

BEDU219 Philosophy of Education: The Maltese Educational System and Collaborative Communities of Learning

ECTS Value: 3 ECTS
Self-Study Hours: 55

Contact Hours: 15
Assessment Hours: 5

Overall Objectives and Outcomes

A prospective teacher needs to be aware of the philosophical framework underpinning the daily practice. The focus of this module is essentialism, perennialism, behaviourism, progressivism, reconstructionism, humanism and existentialism. In this module, the difference between a prescriptive and an experiential curriculum will be outlined. There will be a focus on collaborative and cooperative learning including positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills and group processing.

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

Competences

- adopt the main philosophies of education to the actual teaching practice;
- critically investigate the validity of different philosophies of education in the Maltese context;
- differentiate between prescriptive and experiential curriculum;
- be engaged in collaborative and cooperative learning throughout the lectures;
- practice the Experiential Learning Cycle;
- work on interpersonal and intrapersonal skills that facilitate collaborative and cooperative learning.

Knowledge

- define the main philosophies of education;
- recall personal educational experiences which reflect particular philosophies of education;
- identify and demonstrate modes of collaborative and cooperative learning.

Skills

- apply different philosophies of education and relate them to the Maltese context;
- create their own philosophy of education based on a reflection of what is practical and what is ideal for the Maltese classroom;
- show how experiential learning can take place;
- demonstrate how collaborative and cooperative learning can be achieved.

Assessment Methods

This module will be assessed through: Online Task, Presentation and Peer Feedback

Suggested Readings

Core Reading List:

1. Noddings, N. (2011). *Philosophy of Education*. (3rd Edition). United States: West view Press.
2. Moore, T.W. (2010). *Philosophy of Education: An Introduction*. USA: Routledge.
3. Kolb, D.A. (2015). *Experiential Learning: Experience as the Source of Learning and Development*. Pearson Education Inc.

Supplementary Reading List:

1. Bruce, B.C. (2013). Editorial for the series of three issues: Progressive education: Past, present and future. In International Association of Educators. *Progressive education: Antecedents of educating for democracy* (pp. 7-9). *International Journal of Progressive Education*, 9(1), 1-134.
2. Barrow, R. & Woods, R. (2006). *An introduction to philosophy of education*. (4th Ed.). London: Routledge Falmer.
3. Carr, D. (2003). *Making sense of education: An Introduction to the philosophy and theory of education and teaching*. London: Routledge Falmer.