

MHUM102 A Theoretical and Practical Approach to Teach Humanities

ECTS Value: 5 ECTS

Overall Objectives and Outcomes

In this module, participants will be given the opportunity to critically assess different teaching methods that will prove to be inspirational in helping their future students achieve their full potential. The focus will be on constructivism and reflectivism, the progressive approach and experiential learning, humanistic approaches and facilitation procedures. Participants will be able to reflect on their role and responsibilities when teaching humanities. Their skills and competences necessary to adopt a student-centred approach will also be tackled. Finally, they will formulate research questions and a research design proposal to evaluate the effectiveness of different pedagogies.

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

Competences:

- a. identify methodologies that are crucial when teaching humanities;
- b. adopt constructivist, progressive and humanist approaches to teaching and learning;
- c. establish the skills and competences necessary to adopt a student-centred approach when teaching humanities;
- d. devise a research design that evaluates the effectiveness of different pedagogies in teaching humanities;
- e. formulate a research approach and justify the selection of such approach;
- f. conduct research to assess the effectiveness of different pedagogies.

Knowledge:

- a. describe and apply different teaching methods to humanities education;
- b. identify strategies required to adopt a progressive, humanist and constructivist methodology when teaching humanities;
- c. outline the necessary analytical and interpretive approaches towards humanities pedagogy.

Skills:

- a. employ effective teaching methods used in the teaching of humanities;
- b. demonstrate competence in mind skills, communication, feedback and understanding skills, all of which are necessary when adopting an experiential methodology to teach humanities;
- c. develop and demonstrate effective teaching and learning methodologies;
- d. develop a research design proposal which addresses and critically explores the effectiveness of different pedagogies applicable to the humanities.

Assessment Methods

This module will be assessed through: Video Presentation, Reflections; Peer-feedback

Suggested Readings

Core Reading List:

1. Marzano, R. J. (2003). *What works in schools*. Alexandria, VA: ASCD.
2. Brookfield S. (1990) *The skillful teacher on technique, trust and responsiveness in the classroom*. San Francisco, USA. Jossey Bass.
3. Debono, E. (1994). *Teach your child to think*. USA: Penguin.
4. Falzon, R., & Muscat, M. (2009). Personal and social development in a small island community: Presenting the Maltese democratic model. *Journal of the European Teacher Education Network*, 4, 9-26

Supplementary Reading List

1. Heron, J. (2002). *The complete facilitator's handbook*. London: Kogan Page.
2. Hopson, B., & Scally, M. (1981), *Lifeskills teaching*. U.S.A: McGraw Hill Book company.
3. Nelson-Jones, R. (1991). *Lifeskills: A handbook*. London: Cassell Educational Limited.
4. Weil and McGill (Ed.). (1989). *Making sense of experiential learning: diversity in theory and practice*. UK: SRHE. Oxford University Press
5. Curtis, K. (2008). *Empowering youth: How to encourage young leaders to do great things*. US: Search Institute Press.