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In-Service Teachers' Understanding and Teaching of Humane Education Before and After a Standards-Based Intervention

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IN-SERVICE TEACHERS' UNDERSTANDING AND TEACHING OF HUMANE EDUCATION BEFORE AND AFTER A STANDARDS-BASED INTERVENTION

A dissertation submitted

by

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to
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Abstract

The purpose of this study was to examine the ways in which credentialed educators

conceptualized, understood, and perceived humane education, as well as their intent to

include humane education in personal practice and their knowledge of strategies for

integrating humane education concepts into their classroom work. The group of 25 educators

participated in an online eight-week professional development course and completed pre- and

post-surveys. The participants consisted of educators from the United States, British

Columbia, and Vietnam. Participants were 11 secondary educators, 10 primary educators, 2

substitute teachers, 1 administrator, and 1 librarian. Results indicate that after an eight-week

professional development intervention, participants had a greater understanding of humane

education and an increased intent to include humane concepts in their practice, as well as

increased knowledge of strategies for integrating humane concepts into their personal work.

Results show that while the educators did not have an understanding of humane education at

the beginning of the study, the humane themes resonated with their desire to engage students

and to teach prosocial behaviors. A recommendation is for educators to receive humane

education professional development that aligns with reform models and standards-based

education in order to increase their knowledge of strategies and to infuse humane education

into traditional pedagogy. (Contains 15 tables.)

Keywords: humane education, prosocial education, professional development, moral
development, character development

ACKNOWLEDGMENTS

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CHAPTER ONE: INTRODUCTION

Prosocial behavior, or behavior that demonstrates empathy, is made up of "voluntary actions that are intended to help or benefit another" (Eisenberg, Lennon, & Roth, 1983, p. 3). Formed during childhood through modeling on the part of parents, educators, and caregivers, prosocial behaviors become a practiced part of personal agency. Prosocial behavior is "learned, molded, and shaped by environmental events, especially rewards, punishment, and modeling" (Eisenberg & Mussen, 1989, p. 25). Humane education, or the teaching of kindness and compassion to people, animals, and the environment, is one form of prosocial learning. This proactive form of teaching moral development in the United States can be traced back to before 1900. At this time, support for humane education was growing, and youth animal protection groups such as the Bands of Mercy were developing in schools and communities (Unti & DeRosa, 2003).

Humane education can be a conduit for both academic and affective success. The prosocial components of humane pedagogy allow for the modeling of important character traits and the increase in the humane narrative of a student who is learning new behaviors. In a meta-analysis of 213 studies of after-school programs, the researchers found that teacher-led evidence-based initiatives designed to promote academic, social and emotional skills, improved test scores, as well as reduced behaviors that put students at-risk for academic and social failure (Durlak, Weissberg, Dymnicki, Taylor, & Shellinger, 2011).

Statement of the Problem

Educators play a large role in providing modeling experiences to students, spending 990 hours minimum on average with youth each school year (Center for Public Education, 2011). According to the study completed by the Humane Literacy Coalition in 2012,

educators felt that humane education was an area of interest and one that could be introduced in their classroom work to increase the culture of compassion in their room and school; however, few knew how to incorporate the ideas of humane pedagogy into their work. In phase two of the Humane Literacy Coalition study (Itle-Clark & Forsyth, 2012), 97% of primary school teachers ($n = 109$) felt that incorporating humane education into personal classroom pedagogy was very important or somewhat important. Secondary educators ($n = 47$) reported similarly, with 100% stating that incorporating humane education into their work was very important or somewhat important. While the educators reported their interest in humane education, over 50% of those participating were unaware if their state required humane education at any level. Of the participants who lived in a state with a humane education requirement, only 12% ($n = 35$) reported correctly, and 57.2% of respondents ($n = 167$) were unacquainted with any type of requirement (Itle-Clark & Forsyth, 2012, pp. 16-18).

Additionally, the average classroom teacher in the Humane Literacy Coalition study indicated a lack of understanding of humane education concepts and practices. The limited understanding could likely impede the implementation of humane education curriculum or program of study. In phase two of the Humane Literacy Coalition survey,

> Fourteen responses (12.6%) to the question, "Into what subjects or specific lesson topics have you incorporated humane education?" seemed to indicate a disconnect between the definition of humane education (specifically animal welfare) and how humane education is taught in independent classrooms. Responses included: *Animal testing and dissections, biology, and medical testing*. The responses were short; therefore, more information is needed to know exactly what was meant by each of these responses and why/how the educator felt that humane education was included. (Itle-Clark & Forsyth, 2012)

Other educator responses pointed to concerns related to professional development training opportunities and time restrictions for any type of new program added to the school day or year.

A majority of educators receive little or no training in humane education during pre-service programs of study or in-service courses. Educators do take courses in social sciences and social and emotional learning theory. In these courses, learning and personal mastery supports qualitative development, or personal change based upon experience and modeling (e.g., Bandura, 1986; Piaget, 1990; Vgotsky, 1978).

Purpose of the Study

The purpose of the study was to investigate how effective an eight-week course can be in enabling educators to better understand humane education and weave the concepts into their pedagogical practices. The study examined teacher comprehension and conceptions of humane education and the intent and ability of credentialed educators to incorporate humane education strategies in the classroom, both before and after a professional development intervention. Engaging educators in intervention discussion forums and activities provided evidence of the degree of growth in comprehension of skills related to humane education and intent to incorporate humane education strategies into classroom work. Pre- and post-surveys measured knowledge of strategies and intent to utilize humane pedagogy in the classroom.

Research Questions

The following research questions were addressed in this study:

1. In what ways do educators' conceptions and understanding of humane education change as a result of professional development?

2. In what ways do educators' individual perceptions of the value of humane education change as a result of professional development?

3. In what ways do educators' intent to include humane education concepts in personal pedagogical practice change as a result of professional development?

4. In what ways do educators' knowledge of strategies for integrating humane education into a classroom change after professional development?

5. What factors predict the intent to include humane education in the professional practice of a credentialed educator?

Summary

Credentialed educators play a large role in the development of the students in their care. Educators who incorporate concepts of prosocial teaching models (including humane education) into their pedagogical practice have reported fewer conduct problems and less aggressive behavior (Durlak, Weissberg, Dymnicki, Taylor, & Shellinger, 2011). Many educators wish to include humane education in their personal pedagogical practice, yet have received little to no training or support from states or districts. My goal was to inquire how humane education, as a form of prosocial and social and emotional teaching, could be woven into pedagogy, and how offering professional development classes to formal educators influenced their practice. This humane pedagogy can positively impact classroom and teacher outcomes.

CHAPTER TWO: REVIEW OF THE LITERATURE

The scope of humane education literature and research dedicated to the educator and educator practice is limited. This chapter includes an overview of humane education, including the history of humane education, a review of humane education laws, humane education research, information about connecting humane education with broader educational movements, and the status of humane education professional development offerings. Bodies of literature specifically related to research involving educators have also been included.

History of Humane Education

Humane education, defined as the teaching of kindness and compassion to people, animals, and the environment, began as a formal movement in 19th century England after the inception of organized animal welfare establishments (HSUS, 2012). Nonetheless, the importance of correcting cruelty in children and providing humane modeling and instruction has been noted since the time of John Locke. In 1693, Locke dedicated a section of his book to the concern about animal cruelty in children.

> One thing I have frequently observed in Children, that when they have got possession of any poor Creature, they are apt to use it ill: They often torment, and treat very roughly young Birds, Butterflies, and such other poor Animals, which fall into their Hands, and that with a seeming kind of Pleasure. This I think should be watched in them, and if they incline to any such *Cruelty*; they should be taught the contrary Usage. For the custom of tormenting and killing of Beasts will, by degrees, harden their Minds even towards Men; and they who delight in the suffering and destruction of inferiour Creatures, will not be apt to be very compassionate or benigne to those of their own kind. (Locke, 1693, p. 130)

Benjamin Franklin also voiced support for humane instruction, providing backing for the Quaker education model. Quaker education and laws, based upon the ideals of the

Quaker religion, supported humane virtues and protected both people and animals through early common laws in the United States (Larabee & Bell, 1967). He said,

> I think also, that general virtue is more probably to be . . . obtained from the education of youth, than from the exhortations of adult persons; bad habits and vices of the mind, being, like diseases of the body, more easily prevented than cured. (p. 232)

Colonial America did not specifically set out to teach humane education, as formal and compulsory education was not yet in vogue. During this period, humane education was part of the "cultural value of the society" (Whitlock & Westerlund, 1975, p. 40). In many ways, humane values and concepts were part of a religious expectation and principle in which individuals tried to live in a way that outwardly showed what they believed. Colonial America also began to entertain the idea that children needed moral guidance—guidance that was to be nurtured by the family (Middleton & Lombard, 2011).

Two main aspects of humane education include the "sociological and psychological dimensions of animal abuse. The second is the need for a cultivation of empathy for nonhuman animals" (Thomas & Beirne, 2002, p. 190). The importance of humane education does not impact animals alone, as the existence of animal abuse coincides with a high risk of other forms of violence (Arkow, 1996). Empathy for animals is not only beneficial to the animals, but because positive interactions and the practice of affirmative agency with animals can aid healthy character development in children, humane education extends beyond the nonhuman animal into the realm of the human animal (Ascione, 2005). "Both animal abuse and interpersonal violence . . . share common characteristics: both types of victims are living creatures, have a capacity for experiencing pain and distress, [and] can display audible or visible physical signs of their pain and distress" (Ascione, 2005, p. 91). This shared

characteristic gives educators and researchers a reason to examine the relationship between histories of animal abuse in children and violent offenses in adulthood.

The Society for the Prevention of Cruelty to Animals, organized in 1824 after the first animal protection law was passed in 1822 and sanctioned by the Royal Society of the Prevention of Cruelty to Animals (RSPCA) by Queen Victoria in 1840, inspired action by the man who would become known as the "father" of humane education (Whitlock & Westerlund, 1975, p. 45). George Thorndike Angell, upon visiting England and becoming familiar with the RSPCA and their youth education arm, the Bands of Mercy, founded the American Bands of Mercy and the Massachusetts Society for the Prevention of Cruelty to Animals (MSPCA). The Bands of Mercy, founded in 1881, was designed to create humane education clubs for boys and girls, allowing students to compete in contests and to earn badges for kind behavior. It also provided lesson plan ideas and resources for educators. By 1883, the Bands of Mercy had over one-quarter million participants. Eight years later, in 1889, Angell incorporated the American Humane Education Society (MSPCA, 2009).

Another banner year for humane education occurred in 1915 when the American Humane Association (AHA) initiated "Be Kind to Animals Week" under the direction of Dr. William O'Stillman. The objective of "Be Kind to Animals Week" was initially focused more on developing relationships with schools and providing visits by AHA staff than on providing curriculum to educators (Unti & DeRosa, 2003).

The Decline of Nature-Study and Humane Education in the Curriculum

Nature-study, or the "study and appreciation of the natural world," encourages children to learn science less through book work and instead to interact with the environment and observe animals in their natural habitat (Tolley, 2003, p. 128). During the Progressive

Era (1890-1920), nature-study and humane education movements flourished. Both areas of study supported the building of morals, and both suffered a similar outcome at the end of the era. The proponents of humane education and nature-study advocated interaction with animals and nature through observation as opposed to the killing of animals through trapping or hunting. Nature-study came into vogue due to the concern that urbanization would have a negative impact on those living in the cities (Shepherd, 1909). During this time period, the Boy Scouts and Girl Scouts were founded (Ewing, 1913, pp. 298-299; Unti, n.d.). The developers of both nature-study and humane education had difficulty infusing their subject matter into the content areas of schools and educator training programs, with nature-study having the advantage of support by agricultural supporters who wished to reduce the number of farmers who were migrating to urban areas (Davenport, 1909).

With the beginning of World War I, when time and money in the United States were dedicated to the war effort, some people were concerned that humane education would make the boys soft or less effective soldiers (Unti, n.d.). Many leaders in humane education shifted their work toward support of the troops and wartime animals—specifically horses. The war did, however, inspire some humane education advocates to call for more humane education so that children would learn about the ills of bias and prejudice, thus reducing the likelihood of future war (Unti, n.d.). Additionally, the increase in a unified science curriculum shifted away from natural studies, and pedagogical practices in science education began to promote vivisection, which is the cutting of or operation on a living animal, and dissection, or the cutting and analyzing of dead animals (Hodge, 1902). Humane education did not vanish; however, its inclusion in schools and curricula began to decrease. Even the time and budget dedicated to humane education on the part of humane groups decreased (Unti, n.d.).

Another reason that humane education had difficulty becoming part of traditional university training for pre-service teachers was the misuse of a $100,000 grant on the part of Columbia University in 1907. The grant money, donated by wealthy General Horace W. Carpentier of California, was meant to be the establishing fund for the Henry Burgh Foundation. General Carpentier envisioned the foundation supporting humane education endeavors and honoring Henry Burgh, who in 1866 founded the American Society for the Prevention of Cruelty to Animals. The money ultimately supported the salary of Samuel McCune Lindsay, the Professor of Social Legislation, with a resulting outcome being nine lectures along with a handful of reports, and a bibliography of humane work (Ewing, 1913, pp. 300-311; McCrea, 1910; Unti & DeRosa, 2003). General Carpentier was not content with the outcome. In 1921, Dr. Nicolas Butler, President of Columbia University, responded to an inquiry from Dr. William Stillman, President of the American Humane Association, regarding the use of the Henry Bergh Foundation funds. He was assured that the money was being used to offset the "cost of instruction in ethics" (*National Humane Review*, 1921, p. 35). Those who opposed the use of the funds argued that the money should have gone to the Columbia Teachers' College where researchers could have "conducted studies in humane instruction" (National Humane Review, 1921, p. 35; Unti, n.d.).

The Development of Educational Resources

A variety of humane organizations have created educational resources for use by classroom teachers in the hope of inspiring kindness. Beginning with the Massachusetts Society for the Prevention of Cruelty to Animals and the Bands of Mercy, organizations and departments came into existence. The combined work of George T. Angell and his supporters allowed for the creation of the American Humane Education Society (AHES) in

1889. Of the many educator resources created by AHES to promote the humane ethic, the most widely distributed is *Black Beauty*. This book, along with other tales told from the perspective of animals, as well as resources such as awards and badges, was provided to educators and distributed in "schools in recognition of good behavior, recitations, essays, acts of kindness" and other humane behaviors (Unti, 2003, p. 29). In 1902, a committee formed by the American Humane Association endorsed the inclusion of humane education in school textbooks. By 1930, an assortment of titles was in print, including a 1929 AHES publication, *Humane Education* (Reynolds, n.d.; Unti & DeRosa, 2003).

The American Society for the Prevention of Cruelty to Animals (ASPCA) began a formal humane education program in 1916. The program goals were designed to "stimulate the work of the schools themselves" (Shultz, 1924, p. 139). By 1921, the ASPCA humane education department was working with schools to promote essay contests, and by 1922, the group estimated that it had reached approximately 300 New York schools. The early humane education programs of the ASPCA were focused on teaching children about stray animals (Unti & DeRosa, 2003).

Continuing the theme of humane narrative as a teaching tool, The Latham Foundation, founded in 1918 by Edith and Milton Latham, produced resources for schools in the Oakland, California area. By 1927, The Latham Foundation provided a school newsletter entitled the *Kindness Messenger* and a radio program in which stories of kindness were shared. The foundation also provided The Kind Deeds Club, which sent resources and activity ideas to educators for use in schools (Evans, 1980).

Providing a national scope, The Humane Society of the United States, established in 1954 with education as a founding principle, developed partnerships to support humane

education research and resource development. Under the direction of the National Humane

Education Center at Waterford, Virginia, a feasibility study on humane education in school-

based programs was completed in partnership with George Washington University

(Westerlund, 1965). The Humane Society of the United States remained a leader in humane

education by announcing the development of the KIND program and a 1972 Humane

Education Development and Evaluation Project to be completed with the University of Tulsa

(Hoyt, 1972; Morse, 1969).

Recognizing the continued interest in humane education, The Humane Society of the

United States founded the National Association for the Advancement of Humane Education

(NAAHE) in 1973 (Unti & DeRosa, 2003). NAAHE became a clearinghouse for

publications, including *Kind News* and education resources. NAAHE has since undergone a

variety of name changes, including the National Association for Humane and Environmental

Education (NAHEE) and Humane Society Youth. As of 2011, many of the programs

continue and have been absorbed into The Humane Society of the United States and Humane

Society University.[1]

During the growth of the environmental movement in the 1970s, other programs,

including the Association of Professional Humane Educators (formerly Western Humane and

Environmental Education Association) and the National Association for the Advancement of

Environmental Education, were formed and continue to offer resources for both formal and

informal educators. More recent school and literature-based programs such as the RedRover

Readers and Operation Outreach provide book lists and lesson plans for credentialed

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[1] I was part of the National Association for Humane and Environmental Education when the affiliate became a department of The Humane Society of the United States (HSUS) in 2008 and when *Kind News* was absorbed into The HSUS publications department in 2009. Additionally, I was part of the organization when professional development and educator resources became part of Humane Society University in 2011.

educators and humane educators working in informal education programs such as those at humane societies.

Humane Education Laws

With little institutional support from university education programs, it is logical that few standard laws relating to humane education developed. Educators who become leaders will have little to no experience with humane and prosocial education without training and will not support mandated programs. Laws and mandates supporting humane education in public school do exist but vary greatly throughout the United States.

Early curricula for all states required the inclusion of "reading, writing, arithmetic, spelling, geography, and history of the United States" (Monroe, 1911, pp. 221-222). Studies that included "morals, manners, physiology and hygiene, civics . . . and music, drawing, elementary bookkeeping, humane education, domestic science" were optional in most states, with a handful having requirements prescribed in their mandates or laws (Monroe, 1911, p. 222-224). Where laws did exist, few curricular requirements were provided, and states and schools were left to introduce the material that they felt best suited their students (Monroe, 1911).

At the 1921 American Humane Association conference, a committee was created to draft proposed legislation requiring humane education in schools. Proposed language suggested that each elementary school should "prescribe courses of instruction . . . in humane treatment and protection of animals and birds and the importance of the part they play in the economy of nature" (National Humane Review, 1921, para. 1). By 1926, 23 states had endorsed some form of regulation related to the inclusion of humane education in the public schools (Whitlock, 1973, p. 77).

New York State passed the first humane education law in the United States in 1947.

The New York State Education Law, Section 809 (1947), mandated the

> instruction . . . in every elementary school . . . in the humane treatment and protection of animals . . . Such weekly instruction may be divided into two or more periods. A school district shall not be entitled to participate in the public school money . . . if the instruction required . . . is not given. (Leavitt, 1978, p. 153)

This law remains active, yet is not enforced. Many certificated educators and administrators do not know the law exists. Other laws exist in states such as Pennsylvania, Oregon, and Florida, but with similar standing and lack of enforcement as the New York law (Humane Education Advocates Reaching Teachers, n.d.). The law relating to humane education that is most often enforced is that of allowing students to opt out of dissection. As of 2012, 13 states had either a law, mandate, or resolution related to dissection alternatives in K-12 classrooms (Animal Learn, n.d.).

Humane Education Research

Much of the empirical research surrounding humane education was completed between 1980 and 1990 and was focused on student learning and outcomes. During this time period, when humane education topics such as environmental awareness and character education appeared to be gaining in popularity, many of the humane education programs took place at or were run by animal shelters rather than schools and were focused primarily on companion animals (Olin, 2000).

In a 1978 study completed by the National Association for the Advancement of Humane Education (NAAHE), researchers asked member organizations from 14 states to rank the most pressing needs in humane education. The responses indicated the following:

1. Inclusion of humane education in the school curriculum

2. Creation of more substantial secondary-level materials

3. Establishment of research related to and supporting humane education. (NAAHE, 1978, p. 24)

According to the report, humane organizations do not have the resources in either staff or funding to create materials or facilitate research. Much of the existing research has been based around youth and measuring their attitude, as opposed to research about educators and implications for inclusion of humane-themed topics in the classroom (Ascione, 1992).

Daly and Suggs (2010), in their Canadian study of elementary educators, did not specifically study the training of the classroom teacher, but sought to understand teachers' attitudes toward and incorporation of companion animals in the classroom and why companion animals are or are not part of the classroom. A 31-item qualitative and quantitative survey was administered to elementary-level teachers via Survey Monkey, an internet survey development application. Of the 75 teacher respondents, 85% ($n = 63$) were from urban areas, with 15% ($n = 12$) from rural school districts. The number of educators who kept animals in the classroom was only 17.3% ($n = 14$), with 75.3% ($n = 61$) not having pets in the classroom. Forty-seven percent of the teachers ($n = 35$) worked with others to have animals visit their classroom. When educators were asked in a quantitative question why they incorporated animals into their class, the most common responses revolved around the care of the animal and the habitat. Teachers related this care to the district science requirements and state standards to which they are held (Daly & Suggs, 2010).

Additional support for the presence of humane education in classroom work included students' high interest in animal topics, the belief that their presence initiated conversation and writing for language arts classes, and student growth in empathy (Daly & Suggs, 2010). One of the teachers in the study commented,

The students love to name the pets and write stories about them. They also bring in their siblings and parents to see them. When the class heard that Rocky had died over the summer, one girl brought me in a sympathy card and a stuffed hedgehog. (Daly & Suggs, 2010, p. 6)

Instructor skill and training make a difference in both student academic success and moral growth. By building ethical and humane components into curriculum, moral education becomes not a stand-alone addition to teacher requirements, but positions it at the "very center of teaching and learning" (Lickona, 1991, p. 184). Fifty-four high school students, taught by either a teacher or teaching assistant from a university, took part in an 18-week course studying critical thinking and moral development through three pedagogical methodologies (DeHaan, Hanford, Kinlaw, Philler, & Snarey, 1997). Interventions included,

Introductory ethics—High school students ($n = 13$; 24%) received an introductory course in ethics and ethical reasoning as well as social and psychological perspectives. Class included lecture, topical discussions, and dilemma discussions.

Economics-ethics—High school students ($n = 15$; 28%) received an economics course which was infused with portions of the ethics curriculum. Class included lecture, topical discussions, and dilemma discussions. All students took and passed a system-wide economics examination at the end of the course.

Role-model ethics—High school students ($n = 11$; 20%) received a role-model ethics class in which six teaching assistants from a local university took turns teaching units of the course. Class included the same curriculum as the Introductory and Economics ethics courses.

Control—High school students ($n = 15$; 28%) participated in a computer science class and received no instruction in ethics. (DeHaan et al., pp. 8-10)

Student social and emotional growth were most noticeable, and the curriculum was most effective when taught by the classroom teacher versus the teaching assistants from a local university (DeHaan et al., 1997). Scores in moral reasoning change and moral behavior change were significant for both the economics-ethics ($p \leq 0.05$) and introductory ethics classes ($p \leq 0.05$). The role-model ethics class taught by graduate students had no significant

gains (p = NS); (DeHaan et al., 1997). The course taught by the students' regular teacher

versus the course taught by the teaching assistants, had "positive effects on the moral

maturity of the students" (p. 14). The course taught by the graduate students increased the

students' reasoning skill; however, it actually had a negative effect on student empathy

(DeHaan et al., 1997). Data suggested that

> It is preferable for all teachers to think of themselves as practical ethicists, regardless of their primary field of formal training, and to integrate ethics instruction into their regular courses. Current curriculum designers also seem to favour an integrated or comprehensive approach. (DeHaan et al., 1997, p. 16)

Educators can make a difference in students' growth of humane behaviors such as

empathy, increase student connection to the school and learning community, and help

students to have more academic success (Blum & Libby, 2004). In a 2006 study of students

in grades 6 through 12 (n = 148,189), only 29% to 45% reported having skills such as

empathy and conflict resolution (Benson, 2006). Programs and curriculum created for

educators and designed to model and build these skills enhance humane attitudes and social

and emotional learning, as well as increase academic performance and create classrooms

with lower emotional distress and conduct concerns (Durlak, Weissberg, Dymnicki, Taylor,

& Shellinger, 2011).

In a 2011 meta-analysis conducted by Durlak et al., of 213 social and emotional

learning programs, the researchers used three intervention groups:

> Class by Teacher—programs were presented by the regular school staff

> Class by Non-School Personnel—programs were presented by non-school personnel

> Multicomponent—programs were presented in a combined effort by the regular school staff and non-school personnel. (p. 407)

Humane pedagogy, including pro-social behavior and the modeling of positive social behaviors and attitudes, when initiated by the classroom teacher, were found to be the most effective (Durlak et al., 2011). When all six categories were reviewed, Class by Teacher programs produced the most robust results: Social and Emotional Learning skills (*ES* = .62), Attitudes (*ES* = .23), Positive social behavior (*ES* = .26), Conduct problems (*ES* = .20), Emotional distress (*ES* = .25), and Academic performance (*ES* = .34); (Durlak et al., 2011).

> Classroom by Teacher programs were effective in all six outcome categories, and Multicomponent programs (also conducted by school staff) were effective in four outcome categories. In contrast, classroom programs delivered by non-school personnel produced only three significant outcomes. Student academic performance significantly improved only when school personnel conducted the programs. (Durlak et al., 2011, p. 413)

The above research supports observations of Vockell and Hodal (1980), who suggested that shorter, hour-long, one-time visits that are often supported by humane and environmental groups may be ineffective. They suggested instead that a humane-infused curriculum may be more effective in creating long-term change. Vockell and Hodal (1980) conducted a study in India using the Fireman Tests as pre- and post-test instruments and trained humane educators. In the Fireman Test, educators ask students to read the story of either character Johnny or Billy. In each, the family is safe, but the house is on fire, and Johnny or Billy have a chance to retrieve three items before everything is destroyed. Students are asked to suggest three items and give the reason they chose these items. Students are given the choice of 10 items, including inanimate objects such as a television and bike, and three animals. Students receive a score based upon the number of animals they choose. The instrument is considered valid for students in grades 3-6; thus, Vockell and Hodal administered the pre- and post-test in these grades, even though grades 1-8 took part in the humane education lessons at each participating school. Eighteen Comprehensive

Employment Training Act (CETA) personnel received nine months of training, specifically on the animal welfare component of humane education, before working with the schools in India. The study included three types of groups:

> Intensive–a 60-minute presentation with audio-visual enrichment taught by trained humane educators; print and poster materials from The HSUS and Pet Food Institute.
>
> Light–print and poster materials from The HSUS and Pet Food Institute presented with no direction, no discussion or follow-up; no speaker.
>
> Control–no materials or programs until after pretest and posttest data collection. (Vockell & Hodal, p. 20)

Vockell and Hodal (1980) hypothesized that the intensive groups, those with a trained educator, would have the most impact in each grade level. Results reported in the pre-tests showed approximately the same score in the Intensive and Light treatment groups and lower scores in the Control group. After the treatment, the scores of each group went up, with the Light and Control group surpassing the Intensive group in total score. The write-up by Vockall and Hodal did not include the number of participants or the standard deviations, however. Without these data, it is difficult to confirm the validity of the reported results. The one reason given by the researchers concerning the lack of significant change in the Intensive group was that the visiting educator came into the classroom for only one hour-long presentation. They suggested that these types of programs may be "wasting time and money" (p. 21). They proposed that curriculum-infused materials, year-long school-wide programming, and professional development opportunities for school personnel and teachers may have greater impact.

Other studies indicated that the involvement of the classroom teacher is key in modeling. Malcarne's Stanford Study (1981) was focused on pedagogy and teaching technique in order to identify the practice that was most effective in changing or influencing

attitudes or behavior of children toward "animals as well as humans" (Malcarne, pp. 18-19).

Malcarne found that role-play was an effective means of allowing student empathy to

proliferate. Through role-play, students could see the similarities between themselves and

animals and participate in activities that would assist animals.

In Malcarne's larger (1983) study, which he did in conjunction with the Animal

Rescue League of Boston, he reviewed four types of humane education interventions and

again used the Fireman Test as a pre- and post- assessment. Additionally, treatments in the

Malcarne study emphasized the importance of prolonged involvement and inclusion of

trained educators.

The study involved four groupings of educational programming offered to Boston

Public School District 6 students ($n = 236$) in grades four and five:

Repeated Treatment: 8 days of activities coordinated by a humane society educator and classroom teachers

Intensive Treatment: a single one-hour program by a humane society educator using audiovisual resources and classroom discussion

Light Treatment: reading material on pet care only

Control: neither instruction nor reading; only pre and post-testing using the two Fireman tests. (Malcarne, 1983, p. 12)

Upon final analysis of the data, the Repeated Treatment and Intensive Treatment

showed an increase in empathy or humane understanding. "The Repeated Treatment was

found to be superior to the Light Treatment ($p = .03$)" (Malcarne, 1983, p. 13). Malcarne

concluded that

Repeated lessons with well-designed and presented materials, and involving . . . a teacher in the classroom, can produce benefits greater than those that can be achieved through simple distribution . . . A similarly well-planned and focused one-time presentation . . . can produce . . . less pronounced results. Simply providing students

with literature was not found to be sufficient to affect their attitudes; accompanying instruction of some sort was needed. (p. 13)

Few studies have been done on the importance of humane pedagogy and the participation of the classroom teacher. Those that do exist were often focused on the student, and any discussion of teacher involvement was secondary. Even though the involvement of the teacher was considered ancillary to student-focused studies, the most effective manner by which to increase empathy, understanding of humane concepts, and moral maturity in students is to have the concepts incorporated into the school culture or curriculum (Daly & Suggs, 2010; Malcarne, 1983; Vockell & Hodal, 1980). The lessons taught by the regular classroom educator were most effective.

Even though the limited research supports the inclusion of humane work in the traditional classroom, a study of in-service educators completed by the Humane Literacy Coalition showed a lack of teacher understanding of the definition of humane education and little teacher understanding of related state laws and mandates (Itle-Clark & Forsyth, 2012). In phase one of a two-part study, educators, administrators, and policymakers ($n = 909$) were asked to complete a three-question survey in order to identify educator understanding of humane education and state requirements.

When asked to rank their familiarity with humane education, primary educators ($n = 149$; 57.9%), secondary educators ($n = 247$; 66.2%), and administrators and policymakers ($n = 39$; 85%) were only somewhat or very familiar with humane education (Itle-Clark & Forsyth, 2012). Additionally, a majority of respondents ($n = 167$; 57.2%) who lived in a state with a humane education requirement reported being unaware of any requirement.

In the second phase of the study, educators ($n = 179$) were asked to rate the importance of incorporating humane education into their work (Itle-Clark & Forsyth, 2012).

Of these respondents, 97% of primary school teachers ($n = 109$) felt that incorporating

humane education into their work was very important or somewhat important, with 70.27%

($n = 78$) saying it was very important. Secondary educators, while smaller in number,

reported that humane education combined with their work was very important or somewhat

important ($n = 47$; 100%). Humane education guidelines were reported by 70.88% to be

either very important ($n = 99$) or somewhat important ($n = 64$).

This 2012 study showed that educators had a high level of interest in humane

education, indicating that execution of school- and curriculum-based humane education is

possible. If humane education organizations can understand the needs of the credentialed

educator, resources and professional development can be created and will more likely be

embraced by the formal educator (Westerlund, 1965). Without training or professional

development, educators are not fully able to provide the necessary support to assist students

in developing humane behaviors or attitudes. Professional development would provide

educators with knowledge of how to incorporate humane concepts into standards-based

requirements.

Status of Humane Education Professional Development Offerings

Currently, few standards-based humane education professional development offerings

are designed for and available to formal educators nationwide. Programs such as Humane

Education Advocates Reaching Teachers (HEART) and the Humane Education Committee

of the New York United Federation of Teachers (UFT) are both New York-based groups

whose leaders advocate for inclusion of humane education in all K-12 grade levels. (It

should be noted that HEART initiated additional programs in Illinois in 2009, Indiana in

2011, and Oregon in 2012.) HEART and UFT direct their work toward educating

credentialed teachers in the area of humane education and providing resources that help meet humane education goals, as well as the required curriculum and state mandates.

RedRover, a California-based non-profit, offers the RedRover Readers program to train volunteers to visit classrooms and read humane-themed literacy while utilizing inquiry-based questioning techniques (Stokes, 2009). The RedRover program, while maintaining a strong connection to literacy standards and acting as a robust complement to Common Core Standards, does not require volunteers to be formal educators, nor that the program be fully incorporated into the curriculum. Formal educators can be trained in the program, and they can utilize the techniques in the classroom.

Groups that work on a more national level to provide professional development and support to educators include the Association of Professional Humane Educators (APHE) and Humane Society University (HSU), which offers the Certified Humane Education Specialist (CHES) program, as well as a new Graduate Certificate in Humane Education. APHE is a national organization incorporated in California. At the present time, membership consists predominantly of individuals who are associated with animal shelters and environmental awareness groups (Association of Professional Humane Educators, 2012). The focus of the Association, based upon the membership materials that are available, is to assist those in the informal education fields to reach schools and youth groups with the message of humane education. Similarly, the CHES program was founded in 2004 after the success of the National Association of Humane and Environmental Education *Teach Kids to Care* workshops, which were held predominantly for shelter-based humane educators. The CHES program began a process of revisions in 2007, opening the scope of the content so it would be relevant to both the informal educator and credentialed teacher. As of 2012, the

enrollment of individuals in the program of study includes an equal percentage of credentialed and non-credentialed educators (Humane Society University, 2012). In response to the success of opening up the CHES program to formal educators, HSU launched the Graduate Certificate in Humane Education in the fall of 2012. The graduate certificate provides a program of study in humane education

> as it relates to academic curriculum and educational culture. Educators will learn to strengthen humane pedagogy and integrate concepts of compassion into their instruction by utilizing innovative research and best practices while actively addressing barriers to student achievement and confidence. (HSU, n.d., para.1)

Three other programs provide university-level humane education. Duquesne University offers a Humane Leadership program designed for those who wish to work in animal protection. One course in the 36-credit core requirement is called *Studies in Humane Education* (Duquesne University, 2012). The Duquesne program is designed for those who wish to work in the managerial and leadership roles for humane organizations. The introduction to humane education allows potential leaders to learn about programs so they can be developed and lead in their future roles.

The second university program including humane education is Canisius College. Their Masters' of Anthrozoology requires 36-credit hours, with a course titled *Animals in Humane Education and Development* offered as an elective (Canisius, 2012). The Canisius program is intended to introduce the concept of "Anthrozoology by evaluating the history of human/nonhuman interactions, the categories into which humans have sorted animals, and a variety of science-based and value-based approaches to humans' inevitable intersection with other living beings" (Canisius College, 2012, p. 1).

Additionally, a Masters' of Education focused on humane education is available from Valparaiso University in conjunction with the Institute for Humane Education

(Valparaiso, 2012). According to the description of the program of study, it supports the professional development of educators in understanding humane concepts. Little standards-based work is required in the core or elective courses, however.

Of all the programs mentioned above, only the RedRover Readers program has been studied empirically. In the 2009 strength and weakness analysis, Stokes (2009) found that the strengths of the visiting reader program were that it aligned with literacy goals and assisted credentialed educators in adding high-interest topics to their lessons. It also provided a way for teachers to include humanistic and social and moral development modeling in the curriculum.

Connecting Humane Education with Broad Educational Movements

Humane pedagogy and humane education are not new or stand-alone programs. They are similar to a variety of current program offerings, including environmental studies, character education and proactive anti-bullying work, and social and emotional learning.

 Similar to ecopedagogy, the teaching practice that supports social justice and environmental education in the foundation of biophilia, which is a connection to the natural world, humane education can inspire curricular models (Freire, 2004; Kahn & Kellert, 2002). Education for Sustainable Development (ESD), or the combination of academic education and awareness of nature and the environment, contains three components (United Nations, 2005). Each piece builds upon the knowledge gained by the learner in the previous piece. The first component, learning about the environment, suggests that in phase one of education for sustainable development, a student needs a basic understanding of humane issues. In order to develop appreciation of the environment, learners build their understanding of

ecological concepts and theory with phase one praxis, and "through learning they can make and remake themselves" (Freire, 2004, p. 15).

Phase two of Education for Sustainable Development, education and learning in the environment, is the supporting component for the many experiential programs in existence (United Nations, 2005). Experiential education, such as Project Adventure, Youth Service America, Expeditionary Learning Outward Bound, and Boys and Girls Clubs of America allow students to use their personal voice to purposefully engage in first-hand knowledge and experience, allowing them to take action and reflect on what they did in order to contribute to their communities. Experiential components of humane and sustainable education also allow students to learn and practice leadership. The Association for Experiential Education reported that 26% of programs are interwoven into leadership programs, 23% into K-12 programming, and 12% into environmental education (Association for Experiential Education, 2011). Building the number of leadership opportunities allows students to continue the praxis from phase one.

Phase three, education and learning for the environment, is the sustainability component of the learning program in which students learn how to create change (Donaldson & Donaldson 1958; United Nations, 2005). This same breakdown of components supports all areas of humane education and service-learning. In many ways, ecopedagogy mirrors the obstacles faced by humane education. The definition remains ambiguous, programs are often perceived as political, and programs support the change of the hidden curriculum in learning and education (Freire, 2004; Illich, 1988; Kahn, 2010).

Teacher modeling of prosocial behavior can be built into a curriculum. Character education, anti-bullying, and social and emotional learning all fit under the umbrella of

prosocial behavior. Teacher modeling influences the behavior of students (Crick, 1996).

Modeled behavior in the classroom fosters intrinsic motivation in students, making

replication of the prosocial behavior likely. The best motivators do not include extrinsic

influences (Benabau & Tirole, 2005).

Professional Development and Educator Change

"Teacher development is the professional growth a teacher achieves as a result of

gaining increased experience and examining his or her teaching systematically" (Glatthorn,

1995, p. 41). Participant-driven professional development programs that engage teachers in

inquiry and reflective practices to improve their learning has been emphasized by many

researchers as a means to create change in educators skills and behaviors (Loucks-Horsley,

Love, Stiles, Mundry, & Hewson, 2003; Zeichner, 2006). Professional development allows

teachers to "contribute to their growth, and enhance their effectiveness with students

(Guskey, 2002, p.382). Sherer, Shea, and Kristensen (2003) recognized that educators often

facilitate "their own growth and development" through professional development activities

such as "conferences, workshops, and informal conversations" (p.187).

Birman, Desimone, Garet, and Porter's (2000) study of over 1,000 teachers who took

part in the federally funded Eisenhower Professional Development program identified *form*,

duration, and *participation* as "three structural features that set the context for professional

development" (p. 29). Activities with extended duration and which allowed participants

from a similar "department, subject, or grade" to discuss "concepts and problems" were those

most desired by educators (Birman et al., 2000, p. 30). Additionally, the same study

identified *content focus*, *active learning*, and *coherence* as "three core features that

characterize the processes that occur during professional development" (Birman et al., 2000,

p. 29). Successful professional development plans proven to improve pedagogical practice include

- Experiential, engaging teachers in concrete tasks of teaching, assessment, and observation that illuminate the processes of learning and development;

- Grounded in participants' questions, inquiry, and experimentation as well as profession-wide research;

- Collaborative, involving a sharing of knowledge among educators;

- Connected to and derived from teachers' work with their students, as well as to examinations of subject matter and teaching methods;

- Sustained and intensive, supported by modeling, coaching, and problem solving around specific problems of practice; and

- Connected to other aspects of school change. (Darling-Hammond & McLaughlin, 1995, p. 600)

Educator preference of professional development indicates that they prefer trainings that will provide new instructional methods based on practical and tangible concepts that can be utilized in the classroom immediately and that positively impact students (Fullan & Miles, 1992). Much like educational opportunities designed utilizing Freire's concept of consciousness-raising in which a learner wants to know new content, motivation plays a part in the success of any training provided to educators (Freire, 1970). Along with the desire for continuing education that is reflective of educational reforms, classroom and student need, educators want training that allows them to feel connected to and supported by grade or content-area peers (Parke & Coble, 1997). Teachers learn best when actively engaged and reflecting with other teachers (Darling-Hammond & McLaughlin, 1995).

Professional development programs that offer ongoing relationships and reflection and in which teachers receive feedback on classroom practice and strategies for change foster personal professional growth (Grossman, Wineburg, & Woolworth, 2001; Huffman, 2006; Loucks-Horsley, et al., 2003). Research indicates that "activities of longer duration have more subject-area content focus, more opportunities for active learning, and more coherence with teachers' other experiences than do shorter activities" (Birman et al., 2000, p. 30).

Summary

While many studies have been done on the topic of children and humane education, little research has been done in the field of humane education focusing on the teacher and the incorporation of strategies in the classroom. Vockell and Hodel (1980) and Malcarne (1983) indicated that when humane education is infused into the curriculum and school culture, student attitudes and prosocial actions are more positively impacted.

If the inference is to be made that the most effective way to incorporate humane education into the standard practice of teachers is to provide professional development, then support must be given to educators. Professional development designed to meet the needs of credentialed educators improves not only their attitudes about the value of the topic, but provides strategies for them to use and increases their efficacy in using recommended practices (Aspy, 1975). As schools and educators work toward developing humane curriculum, programs will include both academic and experiential components. Experiences that assist students in developing positive feelings toward self, others, and the environment will be necessary (Little, 1974). A common structure in humane professional development is needed so that educators can learn how to implement their new learning about humane pedagogy (Gusky, 1988). Desimone (2009) studied professional development and found that

five items should be present in order for the new information to be relevant and utilized in the classroom. Developmental activities and information should be focused on content, involve active learning, be coherent with educator "knowledge and beliefs" (p. 188), provide learning spread over a semester (ideally a minimum of 20 hours), and include collective participation, allowing content area educators or grade levels to work together.

Although professional development programs seem to be an optimal way to provide credentialed educators with the information needed to allow them to integrate humane pedagogy into the standards-based classroom, no empirical support yet exists for this position. Teacher workshops and trainings on humane topics in both pre-service and in-service development are meager, yet the modeling of humane skills (i.e., empathy, kindness, honesty, and responsibility) requires a constant and trusted presence, which is a role played by the classroom teacher. Through professional development training, educators can develop the skills to build a positive culture in the classroom, to expand critical thinking activities, and to provide instruction that helps students to evaluate information presented to them.

The study supports teacher training and the development of standards-based humane education pedagogy. Through an online learning community, participants discussed humane education and the ways in which it could be infused into the curriculum.

CHAPTER THREE: METHODOLOGY

This dissertation documents the impact of a standards-based humane education intervention for K-12 in-service educators. The intervention provided training on the topic of humane education, or the teaching of compassion and empathy for people, animals, and the environment, and it provided information about a proactive approach to building strong citizens and modeling positive behavior that does not develop naturally as individuals age. The purpose of the study was to evaluate the effectiveness of an online class designed to facilitate in-service teachers' inclusion of humane education in their classroom teaching. I examined the teachers' conceptions, understanding, and perceptions of the value of humane education, as well as their intent to include humane education concepts, and their knowledge of strategies for integrating humane education before and after the online class. This chapter includes the research questions, culture of inquiry, setting, participants, procedures, data analysis, and protection of participant rights.

Research Questions

The following research questions were addressed in this study:

1. In what ways do educators' conceptions and understanding of humane education change as a result of professional development?

2. In what ways do educators' individual perceptions of the value of humane education change as a result of professional development?

3. In what ways do educators' intent to include humane education concepts in personal pedagogical practice change as a result of professional development?

4. In what ways do educators' knowledge of strategies for integrating humane education into a classroom change after professional development?

5. What factors predict the intent to include humane education in the professional practice of a credentialed educator?

Culture of Inquiry

An action research mixed-methods design including quantitative and qualitative data was used in this study. "Research methods should follow research questions in a way that offers the best chance to obtain useful answers. Many research questions and combinations of questions are best and most fully answered through mixed research solutions" (Johnson & Onwugbuzie, 2004, p. 18).

Qualitative and quantitative methodologies are complementary to one another (Jick, 1979). The triangulated and combined use of more than one method validates the data of the phenomenon by supplying agreement among the methods (Denzin, 1978; Jick, 1979). "Qualitative data and analysis function as the glue that cements the interpretation of multimethod results" (Jick, 1979, p. 9).

Action research, a term coined by Kurt Lewin, is research involving the interactive inquiry process (Adelman, 1993). It combines problem solving and data-driven analysis to help researchers understand reasons for circumstances and actions. Action research enables researchers to make predictions about ongoing change (Reason & Bradbury, 2009). Action research includes a four-step process: identifying the focus, collecting data, analyzing data, and developing an action plan (Mills, 2007).

Through action research, revision of the professional development course will best meet the needs of educators who take the course in the future. The utilization of a combined action research and qualitative approach is appropriate for this study involving educators because the professional development course in humane education utilizes numerous creative and writing activities. The materials produced allowed me to provide feedback that was both for the whole group and the individual student. Additionally, the materials produced

afforded a way to gain understanding of participant thoughts and knowledge. Qualitative research and specific study examples can therefore be used as a rationale or justification for a specific reform to pedagogical practices (Creswell, 2003; Creswell, 1998).

Setting

The research included the use of the e-learning platform, Blackboard Learn ANGEL. I developed a course titled *Standards for Success in Humane Education* for the study in which participants engaged in eight weeks of learning about humane education. Each week had a general course discussion forum, a course folder containing weekly readings, and a course folder containing the weekly assignments. Participants communicated through discussion boards and by submitting assignments using the platform drop box. All course files are kept at Humane Society University, and all assignments and records are protected by the Family Educational Rights and Privacy Act (FERPA) policy. All identifying student records are maintained by the university and are private to the student.

Participants

I invited credentialed K-12 in-service educators from the United States to participate (see Appendix B). Educators were recruited through the United Federation of Teachers elementary education group, Humane Society University e-news and Facebook page, and by asking members of the Association of Professional Humane Educators to share the study announcement with credentialed educators in their area. Additional teachers from local schools were invited to participate. Participants were asked to identify the state in which they live and subjects they are certified to teach prior to the course. They were also asked to provide their state ID or a copy of licensure. Those who qualified received enrollment information. Those who did not qualify received a rejection letter (see Appendix C) via

email or traditional mail informing them that they did not qualify for the study, but informing them that they may still register for the course in future terms when it may be offered.

The course enrollment cap was 30 students. If more than 30 individuals had applied to participate, two classes would have been offered. Those who applied after the cap for two classes has been met would have been sent a rejection letter (see Appendix D) via email or traditional mail informing them that the course was closed, but that they could still register for the course in the future terms when it may be offered. Any person who was not eligible for enrollment was also sent information about where they could find free or low-cost humane education materials.

<center>**Procedures**</center>

One online class of in-service teachers received an intervention (humane curriculum instruction) for eight weeks. Educators received a pre-survey (see Appendix E) prior to the instruction. During the pre-survey, they shared their conceptions, understanding, and individual perception of the value of humane education. They also shared their intent to include humane education concepts in their personal pedagogical practice and their knowledge of strategies for integrating humane education into a classroom understanding, as well as their perceived value of humane education, knowledge of strategies for integrating humane education into curricular work, and intent to teach humane education. They then engaged in a humane education intervention. Throughout the eight-week intervention, participants took part in on-line discussions and assignments that allowed them to share their knowledge and ideas with the instructor and classmates. A post-test (see Appendix F) was given to assess these four areas at the end of the class. This information was also analyzed. This section includes details about the pre-test, intervention course, and post-test.

Pre-test

        A 16-item open and closed-ended question pre-test was administered via the

Blackboard Learn ANGEL online platform using the survey-development program prior to

the beginning of the professional development course (see Appendix E). The pre-test

allowed educators to share their conceptions, understanding, and individual perceptions of

the value of humane education. For example, participants were asked in question five to rank

their familiarity with humane education on a Likert Scale with 1 being *strongly disagree* and

5 being *strongly agree*. Additionally, the pre-test asked educators to share their knowledge

of strategies for integrating humane education into a classroom, their understanding and

perceived value of humane education, their knowledge of strategies for integrating humane

education into curricular work, and their intent to include humane education concepts in their

teaching. Both questions eight and nine were Likert Scales with 1 being *strongly disagree*

and 5 being *strongly agree*. Question eight asked participants if it was important for teachers

to incorporate humane education into lessons, and question nine asked participants if they are

familiar with instructional strategies to plan and teach different kinds of lessons containing

humane-related content. The qualitative and quantitative questions allowed me to understand

the experience of the educator and baseline knowledge of each participant.

Intervention

        The course consisted of eight weeks of readings and assignments. (See syllabus in

Appendix G.) Weekly content included instructor-provided journal articles, humane

education reference materials, and online materials from both formal educational sites and

humane education resource groups. Participants were responsible for reading the required

materials and responding to discussion forum questions. Participants were required to

complete a minimum of three posts each week. One post was an original response pertaining

to the weekly readings in which participants referenced not only course materials, but also

self-selected outside resources. Additional weekly posts required students to build upon the

original posts of others and continue or question the ideas presented. Sample discussion

forum questions include

> Week One—Think back to your definition of humane education before you
> completed the readings. Did the content reaffirm or change your thoughts in any
> way?
> On which aspects of humane education do you plan to focus? Would any of these
> topics be considered controversial? Have you planned how you might deal with
> concerns expressed about controversial topics?

> Week Three—Think about a student who does not see humane behavior modeled in
> the home. This may be a student who comes to your program with much on his or
> her mind, and he or she may not be used to seeing or hearing certain things. For
> example:

> *I once had a young man in my classroom who came from a very rough home life. He
> was often hungry and dirty, and food was his main concern. He was not used to
> being told he was good at things, and he did not have a lot of practice in looking out
> for the well-being of others. He also lived in a home where care for companion
> animals was not valued the same way we would value it. The modeling he saw
> regarding the treatment of others and family pets was very different than the
> modeling he saw in our classroom.*

> **Assignment**: In situations such as the above, how can you, a humane educator, use
> your knowledge of education versus indoctrination to help build a social norm that
> includes humane ideas? These may be ideas related to the culture of the classroom or
> a lesson being taught. Please use the course readings from the past two weeks and
> your favorite search engine to locate additional information and post at least two
> suggestions you find. Please describe how each supports humane education.

Each week, participants were also required to complete a minimum of one course

assignment or quiz. The course assignments and quizzes were placed in Blackboard Learn

ANGEL Drop Box or Quiz folders. Sample assignments included the following items:

> Week Three—Locate the standards for your state and read through the ***health***
> standards. Choose two or three standards and brainstorm a list of ways that your
> current humane education lessons fit into the state standard. If you have not
> developed any lessons yet, brainstorm a list of how humane topics can be covered
> while teaching each standard.

In your submission, please be sure to tell me what state and specific standard you have chosen before you begin each list.

Please include the following in your submission:
Choose and list:

-state
-grade level
-two or three standards [Please note: standards are often written in a specific manner. (Example: CA Kindergarten Health 1.2. N Identify a variety of healthy snacks)]
-ideas for teaching each standard including humane education

Week Four—Please answer the following questions:

1. Is character education or social and emotional learning mandated or encouraged in your state? (You may wish to use the links provided in the course this week.)

2. Are character education, social and emotional learning, or anti-bullying programs being implemented in schools in your community? Please choose one of the options below to find out and answer the questions in the item you select:

   a. Contact teachers or other school officials and search online to find out. Describe the specific school program(s) and their content. What aspects of humane education are included (animal welfare, environmental, social justice)? Describe how you could possibly work within this program.

   b. Choose one or two local schools. Study their website(s) and do a search (using Google, Yahoo, Bing, etc.) for "[their name] and character education". Describe any character programs and the specific school program(s) and their content. What aspects of humane education are included (animal welfare, environmental, social justice)? Describe how you could possibly work within this program.

3. Have the programs been evaluated to determine their effectiveness? If so, what were the results?

The course also required participants to develop lesson plan ideas connecting academic content to humane education content. In week three participants brainstormed the way in which humane education could connect to academics, specifically health or science education. Weeks six and eight required participants to craft full lesson plans to use in their future classroom work. Week three and six assignments were open to peer review, thus

allowing the participants to ask questions of one another and to provide suggestions or additional resources.

Post-test

A 16-item open and closed-ended question post-test was administered via the Blackboard Learn ANGEL online platform using the survey-development program at the end of the professional development course. The post-test allowed educators to share their conceptions, understanding, and individual perception of the value of humane education, as well as their intent to include humane education concepts in personal pedagogical practice. Additionally, educators shared their knowledge of strategies for integrating humane education into a curricular work, their knowledge of strategies for integrating humane education into curriculum, and intent to teach humane education. The qualitative and quantitative questions allowed me to understand the growth in knowledge of the participants and how or if they believed they will be able to incorporate humane-themed concepts into their personal pedagogical practices.

Data Analysis

Quantitative Data

In the quantitative phase of the study, the data from the pre- and post-tests were placed into the IBM Statistical Package for the Social Sciences (SPSS), Version 19.0. I ran the descriptive statistics to provide a basic understanding of the participants and their knowledge of humane concepts. I ran paired-samples *t* tests to examine differences in teacher familiarity, intent to include, and the subjects into which teachers felt they could incorporate humane education.

Qualitative Data

The qualitative data from the study were placed into the ATLAS.ti qualitative data analysis program. The program allowed for comparison among discussion forum topics during the eight weeks. The discussion forum narratives and submissions in which participants shared their own experiences were coded with themes and points of emphasis (Riessman, 1993).

I coded the discussion forum transcripts and used constant comparison analysis (Glaser, 1965) to understand participant conceptions, understanding, and individual perceptions of the value of humane education, as well as intent to include humane education concepts in their personal pedagogical practice. These practices included classroom culture and lesson plans. Other items that were coded included knowledge of strategies for integrating humane education into a classroom, understanding and perceived value of humane education, knowledge of strategies for integrating humane education into curricular work, and intent to teach humane education.

During open coding, data were analyzed, examined, and categorized (Strauss & Corbin, 1990). I reviewed word count and frequency for each theme or category in this initial coding and analysis. Axial coding, following the initial categorization, placed data together "in new patterns after open coding, by making connections between categories" (Strauss & Corbin, 1990, p. 96). Patterns indicating change in each theme were noted, and sub-themes and categories were developed as needed.

Protection of Participant Rights

The study involved an eight-week course in which participants shared and conversed in discussion forums. Participants were asked to share experiences in their lives, the lives of

their students, or occurrences in their classroom that were related to humane education. While the discussion questions and assignments were not designed to be overly personal or sensitive, in any group discussion, there is a risk that material may feel uncomfortable or beyond a level a participant wishes to disclose. Participants maintained the right to disclose only that which they felt comfortable sharing. Additionally, the coursework was designed around the work done in personal classrooms and teaching methodology. Most questions did not relate to personal information that could place a participant in an uncomfortable situation.

Pre- and post-tests were placed into the IBM Statistical Package for the Social Sciences (SPSS), Version 19.0. Participants' names were separated from the data for review, with each participant receiving a number. Data will be stored electronically on a password-protected computer for which only I have the password until five years after the study has been completed. Hard copy files will be stored in a locked file cabinet in my home for five years after I have completed the study. Data will be deleted five years after the completion date. All files will be deleted, and hard copy materials will be shredded at that time.

Intervention materials, including course content and readings, discussion forums, and assignments will be stored on the Blackboard Learn ANGEL course platform and are part of the Humane Society University system. All course and student records will be protected by FERPA. Finally, potential participants were provided with the Informed Consent form upon registration and approval of proof of certification. Participants received the Informed Consent form via email. Forms were returned via electronic or hard copy and were received before the course start date.

Summary

In conclusion, an action research mixed methods design including quantitative and qualitative data was used for this study. Credentialed educators participated in an eight-week standards-based humane education intervention housed through Humane Society University and on the Blackboard Learn ANGEL platform. Participants completed a pre-test before receiving the intervention materials. During the eight-week intervention course, participants completed readings and assignments, and they participated in discussion forums. Upon completion of the course, participants completed a post-test.

The multi-layered nature of the research questions allowed for both qualitative and quantitative exploration. Analyzing both pre- and post-tests and participant discussion permitted understanding of credentialed educators' conceptions, understanding, and individual perception of the value of humane education, as well as their intent to include humane education concepts in their personal pedagogical practice, their understanding and perceived value of humane education, their knowledge of strategies for integrating humane education into curricular work, and their intent to teach humane education.

CHAPTER FOUR: RESULTS

In this study, I explored the ways in which credentialed educators conceptualized, understood, and perceived humane education, as well as their intent to include humane education in personal practice and their knowledge of strategies for integrating humane education concepts into their classroom work. The results of the study are presented in this chapter. The five research questions reflect the emphasis of the study, which was to identify how professional development assists credentialed educators in understanding, valuing, utilizing humane education concepts in their pedagogical practice, and factors that influence intent to include.

Research Questions

The following research questions were addressed in this study:

1. In what ways do educators' conceptions and understanding of humane education change as a result of professional development?

2. In what ways do educators' individual perceptions of the value of humane education change as a result of professional development?

3. In what ways do educators' intent to include humane education concepts in personal pedagogical practice change as a result of professional development?

4. In what ways do educators' knowledge of strategies for integrating humane education into a classroom change after professional development?

5. What factors predict the intent to include humane education in the professional practice of a credentialed educator?

Demographic Information

The population of participants in this study included credentialed teachers, administrators, and librarians from a variety of states in the United States, British Columbia, and Vietnam. Twenty-five educators took part in the pre- and post-survey, as well as the professional development course. The largest number of participants, as shown in Table 1,

came from educators certified in Pennsylvania ($n = 3$, 12%), with two educators each from Arizona, British Columbia, Maryland, North Carolina, and New York ($n = 2$, 8%), and one each from California, Connecticut, Florida, Georgia, Illinois, Louisiana, Massachusetts, New Jersey, Ohio, Utah, Wisconsin, and Vietnam ($n = 1$, 4%). Most educators were currently teaching in the same state in which they held certification (see Table 2). One difference noted is that the educator certified in New Jersey was currently teaching in Maryland.

Table 2

State or Country Issuing Participant Certification

State or Country	*n*	%
PA	3	12.0
AZ	2	8.0
British Columbia	2	8.0
MD	2	8.0
NC	2	8.0
NY	2	8.0
CA	1	4.0
CT	1	4.0
FL	1	4.0
GA	1	4.0
IL	1	4.0
LA	1	4.0
MA	1	4.0
NJ	1	4.0
OH	1	4.0
UT	1	4.0
WI	1	4.0
Vietnam	1	4.0
Total	25	100.0

Table 2

State in which Participant was Teaching

State	*n*	%
PA	3	12.0
MD	3	12.0
AZ	2	8.0
British Columbia	2	8.0
NC	2	8.0
NY	2	8.0
CA	1	4.0
CT	1	4.0
FL	1	4.0
GA	1	4.0
IL	1	4.0
LA	1	4.0
MA	1	4.0
OH	1	4.0
UT	1	4.0
WI	1	4.0
Vietnam	1	4.0
Total	25	100.0

As shown in Table 3, the highest percentage of participants were secondary educators ($n = 11$, 44.0%) who taught grades 7-12. The next highest group of participants were primary educators ($n = 10$, 40%), who taught grades K-6.

Table 3

Roles of Participants

Role	*N*	%
Secondary (7-12)	11	44.0
Primary (K-6)	10	40.0
Substitute	2	8.0
Administrator	1	4.0
Librarian	1	4.0
Total	25	100.0

Seventeen of the participants taught multiple grades (70.8%), with two participants each teaching grade five, grade seven, and acting as a substitute teacher (8.3%). One participant was an administrator (4.2%); (see Table 4). Ten of the educators primarily taught language arts (41.7%), with 4 (16.7%) reporting that they taught science, and 3 (12.5%) responsible for teaching character education (see Table 5). Secondary subjects (Table 6) taught by participants included language arts (*n* = 3, 27.3%), social studies (*n* = 2, 18.2%), and technology (*n* = 2, 18.2%).

Table 4

Grades Taught by Participants

Participant Grades	*n*	%
Multiple Grades	17	70.8
5th	2	8.3
7th	2	8.3
Substitute	2	8.3
Administration	1	4.2
Total	24	100.0

Table 5

Primary Subjects Taught by Participants

Subjects	*n*	%
Language Arts	10	41.7
Science	4	16.7
Character Education	3	12.5
Special Education	2	8.3
Administration	1	4.2
Art	1	4.2
Math	1	4.2
Substitute	1	4.2
Theater	1	4.2
Total	24	100.0

Table 6

Secondary Subjects Taught by Participants

Subjects	*n*	%
Language Arts	3	27.3
Social Studies	2	18.2
Technology	2	18.2
Character Education	1	9.1
Science	1	9.1
Special Education	1	9.1
Math	1	9.1
Total	11	100.0

State Requirement

When participants were asked to report whether or not they were required by their state or country to provide instruction in humane education, 12 (48%) reported that there was no requirement, and 9 (36%) reported that they were unsure if there was a requirement or not. Only 4 (16%) reported that they were required to teach a form of humane education. Upon review of the state laws or mandates in the states in which participants were teaching, in reality, 8 participants were teaching in states that required instruction in humane education, and 14 taught in states where there was no requirement. Two of the states with no requirement, Louisiana and Wisconsin, allow for optional humane education instruction (Humane Education Advocates Reaching Teachers, n.d.).

State requirements or mandates.

The teaching of humane education is required or allowed by mandate in 15 states. Each state has varying rules; some states, such as Pennsylvania, require humane education

only up until grade four. Other states with a law or mandate focus their law on only one

component of humane education. For example, Tennessee law includes a description that

environmental education resources will be made available to teachers (HEART, n. d.). Study

participants from the United States showed a limited knowledge of state humane education

requirements. Of the 25 educators in the study, 22 were from the United States. Eight

participants were from states that had a humane education requirement, yet only 4 reported

any type of humane education requirement.

When participants were asked if a law or mandate should exist to support humane

education, reactions were mixed. One administrator noted,

> Laws or mandates that have nothing backing them are basically worthless. In my
> state, most teachers have no idea that most mandates exist. If there is not
> standardized test or possible financial implication, schools don't feel required to pay
> attention to it.

An elementary teacher felt that humane education was essential and stated,

> I feel humane education is important and should be part of our training and required
> by law. Most of us became teachers to help students and this is one strategy that is
> left out of our of college courses.

A secondary educator was undecided about mandated humane education,

> Our schedule is so busy that to require something else might mean that we have to
> give up time for another subject. I agree that there is a way to incorporate humane
> education into various subjects and think professional development to help teachers
> learn to include humane education in that manner might be most effective. I am
> afraid that if a mandate is passed it will be problematic.

Humane education laws and mandates as they exist have few penalties and are a

statement of legislative support. None of the current laws or mandates has financial backing;

in fact, California describes that the State Board of Education shall add components of

prosocial education including animal welfare education and anti-hate education "as long as

the board's actions do not result in a state mandate or an increase in costs to a state or local

program" (California Education Codes, n. d.). Educators are not required to learn about humane education, nor do states show support for existing mandates. This does not support professional development related to prosocial activities.

Answers to Research Questions

The purpose of the study was to evaluate the effectiveness of an online class designed to facilitate in-service teachers' inclusion of humane education in their classroom teaching. Educators' conceptions, understanding, and perceptions of the value of humane education, as well as their intent to include humane education concepts, and their knowledge of strategies for integrating humane education before and after the online class were examined. Educators received a pre-survey (see Appendix E) prior to the instruction. They then engaged in an eight-week humane education intervention. Throughout the course, Standards for Success in Humane Education, participants took part in on-line discussions and assignments that allowed them to share their knowledge and ideas with the instructor and classmates. A post-test (see Appendix F) was also given to assess these four areas at the end of the class. This information was also analyzed. This section includes details about how data were generated for each research question.

Changes in Educators' Conceptions and Understanding of Humane Education

Research Question 1 was, "In what ways do educators' conceptions and understanding of humane education change as a result of professional development?" Participants grew significantly in their familiarity with humane education based on results of a paired-samples t test from the pre-survey ($M = 4.08$, $SD = 1.06$) to the post-survey ($M = 4.54$, $SD = .51$), $t(23) = -2.41$, $p = .024$, Cohen's $d = .55$. In the pre-survey, 18 of the participants (72%) reported that they strongly agreed or agreed that they were familiar with

humane education. Post-survey results showed that 24 participants (100%) reported that they

strongly agreed or agreed that they were familiar with humane education (see Table 7).

Table 7

Familiarity with Humane Education at Pre-Survey and Post-Survey

Scale	Pre-Survey		Post-Survey	
	n	%	n	%
Strongly Agree	11	44.0	13	54.2
Agree	7	28.0	11	45.8
Neither Disagree or Agree	4	16.0	0	0.0
Disagree	3	12.0	0	0.0
Strongly Disagree	0	0.0	0	0.0
Total	25	100.0	24	100.0

Prior to the intervention, which was the humane education professional development

course, Standards for Success in Humane Education, educators were asked to define humane

education in their own words. Each response was reviewed and compared with the definition

of humane education used by the Humane Literacy Coalition and defined by the National

Association of Humane and Environmental Education as teaching "compassion, a sense of

justice, and a respect for all living creatures" (Savesky & Malcarne, 1981, p. iii). For the

purpose of the survey, this was considered compassion and kindness to people, animals, and

the environment. In the pre-survey results, 32% ($n = 8$) of the educators included the full

spectrum of humane education in their definition, including components of compassion and

respect for people, animals, and the environment. Twenty-four percent ($n = 6$) described the

importance of compassion, respect, and empathy as a tenet of humane education; however,

they did not define the scope of the educational reach. Individuals who defined humane

education as kindness and compassion to only animals in the pre-survey made up 24% ($n =$

6) of the participants, with 8% ($n = 2$) of participants defining humane education as teaching

compassion to people and animals or compassion to animals and the environment. (See

Table 8.)

Post-survey results indicated growth in the understanding of humane education, with

20 (80%) participants defining humane education as the teaching of kindness and compassion

to people, animals, and the environment. While 18 participants (72%) may have initially

reported in the pre-survey that they "strongly agreed" or "agreed" that they were familiar

with humane education, 10 participants (40%) noted a change or growth in their definition

after completing the first course assignment.

Table 8
Participants' Definitions of Humane Education at Pre-Survey and Post Survey

Definition Components	Pre-Survey		Post-Survey	
	n	%	*n*	%
People, Animals, and the Environment	8	32.0	20	80.0
Animals	6	24.0	0	0.0
Compassion, Respect, and Empathy	6	24.0	0	0.0
Animals and the Environment	2	8.0	0	0.0
People and Animals	2	8.0	3	12.0
People and the Environment	1	4.0	2	8.0
Total	25	100.0	25	100.0

In the week one assignment, participants were asked to reflect on the definition of humane education that they provided in the pre-survey. Participants read journal articles and stories from educational publications which provided a variety of professional views of humane education and related prosocial topics. The assignment was looking to see if educators felt their definition of humane education stayed the same or changed in any way.

One educator noted that her definition may have included all components of humane education, but that she did not necessarily weave each piece together in the way they impacted one another.

> Up until reading the articles, I had thought of myself as an "all-inclusive" humane educator who not only teaches the welfare of our animals, but also in making that connection to peace and environmental education. This has helped me to see that humane education is perhaps more of a gestalt whereby all of the pieces come together to create the wholeness of compassion for life.

Humane education, for the purpose of this study, is inclusive of animal welfare education, environmental education, and social justice or civic education. Environmental education was a component that two secondary educators indicated that they did not include in the initial definition.

> I believe I had done a fairly good job with the various components of humane education, but believe I could have included the component of environmental education into my definition.

> After reading this week, my initial definition of humane education has not only been reaffirmed, but expanded. My initial definition was how humane education is the teaching of kindness, fairness, and social justice for all, but now it has been expanded to also include the teaching of environmental education. I personally have learned the connection between animal welfare and sustainable development, but I didn't initially include that in my definition.

Similarly, even those who taught components of humane education felt that they would add to their lessons. An elementary educator stated that she created lessons that were

age-appropriate and focused on the positive components of animal welfare education, but that she could include more topics in her lessons.

> After reading this section, I am not so sure I am doing all I can. I have always focused on the "positive" side of animal rights and teaching that animals have feelings like us–treat them as you want to be treated yourself.

The definitions and descriptions of humane education provided in the course assignments were broader than participants anticipated. Two participants indicated that they felt their initial definitions were complete and then realized that they may have left components out of their pre-survey definitions.

> The content actually expanded my incomplete definition. The readings truly reaffirmed and expanded my thoughts. Its endless boundaries reach those of each ocean, each child's tear at a lost puppy, each mother cow's cry at her newborn calf.

> I initially felt my definition of humane education was on track. After doing the readings, my interpretation of this subject matter was propelled into further immeasurable bounds.

One elementary school teacher shared the overwhelmed feeling she had when she first realized that humane education was more than animal welfare education.

> Wow, humane education is a lot more than I first thought. I never even thought about saving the oceans, rainforests, etc. . . . It's a little overwhelming, to tell you the truth.

Changes in Educators' Value of Humane Education

Research Question 2 was, "In what ways do educators' individual perceptions of the value of humane education change as a result of professional development?"

In the pre- and post-surveys, participants were asked to describe the value they placed on humane education, as well as to describe their feeling of importance for incorporating humane education into classroom work. Questions in the surveys were Likert Scales in which participants could strongly agree, agree, neither agree or disagree, disagree, or strongly

disagree. Additionally, during this week, three discussion questions were posed to students

asking them to share how humane education connects to academic and community work.

As shown in Table 9, participants' feelings that humane education was an important

inclusion in classroom lessons did not change significantly, on a paired-samples *t* test from

the pre-survey (*M* = 4.67, *SD* = .56) to the post-survey (*M* = 4.83, *SD* = .51), *t* (24) = -1.45, *p*

= .162, Cohen's *d* = .33. In the pre-survey, when asked whether humane education was

important as part of regular lessons, a majority of participants reported that they agreed (*n* =

4; 16.7%) or strongly agreed (*n* = 20, 83.3%).

Table 9

Extent Participants Agree on the Importance of Incorporating Humane Education into

Classroom Lessons

Scale	Pre-Survey		Post-Survey	
	n	%	*n*	%
Strongly Agree	20	83.3	18	72.0
Agree	4	16.7	6	24.0
Neither Agree or Disagree	0	0.0	1	4.0
Disagree	0	0.0	0	0.0
Strongly Disagree	0	0.0	0	0.0
Total	24	100.0	25	100.0

The participants were inclined to value humane education before they began the

course. In fact, 22 of the participants (88%) focused on the importance and value of humane

education as part of regular classes in the week one assignment. Additionally, 12 (48%)

described how humane-themed topics could assist students in connecting academics to real-world situations.

When participants were asked how humane education connects to academic and community work in the week three assignment, participants noted ways in which humane-themed topics such as animal welfare or social justice issues built into comprehensive education increased understanding of how theoretical academic topics connect to real community and global concerns:

> Humane education is not a limited process; it is expressed throughout the lives of the learners. Instead of telling students what to do, we should show them and let them experience and understand. It takes place every day in our life and is always there.

One of these participants asked why the inclusiveness of the ecopedagogy movement was not embraced in the United States.

> Note the inclusive ecopedagogy movement most associated with the work of Paulo Friere. It is being so accepted in third world countries. Why is this so controversial in America?

Another educator described how humane education could help students connect to the subject matter in an effective way.

> As I read more about sustainable development, I thought about the classes in middle and high school that seem abstract, theoretical, and disconnected from anything else. How much more could resonate with students if connected to the real world?

In weeks one and three, 8 (32%) other participants described how humane education and moral development are a natural part of the work they were doing. One elementary educator stated that she includes social and emotional learning in her lessons.

> As an early childhood educator, much of my job is to build socio-emotional development into other learning domains. I also believe that young children are social learners, and by providing them with positive experience in social grouping,

school, etc., you can create new schemas for children–within a specific cognitive growth time frame.

A secondary teacher identified inquiry-based teaching as a partner to humane education and that it allows for stronger teaching and less indoctrination.

Often times, it seems humane ideas are already well incorporated into mainstream curriculum, without it being declared "humane education." Inquiry-based learning, for example, allows children to learn social concepts in an interactive manner. I enjoy that it allows for multiple perspectives and makes it easier for me, as the teacher, to stray from indoctrination and work towards critical thinking.

Violence

In the week three assignments, educators were provided with an example of a student who did not receive basic care at home and who did not receive modeling of humane behaviors at home. Participants were asked to use their knowledge of education and critical thinking versus indoctrination to build a classroom social norm that included humane ideas. Discussion focused on the connection between violence to people and animals. Eleven participants (44%) suggested that they had observed the relationship between violence to animals and violence to people in their classroom, and that humane education instruction could be a factor in decreasing the amount of violence in schools or communities. Similarly, participants noted that as classroom teachers, they were in a position to hear children's stories about how they or others had abused animals. Teachers who are provided with knowledge to recognize the signs of abuse can more readily report animal abuse to the proper agencies or school officials. Two participants who taught only students who were labeled "at-risk," noticed that their students had discussed violent topics.

I work with special education students with emotional and behavioral problems. The way they talk sometimes is quite scary; these kids are textbook examples of the relationship between violence and lack of compassion toward animals.

In my facility, the students are at their last stop before a detention center. Many of them have experienced violence at home, and in the stories they tell, it is obvious that the violence involves the whole family—the adults, the kids, and the pets. These kids have never heard about kindness to others or social responsibility. They are just trying to survive.

Four other participants noted that students who were victims of abuse or witness to violent behavior were more likely to model that violence. The same participants also described the influence that prosocial modeling, or the reinforcement of prosocial actions designed to reinforce positive social and interpersonal skills while negating "pro-criminal actions and expressions," had on their students (Trotter, 2009, p. 142). The term *prosocial modeling* is also often used to describe a collaborative problem solving and role clarification approach (Trotter, 1999). Prosocial modeling is taught through humane education and encourages prosocial attitudes and behaviors when students see positive actions from their teacher.

One educator noted that his students had learned to be violent too and that humane education was a way to provide prosocial replacement behaviors.

True violent kids have been taught to be violent. In some cases, the individual who acts in an inhumane way is an abuse victim. In other cases, they lack the capacity to feel empathy because of an organic/ real world medical condition. In others, the meanness of the streets taught the individual violence. I work with childhood psychiatric patients. The facility where I work is undergoing a philosophical shift in the way students will be helped. They are actually proposing that the best treatment for psychiatric issues may be prosocial education, so a person with antisocial tendencies is taught replacement behaviors.

One administrator shared an experience from her school that led to student mental health evaluations and which pointed to familial violence.

I believe the aspect of humane education that I feel I might focus on is that of the violence connection. I have experiences with animal abuse by my students, which led to criminal charges and also mental health evaluations. Animal abuse is not only a

personality flaw in an abuser, but is often a symptomatic indicator of a deeply disturbed family. In Arkow's article, we are reminded that there was a call for interagency cooperation in the detection of child abuse and cruelty to animals. As Selby stated in his article, studies have found that the triad of cruelty to animals, bedwetting, and fire-setting in childhood is a strong indicator of likely violent behavior in adulthood.

An elementary school educator indicated that students may share stories of violence in the home through stories in which the family pet or an animal is the main character.

I wonder if, given the strong connection between pet and family violence and the impact on community violence, if humane education is not a great way to talk about such issues without a personal stigma? Meaning, most children who come from homes where there is abuse do not have an outlet to talk about feelings until the problem is brought out directly through outside intervention. By discussing the issue of appropriate care and treatment of animals and resources for those in need, it perhaps gives a child who is suffering a frame of reference and/or a voice.

One educator noted that pets in violent homes are used as pawns to control those in the family who care for the pet.

Many children who live with abuse have their pets used as pawns; threats of violence against their pets if they do not cooperate and the prevalence of incidents of killing animals among the young incarcerated men in prison was startling.

Moral development.

Seventeen educators (68%) discussed humane education as a means to teach value and moral development or modeling of character traits. Six (24%) teachers in assignment two likened the inclusion of humane education in classroom work to that of character and anti-bullying education.

I am especially interested in the social justice aspect of humane education and the link. I agree that bullying is a huge issue, and humane education is an incredible tool to teach people compassion and respect for all.

One elementary educator stated that humane education could help to broaden the work of her

character education requirement.

> We are supposed to teach character education in our school. Humane education is a
> perfect fit with the program requirement. In fact, the ideas we are learning are
> actually broader than what we have done in the past because they bring in not just the
> importance of kindness to people, but also kindness to animals and the community.

A participant identified humane education as a way to include moral development into

classroom work.

> I had never really thought about humane education as a moral lesson, but as I read
> *Morality and Education*, I have to realize that humane education is vast. With
> compassion and kindness as a start, they [children] are eventually taught what is
> morally and socially acceptable.

An upper elementary teacher noted that humane education is a way to include both human

and non-human animals in anti-bullying and character education lessons.

> Humans are not the only ones who can be bullied. Bullying can start with being
> inhumane in animals. Lessons can be taught how to properly interact with and care
> for animals. In turn, extension activities about how to properly interact with and care
> for one another within our classroom, homes and communities can be taught.

Prosocial education frameworks.

In week five, participants were introduced to a variety of prosocial frameworks

including humane education, environmental education, peace education, social and emotional

learning, service-learning, and experiential learning. Educators were asked to describe how

humane education related to the frameworks. Nineteen teachers described the ways in which

they felt humane education connected to other frameworks of prosocial development. One

elementary educator described why humane education content is important, but that in the

past she did not connect it to other frameworks.

It is imperative that humane education programs be incorporated into all education, in my opinion. After working for five years in my school and seeing the need for daily character, I am still not able to even really touch on broader humane education. Impacting lives takes time and consistency and commitment. I see that it will be more important than ever to advocate for connections of frameworks and do what I can to enhance my classroom culture and to share it freely and passionately with my colleagues.

An elementary education teacher noted how a lesson that combined character education, social and emotional learning, and animal welfare education would teach life skills and allow for lessons to be taught in a way that was free of judgment.

I believe a great place where humane education can be included and work wonderfully is within after school programs. When I was a Drug and Alcohol Prevention Director in 2002, I did a character education program in two different housing projects and the kids really enjoyed the lessons. Including animals and not just humans would give the kids a whole new perspective on these lessons and let them work through new behaviors without any of the perceived judgment that might come if told how they have to treat each other. I really do think they would enjoy learning how to work together to take proper care of a pet and in turn, they would be learning valuable life skills.

The frameworks presented in the lesson had related content, and educators noted how themes were woven together. One participant described the similarities between the frameworks of character, humane, and anti-bullying education and noted that each had similar teachings of respect.

In terms of character education and anti-bullying programs, the elements of effective programs are the same as humane education. Character education applies to our relationships with animals as well as people. As teachers, we can build on the lessons that are already part of the components of these other programs. For example, the character trait of respect means following the golden rule and treating others the way we would like to be treated—with courtesy, dignity, and consideration for their feelings and needs. This applies to all non-human animals, as well. Responsibility means thinking ahead about how your actions might affect others and this includes considering if you can give animal companions the care they require before you get them and never have to face getting rid of them. Kindness and care means putting the

needs of others above your own wants and needs and not putting your own wants above the greater good.

A secondary educator who had incorporated social and emotional learning (SEL) into her work stated that SEL and humane education are similar to tenets of character education.

The goals of humane and social and emotional learning (SEL) programs share many of the same skills as the pillars of character education. The goals of SEL programs are to foster the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Indoctrination and critical thinking

Twenty-one participants (84%) in assignment two, when asked to think about the difference in lessons that indoctrinate and those that do not, described the way in which humane education lessons taught through factual and non-judgmental methods assisted students in developing critical thinking skills. One elementary educator likened critical thinking to students expressing personal concerns and learning how to treat one another.

It encourages people to think critically and question things, which can also be used as a tool towards social action and a better understanding of the world and people around us. It may also be an outlet for young people to express a concern that they may have in their home. Showing the care we should provide to animals and each other through humane education can also be a benchmark for young people to see the potential for how people should be treated.

Two secondary educators noted that lessons that include the facts assist students in understanding all sides of an argument and developing their own opinion.

Be mindful of the facts and ensure that each person listening is able to maintain a subjective viewpoint -- teach the facts and let children make up their own minds.

Providing students with the opportunity to understand what influences their beliefs or gives them a new perspective is what will create change. It is a process of defining personal values and being able to live life to reflect those values.

Another secondary educator outlined how students can work both individually and in pairs or groups to think through moral concerns. The outcome of critical thought will allow students to explain their values.

> I think students should be encouraged to work individually to do research themselves, to access the information and the shape their ideas, opinion, and then time to share in pairs, groups. With critical thinking, students will be able to challenge status quo, be aware and tolerant of differences. They then are able to decide on their own the stance they should hold and protect values they consider worthwhile.

Changes in Educators' Intent to Include Humane Education Concepts in Personal Teaching Practice

Research Question 3 was, "In what ways do educators' intent to include humane education concepts in personal pedagogical practice change as a result of professional development?" Participants were asked in the pre- and post-survey to report if they included humane education in the current classroom work. As shown in Table 10, before the course, 13 of the participants (52%) reported that they included humane education in their classroom work, 8 participants (32%) were unsure if they included humane education, and 4 (16%) reported that they did not include humane topics in their teaching. After learning the definition and components of humane education and upon completion of the course, as reported in the post-survey, 21 participants (87.5%) reported that they did include humane education in their classroom work. During the eight week course, the growth in understanding of how humane education was included in classroom teaching practices was 35.5%.

Table 10

Inclusion of Humane Education at Pre-Survey and Post-Survey

	Pre-Survey		Post-Survey	
Inclusion of Humane Education	*n*	%	*n*	%
No	4	16.0	2	8.0
Yes	13	52.0	21	87.5
Not Sure	8	32.0	1	4.0
Total	25	100.0	24	100.0

When participants were asked to identify the subjects in which they incorporated humane education content, 12 participants (50%) in the pre-survey reported being unsure if they included humane education in any manner. The main subjects reported in the pre-survey were language arts (*n* = 7, 29%), science (*n* = 3, 12.5%), social studies (*n* = 1, 4.2%), and mathematics (*n* = 1, 4.2%). Upon completion of the professional development course, 21 participants (87.5%) in the post-survey reported that they incorporated humane education content. The main subjects reported in the post-survey were language arts (*n* = 62.5%) and science (*n* = 16.7%). (See Table 11.)

Table 11

Main Subjects in Which Participants Feel They Incorporate Humane Education

	Pre-Survey		Post-Survey	
Subjects	*n*	%	*n*	%
Lang. Arts	7	29.2	15	62.5
Science	3	12.5	4	16.7
Social Studies	1	4.2	1	4.2
Mathematics	1	4.2	1	4.2
Art	0	0.0	1	4.2
Unsure	12	50.0	2	8.3
Total	24	100.0	24	100.0

Much like the self-report above, when participants were asked, "Into what subjects or specific lesson topics do you intend to incorporate humane education?", language arts was the subject most often selected, as seen in Table 12. Pre-survey results indicated that 8 participants (36.4%) intended to incorporate humane education into language arts lessons. The number of participants who intended to include language arts in their work increased in the post-survey (*n* = 14, 60.9%). Through course activities in which participants were asked to brainstorm ways in which they could include humane education in the curriculum, language arts lessons were most often included.

Table 12

Subjects in Which Participants Intend to Incorporate Humane Education

	Pre-Survey			Post-Survey	
Subjects	*n*	%		*n*	%
Lang. Arts	8	36.4		14	60.9
Science	3	13.6		3	13.0
Social Studies	2	9.1		0	0.0
Math	1	4.5		1	4.3
Physical Education	1	4.5		0	0.0
Art	1	4.5		1	4.3
Unsure	6	27.3		4	17.4
Total	22	100.0		23	100.0

Lesson Planning

In assignment four, participants were asked to create and submit a lesson plan idea in which they combined humane education and academic or standards-based work. The assignment required participants to show ways in which the themes of humane education and an academic subject area could be combined. Participants gained knowledge that empowered them to include humane education in pedagogical and academic content. Fourteen participants (56%) created lessons in which they listed language arts standards as the academic connection. Five participants (20%) created lessons built around science. One secondary educator created a language arts persuasive writing lesson. In her lesson, she taught the content required by her school and allowed students to write about a humane

theme that inspired them. The lesson built critical thinking along with the ability to write a

persuasive argument.

> Grade 5-8 Persuasive Writing Standard: 1.11: In persuasive writing, students judge,
> propose, and persuade. This is evident when students:
> a. Clearly define a significant problem, issue, topic, or concern.

> This standard could be used to apply humane education concepts on so many
> different levels. Children in grades 5-8 are expected to be able to clearly
> communicate and describe to others an issue in which they are interested. This could
> broadly apply to any humane concern, such as farm animal welfare, the fur industry,
> puppy mills, etc. Continuing the conversation from defining it to discussing why it is
> a topic of concern would lead directly into the humane education aspect.

A secondary level Connecticut teacher developed a science unit about global warming based

upon the Next Generation of Science Standards. This lesson tied in again with required

grade-level content and participants were asked to expand their thoughts about environmental

changes. In the lesson, she showed her intent to include humane education, as she described

how she could allow students to use their voice to work for change if they wished to act as an

individual and get involved in species protection.

> Grade 8 Science Core Idea LS2 – Ecosystems: Interactions, Energy, Dynamics; LS2.
> C – Ecosystems Dynamics, Functioning, Resilience

> Guiding question: What happens to ecosystems when the environment changes?
> Explanation: Many changes are caused by humans–species change, move, or die.
> Deforestation, pollution, non-native species, and global climate change all impact an
> ecosystem.

> Students will study the changes that are happening in Connecticut (i.e., how weather
> pattern changes are affecting various species). What can students do as individuals to
> advocate for change and protection of native species?

> In lesson eight, participants were asked to develop a full lesson plan. Twelve

participants (48%) developed lessons based around language arts standards. Nine educators

(36%) developed a science lesson, and four (16%) created a math lesson. In this lesson,
participants were able to include any tenet of humane education. Nineteen participants
(76%) selected animal welfare education. Fifteen of those educators created lessons about
companion animal topics, one created a lesson about wildlife, and three created lessons about
farm animals. One educator (4%) developed a lesson plan specifically about environmental
education and four (16%) selected social justice or civic education.

Intent to include animal welfare topics was a predominant theme. A participant
created a lesson about the need to adopt from a shelter based upon the common core math
standards.

> Grade K Mathematics Common Core Standards
> > K.CC.6: Identify whether the number of objects in one group is greater than,
> > less than, or equal to the number of objects in another group, e.g., by using
> > matching and counting strategies. (Note: Include groups with up to ten
> > objects.)
> > K.MD.2: Directly compare two objects with a measurable attribute in
> > common, to see which object has "more of"/"less of" the attribute, and
> > describe the difference.

> Students will all receive dog or cat counters. The class will be asked to count and
> assess the number of total dogs and cats and identify the larger group. Students will
> be asked to arrange their own counters to identify the larger and smaller groups
> identifying them as those with "more of" or "less of". Students will then listen to a
> story about a dog or cat who gets lost and ends up at the local shelter where cats and
> dogs wait to get adopted or to be found if they get lost. Counting strategies will be
> used to identify how many dogs or cats can be at the shelter at one time. Students will
> be asked to identify ways in which they can help the animals at the shelter.

An elementary education teacher developed a wildlife lesson teaching about penguins
and the way blubber acts as an adaptation to help them survive in cold climates. This lesson
taught both about the needs of wildlife as well as introduced the need to protect their habitat.

> Grade 4 Science Commonwealth of Pennsylvania Standards and Anchors

3.1.3.A1 Describe characteristics of living things that help to identify and classify them.

3.1.3.C2 Describe animal characteristics that are necessary for survival.

3.1.4.A2 Describe the different resources that plants and animals need to live.

4.1.4.D Explain how specific adaptations can help organisms survive in their environment.

Students will learn how penguins stay warm because of their blubber. Students will take part in a "blubber bag" activity. Students will then learn about the habitat of penguins and discuss if penguins could live comfortably in another habitat and if humans could live in the penguin habitat.

Lesson plan submissions at the end of the class strongly indicated intent to incorporate animal welfare education, but they also incorporated civic education themes and ways to give students a voice in follow-up activities and discussion about each activity. Ideally, educators would have included all areas of animal welfare, environmental education, and civics education.

Humane Education in the Curriculum

When participants were asked why humane education concepts were not currently part of the school or state curriculum, there was a change in the top reasons from the pre-survey to the post-survey, as seen in Table 13. In the pre-survey, 44% of participants ($n = 11$) stated that the school year or day had too little time to include an additional concept. Upon completion of the course, the post-survey showed that only one participant (4.0%) felt that time was a top reason that humane education is not part of curriculum. In the pre-survey, 6 (24%) participants reported that lack of support in the school ($n = 12$) or district ($n = 4$) was the reason humane education was not present in current practice. Post-survey results indicated that 15 (60.0%) participants felt that lack of support in the school ($n = 11$) or

district ($n = 4$) was the main reason humane concepts were not infused into regular school

work or curriculum.

Table 13

Top Reason that Humane Education Concepts are Currently Not Included in the School or State Curriculum

	Pre-Survey		Post-Survey	
Reasons	*n*	%	*n*	%
School year or day has too little time	11	44.0	1	4.0
Limited funds to support	5	20.0	5	20.0
Lack of support in the school district	4	16.0	11	44.0
Lack of support in the individual school	2	8.0	4	16.0
Unsure how to implement	2	8.0	2	8.0
Resources are difficult to find	1	4.0	1	4.0
No answer	0	0.0	1	4.0
Total	25	100.0	24	96.0

*Note: One participant did not respond to the question on the post-survey.

Over the eight-week course, 21 participants (87.5%) realized that they were including

humane education in their classroom work. Participant understanding of humane education

grew, as did their knowledge of ways that support humane education in their pedagogical

practice. Educators who received the professional development gained an understanding of

how to incorporate humane education themes into their classroom work, specifically in the area of language arts. The knowledge of lesson planning strategies built around humane education increased their ability to include prosocial topics. Factors that worked against increasing the intent to include humane education were the perceived lack of support from the school or district. Only 15 states mandate or require humane education, and this information is not widely promoted.

Changes in Educators' Knowledge of Strategies for Integrating Humane Education Concepts into a Classroom

Research Question 4 was, "In what ways do educators' knowledge of strategies for integrating humane education into a classroom change after professional development?" Participant knowledge of instructional strategies grew significantly from the pre-survey to the post-survey, as indicated in a paired-samples t test from the pre-survey ($M = 3.79$, $SD = 1.02$) to the post-survey ($M = 4.63$, $SD = .49$), $t (24) = -4.24$, $p < .001$, Cohen's $d = 1.04$. As shown in Table 14, in the pre-survey, 52% of the educators in the study ($n = 13$) reported that they strongly agreed or agreed that they had knowledge of strategies for teaching humane education in the classroom. Upon completion of the professional development course, 15 participants (62.5%) reported that they strongly agreed that they were familiar with instructional strategies to teach humane education. Additionally, nine participants (37.5%) reported that they agreed with the statement. Overall, 100% of the 24 reporting participants reported in the post-survey that they had knowledge of instructional strategies that would allow them to teach humane education in the classroom.

Over the course of the eight-week humane education intervention, 100% of the participants reported an increase in knowledge of strategies to teach humane education.

Participant growth indicates that educators are able to infuse humane education into classroom work but have not received the needed professional development.

Table 14

Knowledge of Instructional Strategies to Teach Humane Education in the Pre- and Post-Survey

	Pre-Survey		Post-Survey	
	n	%	*n*	%
Strongly Agree	8	32.0	15	60.5
Agree	5	20.0	9	35.5
Neither Agree or Disagree	10	40.0	0	0.0
Disagree	2	8.0	0	0.0
Strongly Disagree	0	0.0	0	0.0
No Answer	0	0.00	1	4.0
Total	25	100.0	24	100.0

*Note. One participant did not respond to this question in the post-survey.

Similar to the large percentage of teachers who stated that language arts was the subject in which they planned to include humane education in their work, many of the strategies shared for infusion of humane content into pedagogical practice in Standards for Success in Humane Education were based around literature or other language arts concepts. Nineteen of the participants (76%) based their lessons on language arts or literacy strategies in the assignments for weeks six and eight in which teachers were asked to create lesson ideas. Fifteen of the references were in terms of building critical thinking. Questioning techniques were often incorporated into lesson plans. Two educators described why they selected questioning techniques for their lesson plans.

I think of all the lessons that educators can use, to start the "why" conversation builds great conversations and checking for understanding.

Higher-order thinking questions allow students to come up with their own ideas. Asking questions that reach beyond the "who," "what," and "where" helps students explore a variety of reasons for answers different than their own.

Books and stories were a popular method of introducing humane-themed content. Stories allow children to root for the main character and try on new ideas.

There is a great book to teach empathy and the importance of decision making to all ages. The name is *Hey Little Ant,* and it draws comparisons between an ant, his family, and his life, and that of the boy who is about to step on him. It is a wonderful book that can tie into bullying quite easily.

A high school teacher favored Socratic questioning as both a means to model critical thinking and a way to help students work through new content.

Classes taught using discussion and the Socratic approach, therefore using higher order questioning, will promote critical thinking. During Socratic questioning, the teacher is a model of critical thinking.

Three elementary educators (12%) favored student journals as a means to allow students a private way to work through new ideas that may be different than those they have seen or heard in the past.

Journaling and discussion will help students process the new ideas. Each student will receive a personal journal for the lesson and will write about their thoughts as we learn about the idea of non-human animal needs.

Participants built other language arts references into activities that they labeled as having a science standard, but in which students learned the science material through story.

A story starter about wildlife is how I plan to introduce students to the lesson. Students will be asked to complete the story based upon facts they learn about the habitat needs of the wild animal.

> Social stories are my go-to choice for presenting humane ideas. Social stories open students up to ideas without pinpointing anyone as the focus.

Nine educators (36%) developed a science-based lesson.

> My brain is spinning with lots of hands-on activities . . . to take the students outside for science (environmental-related).

Three participants (12%) created lesson ideas that could be incorporated into school or district-required character education programs.

> Include humane education in character education or the School-wide Positive Behavior Support program. This is a system-wide change for more positive behavior in our schools and classrooms. I have practiced humane education concepts in the hallways, bathrooms, playgrounds, and classrooms.

Significant Factors

Direct binary logistic regression was performed to assess the impact of participant factors on the likelihood that respondents would be inclined to incorporate humane education into their personal practice. Data were taken from the pretest survey. The model contained two independent variables of familiarity with instructional strategies allowing them to implement humane education in the classroom (1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Neither Disagree or Agree*, 4 = *Agree*, 5 = *Strongly Agree*), and belief that it was important to include humane education in the classroom (1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Neither Disagree or Agree*, 4 = *Agree,* 5 = *Strongly Agree*).

The full model containing all predictors was statistically significant, x^2 (2, $N = 25$) = 7.38, $p < .05$. The model as a whole explained 25.6% (Cox and Snell R²) and 34.1% (Nagelkerke R²) of the variance in planned implementation. As shown in Table 15, the independent variable of whether the participant valued humane education as important before beginning the professional development course made a unique statistically significant

contribution to the model. This predictor of value of humane education as important had an odds ratio of 11.38, and instructional strategies had an odds ratio of 1.68, meaning that those who valued humane education were much more likely to state they would incorporate humane education, while those who were familiar with instructional strategies were somewhat more likely to incorporate humane education.

Table 15

Logistic Regression Using Personal Factors as Predictors

Factor	B	SE	Wald	*df*	*P*	Odds ratio
Value humane education as important	2.43	1.23	3.93	1	.048	11.38
Familiar with instructional strategies	.52	.50	1.06	1	.302	1.68

Chapter Summary

The purpose for conducting the study was to examine the extent to which an online humane education professional development course increased the understanding and use of humane education concepts for credentialed educators. The five research questions were presented in this chapter. All 25 participants were asked to define humane education in their own words, to share their perceived value and intent to include humane education in their work, and to share their knowledge of strategies to teach humane concepts. Results were categorized by research question. Each section contained quantitative pre-survey and post-survey data, as well as qualitative data that were coded and analyzed.

Participants were inclined to value humane education before participating in the professional development course. As a result, pre-survey and post-survey responses

indicated little growth in the participants' perception of value of humane education; however, a significant growth in understanding the depth and definition of humane education was seen in the paired-samples *t* tests. Educators showed an increase in their intent to include humane education in classroom work. The most frequently accentuated themes in class discussion were moral development, critical thinking, animal welfare, and the relationship between interpersonal and animal violence, and compassion.

Direct binary logistic regression was performed to assess the impact of the most relevant variables influencing an educator's familiarity with instructional strategies allowing them to include humane education into their personal teaching practice. A personal value of humane education was statistically significant in the model, and strongly predictive of the incorporation of humane education.

Findings described in the study indicated that even among educators who were inclined to teach humane education concepts, the concept was not fully understood at the beginning of the study, and their knowledge of strategies for inclusion within the standards-based or academic classroom was low. Participation in a professional development course allowed educators to develop a community of learners and share strategies to include humane education. The course provided a place for participants to brainstorm lesson planning ideas, as well as discuss the themes or frameworks of humane education that best fit the needs of their community.

CHAPTER FIVE: DISCUSSION

This chapter begins with a description of the study on humane education and credentialed educators. Each research question assisted in the examination of ways in which educators conceptualized, understood, and perceived humane education, as well as their intent to include humane education in their personal practice and their knowledge of strategies for integrating humane education concepts into their classroom work. Further analysis of data provided by educators in the pre- and post-surveys, as well as their postings and assignments in the humane education professional development course, are discussed. Recommendations for practice and recommendations for further research are included.

The majority of teachers, much like the general public, are not familiar with humane education. Thomas and Beirne (2002) pointed out that most individuals feel that humane education refers to how individuals treat and respect animals. A requirement for training related to humane education does not yet exist in university or college teacher training programs or in-service professional development. Additionally, a mandate or law for providing humane education to students exists only in 16 states. Federal mandates are increasingly focused on numeracy and literacy, with accountability and related testing in these areas only. These are not the only subjects that are related to student success. "Social, emotional, academic, and ethical education can help children" reach their academic goals, yet these types of training are not regularly provided to teachers (Cohen, 2006, p. 204).

Other studies that have focused on humane education have concentrated on specific treatments (Malcarne, 1983), how humane programs impact youth, and the impact on students regarding if the program is presented by certified educators versus visiting informal educators (Vockell & Hodal, 1980). Little literature exists specifically examining humane-

themed professional development or how professional development in humane education influences credentialed teachers.

The purpose of this study was to investigate the effects of an eight-week online humane education professional development course on credentialed educators. Through the course materials and assignments, educator understanding of humane education, value of humane education, intent to include humane education, and knowledge of strategies to include it were explored. The participants in the study included 25 credentialed educators from various states in the United States, Vietnam, and British Columbia. Each educator took part in an eight-week online course totaling approximately 15-18 hours. Additionally, a researcher-developed pre-survey and post-survey (Appendices E and F) were included to measure any participant changes. The statistical analyses of this study included *t* tests and logistic regression.

Findings About the Course Curriculum

The eight-week online course, Standards for Success in Humane Education, was offered by Humane Society University, where I was employed. The course successfully provided educators with an understanding of humane education. After completion of the course, educator definitions included more than animal welfare and indicated a greater understanding of the tenets of humane education. The readings, especially *Ethics Without Indoctrination* (Paul, 1988), presented a variety of views of humane education and information about how to present prosocial or moral education in a way that allows students to think critically and form personal opinions. Through the readings and the discussions that followed, participants formed their own views and understanding of the spectrum that makes up humane education. Discussion forums in weeks one and two allowed the participants to

share how their understanding of humane education had changed or stayed the same, and to discuss the impact that the new information had upon them. Readings and assignments in weeks three, six, and eight allowed educators to practice aligning academic subject areas and standards with humane content.

Standards for Success in Humane Education will run again in future terms offered by Humane Society University. Moving forward, the course will benefit from a reduction in the amount of reading in weeks one through four, moving some of the content into later weeks. Participants often worked during the day and completed the class in the evening. Spreading the readings out allows participants to spend more time with each concept. Another option to allow participants more of a chance to work with the ideas presented each week is to make the term longer. Nine to ten weeks would allow course participants a longer time to collaborate on the final lesson plan with their colleagues and learning community.

Discussion of Research Questions

Conceptions and Understanding of Humane Education

Research question #1 was, "In what ways do educators' conceptions and understanding of humane education change as a result of professional development?" All 25 participants were asked to define humane education in their own words in the pre-survey. Additionally, the participants were asked to report their level of familiarity with humane education. For the purpose of this study, humane education is defined as the teaching of kindness and compassion to people, animals, and the environment. Upon completion of the course of study, I hoped to see educators understand and have strategies for incorporating all three components of humane education into their definition and work.

Familiarity with and definitions of humane education.

Participants in the study reported in the pre-survey that they had a high level of familiarity with humane education prior to the course. Forty-four percent of the participants felt that they were "strongly familiar" with humane education before participating in any part of the course. The participant pre-survey self-reports were based on the humane education definitions that they held before the humane education intervention course. Interestingly, animal welfare education was the component of humane education most included in the definition provided by participants in pre-surveys. Eighteen of the pre-survey definitions of humane education (72%) included animal welfare in the definition. Only eight of the participating educators (32%) included all components of humane education, *teaching kindness and compassion to people, animals, and the environment*, in their pre-survey. The emphasis placed upon animal welfare education prior to the course was not surprising since a majority of humane education takes place at or is facilitated by animal welfare organizations (Olin, 2000).

The overall group improved in their understanding of humane education. The definition of humane education, according to the literature in the study, included the teaching of kindness and compassion to people, animals, and the environment and the interconnectedness among the three. Participants were introduced to the types of humane education through readings in weeks one and two, and they began to incorporate the types or frameworks into their personal definitions and practice. Humane education is made up of strands or interrelated pieces, and each piece is often called something different. Selby (1995) expounded on the disconnect and lack of relationship between those who teach similar types of prosocial education, arguing that all strands strive to teach compassion. For example, environmental educators teach about care of the Earth, yet they do not always relate

their work to animal welfare. Animal welfare educators teach about care and protection of animals, yet they do not always teach about the components of peace education and how animals are impacted by a lack of peace. These strands or frameworks include, but are not limited to, environmental education, character education, peace education, animal welfare education, and service-learning (Roakes & Norris-Tirrell, 2000; Savesky & Malcarne, 1981; Selby, 1995; Unti, n.d.).

Changes in Educators' Value of Humane Education

Research Question #2 was, "In what ways do educators' individual perceptions of the value of humane education change as a result of professional development?" Participants in the study were inclined to value components of humane education before taking part in the study. By the end of the course, educators discussed how a comprehensive approach to humane education supported students' academic and moral development, including character education and interpersonal and animal violence. Participants also valued humane education and discussed the importance of creating or providing lessons that do not indoctrinate. Ideal lessons are based on factual information. As was advocated in the professional development curriculum through the readings provided in week one, indoctrination does not build critical thinking or allow students to think as individuals and make moral or ethical choices (Kohn, 1997; Paul, 1988).

Violence.

Participants commented early on in the course that they had experienced situations with students who had participated in or been witness to violence involving animals. These experiences ranged from work with youth who were in juvenile facilities to those in a traditional elementary classroom. Teachers reported hearing stories from students about how

the family pet was treated inhumanely, or cruelty in which the student had participated

personally. Research indicates that early aggressive behavior is linked to later anti-social

behaviors or criminal actions (Arluke & Lockwood, 1997; Coie & Dodge, 1998; Rutter,

Giller, & Hagell, 1998). Of the various anti-social behaviors, there is "growing evidence that

animal abuse is correlated to neglect and abuse initiated toward adult partners, the young, and

the elderly" (Arluke & Lockwood, 1997, p. 26). Educators, upon discussion in the course,

reported that they had had experiences with youth who were either victims of violence or

who had perpetrated violence. Through the shared discussion forums, the participants

connected their work in anti-bullying education to humane education.

Participants discussed how they were in a position to report suspected abuse, as well

as model proactive behaviors. Participants shared that they recognized the possible severity

of situations in which students who participated in or who were part of interpersonal or

animal violence perpetuated the cycle. The majority of educators noted that the presence of

animal abuse does not cause other abuse or interpersonal violence; its presence can make

other forms of violence more likely and reduce the likelihood that empathy with another

being is possible. Animal abuse is one of the earliest indications of conduct disorder in

children and should serve as an early warning sign of a child who may benefit from mental

health intervention (Ascione, 1996).

Educators who are familiar with the warning signs of cruelty can report cases as

needed to proper authorities, as well as provide alternative behavior options through

modeling of humane treatment of animals. The teacher is an important part of the

development of students' social skills (Bredekamp & Copple, 1997). The activities that

teachers share can support students' development beyond academics (Wideen, Mayer-Smith,

& Moon, 1998). Teachers who are trained in the tenets of humane education promote healthier relationships and are more likely to recognize signs of abuse.

Moral development and prosocial frameworks.

Educators from each grade level were predisposed to support ways in which they could support the development of moral and prosocial behaviors such as compassion, sharing, and empathy. These and similar traits have been linked conceptually and empirically with perspective-taking skills (Eisenberg, 1986; Kohlberg, 1981, 1984). Prosocial frameworks included in the professional development course were environmental education, peace education, anti-bullying education, service-learning, and animal welfare education.

Participants in the study reported a limited understanding of humane education in the pre-survey. Additionally, assignment posts from the first half of the course showed that educators were unaware of the interconnection of prosocial frameworks. Most educators were familiar with anti-bullying and service-learning, but less so with peace education or global education. Upon completion of the professional development course, educators reported knowledge of humane education and each of the frameworks. Creating knowledge of humane education and related prosocial frameworks was a first step to supporting inclusion of humane themes in traditional classroom pedagogy.

Educators can support individual student actions through modeling, and they can support student growth in prosocial moral reasoning. It is important that educators are provided with professional development opportunities and are aware of how they can support moral development as well as inspire academic learning. The success of the online course supports the possibility of an educational system that incorporates humane pedagogy and

prosocial learning so teachers will have the tools that are best suited to the needs of their classroom and community, as well as support students' affective and cognitive growth (Berkowitz, & Grych, 2000; McBride et al., 1995; Thompson, & Gullone, 2003).

Lessons without indoctrination.

Educators were concerned about indoctrination when they were asked to add humane issues to develop lesson plans to teach the students in their classes. The teachers did not want to impart only their own beliefs and knew that they were in a position of power in the classroom. Many times, programs related to moral and ethical development are based around the beliefs and perspectives of those creating them (Paul, 1988). Participants shared experiences in which they were told how they should think or act versus being given a chance to come to decisions on their own. In many cases, participants shared personal memories of negative experiences. The course allowed participants to understand how to present humane education lessons in a way that was not value-laden and that supported students as the key players in their personal education. Teachers practiced creating questions for students and built the questions upon the understanding that rote question techniques were not successful at helping their students to think critically.

The results of this study have implications for classroom teachers. Lesson planning designed around scientific or factual information allows students to come to personal conclusions and increases their critical thinking. Instead of programs that pass down "moral distortions, and close-mindedness," programs using best practices of humane pedagogy will "*educate* rather than to indoctrinate our students, to help them cultivate skills, insights, knowledge, and traits of mind and character that transcend narrow party and religious affiliations and help them think beyond biased interpretations of the world" (Paul, 1988, p.

11). Moral development based upon the culture and values of the students should be based on fact and knowledge versus previously held beliefs, and framed in a way that allows for authentic learning so that the student relates to the new material (Freire, 1970).

While the participants were inclined to value humane education, they valued it even more after discussing the ways that humane pedagogy or teaching practices that incorporated humane content worked to reduce the possibility of indoctrination and violence in the lives of students. Additionally, teachers developed lesson ideas in which students could incorporate cognitive strategies to build critical thinking and growth in empathy. The strategies ranged from the micro-skills, such as kindness to an individual animal or person, to macro-skills, such as service-learning that served the entire community. The learning approaches and cognitive strategies modeled in the curriculum included engaging in Socratic discussion, examining moral assumptions, and recognizing moral contradictions (Paul, 1988).

Educators who value humane pedagogy, which is the art and science of teaching to engage the learner at the cognitive and affective level, integrate moral development into the teaching and learning process. When teachers use a holistic approach, students are able to categorize their own values and internalize ethical practices (Itle-Clark, 2013). Educators can avoid indoctrinating students by using moral affective strategies such as suspending their own moral judgment and helping students to develop insight into sociocentrism, or the tendency for a group to assume their group is superior to another, in educational practice.

Changes in Educators' Intent to Include Humane Education Concepts in Personal Pedagogical Practice

Research Question #3 was, "In what ways do educators' intent to include humane education concepts in their personal pedagogical practice change as a result of professional development?" Responses from participants indicated growth in the intent to include

humane education in regular classroom work. The participants indicated the academic subjects in which they felt they could infuse humane education, and they shared the humane education theme that they were most likely to use. Additionally, participants shared why they believed humane education was not currently included in the curriculum.

Curriculum and lesson plans.

Educators were inclined to incorporate humane-themed lessons most often in language arts and science. The factual components of science support teachers and their academic requirements as they introduce humane education topics such as animal welfare education and environmental education without bias. Participants from each grade level indicated their intent to include humane education in their practice as well as the best way to do so.

Language arts was the subject most often selected when participants were asked to report how they planned to infuse humane education into their lessons. It is no surprise that humane education and literature are so closely tied. Stories allow students to "form connections with the characters, see themselves in stories, examine multiple perspectives, and cope with their own problems" (Ridgeway & Shaver, 2006, p. 18). Literature helps students to build awareness of the world around them and develop ways to participate in society. Stories provide a way for students to develop empathy toward a character, allow listeners or readers to understand new traits or feelings, and support comprehension of situations present in their personal lives. A story that portrays characters who are different from the reader helps to promote consciousness and understanding (Prater, Dyches, & Johnstun, 2006). Additionally, literature reflecting real-life challenges, in conjunction with proposed solutions, can assist students in developing social skills (Cartledge & Kiarie, 2001).

Humane themes most often selected.

Participants created various lesson plan ideas throughout the eight-week period. The humane theme most often chosen was animal welfare education. Narrowing down the sub-set of animal welfare education even further, companion animals appeared as a topic of discussion more frequently than did other strands of animal welfare. In the participants' submissions the eighth week, 19 lesson plans involved animal welfare. Fifteen of these lesson plans were about companion animals, or dogs and cats. Seven educators noted that they selected companion animal issues because they would not be considered controversial. Teachers are under a lot of pressure to maintain a classroom that is not controversial (Fry, 2013).

Lack of support.

In the pre-survey, 11 participants reported that time was the top reason that humane education was not included in their classroom teachings, and only 6 participants reported that lack of support from the school or district was the main reason that humane education was not part of regular practice. Post-survey results differed, with 15 participants reporting that the top reason humane education was not included in their personal practice or school curriculum was a lack of support in the school or district for humane education. In the assignment for the fourth week when participants were asked about mandating humane education, 11 educators noted that humane education could easily be woven into the curriculum without any extra time.

A secondary educator observed that the standards and required high-stakes testing are not excuses to keep humane education out of the curriculum and school culture. Another secondary educator described how affective learning and humane education are difficult to

test, so it is not considered important. She argued that that humane education must be part of the general curriculum and school culture.

Seven participants shared in the same assignments the fourth week that they felt little support for humane education from their schools or districts. One elementary teacher noted that humane education infused into the classroom would diffuse problematic situations and actually ease the fear and stress caused by standardized testing. Four educators reported that their districts did not provide professional development or supplemental materials to help educators in the district learn how to teach humane education.

Professional development or ongoing teacher education is a way to hone the teaching craft and increase school and student success (Fullan, 1993). The ongoing learning provided by professional development is vital to teacher and school morale, allowing teachers to "contribute to their growth, and enhance their effectiveness with students" (Guskey, 2002, p. 382). A main deterrent for educators is the lack of professional development and school or district support for prosocial and humane education. Generally, the professional development offerings of schools will focus on high-stakes testing, standardized test scores, or in some cases, character education. Numerous studies have been completed on professional development designed to support academic subjects such as reading and math programs (Garet et al., 2008; Richardson & Placier, 2001). Humane education has not been part of these national studies.

Changes in Educators' Knowledge of Strategies for Integrating Humane Education Concepts into a Classroom

Research Question #4 was, "In what ways do educators' knowledge of strategies for integrating humane education into a classroom change after professional development?"

Responses provided by participating educators indicated growth in knowledge of strategies to teach humane education during the eight-week intervention course, Standards for Success in Humane Education. Participants discussed strategies, including questioning techniques, literature and language arts, science, and character education requirements.

Questioning techniques.

Participants reviewed a variety of ways to build critical thinking and shared reasons they believed that questioning techniques were an important part of teaching. In the discussion assignment for the eighth week, 14 teachers shared that they planned to use questioning techniques and active non-directive teaching. An administrator shared that she combined language arts and questioning techniques to help students answer personal questions they may have and to compare their thoughts and feelings to others in their peer group.

Educators consider the development of higher order thinking among students of all ages an important educational goal. Fostering student thinking has been the focus of numerous studies and research articles (Adey, 1999; Bruer, 1993; Burden & Williams, 1998; Chance, 1986; Perkins & Grotzer, 1997; Perkins & Unger, 1999). Humane education by nature lends itself to active learning and critical thinking. Questioning techniques support this active learning and allow students to participate in metacognitive activities or learning through which they are thinking about the things they are doing (Bonwell, 1998).

Literature and language arts.

The participants selected literature and language arts strategies as those most likely to be included in classroom practice. Role-play as a language arts strategy was introduced by the participants as a way to incorporate standards-based learning into the classroom by

teachers 16 times throughout assignments 4, 6, and 8. Role-play was mentioned by two teachers who wanted to increase perspective building as well as assist students in developing oral speaking skills. Stories and related language arts teaching strategies were supported by course participants. Ten participants shared book titles or stories that they had used in the past or planned to use in future lessons. One teacher described how she regularly incorporated stories into her lessons.

Well-written literature and well-crafted stories lend themselves to discussion and review of a moral dilemma. After all, a plot depends upon some sort of turmoil and an antagonist. The reader or listener must discern for him or herself the answers to moral questions presented. Stimulating students to reflect upon questions like these in relationship to story episodes and their own experiences enables them to draw upon their own developing moral feelings and ideas, to reason about them in systemic way (Paul, 1988).

Critical pedagogy promotes self-reflection and tolerance. Moral issues in literature allow students to generate contrasting perspectives and learn how they feel, as well as respond to the ideas presented (Bielby, 2003). Stories and language arts support the discussion of social justice and humane issues. "More education programs are reflecting and promoting a sociocultural perspective" and an "understanding of how students from diverse segments of society" experience the world (Nieto, 2009, p. 3).

Science.

The second most popular strategy or method for including humane content was science education. Science is factual and lends itself to neutrality. The educators in the study described this neutrality as imperative to reduction of indoctrination. Nine educators indicated that science was a good place for humane education because the factual

representations of animals supported discussion and scientific theory. Another educator stated that science education allowed a teacher to introduce humane concepts without fear of bias or indoctrination.

Character education requirements.

Participating educators from all grade levels supported the inclusion of humane education in the character education programs that are already part of traditional schooling programs. Fifteen of the participants' assignments in lesson five included descriptions of the character programs being implemented in schools, and educators shared ideas for building upon existing programs. Four educators noted that their schools did not require character education, but they did allow teachers to include it in their work. One elementary teacher indicated that her school requires character education, and she explained how she could weave humane themes into the lessons provided by the counselor. Another teacher stated that she builds character education into the class rules or expectations. She asks students to be kind and compassionate while in her room.

Character education, like any of the prosocial frameworks, is best taught by modeling. The "most persuasive moral teaching we adults do is by example" (Coles, 1997, p. 31). Character and "social competence is linked to sympathy and empathy, and thereby prosocial behavior" (Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000, p. 304). Correlational studies of prosocial characteristics in children and behaviors or actions of teachers have found that students tend to display more prosocial behaviors when teachers and students have less opposition in the classroom and when students feel secure in the classroom (Copeland-Mitchell, Denham, & DeMulder, 1997; Howes, 2000; Kienbaum, 2001).

Limitations of the Study

This study was limited in that it only included data from 25 educators. Still, there was adequate power to run the paired-samples *t* tests. During the course, educators were able to share a variety of experiences for eight weeks in the discussion forums. If the group had been much larger, some students may have felt overwhelmed by the discussion posts or felt lost in the virtual setting. Additionally, in order to have a course that is manageable for the instructor and that allows for student-to-student interaction, the number of participants for one course was limited to 30 students. A maximum of two classes would have been run if there had been interest and enough qualified participants.

Participation in the study was limited to credentialed educators because credentialed educators have more time with students and can model behaviors over a longer time. Humane education programs are often directed by informal educators. Informal educators were excluded because they often have limited contact with students and offer short-term or one-time programs. The study excluded them, as well as community leaders who may have been interested in infusing humane concepts into youth outreach programs. A larger study including both credentialed and non-credentialed (or informal) educators would have provided data about how adults in protective roles impact humane growth in students.

The online setting did limit available participants to those who had a computer, as well as internet access. Educators who did not have access to the needed technology were unable to participate. The technology requirement also meant that some educators needed to participate before or after school because they had limited access to a computer during their work hours.

The study was limited in that participating educators were predisposed to value humane education. If participants were not self-selected, they may not have reacted so positively to the course. Further testing must be done to determine the reaction of individuals who are not interested in humane education.

The professional development course was limited because it was an asynchronous training. The teachers built a community of learners; however, they had no contact other than that in the weekly discussions.

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Recommendations for Practice

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This study was conducted to understand ways in which an online professional development course impacted the way educators conceptualized, understood, and perceived humane education, as well as their intent to include humane education in their personal practice and their knowledge of strategies for integrating humane education concepts into their classroom work before and after a humane education intervention course. In this section, recommendations for practice are suggested to teachers for increasing humane education offered in classrooms and in student activities. Recommendations are also given for professional developers.

Recommendations to Teachers for Including Activities Related to Humane Education

Teachers are expected to teach lessons that are directly related to the academic standards. During standards-based lesson planning, the present study showed that with training, educators can include more modeling of humane and empathetic behaviors. Through exposure to modeling, a student will be more likely to exhibit similar actions (Bandura, 2002; Yarrow, Scott, & Waxler, 1973). Schools and districts can support humane

pedagogy by providing and supporting humane education professional development opportunities.

Educators who integrate humane content into the curriculum work toward building critical thinking and moral development. It is recommended that credentialed educators learn how to infuse humane education into the curriculum. Active teaching and interaction between the student and educator allows the teacher to support learners in developing critical thinking (Kienbaum, 2001). Educators who include critical thinking and humane education strategies will help students to develop the ability to see the perspective of another. These questioning techniques can assist students in developing their own moral ideas (Paulson & Faust, n.d.). Students will benefit from participating in lessons that allow them to become skilled in using critical thinking and humane concepts (Bierhoff, 2002; Paul, 1988).

 Educators can share strategies to include humane education content and to build critical thinking in students in lessons designed to incorporate humane and prosocial frameworks such as animal welfare education, environmental education, and service learning. It is recommended that teachers demonstrate critical thinking and reduce personal bias in lessons by modeling humane behaviors and by recognizing their own beliefs. By examining individual values, educators are able to understand why they have these beliefs and respect those of their students. By including humane education, teachers can help students to connect to real world issues and become involved citizens.

Teachers can increase their understanding of humane education through professional development, including online courses. As teachers learn strategies, they will become adept at infusing humane education into standards-based programs. Professional development

provided in-person or online helps educators to become familiar with a holistic model or one that engages academic and emotional intelligence.

Recommendations for Professional Developers

Outcomes of this study point to educator professional development as a means to strengthen educator understanding and knowledge of strategies to support inclusion of humane education in schools. Every educator, every teacher, decides what is worthwhile to include in his or her classroom, and professional development mobilizes educators to bring new and relevant material into the classroom. Through professional development, educators will lead reform and introduce humane education content into traditional pedagogy. Educational institutions must support the growth and development of teachers who can be leaders of educational reform (Blase & Blase, 2004; Darling-Hammond & McLaughlin, 1995; Elmore, 2006; Lieberman and Miller, 2005). Research has shown that in order for educators to teach in a way that helps students to build humane or prosocial traits into their personal practice, teachers themselves must understand and display the qualities they wish to see in their students, and independent learning must be a quality that teachers themselves display (Ball, 1990; Vrasidas & Zembylas, 2004).

Recommendations for Further Research

Those "who are affected by the consequences of asking, including students who have the greatest vested interest . . . are often left out of the process" (Schubert, 2009, p. 24). Keeping this in mind, I recommend that further research be done in which teachers are provided with humane-themed professional development. In particular, future research could be done over a period of at least six months to allow educators to form a community of like-minded practitioners. Long-term educator acceptance of new strategies is supported through

learning communities where new practices or strategies are shared and student development is tracked (Guskey, 2002). Professional development could be offered through online or on-site models.

Future humane education research studies might benefit from program designs that delineate interventions specifically for subject-specific educators or elementary or secondary educators. This would allow these specific populations to focus on concerns relevant to their students or academic content. Teacher reaction to humane topics or frameworks could then be compared.

Conclusion

Educators have maintained that preparing students to be active and civic adults requires more than academic content (Gardner, Csikszentmihalyi, & Damon, 2001); these concepts include "value education, moral development, critical thinking and critical pedagogy" (Veugelers, 2000, p. 38). Teachers who infuse concepts of prosocial teaching models (including humane education) into their classroom practices and culture have reported fewer conduct problems and aggressive behavior (Durlak, et al., 2011). The amount of time that students spend with classroom teachers presents the educational system with a chance to incorporate humane education and moral development into educational practices. Many educators wish to include humane education in their personal pedagogical practice, yet have received little to no training or support. Knowledge of humane education is a valuable component in the ecological methodology, and one that an educator can use to facilitate students' academic learning and help children to develop morally and socially (Pass & Willingham, 2009).

The purpose of this mixed methods study was to assess the effectiveness of an eight-week online professional development course and to learn how educators gain a better understanding of humane education and how it can be woven into pedagogical practice. Participants in this study were credentialed teachers from the United States, British Columbia, and Vietnam. The study examined teacher understanding and conceptions of humane education and the intent of credentialed educators to incorporate humane education strategies in the classroom, both before and after an eight-week professional development intervention. Educators participated in intervention discussion forums and activities on the Blackboard ANGEL Learn platform and provided evidence of the degree of growth in comprehension of skills related to humane education and their intent to incorporate humane education strategies into their classroom work.

Results indicate that after the eight-week professional development intervention, participants had a greater understanding of humane education and an increased intent to include humane concepts in their practice, as well as increased knowledge of strategies for integrating humane concepts into their professional work. While results show that the educators did not have a complete understanding of each tenet of humane education at the beginning of the study, the humane themes resonated with their desire to engage students and teach prosocial behaviors. Themes that emerged concerning humane education topics of interest were critical thinking and questioning strategies, animal welfare education, and the connection between animal and interpersonal violence. Factors reported as impediments were lack of support from districts and schools for inclusion of humane education, and lack of strategies in teacher repertoires to allow for them to practice humane pedagogy in the standards-based classroom. A recommendation to overcome the impediments would be for

educators to receive humane education professional development that aligns with reform models and standards-based education in order to increase their knowledge of strategies and to infuse humane education into traditional pedagogy.

It is promising to see the ways in which humane education can be facilitated in the traditional classroom. The positive and prosocial components of humane education can act to reduce hatred, injustice, and intolerance, as well as acts of cruelty to human and non-human animals. Educators can increase the humane and prosocial frameworks present in schools by supporting teacher professional development and supporting provision for humane education in the cognitive and affective domains of learning.

We can judge the heart of a man by his treatment of animals. - Immanuel Kant

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APPENDICES

Appendix A: Informed Consent and Authorization

Fielding Graduate University
Informed Consent Form

In-Service Teachers' Understanding and Teaching of Humane Education Before and After a Standards-Based Intervention that Includes Humane Pedagogy

You have been invited to participate in a research study conducted by Stephanie Itle-Clark, Director of the School of Continuing Education at Humane Society University and a doctoral student in the School of Educational Leadership and Change at Fielding Graduate University, Santa Barbara, CA. This study is supervised by Dr. Jennifer Edwards, faculty of Fielding Graduate University. This research involves the study of humane education and credentialed teachers and is part of Ms. Itle-Clark's Fielding dissertation. This study is designed to examine K-12 in-service teachers' understanding of humane education and to review the effectiveness of an eight-week online class designed to facilitate in-service teachers' inclusion of humane education in their classroom teaching.

Participants in this study have been offered participation in a free eight-week professional development course offered through Humane Society University that runs from October 27 to December 1. The course has eight sections. One section will be covered each week of the study and will require approximately one hour to one-and-a-half hours. Participants will be asked to read course materials, participate in discussion forums, and submit assignments related to humane education and classroom teaching practice. Participants will also be asked to take part in a brief pre- and post-survey that will last approximately fifteen minutes each. The total time involved will be approximately 12-15 hours.

For your participation, you will be granted free registration to take the Humane Society University course. You will also be eligible to submit course hours for professional development credit based upon your State Department of Education requirements. In addition, others may ultimately benefit from the knowledge you obtain in this study. The risks to you are considered minimal.

The information you provide will be kept strictly confidential. The informed consent forms and other identifying information will be kept separate from the data. All materials will be kept confidential to the extent provided by federal, state, and local law; however, the Institutional Review Board or The Institutional Review Board of Fielding Graduate University retains the right to access the signed informed consent forms and study documents. Any records that would identify you as a participant in this study, such as informed consent forms, will be destroyed approximately five years after the study has been completed. Paper files will be shredded, and electronic files will be deleted.

By signing this form, you give permission to Stephanie Itle-Clark to use your information for purposes of this study at any time in the future. The results of this research will be published in

Ms. Itle-Clark's dissertation and possibly in subsequent journals, books, presentations, and other publications. Your name will not be associated in any publication or presentation about the research findings from this study. Your identifiable information will not be shared unless required by law or you give written permission.

You may withdraw from this study at any time by telling Stephanie Itle-Clark, either during or after your participation, without negative consequences. Should you withdraw, your data will be eliminated from the study and will be destroyed.

You may request a copy of the summary of the final results by indicating your interest at the end of this form.

If you have any questions about any aspect of this study or your involvement, please tell me before signing this form. You may also contact the supervising faculty if you have questions or concerns about your participation in this study. The supervising faculty has provided contact information at the bottom of this form.

If you have questions or concerns about your rights as a research participant, contact the Fielding Graduate University IRB by email at irb@fielding.edu or by telephone at 805-898-4033.

Two copies of this informed consent form have been provided. Please sign both, indicating you have read, understood, and agree to participate in this research. Return one to the researcher by October 7, 2012 to 2100 L Street NW, Washington, DC 20037 or to sclark@humanesocietyuniversity.org and keep the other for your files. The Institutional Review Board of Fielding Graduate University retains the right to access the signed informed consent forms and other study documents.

Upon receipt of this form, Humane Society University will provide you with course enrollment details.

_____
NAME OF PARTICIPANT (please print)

_____
SIGNATURE OF PARTICIPANT

_____
DATE

Jennifer Edwards PhD   Stephanie Itle-Clark MS Ed, CHES
Fielding Graduate University   Fielding Graduate University student
2020 De la Vina Street   2100 L Street NW
Santa Barbara, CA 93105   Washington, DC 20037

805-687-1099   860-262-1807
•••

Yes, please send a summary of the study results to:

_____   _____   _____
NAME (please print)   Street Address   City, State, Zip

Appendix B: Advertising -Website Posting

Free In-Service Humane Education Course with Participation in Research Study

Learn about humane education and be part of an important humane education research study!

- Are you a certificated teacher?

- Would you like to learn about humane education concepts and how you can utilize these in your classroom?

If you answered YES to these questions, you may be eligible to participate in a free humane education course.

The purpose of the study is to review the effectiveness of an online class designed to facilitate in-service teachers' inclusion of humane education in their classroom teaching. The study will examine participants' understanding of humane education before and after the online class through a pre- and post-survey lasting 10-15 minutes each.

Benefits include a comprehensive overview of humane education and review of materials and methods that you can use in your classroom. You will receive a free eight-week professional development course. Depending on your state of licensure and individual State Department of Education requirements, the course may be worth up to 10 hours of continuing education credit. There will be no fee associated with the continuing education credit. Total hours required of participants will be approximately 12-15 hours, allowing variance for individual time on course material.

Only certificated educators are eligible to participate.

This course and study will be conducted online through Humane Society University from January 12-March 8.

Please call Stephanie Itle-Clark at (860) 262-1807 for more information. The course is available to the first 30 certificated educators who respond.

Appendix C: Letter to Inform Participants of Exclusion (Do Not Meet Qualifications)

Date

Name of Applicant

Applicant's Address

Dear (Applicant's Name):

Thank you for your interest in the humane education study *In-Service Teachers' Understanding and Teaching of Humane Education Before and After a Standards-Based Intervention that Includes Humane Pedagogy* for which you applied. After reviewing your qualifications, you were not selected for the study. This study is designed for the first 30 approved respondents and certified K-12 in-service teachers only.

I encourage you to register for an upcoming humane education course that will be offered through Humane Society University in the future. You may also be interested in the free and low-cost humane education resources available at http://humanesociety.org/parents_educators.

Again, thank you for your interest in the humane education course and study.

Sincerely,

Stephanie Itle-Clark

Appendix D: Letter to Inform Participants of Exclusion (Cap of 30 Met)

Date

Name of Applicant

Applicant's Address

Dear (Applicant's Name):

Thank you for your interest in the humane education study *In‑Service Teachers' Understanding and Teaching of Humane Education Before and After a Standards-Based Intervention that Includes Humane Pedagogy* for which you applied. This study is designed for the first 30 approved respondents and certified K-12 in-service teachers only, and course enrollment is now full.

I encourage you to register for an upcoming humane education course that will be offered through Humane Society University in the future. You may also be interested in the free and low-cost humane education resources available at http://humanesociety.org/parents_educators.

Again, thank you for your interest in the humane education course and study.

Sincerely,

Stephanie Itle-Clark

Appendix E: Pre-Test Survey

Thank you for participating in the *In-Service Teachers' Understanding and Teaching of Humane Education Before and After a Standards-Based Intervention that Includes Humane Pedagogy* research study. Please answer the short survey below in order to help us understand your role in the school system and your personal understanding of humane education.

1. State issuing your teacher certification _____

2. State in which you teach _____

3. Type of Educator *(please choose one as your primary role)*:

    a. elementary school teacher (K-6)

    b. secondary school teacher (7-12)

    c. school librarian

    d. administrator

    e. other *(please specify)* _____

4. Grade(s) and subject(s) currently teaching_____

For the next question, please indicate whether you *strongly agree*, *agree,* are *neutral*, *disagree*, or *strongly disagree* with each statement.

5. I am familiar with humane education.

    1 – Strongly disagree
    2 – Disagree
    3 – Neither disagree or agree
    4 – Agree
    5 – Strongly agree

6. In your own words, please provide the definition you feel best describes humane education.

    _____
    _____
    _____

7. Does your state require humane education? *(Please choose one.)*

a. Yes
b. No
c. Not sure

For questions 8 and 9, please indicate whether you *strongly agree*, *agree*, are *neutral*, *disagree*, or *strongly disagree* with each statement.

8. It is important for teachers to incorporate humane education into their lessons.

    1 – Strongly disagree
    2 – Disagree
    3 – Neither disagree or agree
    4 – Agree
    5 – Strongly agree

9. I am familiar with instructional strategies to plan and teach different kinds of lessons containing humane-related content.

    1 – Strongly disagree
    2 – Disagree
    3 – Neither disagree or agree
    4 – Agree
    5 – Strongly agree

10. Do you include humane education in some way in your classroom/school work? *(Please choose one.)*

    a. Yes *(If YES, please answer question 11.)*

    b. No *(If NO, please answer question 12.)*

    c. Not Sure *(If NOT SURE, please answer question 12.)*

11. Since the beginning of this school year, into what subjects or specific lesson topics have you incorporated humane education? *(Please choose all that apply.)*

    a. Language arts

    b. Mathematics

    c. Social studies

    d. Science

     e.   Art

     f.   Physical Education

     g.   Health

     h.   Foreign language

     i.   Other *(please specify)*_____

Please describe how you incorporate humane education into your classroom/school work.

_____
_____
_____

12. What are the reasons that you do not include humane education in your personal classroom work?

_____
_____
_____

13. During the rest of this school year, do you plan to include humane education in some way in your classroom/school work? *(Please choose one.)*

     a.   Yes *(If YES, please answer question 14.)*

     b.   No *(If NO, please skip to question 15.)*

     c.   Not Sure *(If NOT SURE, please skip to question 15.)*

14. Into what subjects or specific lesson topics do you intend to incorporate humane education? *(Please choose all that apply.)*

     a.   Language Arts

     b.   Mathematics

     c.   Social Studies

     d.   Science

     e.   Art

     f.   Physical Education

     g.   Health

h. Foreign Language

i. Other _____

j. I have not decided how to include humane education into my work.

15. What are the reasons that you do not plan to include humane education in your personal classroom work? *(Choose all that apply.)*

_____

_____

_____

16. What do you believe are the primary two reasons that humane education concepts are currently not included in the school or state curriculum? *(Please choose two.)*

a. The school year or day has too little time.

b. My district has a lack of funds for humane education materials or professional development.

c. Humane education resources are difficult to find.

d. Available resources are not appropriate to each grade or subject area.

e. In my school, there is a lack of support.

f. In my district, there is a lack of support.

g. Other _____

Appendix F: Post-Test Survey-

Thank you for participating in the *In-Service Teachers' Understanding and Teaching of Humane Education Before and After a Standards-Based Intervention that Includes Humane Pedagogy* research study. Please answer the short survey below in order to help us understand your role in the school system and your personal understanding of humane education.

1. State issuing your teacher certification _____

2. State in which you teach _____

3. Type of Educator *(please choose one as your primary role)*:

     a. elementary school teacher (K-6)

     b. secondary school teacher (7-12)

     c. school librarian

     d. administrator

     e. other _____

4. Grade(s) and subject(s) currently teaching_____

5. Does your state require humane education? *(Please choose one.)*

     a. Yes

     b. No

     c. Not sure

6. In your own words, please provide the definition you feel best describes humane education.

     _____
     _____
     _____

For the questions 7 and 8, please indicate whether you *strongly agree*, *agree,* are *neutral*, *disagree*, or *strongly disagree* with each statement.

7. I am familiar with humane education.
     1   – Strongly disagree
     2   – Disagree

3 – Neither disagree or agree
4 – Agree
5 – Strongly agree

8. It is important for teachers to incorporate humane education into their lessons.

1 – Strongly disagree
2 – Disagree
3 – Neither disagree or agree
4 – Agree
5 – Strongly agree

9. I am familiar with instructional strategies to plan and teach different kinds of lessons containing humane-related content.

1 – Strongly disagree
2 – Disagree
3 – Neither disagree or agree
4 – Agree
5 – Strongly agree

10. Do you include humane education in some way in your classroom/school work? *(Please choose one.)*

a. Yes *(If YES, please answer question 11.)*

b. No *(If NO, please answer question 12.)*

c. Not Sure *(If NOT SURE, please skip to question 13.)*

11. Since the beginning of this school year, into what subjects or specific lesson topics have you incorporated humane education? *(Please choose all that apply.)*

a. Language Arts

b. Mathematics

c. Social Studies

d. Science

e. Art

    f.   Physical Education

    g.   Health

    h.   Foreign Language

    i.   Other *(please specify)*_____

12. What are the reasons that you do not include humane education in your personal classroom work?

_____

_____

_____

13. Do you intend to include humane education in some way in your classroom/school work? *(Please choose one.)*

    a.   Yes *(If YES, please answer question 14.)*

    b.   No *(If NO, please skip to question 15.)*

    c.   Not Sure *(If NOT SURE, please skip to question 15.)*

14. Into what subjects or specific lesson topics do you intend to incorporate humane education? *(Please choose all that apply.)*

    a.   Language Arts

    b.   Mathematics

    c.   Social Studies

    d.   Science

    e.   Art

    f.   Physical Education

    g.   Health

    h.   Foreign Language

    i.   Other _____

    j.   I have not decided how to include humane education into my work.

Please describe how you plan to incorporate humane education into your classroom/school work.

_____
_____
_____

15. What do you believe are the primary two reasons that humane education concepts are currently not included in the school or state curriculum? *(Please choose two.)*

> h. The school year or day has too little time.
>
> i. My district has a lack of funds for humane education materials or professional development.
>
> j. Humane education resources are difficult to find.
>
> k. Available resources are not appropriate to each grade or subject area.
>
> l. In my school, there is a lack of support.
>
> m. In my district, there is a lack of support.
>
> n. Other _____

Appendix G: Course Syllabus

HUMANE SOCIETY UNIVERSITY™

Course Number
Standards for Success in Humane Education
Term: Winter 2013

Faculty Information:
>   Instructor: Stephanie Itle-Clark
>   Email: sclark@humanesocietyuniversity.org
>   Available by phone for appointments
>   Will respond to emails and discussion posts within 24 hours

Course Description

This course examines the history and theory behind the teaching of kindness to animals and explores some of the most important topics in contemporary studies of humane education. These topics include the development of prosocial behaviors such as empathy, the differences in education and indoctrination, how humane education is situated within other educational frameworks and the creation of lessons and programs that infuse humane education into standard programs.

Learning Outcomes

Students will be able to:

- examine and analyze teaching practice as it relates to education and indoctrination in the field of humane education and prosocial learning.
    - ○ Assessment: Students will participate in lesson one discussion forum answering the following:

  1) How do you define humane education? Did the readings reaffirm or change your thoughts in any way?
  2) On which aspect(s) of humane education do you feel you might focus?
  3) Would any of the humane topics be considered controversial by anyone? Have you planned how you might deal with these concerns and present all sides of the material?

    Students will choose three strategies to assist learners in creating critical thinking as described in the article by Paul, R. W., 1988. Students will describe why these are important to the development of humane attitudes and actions; describe how the development of these skills can help both you as the educator and the students; provide support from other documents as well as the articles read earlier in the course.

- analyze social modeling and synthesize how programs can create modeling in personal programs
    - ○ Assessment: Students will examine how a humane educator can use his or her

knowledge of education versus indoctrination to help build a social norm that includes humane ideas. Students will use the readings and a search engine to locate additional information about building positive social climates and discuss suggestions that support humane education.

- define, interpret, and evaluate humane education, materials, and techniques; understand components of controversial issues in humane education
  ○ Assessment: Students will review and create humane education materials including programs and curriculums.

- create and provide rigorous offerings aligned with current educational mandates, best practices, and the standards-based curriculum
  ○ Assessment: Students will review and create humane education materials including programs and curriculums; students will learn how humane education aligns with standards, character, anti-bullying, and social and emotional learning.

Grading

Class Participation
This is an online, instructor-mediated, asynchronous course in which you are expected to "attend" class by logging into the course a minimum of 3 times a week and making at least 5 substantive postings. Class weeks will begin each Saturday and end on Friday. New lectures will be posted every Saturday. Class participation will be measured in several ways.
 	
First, your attendance will be recognized through your contributions to the postings. Second, the quality of your postings will shape your participation grade. To fully benefit from and contribute to the course, you should raise questions that stimulate discussion about aspects of the readings or the comments of the instructor or classmates. You should actively share thoughts based on your ideas and experiences. More details on netiquette and appropriate postings will be provided.
 	
For each discussion week, you be able to earn 12 points. See attached Discussion Post rubric for details. Briefly, each of the required posts will be graded on a scale from 3 to 0 as follows:
 	
    • 3 points – an excellent post is analytical, integrates reading, and furthers discussion;
    • 2 points – a good post shows familiarity with topic and responds to instructor or classmate's questions or comments on the week's topic
    • 1 point – a poor post does not show familiarity with reading beyond classmate's comments or is off-topic.
 	
Students who do not make three substantive posts will receive a "0" for each missing post. Students are encouraged to make more than three posts. For grading, the instructor will select the three strongest posts among a student's discussion board contributions.
 	
If you face difficulties in posting during a particular week (e.g. family emergencies, illness), please inform faculty immediately. Accommodations will be made for you to
	45%

complete a comparable assignment. However, we urge students to make every effort to participate regularly in class.	
Writing Assignments Writing assignments will be submitted in course Drop Box folders. Writing assignments will be due on Friday at midnight ET each week. The writing assignments will vary and include short answer questions, more traditional essays, and lesson material creation. Students are encouraged to cite both course and outside materials when supporting details of their writing.	45%
Final Project The unit of study or lessons will account for 10% of your final grade.	10%
	100%

Required Texts

Required Books-

All materials are provided in the course.

Required Articles-

All materials are provided in the course.

Online Materials-

Links for selected readings and resources will be provided as applicable to the content each week.

Recommended Readings-

Day, J. M. & Tappan, M. B. (1996). The narrative approach to moral development: From the epistemic subject to dialogical selves. *Human Development 39*,67–82.
(DOI: 10.1159/000278410)

Policy Statements

Code of Academic Integrity:
Academic integrity is a necessary foundation in a learning community and is expected of all HSU faculty and students. The HSU Code of Academic Integrity insists that all academic pursuits are honest, fair, trustworthy, respectful, and responsible. Violations to this code include cheating, fabricating, facilitating code violations, and plagiarism.

Notice to Students with Disabilities:
Humane Society University is committed to providing access to and inclusion in academic programs for students with disabilities by providing reasonable accommodations. Equal access for qualified students with disabilities is an obligation of the university under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and Section 508 of the Rehabilitation Act as amended in 1998. A student is not required to disclose his/her disability to the university unless accommodations are requested. Students wishing to request such accommodations should contact the Dean of Students Affairs at

studentsaffairs@humanesocietyuniversity.org.

COURSE READINGS AND SCHEDULE

Day, J. M. & Tappan, M. B. (1996). The narrative approach to moral development: From the epistemic subject to dialogical selves. *Human Development 39*,67–82.
(DOI: 10.1159/000278410)

Week 1 – Humane Education

Required Reading: Read all of the material found in Week 1.

Recommended Reading:

Participation/Assignments: Students will take part in the "Defining Humane Education" discussion form.

Week 2 – Indoctrination Versus Education

Required Reading: Read all of the material found in Week 2.

Recommended Reading:

Participation/Assignments: Students will take part in the "Indoctrination: Why or Why Not" discussion forum and "Choose Three Strategies" drop box.

Week 3 – Climate and Modeling

Required Reading: Read all of the material found in Week 3.

Recommended Reading:

Participation/Assignments: Students will post in the "Building Social Modeling Into Personal Work" discussion forum and complete the "Create a Modeling Activity Idea or Transition" drop box assignment.

Week 4 – Standards

Required Reading: Read all of the material found in Week 4.

Recommended Reading:

Participation/Assignments: Students will post in the "Humane Education: Laws or No Laws?" discussion forum and "Brainstorming Activity" drop box.

Week 5 – Prosocial Frameworks: Including Character Education, Anti-Bullying, and Social and Emotional Learning

Required Reading: Students will read all of the material found in Week 5.

Recommended Reading:

Participation/Assignments: Post in the "Importance of Frameworks and Programs in Your Area" drop box and "Kindness to People and Animals: Are the Two Connected?" and "Review of 'Sample Lesson'" Discussion forums.

Week 6 – Lessons Designed for Growth and Evaluating Moral Development

Required Reading: Read all of the material in Week 6.

Recommended Reading:

Participation/Assignments: Students will complete the "Assessing Moral Development" Discussion Forum assignment and "Lesson Plan" drop box.

Week 7 – Making a Community Connection

Required Reading: Read all of the material in Week 7.

Recommended Reading:

Participation/Assignments: Students will complete the "Connecting School and Community Programs" Discussion Forum assignment and "Spreading the Word" drop box assignment.

Week 8 – Putting It All Together

Required Reading: Read all of the material in Week 8.

Recommended Reading:

Participation/Assignments: Students will complete the "Lesson Plan – Draft 2" drop box assignment and "Favorite Tip?" discussion forum.