

References

- Adelman, C. (1993). Kurt Lewin and the origins of action research. *Educational Action Research, 1*(1), 7-24.
- Adey, P. (1999). *The science of thinking, and science for thinking: A description of cognitive acceleration through science education*. Geneva, Switzerland: International Bureau of Education, UNESCO.
- Animal Learn. (n.d.). *Laws and legislation*. Elementary students. Retrieved from <http://www.animalearn.org/elementaryLaws.php>
- Arkow, P. (1996). The relationships between animal abuse and other forms of family violence. *Family Violence & Sexual Assault Bulletin, 12*(1-2), 29-34.
- Arluke, A., & Lockwood, R. (1997). Guest editors' introduction: Understanding cruelty to animals, *Society and Animals: Journal of Human-Animal Studies, 5*(3), 25-33.
- Ascione, F.R. (1992). Enhancing children's attitudes about the humane treatment of animals: Generalization to human-directed empathy. *Anthrozoos, 5*(3), 176-191.
- Ascione, F. R. (1996). The abuse of animals and human interpersonal violence: Making the connection. In F. R. Ascione & P. Arkow (Eds.), *Child abuse, domestic violence, and animal abuse: Linking the circles of compassion for prevention and intervention* (pp. 50-61). West Lafayette, IN: Purdue University Press.
- Ascione, F.R. (2005). *Children and animals: Exploring the roots of kindness and cruelty*. West Lafayette, IN: Purdue University Press.
- Aspy, D. (1975). How humanists can get to real schools, real problems, real training and real research: A national consortium for humanizing education. *NAAHE Journal, 2*(4), 3-6.
- Association for Experiential Education. (2011). Who AEE members are. Association for Experiential Education. Retrieved from <http://www.aee.org/membership/whoAreMembers>
- Association of Professional Humane Educators. (2012). Member directory. Retrieved from <http://aphe.wildapricot.org/Admin/Default.aspx>
- Ball, D. L. (1990). The mathematical understandings that prospective teachers bring to teacher education. *The Elementary School Journal, 83*(4), 449-466.
- Bandura, A. (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (2002). Selective moral disengagement in the exercise of moral agency. *Journal of Moral Education, 31*(2), 101-119

- Benabau, R., & Tirole, J. (2005). *Incentives and prosocial behavior*. Bonn, Germany: Institute for the Study of Labor.
- Benson, P. L. (2006). *All kids are our kids: What communities must do to raise caring and responsible children and adolescents* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Berkowitz, M. W., & Grych, J. H. (2000). Early character development and education. *Early Education and Development, 11*(1), 55-72.
- Bielby, P. (2003). Courting controversies: Using insights from a legal philosophy course to develop practical recommendations for realizing pedagogical objectives in teaching morally contentious issues. *Teaching in Higher Education, 8*(3), 369-381.
- Bierhoff, H. (2002). *Prosocial behavior*. New York, NY: Taylor & Francis.
- Birman, B. F., Desimone, L., Garet, M. S., & Porter, C. (2000). Designing professional development that works. *Educational Leadership, 57*(8), 28-33.
- Blase, J., & Blase, J. (2004). *Handbook of instructional leadership: How successful principals promote teaching and learning* (2nd Ed. Paperback). Thousand Oaks, CA: Sage Publications.
- Blum, R. W., & Libby, H. P. (2004). School connectedness—Strengthening health and education outcomes for teenagers. *Journal of School Health, 74*, 229-299.
- Bonwell, C. C. (1998). Active learning: Creating excitement in the classroom. Retrieved from http://www.ydae.purdue.edu/lct/hbcu/documents/Active_Learning_Creating_Excitement_in_the_Classroom.pdf
- Bredekamp, S., & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs*. Washington, DC: National Association for the Education of Young Children.
- Bruer, J. T. (1993). *Schools for thought*. Cambridge, MA: MIT Press.
- Burden, R., & Williams, M. (1998). *Thinking through the curriculum*. New York, NY: Routledge.
- California Education Codes. (n.d.). *Education code section 233-233.8*. Retrieved from <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=00001-01000&file=233-233.8>
- Canisius College. (2012). MS in anthrozoology courses curriculum. Retrieved from <http://www.canisius.edu/anthrozoology/curriculum/>
- Caprara, G. V., Barbaranelli, C., Pastorelli, C., Bandura, A., & Zimbardo, P. G. (2000). Prosocial foundations of the children's academic achievement. *American Psychological Society, 11*(4), 302-306.

- Cartledge, G., & Kiarie, M. W. (2001). Learning social skills through literature for children and adolescents. *Teaching Exceptional Children, 34*(2), 40-47.
- Center for Public Education. (2011). *Time in school: How does the U.S. compare?* Retrieved from <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Time-in-school-How-does-the-US-compare>
- Chance, P. (1986). *Thinking in the classroom: A survey of programs*. New York, NY: Teachers College Press.
- Cohen, J. (2006). Social, emotional, ethical, and academic education: Creating a climate for learning, participation in democracy, and well-being. *Harvard Educational Review, 76*(2), 201-237.
- Coie, J. D., & Dodge, K. A. (1998). Aggression and antisocial behavior. In W. Damon & N. Eisenberg (Eds.), *Handbook of child psychology: Vol. 3. Social, emotional, and personality development* (pp. 779–862). New York, NY: Wiley.
- Colby, A., Kohlberg, L., Fenton, E., Speicher-Dubin, B., & Lieberman, M. (1977). Secondary school moral discussion programmes led by social studies teachers. *Journal of Moral Education, 6*, 90-111.
- Coles, R. (1997). *The moral intelligence of children*. New York, NY; Random House.
- Copeland-Mitchell, J. M., Denham, S. A., & DeMulder, E. K. (1997). Q-sort assessment of child-teacher attachment relationships and social competence in the preschool. *Early Education and Development, 8*, 27-39.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications.
- Crick, N. R. (1996). The role of overt aggression, relational aggression, and prosocial behavior in the prediction of children's future social adjustment. *Child Development, 67*(5), 2317–2327.
- Daly, B., & Suggs, S. (2010). Teachers' experiences with humane education and animals in the elementary classroom: Implications for empathy development. *Journal of Moral Education, 39*(1), 101-112.
- Darling-Hammond, L., & McLaughlin, M. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan, 76*(8), 597-604.
- Davenport, E. (1909). The relation of nature-study and agriculture in elementary rural schools. *Nature-Study Review, 5*(1), 100-101.

- DeHaan, R., Hanford, R., Kinlaw, K., Philler, D., & Snarey, J. (1997). Promoting ethical reasoning, affect and behaviour among high school students and evaluation of three teaching strategies. *Journal of Moral Education*, 26(1), 5-20.
- Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods* (2nd ed.). New York, NY: McGraw-Hill.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199.
- Donaldson, G., & Donaldson, L. (1958). Outdoor education-A definition. *Journal of Health, Physical Education and Recreation*, 29(5), 17, 63.
- Duquesne University. (2012). Humane leadership curriculum. Retrieved from <http://www.duq.edu/academics/schools/leadership-and-professional-advancement/undergraduate-degrees/humane-leadership/curriculum>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Shellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.
- Eisenberg, N. (1986). *Altruistic emotion, cognition, and behavior*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Eisenberg, N., Lennon, R., & Roth, K. (1983). Prosocial development: A longitudinal study. *Developmental Psychology*, 19, 846-855.
- Eisenberg, N., & Mussen, P. H. (1989). *The roots of prosocial behavior in children*. Cambridge, United Kingdom: Cambridge University Press.
- Elmore, R. (2006). *Leadership as the practice of improvement*. Paper presented at International Conference: International Perspectives on School Leadership for Systemic Improvement. Retrieved from <http://www.oecd.org/dataoecd/2/9/37133273.pdf>
- Evans, E. A. (1980). *Our history*. The Latham Foundation. Retrieved from <http://latham.org/about-the-foundation/our-history/>
- Ewing, R. (1913a). Annual meeting of the American Humane Association. *Humane Advocate*, 9(1), 300-311.
- Ewing, R. (1913b). The Boy Scout movement. *Humane Advocate*, 9(1), 298-299.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Continuum.
- Freire, P. (2004). *Pedagogy of indignation*. Boulder, CO: Paradigm.
- Fry, S. (2013). Handling controversial issues in the classroom. Retrieved from <http://humanism.org.uk/education/teachers/secondary/controversial-issues-in-the-classroom/>

- Fullan, M. G. (1993). *Change forces: Probing the depths of educational reform*. Bristol, PA: Falmer Press.
- Fullan, M. G. & Miles, M. B. (1992). Getting reform right: What works and what doesn't. *Phi Delta Kappan*, 73(10), 745-752.
- Gardner, H., Csikszentmihalyi, M., & Damon, W. (2001). *Good work: When excellence and ethics meet*. New York, NY: Basic Books.
- Garet, M.S., Cronen, S., Eaton, M., Kurki, A., Ludwig, M., Jones, W., Uekawa, K., & Faulk, A. (2008). *The impact of two professional development interventions on early reading instruction and achievement*. Retrieved from <http://ies.ed.gov/ncee/pdf/20084030.pdf>
- Glaser, B. G. (1965). The constant comparative method of qualitative analysis. *Study of Social Problems*, 12(4), 436-445.
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. New York, NY: Aldine De Gruyter.
- Glatthorn, A. (1995). Teacher development. In L. Anderson (Ed.), *International encyclopedia of teaching and teacher education* (pp. 41-57). London, United Kingdom: Pergamon Press.
- Grossman, P., Wineburg, S., & Woolworth, S. (2001). Toward a theory of teacher community. *The Teachers College Record*, 103(6), 942-1012.
- Gusky, T. R. (1988). Teacher efficacy, self-concept, and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Evaluation*, 4(1), 63-69.
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), 381-391.
- Hodge, C. F. (1902). *Nature-study and life*. Boston, MA: Ginn.
- Howes, C. (2000). Social-emotional classroom climate in child care, child-teacher relationships and children's second grade peer relations. *Social Development*, 9(1), 191-204.
- Hoyt, J. (1972, October). Unpublished speech, National Leadership Conference. The Humane Society of the United States.
- Huffman, D. (2006). Reforming pedagogy: In-service teacher education and instruction reform. *Journal of Science Teacher Education*, 17, 121-136.
- Humane Education Advocates Reaching Teachers (HEART). (n.d.). *Humane education laws*. Retrieved from <http://teachhumane.org/heart/advocacy/human-ed-laws/>
- The Humane Society of the United States (HSUS). (2012). *Humane educator training: Parents and educators*. The Humane Society of the United States. Retrieved from http://www.humanesociety.org/parents_educators/training/

- Humane Society University (HSU). (2012). Unpublished enrollment records. Humane Society University.
- Humane Society University (HSU). (n.d.). *Humane education graduate certificate*. Humane Society University. Retrieved from <http://www.humanesocietyuniversity.org/he>
- Illich, I. (1988). *Ecopedagogia. Alternativas II*. Colonia Chapultepec Morales, Mexico: Joaquín Mortiz Planeta.
- Itle-Clark, S. (2013). Filling the moral development toolbox: Humane education's reach. Retrieved from http://humanesocietyuniversity.org/news/humane_education_interview.aspx
- Itle-Clark, S., & Forsyth, N. (2012). *Humane literacy and formal educators*. (Unpublished manuscript). Humane Literacy Coalition, Washington, DC.
- Jick, T. D. (1979). Mixing qualitative and quantitative methods: Triangulation in action. *Administrative Science Quarterly*, 24(4), 602-611.
- Johnson, B., & Onwugbuzie, A. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.
- Kahn, P. H. (2010). *Critical pedagogy, ecoliteracy, & planetary crisis: The ecopedagogy movement*. New York, NY: Peter Lang.
- Kahn, P. H. & Kellert, S. R. (2002, Eds). *Children and nature: Psychological, sociocultural, and evolutionary investigations*. Cambridge, MA: MIT Press.
- Kant, I. (n.d.). *Immanuel Kant quotes*. Brainy Quote. Retrieved from http://www.brainyquote.com/quotes/authors/i/immanuel_kant.html
- Kienbaum, J. (2001). The socialization of compassionate behavior by childcare teachers. *Early Education and Development*. Retrieved from <http://psydok.sulb.uni-saarland.de/volltexte/2003/82/pdf/nr84.pdf>
- Kohlberg, L. (1981). *Essays on moral development, Vol. I: The philosophy of moral development*. San Francisco, CA: Harper & Row.
- Kohlberg, L. (1984). *Essays on moral development, Vol. II: The psychology of moral development: The nature and validity of moral stages*. San Francisco, CA: Harper & Row.
- Kohn, A. (1997). How not to teach values: A critical look at character education. *Phi Delta Kappan*, 78(6), 429-439.
- Larabee, L. W., & Bell, W. J. (Eds.). (1967). *The papers of Benjamin Franklin*. New Haven, CT: Yale University Press.
- Leavitt, E.S. (Ed.). (1978). *Animals and their legal rights*. Washington, DC: Animal Welfare Institute.

- Lickona, T. (1991). *Educating for character*. New York, NY: Bantam.
- Lieberman, A., & Miller, L. (2005). Teachers as leaders. *The Educational Forum*, 69(2), 151-162.
- Little, W. (1974). Toward a more humane curriculum for young children. *NAAHE Journal*, 1(2), 19-24.
- Locke, J. (1693). *Some thoughts concerning education*. London, United Kingdom: Google Books: Online Library of Free eBooks.
- Loucks-Horsley, S., Love, N., Stiles, K. E., Mundry, S., & Hewson, P. W. (2003). *Designing professional development for teachers of science and mathematics* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Malcarne, V. (1983). Evaluating humane education: The Boston study. *Humane Education*, 3(1), 12-13.
- Malcarne, V. (1981). The effects of role-play and maximization of perceived similarity on children's empathy with other children and animals. (*Unpublished honors thesis*). Stanford University.
- McBride, C. M., Curry, S. J., Cheadle, A., Anderman, C., Wagner, E. H., Diehr, P., & Psaty, B. (1995). School-level application of a social bonding model to adolescent risk-taking behavior. *Journal of School Health*, 65(2), 63-68.
- McCrea, R. C. (1910). *The humane movement: A descriptive survey*. New York, NY: Columbia University Press.
- Mills, G. E. (2007). *Action research: A guide for teacher researchers*. Upper Saddle River, NJ: Pearson Education.
- MSPCA. (2009). *George Angell*. Retrieved from <http://www.mspca.org/about-us/history/george-angell.html>
- Middleton, R., & Lombard, A. (2011). *Colonial America: A history to 1763* (4th ed.). West Sussex, United Kingdom: Wiley-Blackwell.
- Monroe, P. (1911). *A cyclopedia of education*. New York, NY: MacMillan.
- Morse, M. (1969). Unpublished report of the president: The power of positive programs on the American humane movement. Discussion papers of the National Leadership Conference of The Humane Society of the United States, October 3-5, p. 9.
- National Association for the Advancement of Humane Education. (1978). *The status of current research and knowledge-NAAHE special report*. East Haddam, CT. (Report).
- National Association of Humane and Environmental Education. (1991). *KIND workshop leader's guide*. East Haddam, CT: NAHEE.

- National Humane Review*. (1921). How Columbia expends big fund. *National Humane Review*, 9(2), 34-35.
- Nieto, S. (2009). *Language, culture, and teaching: Critical perspectives*. New York, NY: Routledge.
- Olin, J. (2000). *Humane education in the 21st century: A survey of shelters in the US*. (Unpublished master's thesis). Tufts University, Medford, MA.
- Parke, H. M., & Coble, C. R. (1997). Teachers designing curriculum as professional development: A model for transformational science teaching. *Journal of Research in Science Teaching*, 34(8), 773-789.
- Pass, S., & Willingham, W. (2009). Teaching ethics to high school students. *Social Studies*, 100, 23-30.
- Paul, R. W. (1988). Ethics without indoctrination. *Educational Leadership*, 45(8), 10-19.
- Paulson, D., & Faust, J. (n.d.). *Techniques of active learning*. Retrieved from http://www.tlhc.uci.edu/TAPDP/pdf/TAPDP2012_Engineering_Workshop05_Techniques_for_Active_Learning_Chen_Hernandez.pdf.
- Perkins, D. N., & Grotzer, T. A. (1997). Teaching intelligence. *American Psychologist*, 52, 1125-1133.
- Perkins, D. N., & Unger, C. (1999). Teaching and learning for understanding. In C. M. Reigeluth (Ed.), *Instructional design theories and models* (pp. 91-114). Mahwah, NJ: Lawrence Erlbaum Associates.
- Piaget, J. (1990). *The child's conception of the world*. New York, NY: Littlefield Adams.
- Prater, M. A., Dyches, T., & Johnstun, M. (2006). Teaching students about learning disabilities through children's literature. *Intervention in School and Clinic*, 42(1), 14-24.
- Reason, P., & Bradbury, H. (Ed.). (2009). *The SAGE handbook of action research: Participative inquiry and practice*. London, UK: Sage.
- Reynolds, H. C. (n.d.). *Humane education: A handbook on kindness to animals, their habitats and usefulness*. New York, NY: National Humane Education Society.
- Richardson, V., & Placier, P. (2001). Teacher change. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed., pp. 905-947). New York, NY: MacMillan.
- Ridgeway, C., & Shaver, T. (2006). Utilizing children's literature to enhance positive social interactions. *Illinois Reading Council Journal*, 34(2), 15-23.
- Riessman, C. (1993). *Narrative analysis*. Newbury Park, CA: Sage Publications.

- Roakes, S. L., & Norris-Tirrell, D. (2000). Community service learning in planning education: A framework for course development. *Journal of Planning Education and Research, 20*, 100-110.
- Rutter, M., Giller, H., & Hagell, A. (1998). *Antisocial behavior by young people*. Cambridge, UK: Cambridge University Press.
- Savesky, K., & Malcarne, V. (1981). *People and animals: A humane education curriculum guide, levels a, b, c*. National Association of Humane and Environmental Education. East Haddam, CT: NAHEE.
- Schubert, W. (2009). Perspectives on four curriculum traditions. In F. W. Parkay, E. J. Anctil, & G. Haas (Eds.), *Curriculum leadership: Readings for developing quality educational programs* (9th ed., pp. 20-35). Boston, MA: Allyn & Bacon.
- Selby, D. (1995). *Earthkind: A teacher's handbook on humane education*. Staffordshire, England: Trentham Books.
- Shepherd, J. W. (1909). A point of view in nature-study. *Nature-Study Review, 5*(1), 24-28.
- Sherer, P.D., Shea, T.P., & Kristensen, E. (2003). Online communities of practice: A catalyst for faculty development. *Innovative Higher Education, 27*(3), 183-194.
- Shultz, W.J. (1924). *The humane movement in the United States*. New York, NY: Columbia University Press.
- Stokes, L. (2009). *An assessment of the experiences and benefits that children receive in the United Animal Nation's Humane Education Ambassador Readers (HEAR) program*. Inverness, CA: Inverness Research.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage Publications.
- Thomas, S. C., & Beirne, P. (2002). Humane education and humanistic philosophy: Toward a new curriculum. *Journal of Humanistic Counseling, Education & Development, 41*(2), 190.
- Thompson, K. L., & Gullone, E. (2003). Promotion of empathy and prosocial behaviour in children through humane education. *Australian Psychologist, 38*(3), 175-182.
- Tolley, K. (2003). *The science education of American girls*. New York, NY: Routledge Falmer.
- Trotter, C. (2009). Pro-Social modelling. *European Journal of Probation, 1*(2), 142-152.
- United Nations. (2005). *Education for sustainable development*. Retrieved from <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/>.

- Unti, B. (n.d.) *Humane education in the United States, 1866-1945*. Special report for the The Humane Society of the United States. (Unpublished manuscript). Washington, DC: The Humane Society of the United States.
- Unti, B., & DeRosa, W. (2003). Humane education: Past, present, and future. In D.J. Salem & A.N. Rowan (Eds.), *The state of the animals II* (pp. 27-50). Washington, DC: Humane Society Press.
- Valparasio University, (2012). Humane education-M.A., M.Ed., MALS, certificate. Retrieved from <http://www.valpo.edu/grad/humaneed/index.php>
- Veugelers, W. (2000). Different ways of teaching values. *Educational Review*, 52(1), 37-46.
- Vockell, E. L., & Hodal, F. (1980). Developing humane attitudes: What does research tell us? *Humane Education*, 4(2), 17-21.
- Vrasidas, C., & Zembylas, M. (2004). Online professional development: Lessons from the field. *Education and Training*, 46(6/7), 326-334.
- Vygotsky, L.S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Westerlund, S. (1965). *Humane education in our nation's schools: A research project*. Washington, DC: Washington University. (Unpublished report of research project, sponsored by The Humane Society of the United States).
- Whitlock, E. S., & Westerlund, S. R. (1975). *Humane education: An overview*. National Association for the Advancement of Humane Education. Tulsa, OK: NAAHE.
- Whitlock, E. S. (1973). *Humane education: A survey of programs of selected national humane organizations*. (Doctoral Thesis). University of Tulsa, Oklahoma.
- Wideen, M. F., Mayer-Smith, J., & Moon, B. (1998). A critical analysis of the research on learning to teach: Making the case for an ecological perspective on inquiry. *Review of Educational Research*, 68(2), 130-178.
- Yarrow, M. R., Scott, P. M., & Waxler, C. Z. (1973). Learning concern for others. *Developmental Psychology*, 8(2), 240-260.
- Zeichner, K. (2006). Reflections of university-based teacher educator on the future of college- and university-based teacher education. *Journal of Teacher Education*, 57(3), 326-340.