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Tutorial facilitation in the humanities based on the tenets of Carl Rogers

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Abstract

This article introduces a model for group facilitation in the humanities based on Carl Roger?s model for group psychotherapy. Certain aspects of Carl Roger?s reflective learning strategies are reappraised and principles, specific only to psychotherapy, are introduced. Five of Rogers?s axioms are applied to the tutorial discussion model: a non-directive approach, climate-setting, facilitation, reflective listening and positive regard. The model, which has been trialed in tutorials at The University of Queensland encourages active learning, self-direction and critical thinking. (HRK / Abstract übernommen) caroline.heim@qut.edu.au