

The Humane Society Institute for Science and Policy
Animal Studies Repository

9-17-2014

Annotated Bibliography: Humane Education (1998-2013)

Erich Yahner

Humane Society Institute for Science and Policy

Follow this and additional works at: http://animalstudiesrepository.org/hum_ed_bibs

 Part of the [Curriculum and Instruction Commons](#), [Humane Education Commons](#), and the [Social and Philosophical Foundations of Education Commons](#)

Recommended Citation

Yahner, Erich, "Annotated Bibliography: Humane Education (1998-2013)" (2014). *Humane Education Bibliographies*. 3.
http://animalstudiesrepository.org/hum_ed_bibs/3

This Bibliography is brought to you for free and open access by the Humane Society Institute for Science and Policy. It has been accepted for inclusion by an authorized administrator of the Animal Studies Repository. For more information, please contact eyahner@humanesociety.org.

An Annotated Bibliography of Research Relevant to Humane Education

1998-2013

The Humane Society Institute for Science and Policy

Compiled by Erich Yahner

(All Abstracts and Summaries from Authors or Publishers)

JOURNAL ARTICLES

Aguirre, V., & Orihuela, A. (2010). Assessment of the impact of an animal welfare educational course with first grade children in rural schools in the state of Morelos, Mexico. *Early Childhood Education Journal*, 38(1), 27-31.

The purpose of this study was to evaluate if an educational package used for animal welfare teaching would have significant effects on the knowledge of first grade children in a rural area of Mexico. The research was conducted with 276 students in six public schools. In the experimental group, 177 children participated in a 10 week-long animal welfare education program that covered ten one-hour animal welfare topics. The control group, consisting of 99 children, did not receive the course. There were no significant differences ($P > 0.05$) between pretests of the experimental and control schools (ANOVA). However, a significant effect of the program on the children's knowledge was found when the results of the post-test were analyzed using the pretest as a covariate (ANCOVA). Furthermore, the correct responses of the children exposed to the Animal Welfare program were on average 78% richer in concepts compared to responses from children in the control group. These results contribute to the growing body of research literature on the relationship between children and animals in humane education, suggesting that first grade children living in moderate economic conditions can assimilate animal welfare concepts.

Balcombe, J. (1999). Animals & Society courses: A growing trend in post-secondary education. *Society & Animals*, 7(3), 229-240.

A survey of college courses addressing nonhuman animal ethics and welfare issues indicates that the presence of such courses has increased greatly since a prior survey was done in 1983. This paper provides titles and affiliations of 67 of 89 courses from the current Survey. These courses represent 15 academic fields, and a majority are entirely devoted to animal issues. The fields of animal science and philosophy are proportionally well represented compared with biology and wildlife-related fields. An estimated 5000 or more North American students are now receiving instruction in these issues each year. While the availability of courses in animal issues is still sporadic, it is unprecedentedly high and seen as an important component of changing social values toward nonhuman animals.

Broom, D. M. (2005). Animal welfare education: Development and prospects. *Journal of Veterinary Medical Education*, 32(4), 438-441.

Animal welfare has developed rapidly as a scientific discipline since the 1980s. Concepts have been refined, methodologies for assessment developed, and links made to other areas of science. Changes in the subject and in its teaching are required. Since 1986, a series of senior academic teaching posts in the subject have been created, especially in the last 10 years. Veterinary and animal science students should receive a specific course on animal welfare, in addition to mention of the subject in other courses. In the future, more allusion to developments in understanding of welfare in relation to disease and brain measures of welfare is likely. The central role of animal welfare in veterinary and animal science teaching will become more firmly established.

Dılmaç, B., & Kulaksizoğlu, A. (2007). An examination of the Humane Values Education Program on a group of science high school students. *Educational Sciences: Theory & Practice*, 7(3), 1241-1261.

The purpose of this study is to find out whether the Humane Values Education Program has produced any changes on the students' level of humane values. The research was conducted with the first-and second-grade students in Konya Meram Science High School in the 2006-2007 academic year. Thirty students participated in the study. Half of the participants were assigned to the experimental group and the other half to the control group. The research period spans April & May. Having prepared the education program and the scale, the experimental and control groups were formed objectively. The experimental group, consisting of 15 students, was provided with the Humane Values Education Program lasting 14 sessions. Two sessions were held in a week. Statistical methods were used to balance the control and experimental group. The control group didn't receive any program. Findings of the research can be summarized as follows: Between the pre-test and post-test of the experimental group, a significant difference can be seen in favor of the post- test. There is no such a difference for the control group. According to the post-test results of the control and experimental group, there are meaningful differences in favor of the experimental group in the sub-dimensions of responsibility, friendship, amiability, respect, honesty, and tolerance. Thus, these results show the effectiveness of the program presented. The sub-dimensions of the Humane Values Education Program given above show that this study is effective with regard to affective, cognitive, and behavioral outcomes. Suggestions are made in the light of the findings and it has been concluded that the program is effective in the development of secondary education students' value acquisition.

Itle-Clark, S. & De Lisle, S. (2011). Humane education: A way to empower youth, enhance humane behaviors, and promote animal welfare. *Silhouettes*, (3).

If you knew there was a method you could employ to engage and empower your students and at the same time help them to build safer and more humane communities, you would use it, right? Humane education can provide all those things and more.

Lewis, J. E. (2007). The significant life experiences (SLEs) of humane educators. *Society & Animals*, 15(3), 285-298.

This study provides evidence of the significant life experiences (SLEs), which influence advocates for nonhuman animals to develop sensitivity toward animals. Thirty-nine humane educators participated in an online survey. Findings indicate that having a relationship with a companion animal in adulthood is the most important life experience, followed by having a childhood experience with an animal, being exposed to a positive role model in childhood, and reading about animals and animal issues. The study did not find age and gender related differences in life experiences. This paper compares the results from this study to two previous studies. The first study examined the SLEs of animal advocate leaders through analysis of autobiographies, biographies, oral histories, and written interviews. The second study examined the SLEs of animal rescuers through an open-ended survey. This paper discusses similarities and differences among these three groups.

Martinsen, S., & Jukes, N. (2005). Towards a humane veterinary education. *Journal of Veterinary Medical Education*, 32(4), 454-460.

There is a vast array of learning tools and approaches to veterinary education, many tried and true, many innovative and with potential. Such new methods have come about partly from an increasing demand from both students and teachers to avoid methods of teaching and training that harm animals. The aim is to create the best quality education, ideally supported by validation of the efficacy of particular educational tools and approaches, while ensuring that animals are not used harmfully and that respect for animal life is engendered within the student. In this paper, we review tools and approaches that can be used in the teaching of veterinary students, tools and approaches that ensure the dignity and humane treatment of

animals that all teachers and students must observe as the very ethos of the veterinary profession that they serve. Veterinary education has not always met, and still often does not meet, this essential criterion.

Pattnaik, J. (2004). On behalf of their animal friends: Involving children in animal advocacy. *Childhood Education, 81*(2), 95-100.

Animals have occupied a central place in the physical and emotional lives of children across cultures, as is evident in a gamut of animal-related products, places, and hobbies that are of interest to children. The need for proactive measures aimed at providing the welfare of animals, especially those that concern educating and involving children in animal welfare and advocacy activities is emphasized.

Pedersen, H. (2004). Schools, speciesism, and hidden curricula: The role of critical pedagogy for humane education futures. *Journal of Futures Studies, 8*(4), 1-14.

This article discusses approaches to educational theory and practice, influenced by moral philosophy, critical pedagogy and ecofeminist social analysis, that build on an expanded moral sphere also including nonhuman species. The theoretical framework is reflected against 1) the humane education approach, contextualizing the human-animal relation within a broader framework of social justice; and 2) empirical material from a pilot study, focusing on how this relation is dealt with within a Swedish primary school. A Causal Layered Analysis is proposed as a platform from which to explore educational futures encompassing the human-animal relation, and strategies for developing humane curricula are discussed.

Tate, K. J. (2011). Integrating Humane Education into Teacher Education: Meeting Our Social and Civic Responsibilities. *Teacher Education and Practice, 24*(3), 301-315.

Debate continues about what should shape and inform teaching and teacher education programs. In the age of globalization, considerations related to global competence, awareness, and community can no longer be ignored. Humane education, a newer and lesser-known area, addresses these considerations; its vision is such that every institute of learning should offer humane education to its students to prepare them to be contributing global citizens. It is time for theories and research to address cognitive, academic, affective, and global aspects. This article discusses humane education as a new paradigm for teacher education in the context of globalization.

Tedeschi, P., Fitchett, J., & Molidor, C. E. (2006). The incorporation of animal-assisted interventions in social work education. *Journal of Family Social Work, 9*(4), 59-77.

Successful social work practice requires orientation to diverse social and cultural characteristics which structure the framework for our communities and families. This paper explores the necessity of incorporating the connection between people and non-human relationships in our understanding of social support systems. Specifically, we examine our relationships with animals in the understanding of these social networks and in turn, the readiness of social work education to support this valuable and prominent feature of the modern family system. In addition, this paper will highlight the congruence between the study of the human-animal bond and the social work curriculum.

Thomas, S., & Beirne, P. (2002). Humane education and humanistic philosophy: Toward a new curriculum. *Journal Of Humanistic Counseling, Education & Development, 41*(2), 190-199.

The authors argue that humane education should be an integral part of humanistic philosophy. They outline 2 key components of a humane education: (a) an understanding of the sociological and psychological dimensions of animal abuse and (b) the cultivation of empathy for nonhuman animals.

Thompson, K. L., & Gullone, E. (2003). The Children's Treatment of Animals Questionnaire (CTAQ): A psychometric investigation. *Society & Animals, 11(1)*, 1-15.

Recognizing the importance of increasing the levels of children's humane behavior toward animals other than humans relates to the developing of valid and reliable measures of such behavior. This study reports the psychometric properties of the Children's Treatment of Animals Questionnaire (CTAQ), which assesses children's humane behavior toward nonhuman animals. The findings, based on self-reports by 61 elementary school children (25 boys; 36 girls), showed that the 13-item scale has adequate internal consistency. In addition, comparing two administrations of the scale over a five-week period demonstrated good test-retest reliability. The scale's convergent validity was demonstrated with significant correlations between responses on the CTAQ and two previously validated measures of empathy. The study concluded that the CTAQ is a valid and reliable measure for assessing the degree to which children's behavior toward nonhuman animals is humane. Determining the sensitivity of the measure to change (following humane education) and the predictive validity of the measure (identification of children who are cruel to animals) will require further research.

Tsai, Y. F. L., & Kaufman, D. M. (2009). The socioemotional effects of a computer-simulated animal on children's empathy and humane attitudes. *Journal of Educational Computing Research, 41(1)*, 103-122.

This study investigated the potential of using a computer-simulated animal in a handheld virtual pet videogame to improve children's empathy and humane attitudes. Also investigated was whether sex differences existed in children's development of empathy and humane attitudes resulting from play, as well as their feelings for a virtual pet. The results showed that after playing *Nintendogs* for 3 weeks, the participants of both sexes, on average, scored higher levels of empathy on the Bryant Empathy Index, and had higher levels of humane attitudes on the Intermediate Attitude Scale, compared to their pretest scores before they played. A statistical association also was revealed between time playing with a computer-simulated animal and improved scores in empathy and humane attitudes toward animals. The findings also showed that participants tended to form emotional attachments with their virtual pet and considered it a real pet.

BOOK CHAPTERS

Unti, B., & DeRosa, B. (2003). Humane education: Past, present and future. In D.J. Salem & A.N. Rowan (Eds.), *The state of the animals II* (pp. 27-50). ISBN: 9780965894272.

BOOKS

Arkow, P. (2006). "Old wine in a new bottle": new strategies for humane education. In A.H. Fine (Ed.) *Handbook on animal-assisted therapy: Theoretical foundations and guidelines for practice*. San Diego: Academic Press, 425-451. ISBN: 9780123694843.

The original edition was the first book to provide a comprehensive overview of the ways in which animals can assist therapists with treatment of specific populations, and/or in specific settings. The second edition continues in this vein, with 7 new chapters plus substantial revisions of continuing chapters as the research in this field has grown. New coverage includes: Animals as social supports, Use of AAT with Special Needs students, the role of animals in the family- insights for clinicians, and measuring the animal-person bond. Also features contributions from veterinarians, animal trainers, psychologists, and social workers as well as guidelines and best practices for using animals as therapeutic companions, and addresses specific types of patients and environmental situations.

Eadie, E. N. (2011). *Education for animal welfare*. Berlin: Springer. ISBN: 9783642168130.

This book deals with the role of education in improving animal welfare and reducing animal suffering inflicted by humans. It embraces situations in which humans have direct control over animals or interfere directly with them, but it considers also indirect animal suffering resulting from human activities. Education is regarded in the broad sense of creating awareness and facilitating change. First, consideration is given to a number of specific themes in which education can make an important contribution towards reducing animal suffering, and subsequently an examination is made of a number of interrelated contexts in which education can address the various themes.

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

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.

Jukes, N., & Chiuiua, M. (2003). *From guinea pig to computer mouse: Alternative methods for a progressive, humane education*. Leicester, England: InterNICHE. ISBN: 9781904422006.

Verene, D. P. (2002). *The art of humane education*. Ithaca: Cornell University Press. ISBN: 9780801440397.

In *The Art of Humane Education*, Donald Phillip Verene presents a new statement of the classical and humanist ideals that he believes should guide education in the liberal arts and sciences. These ideals are lost, he contends, in the corporate atmosphere of the contemporary university, with its emphasis on administration, faculty careerism, and student performance. Verene addresses questions of how and what to teach and offers practical suggestions for the conduct of class sessions, the relationship between teacher and student, the interpretation of texts, and the meaning and use of a canon of great books. In sharp contrast to the current tendency toward specialization, Verene considers the aim of college education to be self-knowledge pursued through study of all fields of thought. Education, in his view, must be based on acquisition of the arts of reading, writing, and thinking. He regards the class lecture as a form of oratory that should be presented in accordance with the well-known principles of rhetoric. *The Art of Humane Education*, styled as a series of letters, makes the author's original and practical ideas very clear. In this elegant book, Verene explores the full range of issues surrounding humane education.