

An Instructional Design Theory on Fostering Humanity – Searching for Balance in Postmodern Classrooms

**Hermann Astleitner, A.Univ.-Prof. Mag. Dr.
UNIVERSITY of SALZBURG, AUSTRIA
Department of Educational Research**

Invited Paper
+14th International Conference
on Education Research
Seoul, Korea, October, 18th-19th, 2013
+ XLI. Seminario di Studi Italo-Tedeschi
Merano, Italia, 28-29 Ottobre 2013

For personal use in printed format only! NO C©PY!

Where I am from



Salzburg

Mozart

 **UNIVERSITY**
of SALZBURG

- Establishment: 1622/1962
- 16.500 students
- 2.700 staff members
- Faculty of Cultural and Social Sciences
- Department of Educational Research with about 850 Bachelor-, 250 Master-, 50 PhD-students



[2]

Abstract

Background: Humanity is about "being humane" with an emphasis on values and concerns what seems to be **impossible in a postmodern society**. But, being humane is related to balance, personal goals, and holistic development, when handling daily life problems.

Goal: An instructional design theory (IDT) is not on what to learn (e.g., moral skills) but on how to better assist people learn and develop based on general conditions and prescriptions. Major goal of this paper is to review and integrate selectively split up research into a consistent **developmental model or prototype concept on fostering humanity in instructional contexts**.

Product: Such an IDT can be used in daily instruction in schools, in relationship education or similar educational programs as a theoretical basis for problem solving and designing interactions with others.

Keywords: Course design, models of teaching, teacher behavior, human development, humanistic theories

"Technical progress is not a technical but a social process" (Wiebe Bijker, 2013)

1. Definition: Being Humane as a Goal in Education

Humanity1.0 = freedom, dignity, potential of humans (Brockett, 1997)

Humanity2.0 = balance, personal goals, development (Kersting & Langbehn, 2007)

I. It's not about being moral or religious, it's about being a professional and about searching for **balance** for handling complex daily life problems

- reflectively (with sensibility)
- dialogically (with others), and
- dialectically (with multiple perspectives) (Sternberg et al., 2009, p. 106).

II. Finding **personal goals** in relation to ambivalent

Humanistic orientations (Adams, 2003)

- Self-respect and respect of others
- Loving and being loved
- Meaningful experiences and relationships
- Work with self-expression and self-fulfillment
- Stable social order with justice and beauty
- Orientation toward higher values
- Roots in historical and metaphysical context

Generation MySpace goals (Kelsey, 2007)

- Entertainment (games, networks) rules!
- Sexuality, materialism, and attractiveness are paths to success.
- Fame is the ultimate goal.
- Happiness is about consumption.

Neoliberal types (Heinzlmaier, 2013)

- Performer, Styler, Egoists

"Obsession with one's appearance, specifically height, slimness, and body shape, is a modern social phenomenon in South Korea" (Schwekendiek et al., 2013, p. 141 in: Banwell et al. (Eds.), When culture impacts health. London: Academic Press, Elsevier)

1. Definition: Being Humane as a Goal in Education

III. Achieving 7 Dimensions of Human Development simultaneously

(Martin & Reigeluth, 1999, p. 494; Marzano & Kendall, 2007)

1. **Spiritual:** Being aware of a soul or rel. phenomenon
2. **Aesthetic:** An appreciation for beauty and style
3. **Moral:** Building codes and following them
4. **Social:** Building and maintaining relationships with others
5. **Emotional:** Understanding and managing feelings
6. **Motivational:** Cultivating interests and goal attainment
7. **Cognitive:** Retrieval, Comprehension, Analysis, Utilization, Meta-cognition, Self-System-Thinking

"When people increase their economic value, they decrease their dignity at the same time"
(Rosei, P. (2013). Madame Stern. Residenz-Verlag, own translation)

2. Is there a Need for Being Humane in Education?

(1) There are typical "humane" **developmental tasks** (Böhm, 2006).

- Loss of control and learned helplessness, overcharging and failures,
- Dynamic changes in values and incentives systems, loss of emotional support systems,
- Virtual worlds with reduced connection to real worlds

(2) Personal **goals** are essential, ambivalent, and **produce dilemmas**.

- They organize behaviour, influence direction and functionality (e.g., Freund, 2003)
- They are common but ambivalent values in different cultures (and classrooms!)
(Boekaerts et al., 2006: Conformity, tradition, security, self-direction, stimulation, hedonism, achievement, power, universalism, and benevolence)

(e.g., South Korean students are among the very best PISA-performers, but unhappiness is high!
Diener et al., 2010; URL <http://positiveacorn.com/wp-content/uploads/2012/01/Unhappiness-in-South-Korea.pdf>)

(3) Ethics, value, or social-emotional instruction have **weak or unstable effects**.

- Meta-analysis on ethics instruction from Antes et al. (2009): $ES=0.42 = R^2=4\%$
(Lispey, 1990, p. 58)

- Meta-analysis of 213 programs by Durlak et al. (2011, p. 416):

Mean-Effect Sizes of Social and Emotional Learning Programs on:

- Skills = $ES=0.57=R^2=6\%$
- Positive social behaviour = $ES=0.24 = R^2=2\%$
- Conduct Problems = $ES=0.22 = R^2=2\%$
- Academic Performance = $ES=0.27 = R^2=2\%$

2. Is there a Need for Being Humane in Education?

(4) Human issues cover a lot of **diffuse time** within the classroom.

- Students are engaged in learning activities only 28-56 % of the total time they spend in school (Gettinger & Walter, 2012, p. 654)

Speeding up is a new way of totalitarianism, because it establishes pressure, no alternatives, effects on other areas, and immunity (Rosa, H. (2013). Beschleunigung und Entfremdung. Frankfurt: Suhrkamp, p. 89)

(5) Humanistic goal taxonomies have **non-complementary orientations**.

- Attending, responding, valuing, organizing (Krathwohl et al., 1964)
- Stages of moral development (Kohlberg, 1973)
- Stages of intercultural sensibility (Bennett & Bennett, 2004)

(6) Humanistic theories are used for instruction **unsystematically**.

- Immediacy and social presence (learning is based on presence)
- Cooperative learning (positive interdependencies)
- Phenomenal field theory (point of view of other)
- Self-actualization theory (fulfil hierarchy of needs) (Cicciarelli, 2007)

Will the Google-Glass-users find the empathy to take off their glasses?

(International Symposium on Wearable Computers, Zürich, NZZ-Report, 2013)

2. Is there a Need for Being Humane in Education?

(7) Humanity stimulating programs in schools need a lot **resources**.

- SUMIT (Schools using multiple intelligence theory)-Project (Kornhaber et al., 2004)
- Extra-curricular out-of-school activities (Feldman & Matjasko, 2005)
- Integrated thematic instruction (Kovalik, 1993; VaKE: Weyringer et al., 2012)
- Mathematics and values (Bishop, 2007)
- Affective Education
- Self-Science: Emotional Intelligence
- Character Education and Moral Development
(see Reigeluth, 1999)

However, programs need

- Special teacher education programs
- Extra-curriculum development
- Extra-courses in schools (with cuts on other subjects)
- Related standard-based assessments



Humanity = Low profit and high risk enterprise in schools!

Is love for poetry or music inborn? (Benini, 2013)

3. An Instructional Design Theory (IDT) Could Help

IDT =

- not about WHAT to teach, but **HOW to teach in every subject**
- contains **general prescriptions** and an implementation program for flexible use (to-do-statements and conditions (developmental steps) when to use)
- **no significant resources** (e.g., additional courses) in time needed
- effectiveness: because of step-by-step **modelling of goal behaviour**
- **hierarchically organized** to assess and foster development individually
- **multiple usage**: planning, designing, assessing, problem solving

(e.g., Reigeluth, 1983/1987/1999/2009)

4. IDT and Being Humane

Few approaches on HOW to TEACH (= IDT) in relation to humanistic theories

Motivation: ARCS-Model (Keller & Kopp, 1987)

Attention-Relevance-Confidence-Satisfaction

Emotion: FEASP (Astleitner, 2000)

Fear-Envy-Anger-Sympathy-Pleasure

Value Education: VaKE (Weyringer, Patry & Weinberger, 2012)


Integrating knowledge acquisition and value education

- no holistic approaches
- no hierarchical organization for stimulating development
- no use of humanistic theories

4. A Method for Building a new IDT

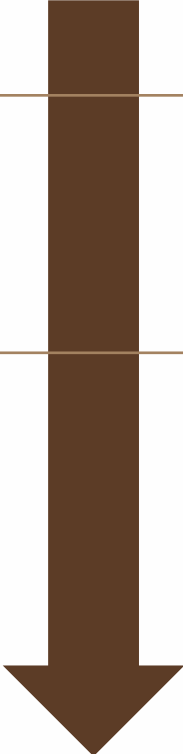
- **Reviewing** the literature: first on humanistic theories in instruction, then on love from a social psychology perspective, and finally on relationship education
 - for example:
 - Brockett (1997). Humanism as an instructional paradigm.
 - Sternberg & Weis (Ed.).(2006). The new psychology of love.
 - Halford (2011). Marriage and relationship education.
 - Method: narrative: Baumeister & Leary, 1997
- **Synthesizing causal relationships**
 - Construct and external validity for generalizations: Briggs, 2008
- Considering the **application context** of humanitarian interventions: Junk, 2011
 - >Crisis>Salience>Agenda Setting>Window of Recognition>
 - >Window of Opportunity>Agreement>Burden Sharing>
 - >Mission Design>Intervention
- **Evaluating** on aspects of "pragmatic validity"
 - explicit, propositional, ambiguous knowledge (Worren et al., 2002)

5. An IDT on Fostering Humanity

Developmental Steps		Instructional Strategies
1. Awareness ↑ Ignorance		(1) Establishing knowledge-bd. interactions (2) Acquiring emotional intelligence (3) Allowing positive bias
2. Acceptance ↑ Disrespect		(4) Expressing high meaning (5) Searching for similarities and complementarities (6) Promoting tolerance
3. Care ↑ Selfishness		(7) Expanding others (8) Achieving compassionate goals (9) Doing perspective-taking

(see Astleitner, in prep., expanded)

5. An IDT on Fostering Humanity

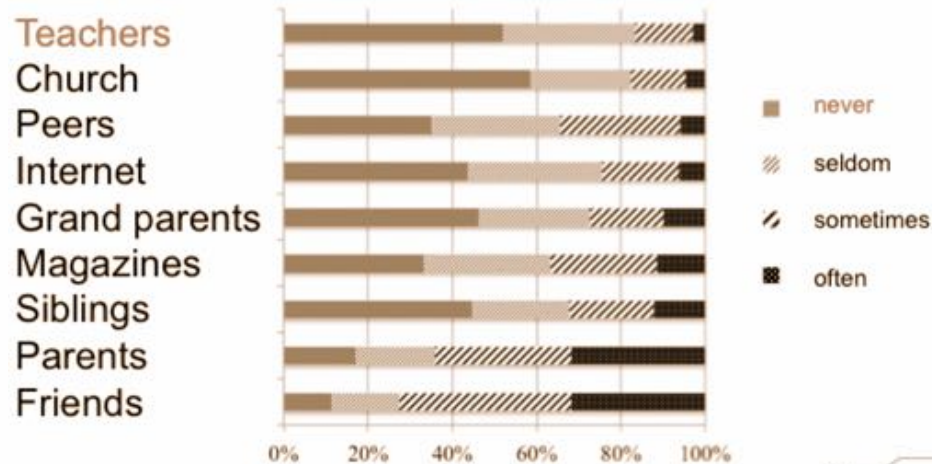
Developmental Steps		Instructional Strategies
4. Trust ↑ Suspicion		(10) Being positive and open (11) Negotiating identities (12) Keeping balance
5. Love ↑ Hate		(13) Realizing togetherness, passionate emotions, and defending (14) Communicating love (15) Maintaining novelty

(see Astleitner, in prep., expanded)

6. An IDT on Fostering Humanity: First Evidence

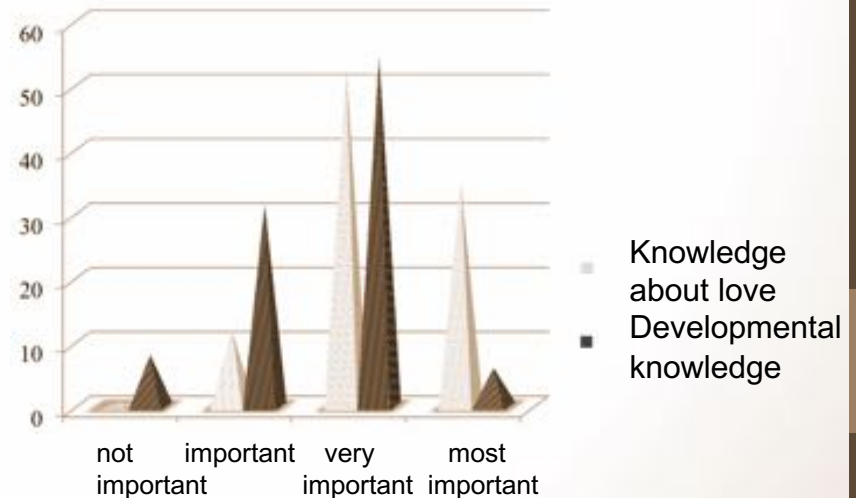
Who teaches humanity?

Sources of Information on the Development of the Final Step (Love)
(n=303 undergraduate students, see Astleitner, in prep.)



How important is humanity?

Importance of the Final Step (Love) and its Development
(n=309 undergraduate students, see Astleitner, in prep.)



High-level goals (like love) are very important, but teachers play no role.

"And suddenly there it was, the big and painful confusion that is in our life".
(Jung Young Moon (2013).
Mondestrunkten. Edition Delta, own translation)

6. An IDT on Fostering Humanity: First Evidence

CONSTRUCT VALIDATION: Finding instructional strategies within data
- Two Examples (see Astleitner, in prep.)

THEORY

IDT: **Awareness**

- (1) Establishing knowledge-based interactions
- (2) Acquiring emotional intelligence
- (3) Allowing positive bias

IDT: **Acceptance**

- (4) Expressing high meaning
- (5) Searching similarities/complementarities
- (6) Promoting tolerance

DATA

(Expl. factor analysis, n=306)

cumul. $R^2 = 61.3\%$

Factor 1: Linkage

Factor 2: Search

Factor 3: Common interaction

Factor 4: Attracting

cumul. $R^2 = 56.3\%$

Factor 1: Appreciation

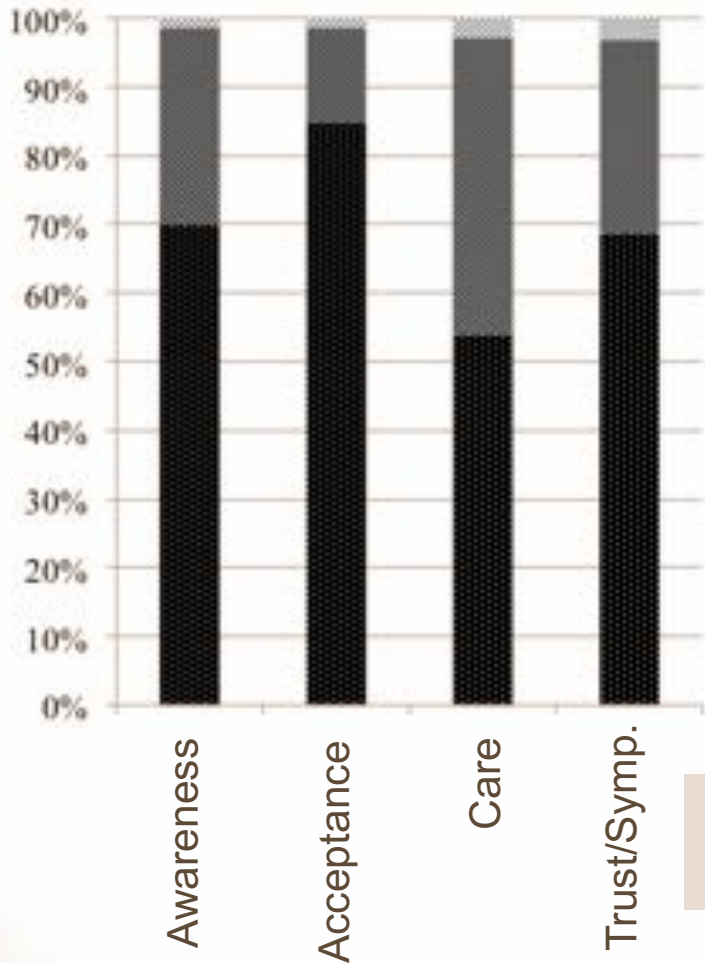
-

Factor 2: Allow autonomy

Developmental steps show some construct validity.

6. An IDT on Fostering Humanity: First Evidence and Next Steps

Importance of Developmental Steps in Reaching Final Step (Love) (n=308 undergraduate students, see Astleitner, in prep.)



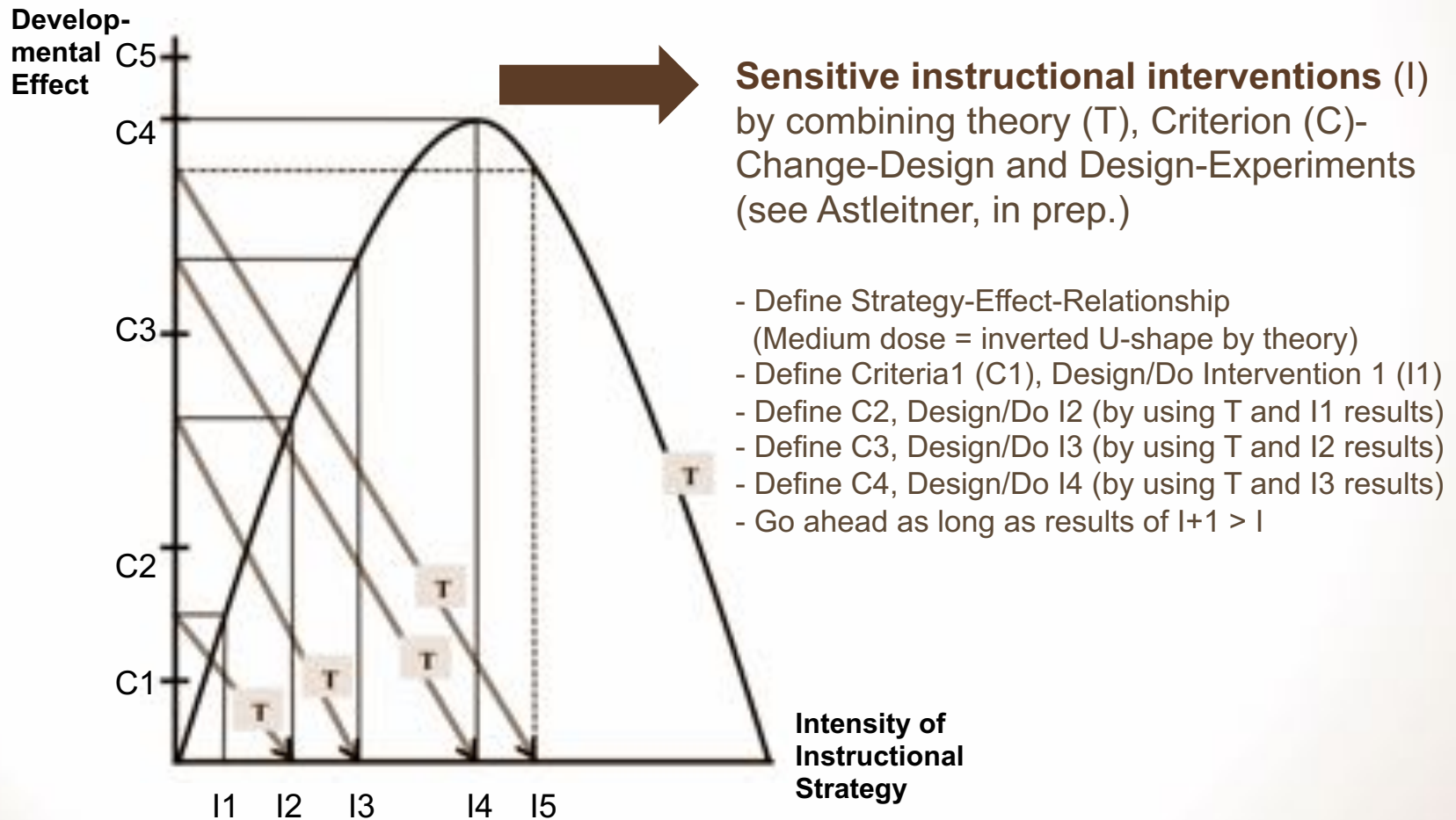
Evaluational model for future steps (Astleitner et al., 2009)

- General importance in people
- Specific importance in schools
- Instrument/Design Validation
- IDT-Effectiveness in time
-during-end-long run
- IDT-Effectiveness in contexts
-similar-nested-daily life
- IDT-Different-intervention
-functioning
-side effects-interaction effects

Developmental steps are important, probably at a medium dose.

7. An IDT on Fostering Humanity: Discussions

- Many interventions in humanity issues have failed. How to react?
For example: too much awareness could end a relationship hastily,
too little could lead to fallacies



7. An IDT on Fostering Humanity: Discussions

- Many interventions in humanity issues have failed. How to react?



Integrating (non-naive) **bi-polarity** of human life into instructional strategies and establishing a **+/- ratio**

Development

Decreasing (-)

- Ignorance
- Disrespect
- Selfishness
- Suspicion
- Hate

Development

Increasing (+)

- Awareness
- Acceptance
- Care
- Trust
- Love

Show

for 1 -

[1 -

5 + behaviours! (Gottman, 1994)

2 + ! (Bodenmann et al., 2004)]

"And in the end, it's not the years in your life that count. It's the life in your years."
(Abraham Lincoln)

References

- Adams, M. (2003). Humanistic values. *International Journal for Philosophy of Religion*, 54, 65–76.
- Antes, A. L. et al. (2009). A meta-analysis of ethics instruction effectiveness in the sciences. *Ethics & Behavior*, 19, 379–402.
- Astleitner, H. (2000). Designing emotionally sound instruction: The FEASP-approach. *Instructional Science*, 28, 169–198.
- Astleitner, H., et al. (2009). Using A Multiple Evidence Model (MUEMO) for Testing the Effectiveness of Educational Interventions. Paper presented at the European Conference on Educational Research (ECER), 28.-30.9.2009, Vienna (Austria).
- Astleitner, H. (2011). Theorieentwicklung für SozialwissenschaftlerInnen [Methods of theory building for social researchers]. Wien: Böhlau.
- Astleitner, H. (in prep.). Liebe, Erziehung und Persönlichkeitsentwicklung. Theorieintegration und Ergebnisse einer empirischen Untersuchung [Love, education, and personality development. Integrating theory and results of an empirical study]. Unpublished manuscript.
- Baumeister, R. F. & Leary, M. R. (1997). Writing narrative literature reviews. *Review of General Psychology*, 1, 311–320.
- Bennett, J. M. & Bennett, M. J. (2004). Developing intercultural sensitivity: An integrative approach to goal and domestic diversity. In D. L. J. M. Bennett & M. J. Bennett (Eds.), *Handbook of intercultural training* (3rd ed., pp. 147–165). Thousand Oaks, CA: Sage.
- Bishop, A. J. (2007). Values in mathematics and science education. In U. Gellert & E. Jablonka (Eds.), *Mathematisation demathematisation. Social, philosophical and educational ramifications* (pp. 123–139). Rotterdam: Sense publishers.
- Bodenmann, G. et al. (2004). Eine deutschsprachige Replikation der Paartypologie von Gottman [A replication of Gottman's couple typology on a representative Swiss sample]. *Zeitschrift für Familienforschung*, 15, 178–193.
- Boekaerts, M., de Koning, E. & Vedder, P. (2006). Goal-directed behavior and contextual factors in the classroom. An innovative approach to the study of multiple goals. *Educational Psychologist*, 41, 33–51.
- Böhm, U. (2006). *Soziales Lernen und soziales Engagement [Social learning and social engagement]*. Baltmannsweiler: Schneider.
- Briggs, D. C. (2008). Synthesizing causal inference. *Educational Researcher*, 37, 15–22.
- Brockett, R. G. (1997). Humanism as an instructional paradigm. In C.R. Dillis & A.J. Romiszowski (Eds.), *Instructional development paradigms* (pp. 245–256). Englewood Cliffs, NJ: Educational Technology Publications.
- Ciccirelli, M. (2007). Behavioral, cognitive, and humanistic theories: Which theories do online instructors utilize? *Journal of Information and Communication Technology Education*, 3,4, 1–12.
- Durlak, J. A. et al. (2011). The impact of enhancing students' social and emotional learning. *Child Development*, 82, 405–432.
- Feldman, A. F. & Matjasko, J. L. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. *Review of Educational Research*, 75, 159–210.
- Freund, A. M. (2003). Die Rolle von Zielen für die Entwicklung (The role of goals for development). *Psychologische Rundschau*, 54, 233–242.
- Gettinger, M. & Walter, M. J. (2012). Classroom strategies to enhance academic engaged time. In S. L. Cristenson et al. (Eds.), *Handbook of research on student engagement* (pp. 653–673). New York: Springer.

References

- Gottman, J. M. (1994). *What predicts divorce?* Hillsdale, NJ: Erlbaum.
- Halford, W. K. (2011). *Marriage and relationship education. What works and how to provide it.* New York, London: Guilford.
- Heinzlmaier, B. (2013). *Performer, Styler, Egoisten [Performers, Styler, Egoists].* Berlin: Verlag des Archivs der Jugendkulturen.
- Junk, J. (2011). Method parallelization and method triangulation. *German Policy Studies*, 7, 83–116.
- Keller, J.M. & Kopp, T. W. (1987). An application of the ARCS model of motivational design. In C. M. Reigeluth (Ed.), *Instructional design theories in action* (pp. 289–320). Hillsdale, NJ: Erlbaum.
- Kelsey, C. M. (2007). *Generation MySpace.* New York, NY: Marlowe.
- Kersting, W. & Langbehn, C. (Hrsg.). (2007). *Kritik der Lebenskunst [Evaluating the art of life].* Frankfurt/M.: Suhrkamp.
- Kohlberg, L. (1973). The claim to moral adequacy of a highest stage of moral judgment. *Journal of Philosophy*, 70, 630–646.
- Kornhaber, M. L., Fierros, E. G. & Veenema, S. A. (2004). *Multiple intelligences. Best ideas from research and practice.* Boston: Pearson.
- Kovalik, S. (1993). *ITI: The model-integrated thematic instruction.* Village of Oak Creek, AZ: Books for Educators.
- Krathwohl, D. R., Bloom, B. S. & Masia, B. B. (1964). *Taxonomy of educational objectives: The classification of educational goals. Handbook Affective domain.* New York: Longman.
- Lipsey, M. W. (1990). *Design sensitivity.* Newbury Park, CA: Sage.
- Martin, B. L. & Reigeluth, C. M. (1999). Affective education and the affective domain. Implications for instructional-design theories and models. In C. M. Reigeluth (Ed.), *Instructional-design theories and models. A new paradigm of instructional theory* (pp. 485–510). Mahway, NJ: Erlbaum.
- Marzano, R. J. & Kendall, J. S. (2007). *The new taxonomy of educational objectives.* Thousand Oaks, CA: Corwin.
- Reigeluth, C. M. (Ed.). (1999). *Instructional-design theories and models (Vol. II).* Mahwah, NJ: Erlbaum.
- Sternberg, R. J. et al. (2009). *Teaching for wisdom, intelligence, creativity, and success.* Thousand Oaks, CA: Corwin.
- Sternberg, R. J. & Weis, K. (Eds.). (2006). *The new psychology of love.* New Haven: Yale University Press.
- Weyringer, S., Patry, J.-L., & Weinberger, A. (2012). Values and knowledge education. Experiences with teacher trainings. In: Alt, D. & Reingold, R. (Eds.), *Changes in teachers' moral role. From passive observers to moral and democratic leaders* (pp. 165–179). Rotterdam: Sense.
- Warren, N., A. et al. (2002). When theories become tools. Toward a framework for pragmatic validity. *Human Relations*, 55, 1227–1250.

Instructional Design Theory on Fostering Humanity

Thank you for your attention!

hermann.astleitner@sbg.ac.at

