

## MEETING THE LEARNING NEEDS OF THE 21<sup>ST</sup> CENTURY LEARNER: IMPLICATION FOR HUMANIZATION OF THE CLASSROOM

EUNICE C. VICTOR-ISHIKAKU, PhD.

Department of Curriculum Studies and Educational Technology  
Ignatius Ajuru University of Education, Rumuolumeni  
Port Harcourt

### Abstract

*Humanizing the classroom is a concept that has its bases on the constructivist theory of learning. The theory believes that learning takes place when the learner constructs knowledge and meaning through having a personal experience from the learning environment. For the learner to learn through interaction with the learning environment, it will require creating an enabling learning environment. An enabling learning environment is that which facilitates learning; creating a conducive atmosphere for learning; eliminating distractions as much as possible, inspiring in the learner a critical and logical mind, and the ability to solve problems. This is where humanization of the classroom comes in. The concept of humanization of the teaching learning process is about creating a learner-centred learning environment such that the learner can take responsibility for their learning and are able to apply such in novel situations to meet life challenges. The 21<sup>st</sup> century is an era that is replant with changes and challenges, surviving in it and competing favourably demands acquiring the learning needs; resilient abilities, skill and knowledge that it deserves. Humanizing the classroom to meet the learning need of the 21<sup>st</sup> century learner will therefore require; adequate provision of the 21<sup>st</sup> century compliant learning facilities and resources, following the teacher- learner ratio as stipulated in the National Policy on Education, regular workshops, conferences and seminars to be organized to sensitize teachers and other education providers on the importance of humanizing the classroom, and teachers having a healthy working relationship with the learners amongst others.*

*Keywords: Learning Needs, 21<sup>st</sup> Century Learner, Humanization, Classroom.*

### Introduction

Learning Needs is the need in the lives of the learners for which they went to the school to acquire the needed knowledge and skills to fill that gap. These needs also arise due to the needs and challenges of the society. Meeting these needs at the long run is meeting the needs of the society. The 21<sup>st</sup> century society is re-plent with needs and challenges which needs to be met by every society, to contain the challenges and meet the needs of the global economic competitions. Some of the characteristics of the 21<sup>st</sup> century society are high information explosion and management, high rate of insecurity, competitive economy, high rate of population and unemployment, cyber-crimes, terrorism, increase in infection diseases and mortality rate, natural disaster, climate change amongst others. These challenges have necessitated the need for the schools to review their strategies to raise graduates that will fill these gaps in the society. Addressing this need will require creating the needed learning environment; an environment that will help the learner to acquire the relevant knowledge and skills to meet these needs. Humanizing the classroom is one way this can be done.

Humanization of the classroom is about making the teaching-learning environment to have a human face, such that the learner can feel at home and learn in a realized mode. It has to do with creating a democratic learning environment that will inspire and move the learner to put in his/her best and learn at his/her own pace and learning style. Due to the peculiar characteristics of the 21<sup>st</sup> century society, the learner is faced also with peculiar challenges hence are called 21<sup>st</sup> century learners. Some of these challenges are information explosion,

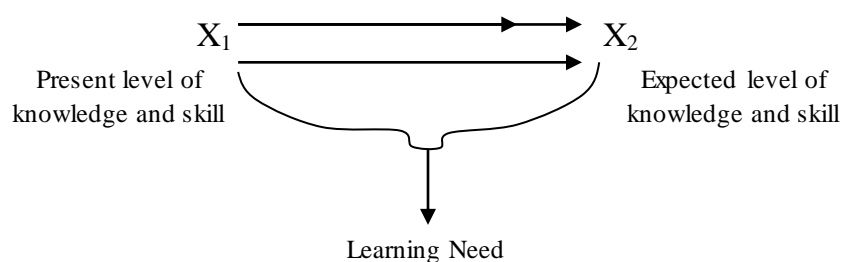
high technological driven environment, life threatening natural disasters, insecurity, sophisticated crimes, amongst others. These are witnessed more in the third world nations and so puts the Nigerian learners at a very dare need to acquire the needed knowledge and skills to combat and survive in the environment. More so, these challenges put the society at the risk of collapse and annihilation as is witnessed today in Nigeria. Everyday is the report of killings, tribal wars, human part harvesting, ritual killings, kidnapping, cyber-crime, high rate of unemployable graduates and such like. This calls for stringent steps to be taken to address these needs. One way to address this should be to look into the education system. Education is the socializing agent of the society. It prepares and equips individuals to be useful and functional in the society. It is the agent of enlightenment and development to bring people out of ignorance, poverty, and darkness, and to have the right perception about life (Lawane, Unuigbokhai & Garuba 2013). "In the words of this author" education humanizes the mind for ethical conduct, good government, liberty, life and rebirth of the society". The classroom is the crucible where these qualities are engrafted into the learner. To help an individual to be humane and think also demands raising the individual in such an environment. As the saying goes, what you give is what you get. Giving the learner the right learning attitude and environment will also produce in them the right attitude and environment. Humanizing the teaching-learning process is therefore fundamental in producing graduates that can bring positive change in the society and to survive in the 21<sup>st</sup> century society both as an individual and as a society.

### Clarification of Terms

To have the right perspective of this topic will require a critical examination of the concepts involved. The concepts are Learning Needs (LN), 21<sup>st</sup> century learner and humanizing the classroom.

### Learning Needs (LN)

Learning is a process which occurs when a learner interacts with the environment, resulting in an observable positive change in behavior (Victor-Ishikaku, 2015). In the school palace it is the outcome of teaching. The teacher plans and organizes an enabling learning environment that will make for learning to take place. Needs on the other hand has to do with gaps that exist in a system. Learning Needs therefore is the gap that exists between the present level of knowledge and competences of a learner and what is expected of the learner to perform (Chew, 2014). Learning needs means a weakness that needs to be improved upon, a lack that needs to be met in order to enhance one's knowledge and skills. Basically it involves improving oneself and adding value to oneself to become better suited for a job (<https://manchestermedicalcareers.wordpress.com> n.d.). It looks at the present state of the knowledge of the learner and the future level required meeting the need of the individual and the society (<https://toolkit.ineesite.org>). The teacher plans the learning environment such that the learning need of the learner is met.



According to UNESCO-IBE (2018) the scope of learning need covers 2 major areas;

- Essential learning tools such as literacy, oral expression, numeracy and problem-solving skills and
- Basic learning content such as knowledge, skills, values and attitudes.

The essential learning tools are fundamental for the integration of the individual into the society while the basic learning content are basic requirements for the individual to adapt and survive in the society, developing their full potentials, live, work and participate fully in the growth and development of the society, improve the quality of their lives, be able to make informed decisions and to have the understanding for long life learning. To the learner learning needs occurs in 3 aspects;

- **Knowledge:** What the learner needs to know like facts, information, law, causes and effects
- **Skills:** What the learner should be able to do like having competencies in communication abilities operating a device and manipulating equipment.
- **Behaviour:** How a learner should act, attend to issues, relate with others, feelings and manage emotions (www.slideshare.net, 2018).

### Humanization of the Classroom

Humanization stems from the root word humanize which means to endow with human attributes or characteristics. It has to do with inculcating human qualities in an individual (The free dictionary,2005). Humanization therefore means involving in activities that accommodate the weaknesses, limitations and needs of humans (Gale, 2005 in Encyclopedia.com, n.d.). It involves treating an individual as a worthy human being which he is. To Dictionary.com (2018), it means to make a person humane, gentle and kind; making the person to possess human qualities to become a better person. Relating this to the classroom, humanization is about making the classroom to have a human face such that the learners are treated like the humans which they are and not as objects. It has to do with creating an enabling learning environment that will facilitate learning, making the learner to take responsibility of their learning. Nwafor & Nwogu (2014) see humanization of the teaching-learning process as having a healthy working relationship between the teacher and the learner, not minding the background, sex, social statuses, intellectual ability or challenges and weaknesses of the learner. To Dutton (2012), it is making the learner feel worth the while. It is a teaching-learning approach that sees and treats the learner as a human being and not as an object. To the author it is about doing whatever is legitimate to recognize your learner in different ways such as recognizing their birthdays, acknowledging their academic progress, knowing their family background, needs and interest amongst others. It is basically about personalizing education, having personal relationship with your learner that is not just restricted only to the classroom but beyond the classroom. It is therefore seeing the learner as a person for whom he is and maintaining the dignity of that learner.

Humanization of the classroom is a construct founded on the constructivist learning theory which says that learning occurs when the learner interacts **with** the learning environment and construct meaning and knowledge from such interactions. The constructivists believe that creating a conducive learning environment is a prerequisite to learning as learners' learn by interacting with the environment. It is a learner-centred approach to the teaching-learning process where the learner is not seen as a mere object but as human with reasoning faculties. Humanizing the classroom therefore is all about making the teaching-learning environment and process to suit the diverse needs of all the learners in a classroom, meeting their learning needs individually and corporately (Victor-Ishikaku, 2017). In

humanizing the classroom the learner should be treated as subject of learning and not as object of learning (Reardon, 2001 in Suyatno & Wantini, 2018). It is about treating learner as humans which they are, considering their tripartite nature; cognitive, affective and psychomotor. It involves providing learning experiences which are in consonance with each learner's learning style, talents, and uniqueness. It requires involving the learners in planning the learning activities, providing varied learning experiences and materials, maintaining healthy relationship between the teacher and learner individually and corporately and amongst the learners, and making the learner feel loved, cared for and important in achieving the goals of the teaching and learning process. From the literature necessary factors to consider in humanizing the classroom are the teacher, the learning environment and the learning facilities and resources (Kemris, 2011). Humanizing the classroom to a very great extent lies on the teacher. It is the teacher's responsibility to create a social environment for learning. The learner then learns as he constructs ideas while interacting with the environment, while the education providers provide the learning facilities as the supporting system for learning (Tarmizi, Tarmizi and Mokhtar, 2010).

### **Statement of the Problem**

The relationship between the school and the society cannot be overemphasized. They are two Siamese twins that cannot be separated from each other. This can be explained with the "exchange theory of George Homan (1910-1989). He explained that organizations and individuals receive maximum rewards mutually through their social actions, involving exchange where the social rewards and cost determine their choices. What this means is that relationship are sustained where both parties benefit from such relationship; here the school and the society. The society establishes the school with the intention of making profit (competent graduates to fill gaps in the society) and the school in the other hand gains sponsorship from society. The school is the socializing agent of the society. The society establishes the school to inculcate in learner the culture, values and ideals of the society, to produce functional individual who will add value and bring development and growth to the society. But contrary to this expected profits by the society, we see certificate carrying graduates without usable and employable skills and more especially who cannot help humanity to live fulfilling lives as was observed by an American school principal in a letter he wrote to his teachers;

"Dear Teacher, I am a survivor of a concentration camp. My eyes saw what no man should witness. Chambers designed to gas people built by learned engineers, children poisoned by educated physicians, infants killed by trained nurses, women and babies shot and burned by high school and college graduates. So I am suspicious of education. My request is help your students become more human. Your efforts must never produce learned monsters, skilled psychopaths or educated torturers. Reading, writing and arithmetic (biology, physics, chemistry and economics, my own words) are important only if they serve to make children more human".

This owes to the fact that classroom which is the crucible where these graduates are made are not following the right pedagogical principles. Many things happen in the conventional teaching-learning process that is dehumanizing to the learner (Slaglia 2012). The reports of the happenings in the Nigeria education system can attest to this statement. It is the teacher that structures the learning environment and the teaching-learning process. It is the teacher who can make learning exciting and rewarding or a pain to be endured. Humanizing

the classroom therefore is a must, giving the learning environment such atmosphere that will make the learner to imbibe the right skills, knowledge and competencies and above all the right human qualities and attitudes that will oil the effective use and implementation of the acquired knowledge and skills to meet their learning needs and that of the society.

### Learning Needs of the 21<sup>st</sup> Century Learner

The world has become a global village due to the impact of ICT. The economy is driven by knowledge and skills and powered by ICT. What is the place of Nigeria in all this? Business Day Newspaper of June 9, 2014 reported that 48% of labour employers in Nigeria are faced with the challenge of finding skilled labour force, graduates that have the relevant competencies for employability. This implies that there is a gap between what the graduates are taught in school and what they have as employable skills. Oresanya, Omodewu & Kolade (2014) supporting this point stated that Nigeria youths' lack the soft skills and competencies required for employability. Okeke (2015) in line with this observation stated that about 85% of the labour force in Nigeria lack employable skills; that higher education in Nigeria has not been able to address the skill and competency requirement of learners who are being prepared for global labour market. What this portends is that the Nigeria education system is yet to meet the learning needs of her learners; equipping them with the relevant knowledge and skills for global competitiveness of the 21<sup>st</sup> century. There is therefore the need to address these issues. One way this can be achieved is by humanizing the classroom as posited by the paper.

### Needed Skills for the 21<sup>st</sup> Century Learner

	Basic essential skills	Sub Skills
1.	Communicative skills	<ul style="list-style-type: none"> <li>- Ability to listen and speak actively</li> <li>- Ability to express oneself orally or in writing</li> <li>- Ability to address an audience clearly and with confidence</li> </ul>
2.	Critical things and problem-solving skills	<ul style="list-style-type: none"> <li>- Ability to identify and analyze problem</li> <li>- Ability to evaluate situations and take decision</li> </ul>
3.	Team work	<ul style="list-style-type: none"> <li>- Ability to listen to other people's opinion</li> <li>- Ability to tolerate others</li> <li>- Ability to respect other people's views, ideas and beliefs.</li> <li>- Ability to coordinate, work and interact with others to accomplish a goal</li> </ul>
4.	Lifelong learning	<ul style="list-style-type: none"> <li>- Ability to learn and work independently</li> <li>- Ability to learn initiative</li> <li>- Ability to seek knowledge and have an inquiry mind</li> </ul>
5.	Information and management skills	<ul style="list-style-type: none"> <li>- Ability to source for relevant information and management such effectively</li> </ul>
6.	Ethics, moral skills	<ul style="list-style-type: none"> <li>- Ability to have sound moral values</li> <li>- Ability to keep work and professional ethics</li> </ul>

		- Ability integrity, honesty and accountability
7.	Entrepreneurial skills	- Ability to be creative - Ability to identify job/investment opportunities and utilize it - Ability to accomplish a task - Ability to manage a business
8.	Leadership skill	- Ability to be a role model, leading by example - Ability to be proactive - Ability to identify problems, analyze and proffer alternative solutions to the problem - Ability to take right actions at the right time - Ability to carry others along
9.	Conflict resolution and peaceful co-existence skills	- Ability to dialogue about issues - Ability to listen to others to understand their own perspective about an issue - Ability to be fair to all - Ability to respect other people's opinion and rights
10.	Security alertness and consciousness	- Ability to have life or survival skills, - Ability to effective dialogue and negotiate - Ability to be sensitive to your environment - Ability to resolve issues amicably

A critical analysis of these skills will show that education is the key to acquiring them and of course only where the enabling environment is created, hence the advocacy for humanizing our classrooms. Humanizing the classroom as is being advocated for here to achieve the learning needs will involve 3 key areas; the teacher, teaching-learning process and the facilities and resources (Suyatnos and Wantini, 2018).

**The Teacher:** The teacher factor in humanizing the classroom is very crucial, as the teacher is the management of the teaching-learning process. This entails the personality of the teacher, training/preparation of the teacher for the teaching job, knowledge of the learning content, pedagogical knowledge and skills of the teacher. The personality of the teacher should be such that will be pleasant and admirable as to establish a healthy teacher-learner relationship. Furthermore, the preparation of the teacher for the teaching job also calls for examination if humanizing the classroom will be effective. The teacher must be prepared with the mind that effective learning depends on how effective the classroom is humanized. The saying that "one cannot give what he does not have" holds sway here. If teacher are not trained in a humanized classroom, how then can they apply the same strategies in their own teaching? Again, humanizing the classroom demands some pedagogical skills and methods. Are the teachers conversant with these methods? This also to a very great extent will tell on how effective the classroom will be humanized. Again, are these ideas in this concept of humanizing the

classroom included in the learning content of the teacher training programme? These are questions that must be answered if our quest for producing employable and skilled graduates will be met.

The teaching-learning process is another aspect that must be considered in order to humanize the classroom. The classroom is the crucible where the competent graduates are made. What goes in the classroom as the teaching-learning interact is therefore key. Studies has shown that these teaching methods and strategies that are inhuman and some that are human. And so, humanizing the classroom will require using the relevant teaching methods that have been recognized as suitable for humanizing the classroom, learner centred methods such as brainstorming, collaborative learning, demonstration, discovery, group learning, individual learning, blended learning, cooperative learning, amongst others ( Ekpo, 2018; Joe, 2018; and Amuda- kanike,2018).

Another factor to consider for humanizing the classroom is the learning environment which talks about the learning facilities and instructional material. As shown from literature one basic factor that can contribute immensely in humanizing the classroom is learning facilities and resource (Kemris 2011). This is because the whole world has gone digital. This has influenced every aspect of human activities especially education. It has brought learning to the beck and call of every individual, making it adaptable to varied individual differences and different learner can now learn according to their learning abilities, learning styles, pace and convenience. This has diversified education such that any learner can achieve maximally if given the enabling environment. Refusing to recognize the potentials of the 21<sup>st</sup> century technology in humanizing learning environment is on its own treating the learner with despite and lack of respect to their rights as humans.

### **Strategies for Humanizing the Classroom**

Creating healthy working and learning relationship in the classroom is very necessary if the Nigerian education system must achieve her dreams of being a major player in the global competitive economy. Some ways of doing these are:

- **By humanizing instruction:** Humanizing instruction can be done by the use of e-learning strategies. The use of some e-learning strategies especially asynchronous modes like video, audiotapes amongst others can help the learner to pace the learning content to suit their learning need and convenience. This gives room for the learning to pause, rewind and proceed as desired as they progress in the learning of the content. This enhances individual learning. In this way each learner is attended to according to their individual difference in learning style and needs. It gives them room to choose the learning content mode their suits them. This is one way of humanizing the classroom (Ribiero 2015).
- **By humanizing assessment of learning:** Humanizing the modes of assessment of learner can be done by assessment learning according to the learners individual differences. The use of paper and pen modes of era for every learning boxes the learner such that they cannot express themselves according to their abilities, learning styles and level of understanding, thus dehumanizing them. Individual differences amongst learner demands that their level of understanding be assessed through different modes. This is bringing human face to how we assess learning. The use of media can also be very useful in this regard (Sbaglia, 2012). E-learning strategies also creates room for assessing each learner individually according to their learning profession (Kemris,2011).
- **Humanizing through creating healthy classroom interaction:** Creating a healthy relationship between the teacher and learners' and amongst the learner will create a democratic learning environment. This will make every learner to feel at home, participate

actively in the teaching-learning process and make meaningful contributions, without any feelings of bias, embarrassment. This will enhance collaborating with peers, sharing of information and accessing information from within and outside the immediate learning environment. Especially with the use of media in the areas of virtual classroom, virtual laboratory etc. Ideas can be shared from all over the globe. Through this way learners are no longer restricted but have access to the entire globe, frustration and burden is reduced, dehumanizing experiences are reduced and learner is given a human face.

- **Humanizing through the use of innovative teaching method:** The use of innovative teaching methods which are learner centred such as active learning, competitive learning, discovery method, brainstorming, problem based learning (PBL), demonstration, peer tutoring, group dynamics, cooperative learning also humanizes the classroom such that every learner is given due attention and carried along in the teaching-learning process according to their learning styles (Ekpo & Joe, 2018).
- **Humanizing by teaching individually:** This is done by teaching individually not minding the number of learner in the class. The teacher addresses learner individually and not as a group. This involves looking at each learner as an individual with a particular learning need, interest and characters and teaching to the learner as such.
- **Humanizing by relating with the learners personally:** It involves identifying with their personal characters such as learning interest, need, background, challenges amongst others. This creates a relationship and connection with the learner such that he sees the teacher as being interested in his welfare and academic progress and so opens up to learn (Henson, 2005 in [www.jstor.org/stable/4036630](http://www.jstor.org/stable/4036630), n.d.).

### **Implication of Humanizing the Classroom**

Humanization of the classroom will engender the acquisition of life skills, attitude, competencies, behaviour and knowledge that will prepare the 21<sup>st</sup> century learner to compete favourably in the 21<sup>st</sup> century competitive knowledge economy and succeed. Having these skills by the learner will at the long run impact positively on the society as it is the ultimate beneficiary of education returns, leading to the achievement of the sustainable development goals. The role of humanizing the teaching learning process to achieve this feat cannot be over emphasized. Specifically, some of its impact in this regard is;

1. It will create a democratic and healthy classroom for learning. This will help the learner in developing some basic life skills and behaviour such as tolerance, peaceful and harmonious living, friendly working relationship, dialoging, conflict resolution and patience knowing we all has our individual differences, everybody cannot be like you. This will enhance a health learning environment which will in turn have a ripple effect that wills resonance into the society especially at these periods of insecurity. It will engender peaceful co-existence and virtues such as respecting the dignity of others, integrity, honour, respect are imbibed by the learner.
2. It creates a healthy atmosphere for teaching-learning process. Creating a healthy atmosphere makes the learner to feel at home in the class; no fear of intimidation, embarrassment, or mockery. This creates a democratic setting such that the learners can express themselves, ask questions and also answer questions. This enhances the personality of the learner and as such their academic achievement. (Tarmizi et al, 2010) Motivation, self-confidence and right attitude to life are determining factors in quality learning and are important in learning and overcoming life challenges. These are some of the things humanization of the classroom stand for.



3. It impacts healthy moral life and core values such as tolerance, respect for others and their opinions, patience, honesty, and peaceful co-existence on the learners. Hate speech in Nigeria today is a national issue that is eating up the society like a cancer. It is now tacked as an offence punishment by law. This can be reduced if not completely eradicated through humanizing the classroom. It is a known fact that nurture has very great influence in the growth and development of the child. It is therefore very important to make the learner to grow up in a healthy and right environment to acquire the right attitude and behavior for living.
4. The learners are carried along in the teaching-learning process, making for active participation of all learners thereby making for better academic achievement. This will lead to the formation of human persons; an individual being equipped all round; cognitive, affective and psychomotor and otherwise for meaningful participation in the society.

### **Conclusion**

The school is the socializing agent of the society. It prepares the learners to acquire relevant knowledge, skills and competencies for them to meet their needs and that of the society, especially the 21<sup>st</sup> century society which is bedeviled by challenges. It is also characterized by knowledge power economy that is driven by technology. To survive in this era therefore demands doing the needful. The importance of giving the teaching learning environment a human face to meet this demand cannot be over emphasized. It is fundamental to effective learning for acquiring the knowledge and skills needed for the 21<sup>st</sup> era we are in. No learner can learn well where his or her life is threatened or is not conducive, and is treated with despute. One way of creating such enabling environment for effective learning is by the humanization of the classroom. Humanizing the classroom is by providing the necessary learning resources, the teacher having a healthy working relation with the learners, and providing a democratic teaching learning environment. It will also require applying relevant pedagogical principles and methods that will help in achieving this result.

### **Recommendations**

Based on the discourse the following recommendations are made;

1. The government and other education stakeholders should provide adequate learning facilities and resources so as to take care of the varied learning needs of the learners. Humanizing the classroom requires allowing each learner to learn according to his or her own learning style, ability, pace and preference.
2. All education stakeholders should be committed to play their role in humanizing the classroom. It should be a joint venture as the government cannot fund education alone. Private and Corporate bodies should also be involved
3. Teachers should make the sacrifice and commitment to treat their learners as human for which they are. See them as individuals with personality and ego and nurture them to their full capacity.
4. Teacher-learner ratio should be given due attention as recommended in the National Policy on Education (Federal Republic of Nigeria, 2004). This is key to achieving this feat.
5. Workshops, seminars and conferences should be organized regularly by the relevant bodies to sensitize the teachers and other educational stakeholders on the importance of humanizing the classroom.
6. Teacher education programmes that prepare teachers for the education system should take into cognizance this concept and enshrine it in the teacher education curriculum.

### References

- Amuda- Kannike, A. (2018). Legal Issues in higher education in the 21<sup>st</sup> century. A paper presented at the National conference on higher education studies on the theme Innovative and Learner Centered Teaching Methods in Higher education in the 21<sup>st</sup> century at the Centre for Higher Education Studies, Faculty of Education, University of Port Harcourt.13<sup>TH</sup> June 2018
- Banduo, N. A. & Danso, M. (2013). Preparing Teacher education and Training for Africa in the 21<sup>st</sup> century. In Challenges and Prospects in African Education System by Soji O. (ed). USA. Trafford Publishing. 195-235.
- Business Day Newspaper. June 9, 2014. Retrieved from [www.businessdayonline.com](http://www.businessdayonline.com) on June 2018
- Chew, R. (2014). What does learning needs mean? Retrieved from <https://www.quora.com> on June 2018.
- Dictionary.com (2018). Humanization/Define retrieved from [www.dictionary.com> browse>humani...](http://www.dictionary.com/browse/humani...)
- Dutton, V. F. (2012). Humanizing Education: A simple definition. Retrieved from [www.tandfonline.com/doi/pdf](http://www.tandfonline.com/doi/pdf) on 10th June 2018.
- Ekpo, C. (2018). Lead paper presented at the National conference on higher education studies on the theme Innovative and Learner Centered Teaching Methods in Higher education in the 21<sup>st</sup> century at the Centre for Higher Education Studies, Faculty of Education, University of Port Harcourt.13<sup>TH</sup> June 2018
- Encyclopedia.com (2005). Humanization and... retrieved from <https://www.encyclopedia.com> on June 2018.
- <https://manchestermedicalcareers.wordpress.com> (n.d.). Learning Needs-what do they mean? Retrieved June 2018.
- <https://toolkit.ineesite.org> (2018). What is Learning Needs. Retrieved June 2018.
- Joe A. I. (2018). Lead paper presented at the National conference on higher education studies on the theme Innovative and Learner Centered Teaching Methods in Higher education in the 21<sup>st</sup> century at the Centre for Higher Education Studies, Faculty of Education, University of Port Harcourt.13<sup>TH</sup> June 2018.
- Kass, S. (2011). How technology can humanize the classroom. <https://www.avichai>2011/04>how-technology...> Retrieved from on 7<sup>th</sup> June, 2018.
- Nwafor, N. H. A. & Nwogu, U. J. (2014). Humanizing the classroom: A Pragmatic Approach. European Scientific Journal 10(19) 416-425. <https://eujournal.org>article>viewfile> on 8<sup>th</sup> June 2018.
- Okeke, E. P. (2015). Skill development in Higher Education in Nigeria: Experience from the Emerging Economies. In Making Education Work in Africa. Oni S. (ed). 47-58.
- Ribiero, L. (2015). 8 ways technology is revolutionizing education. Retrieved from [ditchthattextbooks.com>2015/04>8...](http://ditchthattextbooks.com>2015/04>8...) on June 2018.
- Sbaglia, R. (2012). The global education conference network. Retrieved from [www.globaleducationconference.org>bl...](http://www.globaleducationconference.org>bl...) on 10<sup>th</sup> June 2018.

- Suyatno, S. & Wantini W. (2018). Humanizing the classroom: Praxis of full day school system in Indonesia in International Education Studies. 11(4) 115-119. <https://www.researchgate.net>
- Tarmizi, M. A. A.; Tarmizi, R. A. & Mokhtar, M. Z. B. (2010). Humanizing mathematics learning: secondary students beliefs on Mathematics teachers teaching efficacy. *Procedia Social and Behavioural Sciences* 8 (2010) 532-536. Retrieved from [www.sciencedirect.com](http://www.sciencedirect.com) on June 2018.
- The free dictionary (2005). Humanization – definition of ... Retrieved from <https://www.thefreedictionary.com> on June 2018.
- UNESCO (2018). International Bureau of Education. Basic Learning Needs. Retrieved from [www.ibe.unesco.org](http://www.ibe.unesco.org) on June 2018.
- [www.jstor.org/stable/4036630](http://www.jstor.org/stable/4036630) (2018). Humanizing the Classroom: Ten practical suggestions. *The High School Journal* 59(3) 144-147 retrieved on June 2018.
- [www.slideshare.net](http://www.slideshare.net) 2018. What is Learning Needs. Retrieved on June 2018.