

Development of an Instructional Design Model Based on a Humanistic Philosophy of Education

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ABSTRACT

A humanistic philosophy of education aims to promote not only the cognitive development of students but also their emotional development. The process of developing a humanistic instructional design model involved five phases: (1) Determination of Instructional Events, (2) Model Validation, (3) Materials Development, (4) Model Implementation, and (5) Model Evaluation. Seven humanistic instructional events that embody the humanistic instructional design model are identified: (1) Motivation towards Self-Awareness, (2) Personalized Goal-Setting, (3) Individualized Activation of Prior Learning, (4) Student-Directed Learning of New Materials, (5) Self-Directed Exploration and Expansion of Learning, (6) Facilitated Self-Assessment, and (7) Reflective Synthesis. Fifteen teachers from three higher education institutions in the Philippines were trained to use the model. Classroom observations were done during model implementation, and ratings from 502 students showed that all the seven humanistic instructional events were effective. Results suggest that the model can help teachers design instruction that not only considers the feelings and personal goals of students but also promotes critical thinking, meaning-making, and student engagement. Allowing students to explore and expand their own learning, making them assess their own performance, and giving them the opportunity to synthesize what they have learned can make classroom instruction authentic, meaningful and relevant.

Keywords: *Humanistic philosophy of education, instructional design model development, humanistic instructional events, student-centered instructional design model, tertiary level instructional designing*

Introduction

In instructional design, assumptions about the aims of education and how people learn effectively are reflected in the events of instruction. The aims of education are embodied in the philosophy of education of the school, while the knowledge base on how people learn effectively is provided by learning theories. Together, the philosophy of education and learning theories provide the foundation for developing instructional design models.

A school's philosophy of education is fundamental in the process of instructional designing as it becomes the basis for the selection of the goals and objectives of the learning experiences, the content to be taught, the instructional materials and strategies to be used, as well as the evaluation methods to be employed (Bondi & Wiles, 2002). As instructional designers, it is important to identify and understand the educational philosophy of a school, teacher or student because it becomes the basis for saying what should be taught in the classroom, how it will be taught, what learning activities will be conducted, and what kind of students will be produced by educational institutions.

The humanistic philosophy of education proves to be relevant in the discussion of student-centered instructional design and in the development of the students' affective domain because of the humanistic view that human beings are not just *rational* beings but also *feeling* beings, which directly influence their intellectual growth and overall development (Hitt, 1973; Kraft, 1975; Lyon, 1971; Rogers, 1969). The humanistic philosophy of education represents the need for schools to develop humane persons—a perspective that focuses on the development of the whole person, taking into consideration the students' needs, wants, interests, capabilities and human potential when designing learning experiences. More than the expansion of knowledge, a humanistic approach to education emphasizes the importance of introspection, self-discovery, awareness of cognition and emotions, application of learning to real-life situations, and the meaning that learning experiences have to the lives of the students.

In designing instruction, educators can use instructional design models to provide principles and guidance for analyzing, producing, and revising intentional learning contexts (Branch & Dousay, 2022). Most of the instructional design models developed over the years are based on behaviorist learning theories and cognitive-information processing theories, which primarily focus on the goal of developing students' cognition (Gagne, Golas, Keller, & Wager, 2005; Reigeluth, 1983; Treffinger, 1973). Because of the prevalence of instructional design models that focus on developing student cognition, concepts related to developing the affective aspect of students—such as motivation, emotions, self-esteem and student interest—are often overlooked in the overall instructional design and delivery (Main, 1992; Reinders & Treagust, 2008; Russell, 2004). There is also a growing need to develop instructional design models that are student-centered and more responsive to students' needs and contexts, especially during the digital age of learning (Bates, 2022).

In both foreign and local literature on instructional design, there are very limited studies that focus on the affective domain of students (Casambre, 1979; Gagne et al., 2005; Main, 1992). A survey of literature on instructional design models reveals no existing study that specifically shows how to translate a particular philosophy of education into instructional design models. Furthermore, a review of literature reveals no existing study in the Philippines that sought to develop an instructional design model that is anchored in a humanistic philosophy of education, and this is a gap that this research aims to address. To date, there is no existing instructional design model that has ever been developed that specifically identifies instructional events anchored in a humanistic philosophy of education—a goal that this study seeks to achieve.

As manifested in the mission statement of the Philippines' Commission on Higher Education (CHED), schools are mandated to produce thoughtful graduates imbued with values reflective of a humanist orientation (CHED CMO No. 46, 2012). This articulates the need to embed a humanist orientation in the hearts and minds of college students. If we are to embrace a humanist orientation, how exactly will schools translate the ideals of humanistic education to instruction? If instruction is to be designed with a humanist orientation, then there is a need to clearly identify the instructional events aligned with the goals of a humanistic philosophy of education.

This study aimed to answer the following questions:

1. What are the instructional events that can be drawn from a humanistic philosophy of education?
2. How can the instructional events drawn from a humanistic philosophy of education be sequenced to define the humanistic instructional design model?
3. Are the instructional events in the humanistic instructional design model valid?
4. Are the instructional events in the humanistic instructional design model effective?
5. What revisions can be made to the humanistic instructional design model based on the results of the study?
6. What process can be proposed in developing an instructional design model grounded in a particular philosophy of education?

This study developed an instructional design model based on a humanistic philosophy of education. It identified humanistic instructional events and proved its validity and effectiveness. Based on the results of the study, the humanistic instructional design model was revised, and the process of developing an instructional design model was proposed.

Methods

Research Design

This study followed a descriptive research design employing mixed methods of data gathering, as it involved the collection and integration of both quantitative and qualitative data in its analysis. More specifically, this research employed a convergent parallel mixed methods design (Creswell, 2014) because both qualitative and quantitative data were collected at more or less the same time and were integrated to interpret the results.

Setting

The model was implemented within three higher education institutions in the Philippines, which were chosen via purposive sampling—two schools were private tertiary schools, and one school was a public tertiary school.

Participants

During Phase 1 of the study, 10 key informants were interviewed—five humanists and five instructional design experts. Purposive sampling was used in selecting the key informants. The humanists were chosen based on their responses to the Philosophy Preference Assessment (Bondi & Wiles, 2002), their responses to the Questionnaire on Humanistic Philosophy developed for this study, as well as their observed teaching approach. The instructional design experts were chosen based on their expertise and the depth of their experiences in instructional design. The availability of their schedule, their proximity to the participating school, and accessibility were also factors considered in their selection.

In Phase 2 of the study, five instructional design experts validated the initial version of the model. In Phase 3 of the study, three instructional design experts validated the materials developed for model implementation. Purposive sampling was used in selecting the validators.

The validated model was pilot tested to a group of eight teachers who were selected via purposive sampling, based on their experience in instructional design, the availability of their schedule, and their willingness to participate in the pilot testing.

Five teachers per school, or 15 teachers from three tertiary education institutions, participated during the actual implementation of the model. The teachers were selected based on their willingness to participate in the study, as well as the availability of their schedule during model implementation in the First Semester of School Year 2023-2024.

The model was implemented in seven different subjects under the General Education Curriculum for college students: (1) Mathematics in the Modern World,

(2) Understanding the Self, (3) Purposive Communication, (4) Arts Appreciation, (5) Panunuring Pampanitikan, (6) Panimulang Linggwistika, and (7) Readings in Philippine History.

During teacher training, the teachers were asked to accomplish the Philosophy Preference Assessment (Bondi & Wiles, 2002). Of the fifteen teachers who were trained to use the model, seven were experimentalists, five were perennialists, two were realists, one was idealist, and none were existentialist—the philosophy of education closely associated with the humanistic philosophy of education.

A total of 502 college students experienced the implementation of the model and gave feedback immediately after implementation. Five independent observers watched video recordings of actual model implementation and subsequently gave their individual assessments. These independent observers were also among the participants during the pilot testing of the model. A total of 45 students volunteered to participate in focused group discussions, where they gave their feedback about the experienced model implementation.

Instruments

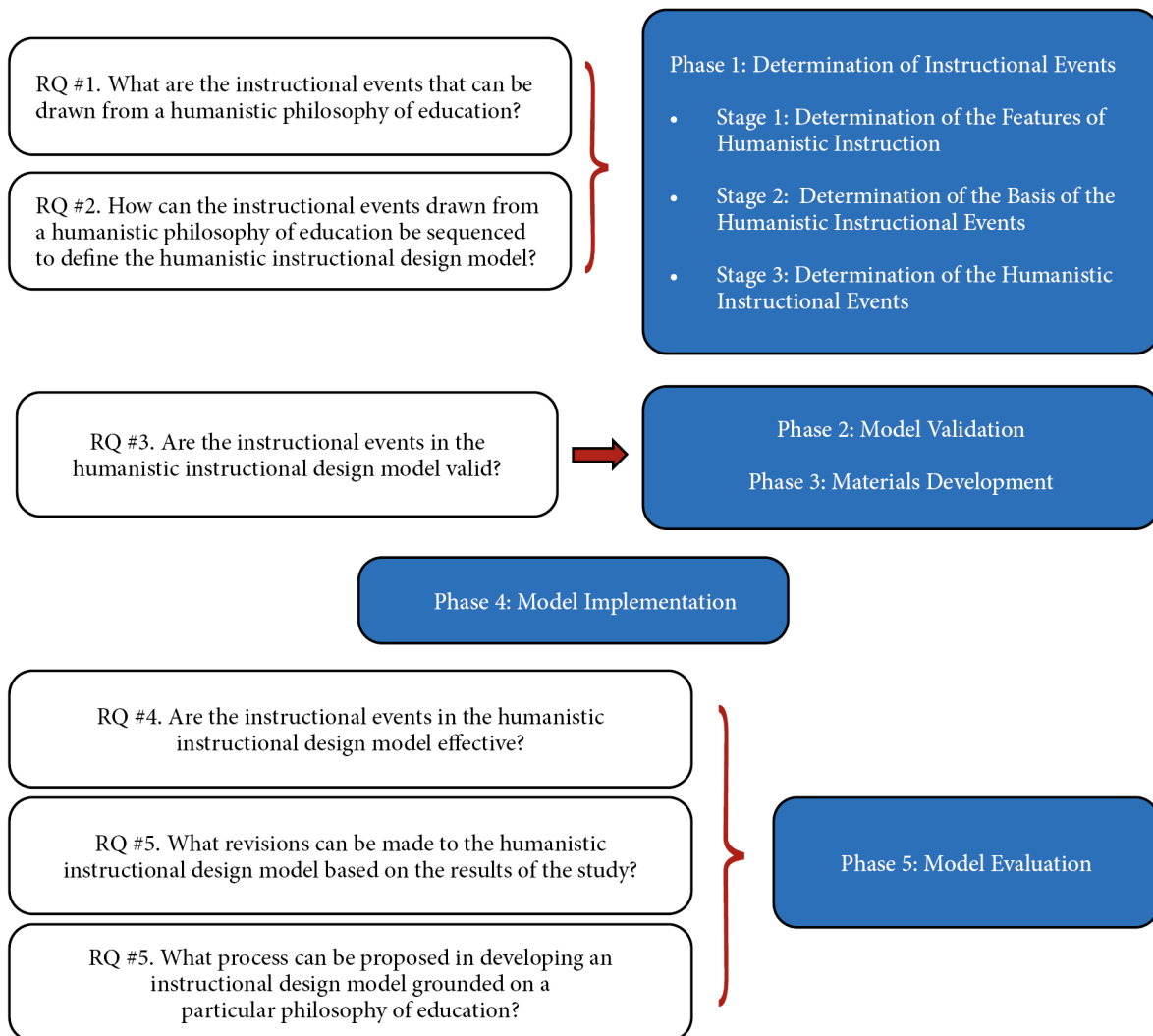
This study used the following instruments: (1) Philosophy Preference Assessment (Bondi & Wiles, 2002), (2) Questionnaire on Humanistic Philosophy, (3) Rubric on the implementation of the instructional plan using the model, (4) Student feedback form, and (5) Independent observer feedback form. All these instruments were developed for use in this study, except for the Philosophy Preference Assessment (Bondi & Wiles, 2002).

Data Gathering Process

This study encompassed three major processes: (1) instructional design model development, (2) instructional design model implementation, and (3) instructional design model evaluation. More specifically, the development of the humanistic instructional design model went through five phases: (1) Determination of Instructional Events, (2) Model Validation, (3) Materials Development, (4) Model Implementation, and (5) Model Evaluation. Data generated from each of these phases led to the results that answered each of the six research questions in this study (Figure 1).

Figure 1

The Research Questions vis-à-vis the Phases of the Study.



Phase 1: Determination of Instructional Events

Phase 1 of this study went through three stages: (1) Determination of the Features of Humanistic Instruction, (2) Determination of the Basis of the Instructional Events, and (3) Determination of the Instructional Events.

Semi-structured interviews were conducted with each of the 10 key informants during Stage 1. Their responses were thematically analyzed to determine the features of humanistic instruction. Document analyses of literature on humanistic philosophy of education and humanistic instruction were also conducted in this stage. The analyses from the responses of the key informants and the document analyses in this stage led to three themes that defined the features of humanistic instruction.

In Stage 2 of the study, the basis of the instructional events was determined by

analyzing the themes that emerged from Stage 1 and by conducting another document analysis that focused on the themes. The document analyses conducted in this stage focused on literature that was specifically related to the three themes identified in Stage 1. The output in this stage is a list of significant characteristics of humanistic philosophy and instruction which have direct implications to instructional designing. The characteristics identified in this stage served as the bases of the instructional events.

During Stage 3, the humanistic instructional events were determined by analyzing the significant characteristics of humanistic philosophy and instruction that emerged from Stage 2. A more targeted, narrowed down document analysis was done on each of the 15 significant characteristics of humanistic philosophy and instruction and its implications to instructional designing. The output in this stage is the initial version of the humanistic instructional design model, which was subjected to model validation.

Phase 2: Model Validation

In this phase, five instructional design experts validated the model through individual interviews. The comments, suggestions, and recommendations of the instructional design experts were used in revising the model.

Phase 3: Materials Development Phase

The validated humanistic instructional design model was used in developing materials for model implementation. The materials developed in this phase were: (1) the training plan, (2) the rubric on the implementation of the instructional plans using the model, (3) the student feedback form, and (4) the independent observer feedback form.

Pilot testing was also conducted in this phase. During pilot testing, the materials developed for model implementation were tried to see if the training plan and materials were effective and to get feedback from the teachers on their experiences with the model.

Phase 4: Model Implementation

In this phase, two processes were undertaken: (1) teacher training and (2) actual model implementation. During teacher training, the output of each teacher was an instructional plan that contained the humanistic instructional events of the model.

During actual model implementation, direct classroom observations were conducted. The actual teaching and implementation of the humanistic instructional design model were video recorded—with permission from the participating teachers and students—since an assessment from independent observers was also part of the process. Copies of the video recordings were sent to the independent observers for their individual assessments.

Phase 5: Model Evaluation

The last phase of the study sought to gather feedback about the model on three levels: (1) the experiences of the students; (2) the experiences of the teachers who implemented the model; and (3) the assessment of the independent observers who viewed the recorded classes during model implementation. Surveys were done through the student feedback form and the independent observer feedback form. Focused group discussions were also conducted with 45 volunteer students in each of the classes of the participating teachers during model evaluation. All the teachers who participated in the study were also interviewed individually to gather their feedback on the model.

Ethical Considerations

Ethical standards on the conduct of research, including data privacy and confidentiality, were strictly implemented throughout the data gathering process. All the necessary permissions from school administrators, Ethics Research Committees, teachers and students were secured prior to data gathering. Meetings were conducted with the school administrators and members of the Ethics Research Committees to discuss in detail what the research was about, the research methodology, the processes involved in each phase, the timeline, the nature of the data to be gathered, as well as how the data will be collected, used, and stored. Consent and confidentiality agreements were individually secured from willing participants. Only the participants who freely gave their consent participated in the study.

Data Analysis

In this study, the qualitative data from the interviews were analyzed using thematic analysis, while the qualitative data from literature were analyzed using document analysis.

The thematic analyses were conducted to establish possible concepts, constructs, and themes (CCT) that were similar and unique to the respondents. The responses of each participant were transcribed, manually coded, and analyzed. A careful analysis was performed on the utterances of each respondent, and similar concepts were drawn. These concepts were analyzed and grouped such that common constructs were identified. After a critical examination of the common constructs that emerged, several themes were derived.

The quantitative data from the ratings of the students and independent observers were analyzed using descriptive statistics. To determine the estimated reliability of the effectiveness rating of the students across the three schools, Cronbach's Alpha was computed. To determine the significant mean difference of the students' effectiveness ratings in each of the humanistic instructional events, the Kruskal-Wallis Test was employed. Due to the significant finding of the Kruskal-Wallis Test in one cohort of

the students' effectiveness rating, the Jonckheere's test was used. To determine the reliability of the assessments of the five independent observers on the effectiveness of the implementation of the instructional plan using the model, the inter-rater reliability of their ratings was computed.

Results

Data from Phase 1 of the study were analyzed and used to answer the first two research questions on what instructional events can be drawn from a humanistic philosophy of education and how these can be sequenced. After conducting thematic analyses of the responses of the instructional design experts and humanists, three themes that encapsulate the features of humanistic instruction were identified, and this led to the identification of seven humanistic instructional events.

The Seven Humanistic Instructional Events

Motivation

This instructional event sets the general tone of the session and primarily aims to make each student aware of his or her frame of mind, feelings, emotions, and unique interests, with the goal of making each student stimulated and interested in learning. The awareness that results from the motivational activity makes every student pay attention and focus on thinking about the topic. Guided by Rogers' (1969; Lyon, Rogers, & Tausch, 2014) principles of person-centered teaching, the motivational atmosphere to be created by the teacher is characterized by empathy, genuineness, and warmth.

Goal-Setting

This instructional event aims to bring out the personal goal of each student and puts into perspective the predetermined program outcomes relative to the goals set by each student. In this instructional event, the teacher not only strives to find commonalities and differences in the students' personal goals, but there is also an effort to find the connection between the students' communal goals vis-à-vis the predetermined course goals. The collective agreement on the goals of the students is important because it can be used in designing learning activities. At the end of the session or unit, the teacher refers to the students' personal goals as well as the communal goals of the class to determine whether such goals were, indeed, achieved.

Activation of Prior Learning

This instructional event aims to help each student realize the nature of his or her existing knowledge because this will affect how he or she will learn a new material. Activating the prior knowledge of every student creates an awareness of previous understandings, thought processes, and possible biases, and whether such previous knowledge is aligned with academically acceptable standards.

Learning of New Materials

In this instructional event, the students are engaged in different activities that will help them understand the topic. The approach in implementing this instructional event is independent learning as it provides students the opportunity to lead the discussion and choose their own learning activities, which is very much aligned with humanistic philosophy. This instructional event is individualized because the flow of the discussion is student-initiated and student-directed, with the teacher as facilitator.

Exploration and Expansion

This is the moment of instruction where each student is given the opportunity to demonstrate, perform, explore, or expand the skills or competencies learned. This instructional event also promotes independent learning because it allows each student to pursue his or her own interests that are related to the topic. The variety of learning activities offered to the students provide opportunities to further explore other relevant knowledge associated with the lesson. This instructional event can also give students a chance to apply what they learned in real-life situations, bringing about contextualization of learning.

Facilitated Self-Assessment

This is the moment of instruction when students can check their own learning progress. The teacher may ask how the students are doing, may state observations based on the class interactions, and may provide suggestions on how each student can improve his or her performance, keeping in mind that the main source of the feedback and assessment is the student himself or herself (Jackman & Strober, 2015). In this instructional event, students make the constructive feedback themselves, individually or by group, based on how each student assesses his or her own performance. The teacher's role is to facilitate feedback that is constructive, in keeping with the humanistic philosophy's positive influence on the student's mental and emotional state.

Synthesis

This instructional event serves as the culmination of the topics and concepts learned. It is integrative, and it aims to show a holistic view of learning by making students reflect on the topic they have just learned. This instructional event allows students to organize and make sense of their own learning by referring to their personal goals, the communal goals of the class, and the predetermined goals of the course. By giving students the opportunity to look back at their own learning process and reflect on it, they can think critically and consider their own views, feelings, attitudes, and values systems in relation to the topic they have just learned.

Sequencing of Instructional Events

While the seven instructional events are suggested to be sequenced as they appear in this study, the humanistic instructional design model is flexible and gives teachers the discretion in sequencing the instructional events, depending on the needs of the students. The humanistic instructional events can also be interchanged or merged, as the teacher sees fit.

It is important to note that the seven humanistic instructional events do not need to be conducted in every lesson or session—it may be used in a single session, or can be used across a span of a single unit or a topic with multiple sessions. The teacher may exercise his or her sound judgment on how the instructional events can be functionally and practically used. This assertion, however, comes with a caveat—caution and prudence must be exercised when interchanging or merging instructional events. Based on the effectiveness rating of independent observers, Goal-Setting must be conducted first before Activation of Prior Learning for the model implementation to be effective.

Validity of the Model

Data generated from Phase 2 and Phase 3 of the study were analyzed and utilized to answer the third research question on the validity of the humanistic instructional design model. Based on the responses of the five instructional design experts who validated the model, it was found that the scope of the instructional design model development process was extensive enough to make the model valid. The result of the model validation suggests that there was clarity in the presentation of the model and the instructional events. Furthermore, it was found that each instructional event was aligned with the following: humanistic underpinnings, learning theories, rationale, teacher's role, and suggested learning experiences. The experts also found a logical relationship and interconnectedness among the instructional events, and there was a concurrence among the validators on the flexibility of the sequencing of the instructional events.

Effectiveness of the Model

Data gathered from Phase 4 and Phase 5 of the study were analyzed and used to answer the fourth research question on the effectiveness of the humanistic instructional design model. After model implementation, the effectiveness of the model was measured in terms of: (1) the feedback from the students who experienced the model (students' effectiveness rating, as well as the students' interview responses), (2) the feedback of independent observers who viewed the class recordings during model implementation (independent observers' effectiveness rating), and (3) the feedback of teachers who implemented the model (teachers' interview responses).

The numerical values and the corresponding descriptive equivalents used in assessing the effectiveness of the implementation of the instructional events of the model are detailed in Table 1.

Table 1

Numerical Values and Descriptive Equivalent of the Effectiveness Measure

Numerical Value	Descriptive Equivalent
0 – 0.67	Not effective at all
0.68 – 1.35	Not so effective
1.36 – 2.00	Effective

Students' Effectiveness Rating

To determine the estimated reliability of the effectiveness rating of the students across three schools, Cronbach's Alpha was used (Table 2).

Table 2

Estimated Reliability of Students' Effectiveness Ratings

	N	α
School A	123	.80
School B	199	.88
School C	180	.88

Table 2 shows that the effectiveness rating of students is reliable across all three schools—in School A ($\alpha = .80$), School B ($\alpha = .88$), and School C ($\alpha = .88$). The computed Cronbach's Alpha revealed that the responses of students in each of the 22 items in the questionnaire were reliable and consistent. The students consistently rated the model implementation of their teachers to be effective in each of the seven instructional events.

Overall Students' Effectiveness Rating. A total of 502 students accomplished the student feedback form. Table 3 presents the students' overall effectiveness rating.

Table 3*Overall Effectiveness Rating of Students*

School A		School B		School C	
Teacher	Rating	Teacher	Rating	Teacher	Rating
A1	1.95	B1	1.93	C1	1.95
A2	1.93	B2	1.93	C2	1.95
A3	1.88	B3	1.84	C3	1.95
A4	1.91	B4	1.92	C4	1.91
A5	1.94	B5	1.88	C5	1.78

Table 3 shows that the model implementation of all the 15 teachers was rated effective by the students across the three schools.

Students' Effectiveness Rating per Instructional Event. To more specifically assess the effectiveness of the instructional events in the model across the three schools, the students' effectiveness rating per instructional event was also computed. Table 4 presents this data.

Table 4*Students' Effectiveness Rating per Instructional Event*

Instructional Event	School A	School B	School C
Motivation	1.88	1.87	1.91
Goal-Setting	1.92	1.92	1.90
Activation of Prior Learning	1.96	1.92	1.92
Learning of New Materials	1.89	1.87	1.87
Exploration and Expansion	1.96	1.92	1.94
Facilitated Self-Assessment	1.92	1.91	1.92
Synthesis	1.91	1.92	1.92

Table 4 shows that students found the model implementation of their teachers to be effective in each of the seven instructional events. Furthermore, of all the seven instructional events, the Exploration and Expansion in School A ($M = 1.96$) and Activation of Prior Learning in School A ($M = 1.96$) received the highest effectiveness rating among all the instructional events across all the three schools.

Additional analysis on the students' effectiveness rating was employed using the Kruskal-Wallis Test (Table 5).

Table 5

Kruskal Wallis Test on the Students' Effectiveness Rating

Instructional Event	School A	School B	School C	df	Sig.
Motivation	1.88	1.87	1.91	2	.26
Goal-Setting	1.92	1.92	1.90	2	.44
Activation of Prior Learning	1.96	1.92	1.92	2	.12
Learning of New Materials	1.89	1.87	1.87	2	.41
Exploration and Expansion	1.96	1.92	1.94	2	.01*
Facilitated Self-Assessment	1.92	1.91	1.92	2	.62
Synthesis	1.91	1.92	1.92	2	.58

* $p < .05$

Table 5 reveals that among the seven humanistic instructional events, a significant mean difference was found in Exploration and Expansion across the three schools ($p < .05$, $df = 2$). The overall mean rating of Exploration and Expansion was also found to be consistently the highest in all the three schools ($M = 1.96$, $M = 1.92$, and $M = 1.94$, respectively). Based on these findings, it can be said that among all the seven humanistic instructional events, it is the implementation of Exploration and Expansion that is the most effective for all the students across the three schools.

Due to the significant result of the Kruskal-Wallis Test on Exploration and Expansion, the Jonckheere's test was employed on this specific instructional event. The Jonckheere's test revealed that the mean effectiveness rating of students in School A for Exploration and Expansion is significantly higher ($M = 1.96$, $\alpha = .01$) than the mean effectiveness rating of students from School B ($M = 1.92$) and School C ($M = 1.94$). This means that, for students in School A, the implementation of the Exploration and Expansion instructional event was the most effective for them compared to: (1) the implementation of the other instructional events in School A, and (2) the implementation of Exploration and Expansion in other schools.

Independent Observers' Effectiveness Rating

Inter-rater reliability of the ratings of the independent observers was computed at $\alpha = .61$, which is considered as moderately reliable.

Overall Independent Observers' Effectiveness Rating. To see the overall effectiveness of the model implementation of each teacher across the three schools, the overall

effectiveness rating of the independent observers per teacher was computed. Table 6 presents the overall effectiveness rating of the independent observers across the three schools.

Table 6

Overall Effectiveness Rating of the Independent Observers

School A		School B		School C	
Teacher	Rating	Teacher	Rating	Teacher	Rating
A1	1.57	B1	1.49	C1	1.52
A2	1.89	B2	1.90	C2	1.68
A3	1.31*	B3	1.75	C3	1.52
A4	1.05*	B4	1.24*	C4	1.18*
A5	1.50	B5	1.77	C5	1.78

* Not so effective

Table 6 shows that based on the assessments of the independent observers, the model implementation of all the teachers was effective, except for the not so effective model implementation of four teachers: Teacher A3 (M = 1.31), Teacher A4 (M = 1.05), Teacher B4 (M = 1.24) and Teacher C4 (M = 1.18).

Independent Observers' Effectiveness Rating per Instructional Event. To more specifically assess the effectiveness of the implementation of the instructional events in the humanistic instructional design model, the independent observers' effectiveness rating per instructional event across the three schools was also computed. Table 7 presents this data.

Table 7

Effectiveness Rating of the Independent Observers per Instructional Event

Instructional Event	School A	School B	School C
Motivation	1.70	1.47	1.70
Goal-Setting	1.24*	1.64	1.47
Activation of Prior Learning	1.43	1.67	1.50
Learning of New Materials	1.45	1.69	1.63
Exploration and Expansion	1.47	1.78	1.56
Facilitated Self-Assessment	1.49	1.58	1.42
Synthesis	1.47	1.58	1.48

* Not so effective

Table 7 shows that the independent observers assessed the implementation of Goal-Setting in School A as not so effective ($M = 1.24$). The implementation of all the other instructional events were rated effective by the independent observers.

Interview with Teachers

Using the thematic analyses of the responses of the 15 teachers who were interviewed for their feedback in using the model, two themes emerged: (1) teachers' understanding of the humanistic instructional design model, and (2) advantages and challenges in using the model.

According to all the participating teachers, the model was able to guide them in designing instruction that is characterized by an open learning environment and high student engagement. The teachers' consideration of the students' interests, needs, feelings, and emotional state were concretized by setting a positive tone in the class, boosting the students' self-confidence, and establishing an emotional connection with the students. This positive tone made students feel comfortable about themselves and the topic.

All of the 15 teachers who participated in this study claimed that the model promoted authenticity of learning experiences. This meant that the learning experiences they designed promoted not only the authenticity of students' self-expression, but also critical thinking about the realities of human life and student-determined relevance. The teachers observed that during model implementation, the students expressed their natural selves, exercised their freedom of choice, and identified their personal goals.

Twelve out of the 15 participating teachers found it useful to write the instructional plan and lay down the instructional goals, content, learning activities, and assessments for each instructional event. A majority of the teachers also found it helpful to place themselves in the students' shoes and think about their possible needs, interests, goals and difficulties, as these will help them plan for alternative learning experiences and instructional materials.

Using the model helped all of the 15 participating teachers organize and structure their teaching. The model also evoked positive emotional responses from all the 15 teachers. Most of them said they "had fun" (Teacher A2) and "enjoyed" (Teacher B2) implementing the model, and that they felt "new and excit(ed)ing" (sic) (Teacher A5). The instructional design's alignment with the students' personal goals proved to be an advantage in using the model. The teachers also said that the model was easy to use and flexible, because they can "re-arrange the instructional events, depending on the needs of the students" (Teacher B1).

Among the challenges cited by some of the teachers were: the difficulties encountered while writing instructional plans, the effort exerted to prepare varied

learning experiences and to think of creative ways to implement instructional events, the additional task of guiding students in setting their own personal goals, and the time it took to implement each instructional event.

Interview with Students

Using the thematic analyses of the responses of the 45 students who volunteered to be part of focused group discussions on their experiences during model implementation, two themes emerged: (1) characteristics of the classroom environment using the model, and (2) students' feedback on classroom instruction using the model.

According to all of the students who participated in the interviews, their classroom had an open learning environment, and their needs and interests were considered during model implementation. What motivated the students were the interesting and relevant activities that they did in class, the consideration of their personal goals, and the encouragement of their teacher for them to engage and participate in class discussions.

Most of the students stated that there was a consideration of their feelings and emotional state during model implementation. This included evoking positive emotional responses from them, boosting their self-confidence, and establishing their emotional connections with the teacher and their fellow students. All the students interviewed stated positive emotional responses after model implementation. Some students said their class made them feel "good" (Students A1, B3, C5, and C8), "warm" (Students A4 and A7), "at ease" (Student B1), "comfortable" (Students A2 and C5), and "inspired" (Student C5). Some students attributed these positive emotions to the perception that their teacher accepted their thoughts and feelings with openness and sincerity. The mere question of "How are you today?" (Teacher A3) and being given the chance to express how they felt were manifestations of the teachers' consideration of their feelings.

According to 93% of the students who were interviewed, there was authenticity in their learning experiences when the model was used because they had the opportunity to express themselves freely, to think critically about the realities of life, to find student-determined relevance and self-growth. The students also noted that their classroom experiences during model implementation acknowledged their individuality as students.

Eighty-seven percent of the students who were interviewed noticed a difference in their teachers' instruction during model implementation, specifically how well-designed classroom instruction was when the teacher used the model. By well-designed, the students meant that there was a structure that their teacher followed, and there was a deliberate attempt by the teacher to motivate and engage students through interactive activities.

Eighty percent of the students also noticed a change in their teachers' behavior during

model implementation, specifically on how their teachers were more flexible, open-minded, considerate, compassionate, and motivating during model implementation as compared to their previous sessions.

Model Revisions

Data generated from Phase 5 of the study were analyzed and used to answer the fifth research question on the revisions that can be made for the model. More specifically, the effectiveness ratings of the students and independent observers, as well as the responses of the teachers and students during the interviews, were used in revising the model.

Based on the effectiveness ratings of the independent observers, one common finding among teachers who were found to be not so effective or not at all effective in model implementation was the lack of processing of the instructional event. The final version of the model was revised by adding specifications on the processing and transitioning techniques.

After analyzing the effectiveness ratings of the independent observers, and upon review of the model implementation of teachers, three categories of sequencing the instructional events emerged during model implementation: (A) original sequence, (B) with interchanged sequence, and (C) with merged instructional events. Table 8 provides a summary of these categories.

Table 8*Three Categories of Sequencing the Instructional Events*

Category	Description	Sequence/Combination
Original sequence (Category A)	Following the original sequence of instructional events	Motivation Goal-Setting Activation of Prior Learning Learning of New Materials Exploration and Expansion Facilitated Self-Assessment Synthesis
With interchanged sequence (Category B)	Activation of Prior Learning before Goal-Setting (Category B-1)	Motivation Activation of Prior Learning Goal-Setting Learning of New Materials Exploration and Expansion Facilitated Self-Assessment Synthesis
	Goal-Setting before Motivation (Category B-2)	Goal-Setting Motivation Activation of Prior Learning Learning of New Materials Exploration and Expansion Facilitated Self-Assessment Synthesis
	Motivation merged with Activation of Prior Learning (Category C-1)	Motivation + Activation of Prior Learning Goal-Setting Learning of New Materials Exploration and Expansion Facilitated Self-Assessment Synthesis
With merged instructional events (Category C)	Facilitated Self-Assessment merged with Synthesis (Category C-2)	Motivation Goal-Setting Activation of Prior Learning Learning of New Materials Exploration and Expansion Facilitated Self-Assessment + Synthesis

Comparing the overall effectiveness ratings of each category of instructional events sequence, the results suggest that using the original sequence of the model is effective for both students and independent observers. This finding supports the assumption that instructional events, when implemented as independent events, can be potent as they are when not merged with other instructional events. Implementing instructional events as independent events can also enable students to focus on the achievement of the goals of each instructional event.

Results also revealed that interchanging or merging instructional events may not always be effective. More specifically, designing instruction with Activating Prior Learning first before Goal-Setting (Category B-1) was found to be not effective by independent observers. Merging Motivation with Activation of Prior Learning (Category C-1) may lead to ineffectiveness based

on the independent observers' rating. Because of this finding, the model was revised to add specifications on the sequencing and merging of instructional events.

After a careful analysis and consideration of the comments and feedback from the students, teachers, and independent observers, it was found that the labels of the instructional events used in the model did not strongly resonate the inherent humanistic essence of the instructional events. Hence, the labels of the instructional events were revised to reflect the humanistic nature of each instructional event, as follows:

- Motivation towards Self-Awareness
- Personalized Goal-Setting
- Individualized Activation of Prior Learning
- Student-Directed Learning of New Materials
- Self-Directed Exploration and Expansion of Learning
- Facilitated Self-Assessment
- Reflective Synthesis

The revision of labels of each instructional event is largely based on the conceptualization of each humanistic event, based on the characteristics and aims of humanistic education (Lyon, 1971; Lyon, Rogers, & Tausch, 2014; Rogers, 1969). Making the labels of the instructional events explicitly reflect their humanistic nature can guide teachers and students on the aim, purpose, and characterization of the instructional events that embody the humanistic instructional design model.

Process of Model Development

Data from all the five phases of the study were used to answer the sixth research question on the process that can be proposed in developing an instructional design model grounded in a particular philosophy of education. Hence, instructional design model development encompasses three major processes: (1) instructional design model development, (2) instructional design model implementation, and (3) instructional design model evaluation. More specifically, the process can be summed up in five phases: (1) determination of instructional events, (2) model validation, (3) materials development, (4) model implementation, and (5) model evaluation.

Discussion

The effectiveness of the implementation of the instructional events was largely dependent upon the teachers' ability to design learning experiences that were aligned with the purpose and rationale of each instructional event. A common observation among the teachers who

implemented the model effectively was the alignment between the purpose of the instructional event and the kind of learning experiences designed for its implementation. This is consistent with what the literature regards as having a high fidelity among the components of instructional episodes (Branch & Dousay, 2022). To be effective, there must be an alignment among the defined outcomes and the instructional activities that form part of the instruction (Branch & Dousay, 2022).

Making students aware not just about what they think, but also about how they feel—feelings about the topic being learned, feelings about their personal goals, feelings about the activity being conducted, or feelings about their own personal insights and reflections—led to an awareness about themselves that gave their learning experiences some depth and personal meaning. This heightened self-awareness contributed not just to the students' cognitive and emotional development but also to the students' personal growth. This is reflective of a humanistic philosophy of education since humanistic education can be viewed as the integration of cognitive learning with the affective experience, with the belief that the affective component of learning is as valuable as the cognitive and psychomotor domains (Brown, 1971; Rogers, 1969; Valett, 1977).

Though implementing Goal-Setting required adjustment on both the students and the teachers, there was value in Goal-setting throughout the learning process. All of the participating teachers said that their awareness of the students' own personal goals was important because they were able to make the necessary adjustments in their own instructional preparations so they would be able to target students' goals. Goal-setting, as an instructional event, gave both students and teachers a sense of direction and unified purpose. The personal goals of the students, the communal goals of the class, and the predetermined course goals became the driving force for learning because these goals moved the discussion into a common direction that students and teachers wanted to achieve.

The opportunities for students to exercise their freedom—not just in Exploration and Expansion but in all the humanistic instructional events—contributed to the model's effectiveness. This value for freedom is deeply rooted in the humanistic view of student individuality and the need to enable students to make their own choices when it comes to learning (Lyon, Rogers, & Tausch, 2014). Since each student comes to class with his or her own set of interests, needs and goals, teachers must provide students with opportunities to make decisions about their own learning. Making students choose activities which will help them learn best can motivate and sustain their motivation throughout the learning process.

Providing students with opportunities to reflect and construct meaning out of their learning experiences is essential in the effective implementation of all the humanistic instructional events. The opportunities for reflection and meaning-making—which are embedded in each instructional event—are individualized and personal in nature. The findings stressed the importance of making students realize the relevance of the topic

being discussed, and this relevance is determined not by the teacher but by the students themselves. For this meaning-making process to be truly relevant, there must be authenticity in the learning experiences of the students. The kind of student interaction must not just involve theorizing and abstracting—there must be efforts to deepen the learning discourse by explicitly looking at concrete applications of learning to human life, and by analyzing its implications to the students' personal experiences and goals. This is what a humanistic philosophy of education seeks to achieve—individuals whose knowledge about their world leads to a deeper understanding of who they are and what great potential they have in themselves because of what they know (Combs, 1972; Rogers, 1969).

Conclusion

The seven instructional events embodied in the humanistic instructional design model developed in this study can aid teachers in making instructional decisions rooted in the ideals of a humanistic philosophy of education. After implementing the model and evaluating its effectiveness, the students found the implementation of the model to be effective. While independent observers noted the implementation of some instructional events as not so effective, most of the teachers were found to have implemented the instructional events effectively. The factors that contributed to the effective implementation of the model are the alignment of the learning experiences with the rationale of each instructional event, the development of the students' self-awareness at the level of cognition and at the level of emotions, the personal goals as driving force for learning, the opportunities for students to exercise their freedom, and the opportunities for reflection and meaning-making.

Though the educational philosophies of the teachers who implemented the model were not humanistic in nature, they were still able to use the model and design instruction with a humanist orientation. This finding suggests that the model can be used by teachers who do not necessarily espouse a humanistic philosophy of education. The participating teachers themselves suggested that the model can be applied in subjects outside of the General Education curriculum, i.e., the model can be used in designing instruction for subjects and fields of study that do not necessarily have a humanist orientation. Moreover, the teachers who implemented the model suggested that using the model on Junior High School and Senior High School students might be beneficial, since the model encourages students to set their own personal goals, lead the discussion of new materials, explore and expand their learning, assess their own learning progress, and synthesize what they have learned. Hence, the use of the model in other subject areas, and in other year levels, may be explored to see its effectiveness in different contexts.

This study contributes to the existing literature on the field of curriculum studies and instructional design because the actual process of instructional design model development used in this study can further advance what is currently known about the

process of translating an educational philosophy into distinct instructional events, thus contributing to the advancement of existing instructional design practices. Curriculum developers and instructional designers may use this study to develop instructional design models rooted in the Philippine context. As this study has shown, developing new instructional design models that specifically consider the needs of Filipino students is truly promising and worth exploring.

True to the ideals and principles of a humanistic philosophy of education, it is the hope of this study that the humanistic instructional design model can effectively help teachers design and implement instructional plans that can contribute to students' achievement of their personal goals—and find meaning and relevance in the process.

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