

1. "The main goal of the teacher is to help the student gain contact with her/his 'real self' by listening and empowering them to ask good questions, engage in reasonable actions and pursue worthy goals." I wonder how you can help students do this across the board rather than in just one course or around just one teacher. How do you teach the student that this isn't appropriate just because this one teacher cares but rather is a better way of living life?

"Suppression of this essential core will result in sickness at some point. This inner nature is both subtle and weak and easily overcome by habit, cultural pressure and wrong attitudes toward it."

2. I wonder what implications this has for a student who is raised in a poor environment that does not know anything different.

3. I wonder what role evolution plays in this theory. There is a theory that with all of the evil in the world that there is a new generation of students that do not care about authority and cannot be "feared" into cooperating because they have become overwhelmed with fear of war, fear of terrorism and so on that they will no longer allow anything or anyone else to create fear within them.

4. "...an experiential form of teaching which required students to determine the direction of the course and its content." While this is how I run my web design course and coach my MathCounts team, I wonder what role this has in more structured content areas with sequential development.

5. "An educator is a real person who enters into a relationship with the student. Educators are more effective if they do not present a front or facade to the student." I take away from this that a teacher should be more open about their personal life, beliefs and theories. I currently bring my enjoyment of video games into the classroom to help connect with some students. I wonder to what extent this is an acceptable theory or could cause a great deal of harm if the students are directly opposed to the teacher's thoughts and ways of life.

6. "When an educator has the ability to understand the way the process of education and learning seems to the student, the likelihood of significant learning is increased." I wonder how this relates to the fluidity of best practices versus the impact that a changing environment can have on a student. I also wonder how this is impacted by diversity in a classroom.

7. "In this discipline orientation, students are considered to be 'inherently good' and student misbehavior is considered to be the result of inner needs

not being met or from a blockage of some inner need. I wonder how a teacher should redirect a student to behave if there is nothing that they can do about the inner needs being blocked or not met.

8. "He stresses the importance of the adult in the classroom seeing the child as a human being and the importance of the mutuality and relationship between teacher and student." I wonder what role preconceived notions about a student play in this theory.

9. "Moustakas has a concern for the abuse of power of the person traditionally in authority in the classroom, and the desensitizing effect it can bring when teachers 'reject, humiliate, hurt, belittle, control, dominate and brutalize students', seemingly without any awareness of the potential damage they are inflicting." I wonder what a teacher with a reputation for this behavior can do to repair how they are viewed so that students do not walk into the classroom desensitized to begin with.

10. Many teachers from the midwest or who are in their 50s grew up in traditional classrooms but sought out more information and the desire to learn and therefore tend to bring the same teaching philosophies to today's classrooms. I wonder if this is merely a generational phenomenon or if there have been these trends in the past and what was done to resolve similar issues. Afterall.... history repeats itself, right?!

11. "One clear advantage of an effective active listening and student empowerment strategy is that the classroom environment encourages the self-actualization and growth of students and is a safe haven where needs are met and feelings and opinions can be articulated and are accepted." When damage is done to this system, I wonder how you work through the rest of the year. Furthermore, given this approach versus a traditional classroom I wonder if damage in this case is more or less impactful.

12. "The current school system in the United States with its motivation provided by external rewards, such as grades, encourages students only to do what they are told, and often students do not see their schooling as their own project." Our school is making the transition to the middle school and therefore will not be governed by conventional high school methods, including grading. I wonder if elementary schools and middle schools went away from grades and to another system of monitoring progress, would the impact carry through high schools and post-secondary options with a more conformed grading scale.

13. I have seen videos regarding online learning that say that there is an increase in learning and test scores for all subjects except for math. I

wonder what advanced in technology need to take place to allow math learning online to make the leap forward.

14. [Creating Peaceable Schools](http://library.adoption.com/articles/creating-the-peaceable-school-a-comprehensive-program-for-teaching-conflict-resolution.html) "The teacher in the peaceable school uses discipline, not punishment, to encourage appropriate behavior." I wonder what defines the line between discipline and punishment.

15. [Maslow: Toward a Psychology of Being](http://www.panarchy.org/maslow/being.1955.html) "It is possible to study this inner nature scientifically and to discover what it is like." Given that this lies in the subconscious and is temporarily different given the situation, I wonder what was used to measure this and how it was implemented.

16. [Maslow's Hierarchy of Needs](http://www.valuebasedmanagement.net/leaders_maslow_hierarchy.html) Schools can go a long way to satisfy the Physiological and Safety needs, but I wonder what a school can do for the belonging - love aspects of this triangle. At our school we try to pair males up with positive male role models during class and a planning period.

17. [Gordon Training](http://www.gordontraining.com/resolving-conflicts-at-school.html) I wonder how you turn this training into a school philosophy and foundation rather than a response tactic.

18. [Combining Carl Rogers' Student-Centered Teaching with eLearning: Experiences, Consequences, and Hypotheses](http://www.saybrook.edu/crr/papers/Motschnig.html) "Students unanimously are in favor of using the Internet in several ways: As a resource, as an active means of archiving and maintaining documents, and for communication purposes." I wonder what impact a regular classroom which incorporates this type of technology into it has.

**I was also interest in looking through #46 Humanizing Distance Learning, but the link was not correct and I couldn't find the appropriate link while searching on Google.