

BHUM100 The Humanities in Education

ECTS Value: 5 ECTS

Supervised Placement and Practice Hours: 15

Assessment Hours: 10

Contact Hours: 25

Self-Study Hours: 75

Module Description

The aim of this module is to encourage participants to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills contributing to the development of the participant as a whole. This module also encourages participants to respect and understand the world around them, and to provide skills to facilitate further study in how to deal with different methodologies in the humanities area. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

Competences

- a) apply the use of humanities terminology in context;
- b) demonstrate knowledge of some of the major debates in humanities;
- c) demonstrate subject content knowledge and understanding through the use of descriptions and explanations, supported by relevant facts and examples;
- d) investigate the variety of human culture and demonstrate an understanding of the ways in which cultures have changed;
- e) design and employ a wide range of humanistic, qualitative, quantitative, theoretical, or philosophical methods for recording and explaining human experience;
- f) demonstrate an ability to gather and analyse information on real world problems or challenges to present to students;
- g) identify and assess their own and others' values; identify the underlying premises in their own and others' arguments;
- h) show the interconnectedness of all areas of knowledge — how it all fits together;
- i) carry out tasks to support and strengthen your local arts community by learning to appreciate the importance of creativity;
- j) comply some of the teaching and assessment methods suggested during this module;
- k) be responsible for the investigation of different forms of methods and approaches in humanities subjects;

- l) ensure opportunities for participation in and/or observation of different methodologies held in their respective schools;
- m) create and use different ways so students obtain feedback about their learning;
- n) critically evaluate and critique a range of teaching methods relevant in the humanities area of the curriculum;
- o) advise and use constructive feedback to and from colleagues' means to improve your own teaching.

Knowledge

- a) recall a persuasive and articulate defence of the humanities in a time when they are under challenge;
- b) describe the nature of the arts and humanities and articulate the ways in which they constitute a shared subject and set of methods;
- c) identify the methodologies and approaches taken by others to the study of the humanities;
- d) describe how to set Humanities learning goals that provide achievable challenges for students of varying abilities and characteristics;
- e) recite the history of the humanities and appreciate why and how they have shaped the educational curriculum in the West;
- f) describe how differing historical contexts and cultural traditions affect the values and uses of the humanities;
- g) recite secure understanding of the statutory requirements of the curriculum in the humanities area.

Skills

- demonstrate an awareness of chronology that links people, places and events through time;
- design and explain the similarities and differences that exist between people, places and events through time;
- apply different sources of wisdom by learning how others have dealt with failures, success, adversities, and triumphs. Interact with some of the greatest minds and thoughts of the ages;
- practise the analytical thinking skills needed to be a successful humanitarian teacher;
- show an understanding of how culture and perception can affect a sense of internationalism;
- show an understanding of the interdependence of societies;
- plan, carry out and present individual and group investigations regarding any humanities subject;

- follow hypotheses and/or ideas and modify them where necessary;
- design humanities lessons to support and strengthen local arts communities by learning to appreciate the importance of creativity. To deepen your understanding and appreciation of others' cultures and points of view;
- plan appropriate strategies to address issues;
- practise clear, valid and sound arguments, make balanced judgments on events, and draw conclusions, including implications;
- participate in active discussions on issues related to humanitarian subjects;
- use variety of digital and blended learning tools to manage research, analysis and sharing of knowledge;
- facilitate knowledge sharing, learning and collaboration in organisations by being able to use digital tools to gather, organise and share knowledge, adding value to it;

Mode of Delivery

This module adopts a Blended Approach. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

Assessment Methods

This module will be assessed through: Reflective Portfolio, Feedback and Self-Reflections

Suggested Readings

Blanchard, K. & Bowles, S. (1998). *Gung Ho! Turn on the people in any organization*. UK: Harper Collins Publications.

Hoffman, E. (1988). *The right to be human: A biography of Abraham Maslow*. Jeremy P. Tarcher, Inc.

Kenrick, D. T., Neuberg, S. L., Griskevicius, V., Becker, D. V., & Schaller, M. (2010). Goal-Driven Cognition and Functional Behavior The Fundamental-Motives Framework. *Current Directions in Psychological Science*, 19(1), 63-67.

Maslow, A. H. (1943). [A Theory of Human Motivation](#). *Psychological Review*, 50(4), 370-96.

Maslow, A. H. (1962). *Toward a Psychology of being*. Princeton: D. Van Nostrand Company.

Maslow, A. H. (1970b). *Religions, values, and peak experiences*. New York: Penguin. (Original work published 1966)

Maslow, A. H. (1987). *Motivation and personality (3rd ed.)*. Delhi, India: Pearson Education.

Tay, L., & Diener, E. (2011). [Needs and subjective well-being around the world](#). *Journal of Personality and Social Psychology*, 101(2), 354-356. doi:10.1037/a00

Wulff, D. M., & Maslow, A. H. (1965). Religions, Values, and Peak-Experiences. *The Journal of Higher Education*, 36(4), 235.

Supplementary Reading List

Learning Outcomes Framework, (2015).[online] Available at:
<http://www.schoolslearningoutcomes.edu.mt/en/dashboard> [Accessed 4 January 2018].

Ministry for Education and Employment. The Fronter Platform for Secondary schools – Form 1 – Form 5. Available at: <https://ilearn.edu.mt/malta/main.phtml> [Accessed 4 January 2018]

Ministry of Education, Youth and Employment. (2005). For all children to succeed: A new network organisation for quality education in Malta. Malta: Ministry of Education, Youth and Employment.

Ministry of Education, Youth and Employment. (2015). Trans, Gender Variant, and Intersex Students in Schools. MEDE Malta