

Carl R Rogers Freedom To Learn 1969

D. Randy Garrison

Freedom to Learn Carl Ransom Rogers, 1969 Focuses on the real problems of contemporary man- family, stability, crime, personal growth, peace, the good life. Poses vital foundation questions. Approaches science as a human concern, not one of rigid rules and approved procedures. Cites defects in present methods of educating scientists. Deals with the question of human values in science.

Freedom to Learn Carl Ransom Rogers, 1969 Freedom: where to action is; Creating a climate of freedom; Some assumptions; The philosophical and value ramifications; A model for revolution.

Active Listening Carl R. Rogers, Richard Evans Farson, 2015-09-04 2015 Reprint of 1957 Edition. Full facsimile of the original edition. Not reproduced with Optical Recognition Software. Active Listening, first developed by Rogers and Farson, is a therapeutic technique designed to promote positive change in the client. Active listening is a communication technique used in counselling, training and conflict resolution, which requires the listener to feed back what they hear to the speaker, by way of re-stating or paraphrasing what they have heard in their own words, to confirm what they have heard and moreover, to confirm the understanding of both parties. It continues to have a lasting influence to this day.

The Interpersonal Relationship in the Facilitation of Learning Carl Ransom Rogers, 1968

Philosophical Analysis and Education (International Library of the Philosophy of Education Volume 1) Reginald Archambault, 2010-02-25 When originally published in 1965 this book reflected some of the new thinking among philosophers regarding the role of the discipline in its investigation of central issues in education. The essays are grouped into four major sections: The Nature and Function of Educational Theory; The Context of Educational Discussion; Conceptions of Teaching; and The Essence of Education. The concepts dealt with are of the first importance to any practical or theoretical discussion in education and the editor provides a generous introduction to the essays to aid the reader in his analysis of the issues.

Handbook of Foreign Language Communication and Learning Karlfried Knapp, Barbara Seidlhofer, 2009-12-15 This volume focuses on how far the policies, principles and practices of foreign language teaching and learning are, or can be, informed by theoretical considerations and empirical findings from the linguistic disciplines. Part I deals with the nature of foreign language learning in general, while Part II explores issues arising from linguistic, socio-political, cultural and cognitive perspectives. Part III and IV then consider the different factors that have to be taken into account in designing the

foreign language subject and the various approaches to pedagogy that have been proposed. Part V finally addresses questions concerning assessment of learner proficiency and the evaluation of courses designed to promote it. Key features: provides a state-of-the-art description of different areas in the context of foreign language communication and learning presents a critical appraisal of the relevance of the field offers solutions to everyday language-related problems with contributions from renowned experts

Humanism in Language Teaching Earl W. Stevick, 1990 This volume explores humanistic approaches - unconventional methodologies - in relation to language teaching, and invites readers to radically reassess their understanding of unconventional teaching methods.

Congressional Record United States. Congress, 2002

On Becoming an Effective Teacher Carl R Rogers, Harold C Lyon, Reinhard Tausch, 2013-08-22 On Becoming an Effective Teacher describes exemplary practices like Teach For America, which highlight the power of person-centered teaching to bring about higher student achievement and emotional intelligence. Lyon situates the classic with the cutting-edge, integrating wisdom with research, anecdote with practical advice, to find truths that reveal paths toward effective teaching. Jeffrey Cornelius-White, Psy.D., LPC, Professor of Counseling, Missouri State University, USA, Author of Learner Centered Instruction: Building Relationships for Student Success This fascinating book reveals through current research and contemporary applications that Carl Rogers' pioneering and radical approach to education is as relevant today as it was in the 1970s and '80s. Brian Thorne, University of East Anglia, UK Carl Rogers is one of the most influential psychologists of the twentieth century. His influence is similarly outstanding in the fields of education, counselling, psychotherapy, conflict resolution, and peace. On Becoming an Effective Teacher presents the final unpublished writings of Rogers and as such has, not only unique historical value, but also a vital message for today's educational crises, and can be read as a prescription against violence in our schools. It documents the research results of four highly relevant, related but independent studies which comprise the biggest collection of data ever accumulated to test a person-centred theory in the field of education. This body of comprehensive research on effective teaching was accomplished over a twenty-year period in 42 U.S. States and in six other countries including the UK, Germany, Brazil, Canada, Israel, and Mexico and is highly relevant to the concerns of teachers, psychologists, students, and parents. The principal findings of the research in this book show that teachers and schools can significantly improve their effectiveness through programs focusing on facilitative interpersonal relationships. Teachers who either naturally have, or are trained to have empathy, genuineness (congruence), and who prize their students (positive regard) create an important level of trust in the classroom and exert significant positive effects on student outcomes including achievement scores, interpersonal functioning, self-concept, attendance, and violence. The dialogues between Rogers and Lyon offer a unique and timeless perspective on teaching, counselling and learning. The work of Reinhard Tausch

on person-centered teaching for counselors, parents, athletics, and even textbook materials, and the empathic interactions of teachers and students, is among the most thorough and rigorous research ever accomplished on the significance and potential of a person-centered approach to teaching and learning. This pioneering textbook is highly relevant to educational psychologists and researchers, as well as those in undergraduate and graduate university courses in education, teacher training, counseling, psychology and educational psychology.

Cooperative Discipline Linda Albert, Patricia B. Kyle, 2002-12-01

Flipped Learning Jonathan Bergmann, Aaron Sams, 2014-06-21 Flipped classroom pioneers Jonathan Bergmann and Aaron Sams take their revolutionary educational philosophy to the next level in Flipped Learning. Building on the energy of the thousands of educators inspired by the influential book Flip Your Classroom, this installment is all about what happens next -- when a classroom is truly student-centered and teachers are free to engage with students on an individual level.

The New Educational Technologies and Learning Ibrahim Michail Hefzallah, 2004 Ibrahim Michail Hefzallah has been on the faculty of Fairfield University since 1968. At present, he is a professor of educational technology and the chair of the Educational Technology Department of the Graduate School of Education and Allied Professions.

Carl Rogers on Personal Power Carl Ransom Rogers, 1986

Open Education and Education for Openness, 2019-02-11 The essays in this edited collection reflect on the nature of open education resources, where the question on openness for education emerges. What is remarkable today are the ways that teachers and institutions now begin to form part of the processes of global exchange and production of a network of global educational commons. The question about the significance of this development, their limits and the consequences for practitioners and institutions from the perspective of teachers is extremely complex. For example, the policy agenda of institutions, states, and international organizations related to the regulation of new technologies facilitates the existence and viability of those resources. This has consequences for the ways that those resources are used and produced by educators. Contributors to this collection, each on their own way, argue that Open Education involves a commitment to openness and is therefore inevitably a political and social project. This book ends with a challenge for those engaged in exploring the potential impacts and possibilities of open education initiatives. The open education paradigm and its consequences for educators and learners speak of an uneven geography where the access to technological infrastructure does not necessarily imply freedom or openness. In those instances, openness in education related to open education initiatives requires an engagement in research about the ways in which policy, cultural, digital and educational environments facilitate a political commitment to open systems of knowledge production and distribution. One thing is sure, as the essays in this book demonstrated so clearly, these developments promise an implicit paradigm of openness and democratic collaboration in education that remains to be realized.

The Relationship Inventory Godfrey T. Barrett-Lennard, 2015-01-26 Written by a pioneer in person-centered therapy, this is the only resource to provide full access to the Barrett-Lennard Relationship Inventory (BLRI) – along with information on the instrument's history and development and supporting materials for counseling practitioners, researchers, and students. Provides a complete instrument for measuring empathy in relationships, a critical component for success across a wide range of therapeutic interventions Charts the development and refinement of the BLRI over more than 50 years, with particular attention to the influence of Carl Rogers' theories, and outlines the future potential of the instrument Contains all the materials necessary for critical understanding and application of the BLRI, including the full range of forms and adaptations, and guidelines for successful implementation Also presents the author's Contextual Selves Inventory (CSI), which permits direct study of the self as distinctively experienced in different relationship contexts

Experiences in Self-Determined Learning Lisa Marie Blaschke, Chris Kenyon, Stewart Hase, 2014-11-25 Self-determined learning, also called heutagogy, is an educational phenomenon that is sweeping the world. From Brazil to Germany, England to Australia, the US to the Czech Republic, traditional teaching-centered approaches are being replaced by an approach that focuses on learning: what do you want to learn? How will you learn it? Who are your leading guides? How will your learning success be measured? This book shares stories of pioneers in self-determined learning. These pioneers describe how they have dealt with the challenges and provide practical guidance and lessons learned for those ready to undertake the journey toward self-determined learning.

Significant Aspects of Client-Centered Therapy Carl Rogers, David Webb, 2013-03-14 Psychology Classics: Significant Aspects of Client-Centered Therapy Widely regarded as one of the most influential psychologists of all time, Carl Rogers was a towering figure within the humanistic movement towards person centered theory and non-directive psychotherapy. Originally published in 1946 his classic article Significant Aspects of Client-Centered Therapy is essential reading for anybody interested in psychotherapy and counseling. In this landmark publication Carl Rogers outlines the origins of client-centered therapy, the process of client-centered therapy, the discovery and capacity of the client and the client-centered nature of the therapeutic relationship. Bonus Material: Significant Aspects of Client-Centered Therapy builds upon some of Carl Rogers' previously published work. Among the most notable of these earlier works were The Processes of Therapy and The Development of Insight in A Counseling Relationship; both of which are also presented in full. Significant Aspects of Client-Centered Therapy has been produced as part of an initiative by the website All About Psychology to make important psychology publications widely available. www.all-about-psychology.com

E-Learning in the 21st Century D. Randy Garrison, 2016-10-07 The third edition of E-Learning in the 21st Century provides a coherent, comprehensive, and empirically-based framework for understanding e-learning in higher education. Garrison draws on his decades of experience and extensive research in the field to explore technological, pedagogical, and

organizational implications. The third edition has been fully updated throughout and includes new material on learning technologies, MOOCs, blended learning, leadership, and the importance and role of social connections in thinking and learning, highlighting the transformative and disruptive impact that e-learning has recently had on education.

Client-centered Therapy Carl R. Rogers, 2003-07 Presenting the non-directive and related points of view in counselling and therapy, Rogers gives a clear exposition of procedures by which individuals who are being counselled may be assisted in achieving for themselves new and more effective personality adjustments.

Reflective Practice for Professional Development Carol Thompson, 2021-09-28 This book provides an accessible introduction to the theory and practice of reflection. In ten concise chapters it explores how reflecting on experiences can be used for professional development and help progress knowledge and skills.

Carl R Rogers Freedom To Learn 1969 Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Carl R Rogers Freedom To Learn 1969**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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Carl R Rogers Freedom To Learn 1969 Introduction

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