. Cambridge University Press.

Morgan, M., & Gang, P., (2009) Interview of Frijof Capra

Stone, M. K., & Barlow, Z. (Eds.). (2012). *Ecological literacy: Educating our children for a sustainable world*. Sierra Club Books.

Uhl, C. (2003). *Developing ecological consciousness: Path to a sustainable world*. Rowman & Littlefield.

Montessori, M. (2015). *To educate the human potential*. Ravenio Books

Course No: INT 585

Course Title: **Montessori Foundation Emphasis I: Pedagogy**

Credits: 4

Class Type: Online

Semester: I

Course Description

In this first continuation course, students will select an area of emphasis from four options: Emphasis Area for practitioners, Montessori School Leadership, Partner program, and Working with Children 6 -12 years of age. The emphasis area is a personal, passionate interest enabling learners to situate professional development in a field of their choice. TIES integrative seminars provide a “catalyst or lens” for exploring this emphasis area.

Required Reading

Students develop Learning Proposal and bibliography approved by faculty mentor.

Course No: INT 567
Course Title: **Creativity And Research I: Observation**
Credits: 2
Class Type: Online
Semester: I

Course Description

Students learn how to observe, discriminate and record observations. Students also engage in creative processes to further self-observation and gain intuitive insight critical to the integrative learning process. Observation and creative processes enable students to create experiences for the children or adults they teach as part of their ongoing research.

Required Reading

Fouts, R. (1997) Next of kin: What chimpanzees have taught me about who we are. William Morrow and Company.

Bohm, D. (1996). On dialogue. New York: Routledge.

Course No: INT 554
Course Title: **Transformative Learning I: Reflections**
Credits: 2
Class Type: Online
Semester: I

Course Description

In preparation for their individual research assignment, students reflect independently on required readings and texts in a series of seminars. Students engage critically with authors and ideas through dialogue with other students to create deeper meaning. Annotations are used as resources for seminar responses and writing assignments.

Required Reading

Perrin, R., (2017) Pocket guide to APA style (6th ed.). Boston, MA: Wadsworth.

Semester II - Course Details

Course No: INT 541
Course Title: **Developing Integrative Learning Techniques II:
Processing Ideas**
Credits: 2
Class Type: Online
Semester: II

Course Description

Story is a key integrative learning technique. This course focuses on the nature of story as pedagogy in an integrative learning context. The course develops integrative thinking, responding, feeling, visioning in concert with ecological awareness. Metaphor and gaining insight into ends and means in one's search for life-long principles becomes evident. An eco-cosmological framework is used as the approach for this study.

Required Reading

Texts follow on from earlier seminars

Course No: INT 557
Course Title: **Exploring The Future Of Humanity II - Cosmic Task of
Humans**
Credits: 2
Class Type: Online
Semester: II

Course Description

Students develop an understanding of the relationship between humanity and the Earth. They become aware of an interconnected web amongst humans and all ecological systems. They study the role of humanity as caretakers of this planet. Students also study concepts of "The Great Work" in education (Thomas Berry) which generates the first principles of organization, change and transformation. This course includes concepts of differentiation, autopoiesis and communion.

Required Reading

Berry, T. (1999). *The great work: Our way into the future*. Bell Tower. NY

Berry, T. *Differentiation and Role of Rights*

Fouts, R. (1997) *Next of kin: What chimpanzees have taught me about who we are*. William Morrow and Company.

Krishnamurti, J. (1953) *Education and the significance of life*. Harper & Row.

Montessori, M. (1989). *The formation of man*. 1955. Trans. AM Joosten. Oxford, England: Clio.

Montessori, M. (2014). *Spontaneous activity in education (Vol. 1)*. Montessori Helper. - also known as "The Advanced Montessori Method, Vol 1"

Solomon, P. T., (Director). (2011). *Finding Joe*. [Motion picture]. [A film that explores the studies of mythologist Joseph Campbell]. United States: Balcony Releasing.

Wheatley, M. (1992). *Leadership and the new science*. Berrett Koehler

Course No: INT 587

Course Title: **Montessori Foundation Emphasis II: Questioning**

Credits: 4

Class Type: Online

Semester: II

Course Description

A continuation course of Montessori Foundation Emphasis, with an focus on critique. The emphasis area is a personal, passionate interest enabling learners to situate professional development in a field of their choice. TIES integrative seminars provide an ongoing “catalyst or lens” for exploring this emphasis area.

Required Reading

Students develop Learning Proposal and bibliography approved by faculty mentor.

Course No: INT 658
Course Title: Creativity And Research II: Self and Other
Credits: 2
Class Type: Online
Semester: II

Course Description

The impact of the presence, attitude and predispositions of the observer impacts the nature of the observed. This course is a study of the nature of observation beginning with an exploration of how humans came to be observers. Students become aware of themselves as observers by participating in creative activities. Students explore the idea that all research is ultimately a relationship between self and other, subject and object.

Required Reading

UNESCO Observatory Multidisciplinary Research in the Arts ejournal. (2010). Text and Texture: An Exploration of Transformation in Adult Learning. University of Melbourne, Victoria, Australia

Course No: INT 556
Course Title: Transformative Learning II: Focus on Change
Credits: 2
Class Type: Online
Semester: II

Course Description

Students reflect on their own learning as stimulation for a shifting world-view. Students' professional and personal interests are incorporated into a synthesis of ideas.

Semester III - Course Details

Course No: INT 543
Course Title: **Applying Integrative Learning Techniques III:
Application**
Credits: 2
Class Type: Online
Semester: III

Course Description

Building on Integrative Learning I and II, students focus on the application of integrative processes. The dynamic of the processes supports the adoption and adaption of the nuances of integrative learning. Natural mind-mapping, an eco-centric approach, is an example of an image-related investigation that explores human systems as functional relationships with ecological systems.

Course No: INT 559
Course Title: **Exploring The Future Of Humanity III – Forward
Focus**
Credits: 2
Class Type: Online
Semester: III

Course Description

Students learn how humans might develop integrative thinking to co-exist within the boundaries of a living planet. Students reflect on the nature of Ecosapiens and consider how awareness of ecological and cosmological wisdom may lead to a possible 'new human' biological and psychological being.

Required Reading/Viewing

Gang, P. (2017) To Educate Eco-Sapiens. [Online movie] Retrieved from <https://toeducateecosapiens.net/>

Solomon, P. T., (Director). (2011). Finding Joe. [Motion picture]. [A film that explores the studies of mythologist Joseph Campbell]. United States: Balcony Releasing.

Course No: INT 589
Course Title: **Montessori Foundation Emphasis III: Development of Meaning**
Credits: 4
Class Type: Online
Semester: III

Course Description

A continuation course of Montessori Foundation Emphasis I & II with a focus on questioning. The emphasis area is a personal, passionate interest enabling learners to situate professional development in a field of their choice. TIES integrative seminars provide an ongoing “catalyst or lens” for exploring this emphasis area.

Required Reading

Student Learning Proposal bibliography approved by faculty mentor.

Course No: INT 569
Course Title: **Creativity And Research III: Subject as Object**
Credits: 2
Class Type: Online
Semester: III

Course Description

Through creative awareness and neurophenomenology, students study the relationship between subject and object. They gain an understanding of the observer as the observed while understanding that every observation affects the observer as well as the observed. Through a formal written submission, students consider how these two roles are related.

Required Reading

Autopoiesis Perspective on Sustainable Education

Gang, P., (2015). Cosmos, Gaia and Eros: Integrative learning, creativity and the primal paradox. Retrieved from <http://aboutplacejournal.org/issues/primal-paradox/section-5/philip-gang/>

Mariotti, H. (1999). Autopoiesis, culture and society. Business School São Paulo, SP, Brasil.

Varela, F. (2000). Three gestures of becoming aware. CO Scharmer (Interviewer), dialogue on leadership. Retrieved from <http://www.iwp.jku.at/born/mpwfst/02/www.dialogonleadership.org/Varela.html>.

Varela, F. (2005). Monte Grande. What is life. DVD Video

Course No: INT 558
Course Title: **Transformative Learning III: Assimilation**
Credits: 2
Class Type: Online
Semester: III

Course Description

Students contextualize their learning within a specific area of interest and research. Students use the tools of integrative learning and their understanding of the needs for future human habitation of the Earth. Using a scientific analysis of recorded data to gain insight into neurophenomenology through explorative writing, creative expression, oral and video recording and sharing, and exposition.

Required Reading

Student Learning Proposal bibliography approved by faculty mentor.