

# Master of Education – Montessori Integrative Learning

## *Course List*

Semester I		Credits
INT 501	Integrative Learning I – Learning Tools	2
INT 511	Exploring The Future Of Humanity I – Education and Systems	2
INT 521	Montessori Foundation Emphasis I: Pedagogy	4
INT 541	Creativity And Research I: Observation	2
INT 551	Transformative Learning I: Reflections	2
Semester II		
INT 502	Developing Integrative Learning Techniques II: Processing Ideas	2
INT 512	Exploring The Future Of Humanity II - Cosmic Task of Humans	2
INT 522	Montessori Foundation Emphasis II: Questioning	4
INT 542	Creativity And Research II: Self and Other	2
INT 552	Transformative Learning II: Focus on Change	2
Semester III		
INT 503	Applying Integrative Learning Techniques III: Application	2
INT 513	Exploring The Future Of Humanity III – Forward Focus	2
INT 523	Montessori Foundation Emphasis III: Development of Meaning	4
INT 543	Creativity And Research III: Subject as Object	2
INT 553	Transformative Learning III: Assimilation	2

## *Semester I - Course Details*

Course No: INT 501  
**Course Title: Integrative Learning I – Learning Tools**  
 Credits: 2  
 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 Unpublished thesis.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 511

Course Title: **Exploring The Future Of Humanity I – Education and Systems**

Credits: 2

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

Clark, E. (1997). Designing and Implementing and Integrated Curriculum. Holistic Education Press.

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

Orr, D. W. (2004). Earth in mind: On education, environment, and the human prospect. Washington, DC: Island Press.

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.

Course No: INT 521  
Course Title: **Montessori Integrative Foundation Emphasis I:  
Pedagogy**  
Credits: 4  
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.

Students develop Learning Proposal and bibliography approved by faculty mentor.

Course No: INT 541  
Course Title: **Creativity And Research I: Observation**  
Credits: 2  
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 551
<b>Course Title:</b>	<b>Transormative Learning I: Reflections</b>
Credits:	2
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 (6<sup>th</sup> ed.)*. Boston, MA: Wadsworth.

## *Semester II - Course Details*

Course No: INT 502  
Course Title: **Developing Integrative Learning Techniques II:  
Processing Ideas**  
Credits: 2  
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

Skolimowski, H., (1984). The theatre of the mind: Evolution in the sensitive cosmos. Wheaton, IL: Theosophical Publishing.

Abram, D., (1996). The spell of the sensuous. New York, NY: Random House.

Additional texts follow on from earlier seminars

Course No: INT 512  
Course Title: **Exploring The Future Of Humanity II - Cosmic Task of  
Humans**  
Credits: 2  
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

Campbell, J., Finding Joe

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.

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 532  
Course Title: **Montessori Foundation Emphasis II: Questioning**  
Credits: 4  
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

Montessori, M. Education for a New World

Students develop Learning Proposal and bibliography approved by faculty mentor.

Course No: INT 542  
Course Title: **Creativity And Research II: Self and Other**  
Credits: 2  
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 552
Course Title:	<b>Transformative Learning II: Focus on Change</b>
Credits:	2
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 503  
Course Title: **Applying Integrative Learning Techniques III: Application**  
Credits: 2  
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.

### Required Reading/Viewing

Buzan, T. (2018). Mind map mastery: The complete guide to learning and using the most powerful thinking tool in the universe. Watkins.

iMindMap. (2015, January 26). How to mind map with Tony Buzan [Video file]. Retrieved from <https://www.youtube.com/watch?v=u5Y4plsXTV0>

Course No: INT 513  
Course Title: **Exploring The Future Of Humanity III – Forward Focus**  
Credits: 2  
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 523  
Course Title: **Montessori Foundation Emphasis III: Development of Meaning**  
Credits: 4  
Semester: III

### Catalogue 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

Hahn, T.H. (1990) [\(Peace Is Every Step\)](#). (Free pdf)

Montessori, M. Education and Peace (Chapters 5 and 7)

Student Learning Proposal bibliography approved by faculty mentor

Course No: INT 543  
Course Title: **Creativity And Research III: Subject as Object**  
Credits: 2  
Semester: III

### Catalogue 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.dialogueonleadership.org/Varela.html>.

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

Course No: INT 553  
Course Title: **Transformative Learning III: Assimilation**  
Credits: 2  
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.