

## MPSD101 PSCD Origins and Theoretical Framework

ECTS Value: 5 ECTS

### Module Description

Through this module course participants will develop an awareness and analysis of:

- a. the origins of PSCD including the start of Lifeskills in the 1980's till the subject PSCD nowadays;
- b. The specific Maltese context that affect the PSD practice;
- c. The challenges for educational leaders and policy makers to introduce such a subject within the curriculum, including the slot in the timetable, the training of staff and the reaction from parents and the public.

Course participants will analyse the theoretical framework that distinguishes PSCD from other subjects and will focus on: (a) theories of facilitation; (b) facilitation typologies; (c) the six dimensions and modes of facilitation; and (d) the PSCD application to the constructivist, humanistic, contextual, critical, positive and progressive. This module will present PSCD in a holistic educational setup and will consist of two parts. The first part will deal with the historical background of the PSCD subject whilst the second will cover the philosophical, psychological and sociological theoretical framework that guide the PSCD subject and practice.

### Overall Objectives and Outcomes

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

#### Competences

- a) Develop critical knowledge on the origins of the PSCD subject and practice.
- b) Critically evaluate the philosophical, psychological and sociological theories that guide the PSCD practice.
- c) Establish the difference between PSCD and other subjects in terms of origins and theoretical framework.

#### Knowledge

- a) Comprehend and appreciate the historical background of the development of the PSCD subject;
- b) Outline the critical theories that guide the PSCD educator.
- c) Establish the connections between all theories presented during the lectures.

#### Skills

- a) Systematically comprehend the PSCD journey that led to the subject that we have today.
- b) Instigate discussion in relation to the strengths and possible weaknesses of the theories related to PSCD.
- c) Propose and apply theoretical knowledge and approaches in PSCD .

## Mode of Delivery

This module adopts a blended approach to teaching and learning. 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: Online Tasks, Video Presentation and Peer-Feedback

## Suggested Readings

### Core Reading List

1. Bezzina, A. (2016). Personal and social development practice at the University of Malta. Mauritius: Lambert Academic Publishing.
2. Bezzina, A. (2018). Personal and social development within a European neo-liberal Maltese Education System. In Attard Tonna, M. D & Madalinska-Michelak, J. (Eds.). Teacher education policy and practice – International perspectives and inspirations (pp.288-314). Warsaw: Foundation for the Development of the Education System.
3. 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.
4. Tileston, D. W. (2014). *Teaching strategies for active learning: Five essentials for your teaching plan*. Corwin Press.
5. Vickery, A. (2013). *Developing active learning in the primary classroom*. Sage.

### Supplementary Reading List

1. Jarvis, P. (2006). *The theory and practice of teaching*. (2<sup>nd</sup> Ed.). USA: Routledge.
2. Debono, E. (1994). *Teach your child to think*. USA: Penguin.
3. Heron, J. (2002). *The complete facilitators handbook*. London: Kogan Page.
4. Hopson, B. & Scally, M. (1978). *Lifeskills teaching*. UK: McGraw Hill Book Company.
5. Nelson-Jones, R. (1991). *Lifeskills: A handbook*. London: Cassell Educational Limited.