

# 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	Transormative 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 1**

### **INT 501 Integrative Learning I – Learning Tools**

#### Course Description

This course supports students in applying integrative learning and practice within educational settings. Through the use of tools such as dialogue, integrating seminars, personal experience, observation, and critical thinking, students learn to connect ideas, reflect deeply, and respond thoughtfully to others. Emphasis is placed on developing reflective and analytical skills that help students integrate their perspectives with those of their peers. These abilities are essential for educators and others interested in a holistic approach to human development.

#### Course Materials

- 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*.
- Morgan, M. (1999) *An ecogenesis for education*. Unpublished thesis.
- Steffen, A. Interview
- Students develop, and faculty approve resources for their individual emphasis area to create their personalized reading list for their Scholarly Pathways Bibliography

### **INT 511 Exploring The Future Of Humanity I – Education and Systems**

#### Course Description

This course invites students to explore the evolving role of education in shaping a sustainable future for humanity. Through the study of cosmic history and humanity's place within it, students examine the interconnectedness of all life and the importance of living in harmony with Earth's systems. The course emphasizes systemic thinking, encouraging students to critically reflect on past and present educational practices and their impact on sustainability. Key concepts include nature consciousness, deep ecology, holonic contexts, and systems thinking, all aimed at fostering a holistic understanding of human development and environmental stewardship.

#### Course Materials

- 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 with Frijof Capra
- Stone, M. K., & Barlow, Z. (Eds.). (2012). Ecological literacy: Educating our children for a sustainable world. Sierra Club Books.
- Montessori, M. (1948, 2015). To educate the human potential. Ravenio Books
- Students develop, and faculty approve resources for their individual emphasis area to create their personalized reading list for their Scholarly Pathways Bibliography

## **INT 521 Montessori Foundation Emphasis I: Pedagogy (MIL)**

### Course Description

This course invites graduate students to engage in a personalized journey of self-exploration, inspired by the Montessori philosophy and practice. Students will develop a Scholarly Individualized Pathway (SIP) that serves as a reflective framework throughout their graduate studies. This pathway encourages students to integrate their personal experiences, academic insights, and professional aspirations, fostering a holistic approach to learning. The SIP will underpin the development of integrative papers and the thesis, allowing students to connect their learning to broader educational contexts and contribute meaningfully to the field.

### Course Materials

- Grazzini, Camillo. The Four Planes of Development. The NAMTA Journal, Vol 21. No 2, Spring 1996
- Montessori, M. The Four Planes of Education (Available [Here](#))
- Montessori, Maria. Spontaneous Activity in Education\* - also known as "The Advanced Montessori Method, Vol 1" (Not for Emphasis Area Concentration)
- Montessori, Mario. Human Tendencies in Montessori Education
- Students develop, and faculty approve resources for their individual emphasis area to create their personalized reading list for their Scholarly Pathways Bibliography

## **INT 541: Creativity And Research I: Observation**

### Course Description

This course initiates students into integrating creativity and observation as foundational skills for research. Students explore objective and subjective perspectives through observation, creative expression, and dialogue within a learning community. Emphasis is placed on developing first- and third-person analytical language to support future research endeavors. Students deepen their self-understanding and scholarly capabilities through mentorship, creative practice, dialogue, and individualized research.

### Course Materials

- Fouts, R. (1997). *\*Next of Kin: What Chimpanzees Have Taught Me About Who We Are\**. William Morrow and Company.
- Additional readings and resources on observation practices provided by the faculty
- Preparation for INT 511 Reading and Annotation
- Students develop, and faculty approve resources for their individual emphasis area to create their personalized reading list for their Scholarly Pathways Bibliography

## **INT 551 Transformative Learning I: Reflections**

### Course Description

This course fosters the development of critical reading and reflective thinking through structured engagement with academic texts and collaborative dialogue. Students independently analyze required readings, annotating key concepts and questions to deepen comprehension. Seminar discussions provide a platform for students to engage critically with authors and peers, facilitating the co-creation of meaning and understanding. These annotations and dialogues serve as foundational resources for seminar responses and written assignments. At the conclusion of the term, students synthesize their learning into a comprehensive integrative paper, demonstrating the ability to connect and apply the concepts explored throughout the semester in all their coursework.

### Course Materials

- Bridges, William. *Transitions. Making Sense of Life's Changes*. Addison-Wesley. 2020.
- Buzan, T. (2018). *Mind map mastery: The complete guide to learning and using the most powerful thinking tool in the universe*. Watkins.
- Solomon, P. T., (Director). (2011). *Finding Joe*. [Motion picture]. [A film that explores the studies of mythologist Joseph Campbell]. United States: Balcony Releasing
- Hahn, T.H. (1990) *Peace Is Every Step*.
- Students develop, and faculty approve resources for their individual emphasis area to create their personalized reading list for their Scholarly Pathways Bibliography

## **Semester 2**

### **INT 502 Developing Integrative Learning Techniques II: Processing Ideas**

#### Course Description

This course explores the transformative role of storytelling as a pedagogical tool within an integrative learning framework. Students examine the nature of story to foster deep engagement, critical thinking, and ecological consciousness. Through the study of metaphor and narrative structures, students gain insights into the interconnectedness of ends and means in the pursuit of lifelong principles. An eco-cosmological framework is the foundation for this exploration, guiding students to understand their role in the larger web of life and envision educational practices that promote harmony with Earth's systems.

#### Course Materials

- 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.
- 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.
- Morgan, M. (1999) *An ecogenesis for education*. Unpublished thesis.
- Steffen, A. Interview
- Students develop, and faculty approve resources for their individual emphasis area to create their personalized reading list for their Scholarly Pathways Bibliography

### **INT 512 Exploring The Future Of Humanity II – Cosmic Task of Humans**

#### Course Description

This interdisciplinary graduate course invites students to explore the profound interrelationship between humanity and the Earth. Emphasizing the interconnected web of humans and ecological systems, the course delves into humanity's role as stewards of the planet. Students will engage with foundational concepts such as differentiation, autopoiesis, and communion, drawing from the works of thinkers like Thomas Berry and Brian Swimme. Through critical analysis and reflective practice, participants will examine the first principles of organization, change, and transformation, fostering a holistic understanding of ecological systems and our place within them.

#### Course Materials

- 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"
- Montessori, Mario, Jr. Education for Human Development
- 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
- Students develop, and faculty approve resources for their individual emphasis area to create their personalized reading list for their Scholarly Pathways Bibliography

## **INT 522 Montessori Foundation Emphasis II: Pedagogy (MIL)**

### Course Description

This is the second of three courses where graduate students engage in a personalized journey of self-exploration, inspired by the Montessori philosophy and practice. Students continue to develop their Scholarly Individualized Pathway (SIP) that serves as a reflective framework throughout their graduate studies. This pathway encourages students to integrate their personal experiences, academic insights, and professional aspirations, fostering a holistic approach to learning. The SIP will underpin the development of the second integrative paper and the thesis, allowing students to connect their learning to broader educational contexts and contribute meaningfully to the field.

### Course Materials

- Gang, P. (2021). Educating for Right Action and Love: Extending and Expanding the Montessori Vision
- Students develop, and faculty approve resources for their individual emphasis area to create their personalized reading list for their Scholarly Pathways Bibliography

## **INT 542 Creativity And Research II: Creativity**

### Course Description

This course introduces students to the integration of creativity and observation as a foundational skill for research. Through observation and dialogue within a learning community, students explore objective and subjective perspectives through creative expression. Emphasis is placed on developing first- and third-person analytical language to support future research endeavors. Students deepen their self-

understanding and scholarly capabilities through mentorship, creative practice, dialogue, and individualized research.

#### Course Materials

- Fouts, R. (1997). *\*Next of Kin: What Chimpanzees Have Taught Me About Who We Are\**. William Morrow and Company.
- Powell, MC (1997) *The Arts and the Inner Lives of Teachers*
- Instructions given by the faculty facilitator for using collage as the material discovery
- UNESCO Observatory Multidisciplinary Research in the Arts e-journal. (2010). *Text and Texture: An Exploration of Transformation in Adult Learning*. University of Melbourne, Victoria, Australia
- Additional readings and resources on observation practices provided by the faculty
- Students develop, and faculty approve resources for their individual emphasis area to create their personalized reading list for their Scholarly Pathways Bibliography

## **INT 552 Transformative Learning II: Reflections**

#### Course Description

This graduate-level course invites students to engage in deep reflection on their learning experiences, fostering a transformative shift in worldview. By integrating personal and professional interests, students will synthesize their semester's studies into a comprehensive understanding of their evolving perspectives. The course culminates in a capstone paper that encapsulates this integration, demonstrating the student's ability to connect academic insights with personal growth and professional aspirations.

#### Course Materials

- Bridges, William. *Transitions. Making Sense of Life's Changes*. Addison-Wesley. 2020.
- Buzan, T. (2018). *Mind map mastery: The complete guide to learning and using the most powerful thinking tool in the universe*. Watkins.
- Solomon, P. T., (Director). (2011). *Finding Joe*. [Motion picture]. [A film that explores the studies of mythologist Joseph Campbell]. United States: Balcony Releasing
- Hahn, T.H. (1990) *Peace Is Every Step*.
- Students develop, and faculty approve resources for their individual emphasis area to create their personalized reading list for their Scholarly Pathways Bibliography

## **Semester 3**

### **INT 503 Applying Integrative Learning Techniques III: Application**

#### Course Description

This advanced graduate course builds upon the foundational concepts introduced in the preceding two courses of the integrative learning sequence. Students will focus on the practical application of integrative processes, emphasizing the dynamic interplay between human and ecological systems. Through the exploration of natural mind-mapping techniques and eco-centric methodologies, students will investigate human systems as functional relationships within ecological contexts. The course encourages adopting and adapting nuanced integrative learning approaches, fostering a deeper understanding of systemic interconnections, and promoting transformative educational practices.

#### Course Materials

- 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*.
- Morgan, M. (1999) *An ecogenesis for education*. Unpublished thesis.
- Rogin, N., & Dellinger, D. (2006). *The awakening universe*. DVD. San Francisco: The Pachamama Alliance.
- Students develop, and faculty approve resources for their individual emphasis area to create

### **INT 513 Exploring The Future Of Humanity III – Forward Focus**

#### Course Description

This graduate-level course invites students to explore and develop integrative teaching strategies that foster coexistence within Earth's ecological boundaries. Emphasizing the concept of the "Ecosapien," students will reflect on how awareness of ecological and cosmological wisdom can lead to the emergence of a 'new human'—one whose biological and psychological being is harmoniously aligned with the planet. Through interdisciplinary approaches, including ecopsychology and ecopedagogy, participants will design educational frameworks that promote sustainable living and transformative learning.

#### Course Materials

- 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.
- Students develop, and faculty approve resources for their individual emphasis area to create their personalized reading list for their Scholarly Pathways Bibliography

## **INT 523 Montessori Foundation Emphasis III: Pedagogy (MIL)**

### Course Description

This is the final of three courses where graduate students engage in a personalized journey of self-exploration, inspired by the Montessori philosophy and practice. Students complete their Scholarly Individualized Pathway (SIP), which serves as a reflective framework throughout their graduate studies. The SIP will serve as the lens for the thesis (Culminating Project), enabling students to connect their learning to broader educational contexts and make meaningful contributions to the field.

### Course Materials

- Hahn, T.H. (1990). Peace Is Every Step.
- Montessori, M. Education and Peace (Chapters 5 and 7)
- Students complete, and faculty approve resources for their individual emphasis area to create their personalized reading list for their Scholarly Pathways Bibliography

## **INT 543 Creativity And Research III: Subject as Object**

### Course Description

In this course, students explore the dynamic relationship between the observer and the observed through the lens of creative awareness and neurophenomenology. They examine how our perceptions and experiences shape—and are shaped by—the act of observation. Students develop a deeper understanding of how consciousness and perception intertwine by integrating creative practices with neurophenomenological insights. Through reflective writing, they articulate the interconnectedness of these roles, enhancing their awareness of the observer's influence on the observed and vice versa.

### Course Materials

- [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
- Wenzel, B. (2016) They All Saw A Cat, Charles Books, San Francisco.

## **INT 553 Transformative Learning III: Assimilation**

### Course Description

This capstone graduate course invites students to synthesize their academic journey by contextualizing their learning within a specific area of interest and research. Emphasizing integrative thinking, students explore the intersection of ecological awareness and human consciousness. Through scientific data analysis, students use neurophenomenology and employ explorative writing, creative expression, oral and video recordings, and expository techniques to articulate their findings. The culmination of this course is the development of a comprehensive thesis that reflects a holistic understanding of integrative learning and its application to future human habitation of the planet.

### Course Materials

- Students complete, and faculty approve resources for their individual emphasis area to create their personalized reading list for their Scholarly Pathways Bibliography
- Blair, Lorie (2016). Writing a Graduate Thesis or Dissertation