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**An Annotated Bibliography of Research Relevant to
Humane Education**

2014-2015

The Humane Society Institute for Science and Policy

**Compiled by Erich Yahner
(All Abstracts and Summaries from Authors or Publishers)**

JOURNAL ARTICLES

Bruce, S. M., Feinstein, J. D., Kennedy, M. C., & Liu, M. (2015). Humane education for students with visual impairments: learning about working dogs. *Journal of Visual Impairment & Blindness*, (4), 279.

Introduction: This study examined the effect of an animal-assisted humane education course on the knowledge of students about caring for dogs physically and psychologically and making informed decisions about dog ownership, including working dogs. Method: This collaborative action-research study employed case study design to examine the effect of an eight-week animal-assisted humane education course on the knowledge and skills of four secondary students with visual impairments. Two independent raters applied constant comparative analysis for all of the following data sources: pre- and post-intervention interviews, pre- and post-intervention tests, videotaped observations, and field notes. Findings were determined for individual students and the class as a whole. Results: The greatest gains made by students included learning how to greet, feed, play with, obtain, and pay for dogs; they also learned about appropriate equipment and the roles of working dogs. Effective instructional strategies included assessing prior knowledge and experience with dogs, practicing skills, using tactile techniques, using routines and repetition, and correcting misconceptions. Discussion: Findings indicate that although students did not master all of the knowledge and skills taught in the course, they became more knowledgeable about care and ownership of dogs. Limitations of this study are the small sample size and short intervention time. Future research may feature longer intervention periods and make connections between humane education, orientation and mobility, and the core content areas of science and mathematics. Implications for practitioners: Students with visual impairments must be provided with experiences with different types of working dogs. Ample time should be given to explore equipment and to practice skills that are essential to responsible care and ownership of dogs.

Higgins, C. (2015). Humane education. *Educational Theory*, 65(6), 611.

An introduction is presented in which the editor discusses various reports within the issue on topics including the nature, current state, and future prospects of the humanities, humane teaching and teacher education, and place of the humanities in educational research.

Itle-Clark, S. (2014). Increasing student engagement through animal welfare education and service. *Living Education eMagazine*, 42-43, 57-58.

Student engagement is for the most part driven by three factors, "underlying need for competence, the extent to which students experience membership in the school, and the authenticity" of the task they are given. Animal welfare education and correlated service-learning can address all three of these factors. In addition, for the many students who have traditionally written-off school and school sponsored functions, personal and authentic learning can assist in rebuilding trust in the educational system. Authentic learning built around animal welfare education and animal welfare topics that impact the real world or personal neighborhoods of students encourages brain growth and increased competencies in areas such as kinesthetic, spatial, artistic, and interpersonal in a way that traditional didactic and educator-centered learning does not.

Kalof, L., Zammit-Lucia, J., Bell, J., & Granter, G. (2015). Fostering kinship with animals: animal portraiture in humane education. *Environmental Education Research*, 1-26.

Visual depictions of animals can alter human perceptions of, emotional responses to, and attitudes toward animals. Our study addressed the potential of a slideshow designed to activate emotional responses to animals to foster feelings of kinship with them. The personal meaning map measured changes in perceptions of animals. The participants were 51 students enrolled at a pre-university college in Montreal, Quebec. Major conceptual themes were developed based on students' responses on the PMM both pre- and post-slideshow. Ninety-two percent changed their perceptions of 'Animal' after viewing the slideshow. Pre-slideshow perceptions of 'Animal' were described primarily as *Pets/Symbols*, *Biological/Wild Nature*, *Commodity/Resource*, and *Dangerous*. After the show, the perceptions shifted to *Kinship* and *Sentience/Individuality*, with substantial increases in the depth and emotion associated with responses. Thus, viewing animal portraiture improved feelings of kinship with animals and enhanced perceptions of animal individuality in a classroom setting.

Komorosky, D., & O'Neal, K. K. (2015). The development of empathy and prosocial behavior through humane education, restorative justice, and animal-assisted programs. *Contemporary Justice Review*, 18(4), 395.

Literature suggests that developing empathy for animals will result in caring toward other living things. Empathy is often seen as a key building block of prosocial behavior and can be defined as sharing of another person's emotions and feelings. In older childhood and adolescence, a lack of empathy may have deleterious consequences, leading to antisocial behaviors. However, children and adolescents who exhibit human and non-human animal aggression have often been witness to animal cruelty in the home. When empathy and prosocial behaviors are not learned in the home, there are alternatives to facilitate that process. This study discusses the development of empathy and prosocial behavior by working with animals through the modalities of humane education, restorative justice, and animal-assisted programs. Each modality focuses on building compassion, caring, responsibility, and kindness with the help of animals. Through these violence prevention programs, children and adolescents can develop empathy, which will decrease the likelihood of future aggression.

Lakestani, N., Aguirre, V., & Orihuela, A. (2015). Farm animal welfare and children. *Society & Animals*, 23(4), 363-378.

Children are future consumers; they will impact future animal welfare standards. This pilot study evaluated a nonhuman animal welfare education program, building a farm animal attitude questionnaire for 8- to 10-year-old children. The educational material focused on the behaviors and needs of cows, chickens, and pigs. Knowledge acquisition and attitude change were measured before and after the intervention for children in the intervention group and at a 2-week interval for children in the control group. Reliability of the attitude scale was measured by correlating the answers from the control group at two different time points. Eleven items were significantly correlated at the time points, indicating that those questions were reliably testing children's views on these items. The educational intervention was successful in increasing children's knowledge of farm animals and resulted in some changes in attitudes. The type of favorite animal reported shifted to more farm animals after the intervention.

Nera, K. R. (2015). A sketch of a humane education: A capability approach perspective. *Symposion*, 2(3), 311-321.

Poverty, understood as basic capability deprivation, can only be solved through a process of expanding the freedoms that people value and have reason to value. This process can only begin if the capability to imagine and aspire for an alternative lifestyle worthy of human dignity is cultivated by an education program that develops both the capability to reason and to value. These two facets play a major role in the creative exercise of human agency. This program of humane education can only come from an adequate description of the human agent as a persona that seeks to actualize itself based on his/her understanding of the good. Education must therefore seek to cultivate the capability to have an adequate conception of the good (normative) as well as the capability to constantly re-evaluate one's conception of the good (evaluative) in order to freely and reasonably choose a life that one values and has reason to value. Education must therefore entail not merely the development of skills

nor specialization in a particular field but must concentrate on the integration of the human person as a whole which leads to self-creative praxis.

Szecsí, T. (2015). Undergraduate research in humane education: Benefits gained in action research. *Council on Undergraduate Research Quarterly*, 35(4), 42.

The article focuses on the benefits of undergraduate action research in humane education. It discusses the benefits of action research which include knowledge base development, professional development, and strengthening collegial efforts. Also mentioned are the educational or career advancement, humane education programs to children, and way to help students improve their communities through interdisciplinary research collaboration.

Tardif-Williams, C. Y., & Bosacki, S. L. (2015). Evaluating the impact of a humane education summer-camp program on school-aged children's relationships with companion animals. *Anthrozoös*, 28(4), 587-600.

This study evaluated the impact of children's participation in a five-day humane education summer-camp program on the quality of their relationships with and treatment of companion animals. We measured changes from pre- to post-program in 77 children (50 girls, 27 boys) aged 6–12 years. The program promoted positive interactions between children and animals in natural settings, with a focus on either companion animals or farm/forest animals. The Companion Animal Bonding Scale, the Pet Friendship Scale, the Comfort from Companion Animal Scale, the Children's Treatment of Animal Questionnaire, and a drawing task were administered to children prior to the beginning of the camp on day one and again at the end of day five. Overall, the results showed that after five days of humane education in summer camp, children reported sharing significantly closer bonds and friendships with their companion animals. These results were more pronounced for girls versus boys, among younger (aged 6 to 8 years) versus older (aged 9 to 12 years) children, and among children receiving the companion-animal versus farm/forest-animal curriculum. Older boys reported significantly lower scores on the humane treatment of their companion animals, compared with younger boys, and both older and younger girls. Comparisons by type of curriculum also suggested that the humane education curriculum that focused on farm/forest animals resonated more with the girls versus the boys. The implications for camp- and classroom- based humane education programs are discussed.

Waddell, R. (2015). The effects of transformational humane education on at-risk youth in an alternative school setting. *Journal of Education and Human Development*, 4(1), 189-195.

The Transformational Humane Education (THE) IRB approved project promoted compassion and encouraged responsibility among middle and high school students enrolled in an alternative school. Interdisciplinary collaboration between the department of undergraduate social work and department of criminal justice, faculty and students, the alternative school staff (the principal, behavioral counselors, and teachers) conducted four humane education sessions, with the goal of helping highly at risk youth process and make ethical and humane decisions through working with animals. Each session was conducted with the entire student body. All students completed a pre/post-test. Conclusion: Humane education enables students to find workable solutions for a healthy, just society

BOOK CHAPTERS

Aguirre, V., & Orihuela, A. (2014). Short-term interventions that accomplish humane education goals: An international review of the research literature. In *Teaching Compassion: Humane Education in Early Childhood*(pp. 23-31). Springer Netherlands. ISBN: 9789400769212.

The value of humane educational programs in the relationship with animals, humans, and violence, in general, has been demonstrated. However, a nationwide program has not been established, and most of the interventions around the world are based in programs developed by humane associations, whose success evaluations in general lack of a rigorous methodology. However, few studies with robust methodology support some of these programs. Among these papers, authors concluded that (1) effective short-term courses can vary in length from 30 min to 40 h distributed during one semester; (2) children exposed to these programs generalize animal empathy with human-directed empathy; (3) children between 6 and 13 years of age are able to learn about humane behavior toward animals and

humans through role-play, printed materials, and lectures, which have a synergistic effect; (4) short-term humane education programs can be effective and sustainable over the long term; and (5) children's stage of development affects humane learning. This chapter is a review of some of the successful, short-term interventions published in the scientific literature.

Bires, N., & Schultz, D. (2014). Foundational humane education: Promoting love of nature and affinity for animals in schools and communities. In *Teaching Compassion: Humane Education in Early Childhood* (pp. 109-131). Springer Netherlands. ISBN: 9789400769212.

Children today spend the majority of their time indoors, watching television, playing video games, and using the computer. As screen time has increased, unstructured playtime in the outdoors has decreased. Louv (*Childhood's future*, Doubleday, New York, 2005) coined the phrase "nature-deficit disorder" (NDD), referring to the alienation from nature in the lives of today's wired generation. Not only does the loss of children's outdoor play and contact with the natural world negatively impact the growth and development of the whole child and their acquisition of knowledge, it also sets the stage for a continuing loss of the natural environment. As educators seek to develop citizens with environmental ethics, in the early childhood years they must first develop children's love of nature. Likewise, as educators aim to develop citizens who protect animals, teaching children to have affinity for animals, both wildlife and companion animals, is the foundation.

Harfield, T. D. (2014, March). Teaching the unteachable: on the compatibility of learning analytics and humane education. In *Proceedings of the Fourth International Conference on Learning Analytics And Knowledge* (pp. 241-245). ACM.

This paper is an exploratory effort to find a place for learning analytics in humane education. After distinguishing humane education from training on the basis of the Aristotelian model of intellectual capabilities, and arguing that humane education is distinct by virtue of its interest in cultivating prudence, which is unteachable, an account of three key characteristics of humane education is provided. Appealing to thinkers of the Italian Renaissance, it is argued that *ingenium*, eloquence, and self-knowledge constitute the what, how, and why of humane education. Lastly, looking to several examples from recent learning analytics literature, it is demonstrated that learning analytics is not only helpful as set of aids for ensuring success in scientific and technical disciplines, but in the humanities as well. In order to function effectively as an aid to humane education, however, learning analytics must be embedded within a context that encourages continuous reflection, responsiveness, and personal responsibility for learning.

Jalongo, M. R. (2014). Humane education and the development of empathy in early childhood: Definitions, rationale, and outcomes. In *Teaching compassion: Humane education in early childhood* (pp. 3-21). Springer Netherlands. ISBN: 9789400769212.

Internationally, one of the most pressing issues for early childhood educators is challenging behavior in young children, defined as disruptive, aggressive, and violent behavior that inflicts mental or physical harm to others. Addressing this concern requires teachers and families to support the young child's budding sense of empathy, which is a major goal of humane education programs. Although most people assume that humane education focuses exclusively on the responsible care of animals, contemporary concepts of humane education are far more expansive and extend to compassion for all living things as well as to guardianship of the earth. This chapter defines humane education and describes the development of empathy, supplies a rationale for integrating humane education concepts into the early childhood curriculum, explains how human-animal interaction can serve as a foundation for teaching compassion in the early years, and recommends strategies and resources that enable educators and families to promote positive outcomes for children.

Onion, A. K. (2014). Humane education in an early childhood science education curriculum. In *Teaching Compassion: Humane Education in Early Childhood* (pp. 213-226). Springer Netherlands. ISBN: 9789400769212.

This chapter explores the alignment of science education for young children and the principles of humane education. This connection is illustrated through descriptions of inquiry-based projects focusing on various animals and classroom accounts of the early science curriculum. In addition, it reviews the literature on young

learners' enhanced dispositions toward science and development of empathy as they investigate the natural world through the study of animals and learn to become guardians of the earth.

Rule, A. C., & Zhanova, K. S. (2014). *Guardians of the Earth: Teaching children to care for all living things. In Teaching Compassion: Humane Education in Early Childhood* (pp. 197-211). Springer Netherlands. ISBN: 9789400769212.

Across cultures, people show affinity to nature, but today's children have little contact to develop a strong bond. Children's ways of knowing differ from the abstract, logical ways of adults, focusing instead on sensory and emotional perceptions. Children need to develop a love for nature through unstructured access to natural areas before learning about endangered species. Many factors affect human attitudes toward organisms: media portrayal, physical and behavioral attributes, genetic closeness to humans, cultural and religious factors, and perceived danger. Learning about local fauna and flora can influence preferences from charismatic species to appreciating more modest local organisms. Familiar animals are generally valued with education affecting these attitudes. Humane education programs of several approaches (curriculum-blended, literature-focused, and animal project-based) abound, but their efficacy has not been well documented in the literature. A recent humane education program by the authors is discussed along with examples of animal poetry that the author developed for use with first and second grade students.

Szecei, T. (2014). *Teaching preservice early childhood educators about humane education. In Teaching Compassion: Humane Education in Early Childhood* (pp. 49-65). Springer Netherlands. ISBN: 9789400769212.

Young children are inquisitive about their environment. Humane education has the potential to create various learning opportunities to expand children's understanding and skills for becoming responsible citizens of the globe. The infusion of humane education values into curriculum should occur every day. Therefore, early childhood teachers should incorporate humane education in lessons across the curriculum. Nevertheless, teachers need experience and preparation for this task. In the field of teacher preparation, courses on humane education can create opportunities for preservice teachers to construct knowledge, skills, and attitudes for shaping young children's mind about the environment. This chapter proposes an argument for the infusion of humane education courses within teacher preparation. The theoretical framework emerges from a review of research on school-based humane education programs and on humane education courses at the university level. Subsequently, a project that piloted infused multidisciplinary humane education courses into teacher preparation is described, followed by the recommendations for early childhood teacher educators.

BOOKS

Jalongo, M. R. (2014). *Teaching compassion: Humane education in early childhood. Springer. ISBN: 9789400769212*

In response to highly publicized incidents of school violence, educators across the United States and in many other nations are seeking effective ways to prevent and modify aggressive and anti-social behaviors in students. One of the major recommendations of the research is that efforts to prevent cruelty need to begin early, during the early childhood years of birth through age eight. The focus of *Teaching Compassion: Humane Education in Early Childhood* is guiding young children to accept responsibility for and to be kind in their interactions with fellow human beings, animals and the environment. Although humane education is a relatively new concept in the field of early childhood education, professionals in the field are very familiar with many of the related concepts, including: promoting positive interpersonal interactions, teaching children the skills of self-regulation, giving children experience in caring for living things and protecting the environment. This edited volume is an interdisciplinary compendium of professional wisdom gathered from experts in the fields of education, child development, science, psychology, sociology and humane organizations. As the book amply documents, the concept of humane education is powerful, integrative, timely and appropriate in work with young children. *Teaching Compassion: Humane Education in Early Childhood* shows how it is possible for adults dedicated to the care and education of young children to balance attention to the cognitive and affective realms and, in so doing, to elevate the overall quality of early childhood programs for children, families and communities.

Rice, S., & Rud, A. G. (Eds.). (2015). *The educational significance of human and non-human animal interactions: Blurring the species line*. Palgrave Macmillan. ISBN: 9781137505248.

The lives of animals and humans are deeply intertwined and mutually influencing. In recent years, there has been a growing appreciation of ways in which the interactions of human animals and non-human animals matter educationally. This book seeks to contribute to the ongoing conversation about animals and education.