

## MEDU202 Educational Theory in Practice: Philosophy – Exploring Active Learning

ECTS Value: 2 ECTS  
Self-Study Hours: 35

Contact Hours: 10  
Assessment Hours: 5

### Overall Objectives and Outcomes

This module will prepare participants to practise pertinent philosophies of education and to reflect on their effectiveness. Participants will provide feedback to each other on practical examples that will be presented online reflecting particular philosophies (constructivist, humanist and progressive). Such training is required to equip educators with the application of various theoretical approaches. During the first part these philosophies will be introduced and analysed. This will be followed by experiential lectures whereby participants will be instructed to prepare a lesson to be uploaded online. For each session, participants will be the observers and will fill in an observer sheet. The participant delivering the lesson will also fill in a reflection sheet to evaluate the use of constructivist, humanist and progressive approaches to teaching. In addition, participants will be also invited to watch online videos, uploaded through VLE, to provide feedback and to discuss the course content.

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

#### Competences:

- a. utilise humanist, progressive and constructivist learning methods;
- b. apply constructivist, progressive and humanist philosophical theories of education to the classroom settings;
- c. critically evaluate active learning methods;
- d. link active learning methods to the teaching practice.

#### Knowledge:

- a. distinguish the main philosophies of education;
- b. identify practical examples to show how humanist, progressive and constructivist learning methods can be practised;
- c. learn through reflective observation and peer-to peer feedback.

#### Skills:

- a. demonstrate competence in the way constructivist, humanist and progressive teaching is held;
- b. apply Dewey's experiential learning model;
- c. demonstrate how humanist, progressive and constructivist learning methods can be used in class.

### Assessment Methods

This module will be assessed through: Practical and Reflective Tasks

## Suggested Readings

### Core Reading List:

1. Tileston, D. W. (2014). *Teaching strategies for active learning: Five essentials for your teaching plan*. Corwin Press.
2. Vickery, A. (2013). *Developing active learning in the primary classroom*. Sage.
3. Green, L. S., & Casale-Giannola, D. (2011). *40 Active Learning Strategies for the Inclusive Classroom, Grades K 5*. Corwin Press.
4. Bellanca, J. (2008). *200+ Active Learning Strategies and Projects for Engaging Students Multiple Intelligences*. Corwin Press

### Supplementary Reading List

1. Heron, J. (2002). *The complete facilitators handbook*. London: Kogan Page.
2. Hopson, B. & Scally, M. (1978). *Lifeskills teaching*. UK: McGraw Hill Book Company.
3. Nelson-Jones, R. (1991). *Lifeskills: A handbook*. London: Cassell Educational Limited
4. Curtis, K. (2008). *Empowering youth: How to encourage young leaders to do great things*. US: Search Institute Press

*Additional core literature related will be provided by the lecturer.*