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**Submission date:** 14-Apr-2023 04:44PM (UTC+0530)

**Submission ID:** 1988202697

**File name:** UKS31389.docx (29.62K)

**Word count:** 1826

**Character count:** 11657

7993EDN

**Positive Psychology Literature Review**

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## 1.0 Introduction

This literature review analyses four research readings derived from web pages and articles relating to positive psychology in practice. The 5R framework for reflection accompanies each analytical discussion of the literature topics, presenting a personal introspection in the context of each literature topic's contents. The research findings and claims for each article are supported through references that justify the discussion presented in this context.

## 2.0 Overview of current professional context that positive psychology has applications for

As a learner, I believe positive psychology has immediate relevance in my personal life as well as in applications across teaching and professional development areas. The global business environment increases the competitiveness and stress response of professionals through the growth of digital technology across professional environments (Bondanini et al., 2020). This development necessitates valuing well-being as a quality-of-life value which is made actionable through an understanding of positive psychology, and this allows me to become and lead others towards preserving our well-being in the competitive professional environment.

## 3.0 Literature review

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### 3.1 "Is positive education another fad? Perhaps, but it's supported by good research"

#### Overview of the topic

The article discusses the implications of positive education, derived from positive psychology, as becoming a mainstream trend across educational institutions. The article states that research has backed the effectiveness of positive education in improving the educational experience and well-being of learners (Ahern, 2018).

#### Research method and data collection

Secondary research was conducted to discuss this topic, and data was gathered from scholarly platforms that host peer-reviewed journals.

#### Findings and claims

Positive education as characterised by models like Martin Seligman's PERMA framework aims to engage learners through a harmonious blend of their motivation, positive emotions and intrinsic desire for well-being (Seligman, 2018). Positive education promotes the intrinsic engagement of the learner which results in a higher-quality learning experience (Jie et al., 2022).

### **5R framework for reflection**

#### **Reporting**

I researched the topic after reading it to find the appropriate data for supporting the claims, allowing me to engage in determining its findings.

#### **Responding**

As a learner, I was able to relate to the findings of positive education being beneficial to learners as a whole.

#### **Relating**

Positive education is necessary to ensure learners are taught more effectively and progressively across their learning environment (Lindsay et al., 2022).

#### **Reasoning**

A positive learning experience secured through positive education motivates the learner to study, thereby securing a higher level of academic performance and personal well-being.

#### **Reconstructing**

I will increase my theoretical learning of positive education through independent learning, as it will empower me to understand the practical applications of positive psychology across social institutions.

### **3.2 “Positive education: positive psychology and classroom interventions”**

#### **Overview of the topic**

The article argues for promoting positive education in a classroom approach that provides schoolchildren with useful life lessons tied to their well-being. Interventions such as reflecting on three good things each day are used to empower the application of positive psychology through positive education (Seligman et al., 2009).

#### **Research method and data collection**

Secondary research was conducted to discuss this topic, and data was gathered from scholarly platforms that host peer-reviewed journals.

**Findings and claims**

Positive education delivered through classroom interventions is a positive decision towards giving schoolchildren access to a higher quality of learning. By using practices such as three good things, positive psychology practices such as gratitude expression are taught in the classroom (Komase et al., 2021). This improves the well-being of the schoolchildren and empowers them to continue their learning journey with focus and resilience (Wilson, 2016).

**5R framework for reflection****Reporting**

I read the literature article to understand it fully, before engaging in this task towards the literature review analysis.

**Responding**

I felt appreciative of Seligman's arguments in favour of positive education, as this offers an improvement to the existing learning systems.

**Relating**

As a learner, I can relate to the potential for positive education in improving the learning environment (Waters & Loton, 2021). Such classroom interventions will promote values such as well-being among the students appreciably.

**Reasoning**

Learning has become more inclusive to accommodate global learners through approaches such as blended learning. Positive education ensures the learning environment is uniformly maintained for inclusive well-being experiences.

**Reconstructing**

I will improve my independent practice of positive education through Siegelman's approaches such as writing three good things daily.

**3**  
**3.3 "What is positive education, and how can we apply it?"**

**Overview of the topic**

The article determines the classification of positive education as an alignment of existing academic practices with an emphasis on the well-being of the students. It presents actionable frameworks for positive education development, such as Seligman's PERMA model (Moore, 2020).

**Research method and data collection**

Secondary research was conducted to discuss this topic, and data was gathered from scholarly platforms that host peer-reviewed journals.

### **Findings and claims**

The findings determined the benefits of using positive education in a real-world context, as evidenced by the Geelong Grammar School in Australia (Sandholm et al., 2022). As one of the first schools to implement positive education in a standardised way, it has successfully used the aforementioned frameworks to improve the learning experience for students.

### **5R framework for reflection**

#### **Reporting**

I read the research article in its entirety and gathered information on the successful application of positive education.

#### **Responding**

The research experience was positive as I learned about the practical applications of positive education in an academic environment.

#### **Relating**

As a learner, I can relate to the case in favour of promoting positive education, as securing personal well-being is essential to safeguard against outcomes like stress-induced pressure (Waters & Loton, 2021).

#### **Reasoning**

Well-being practices under positive education are a good choice for teaching positive psychology as a whole. The accessibility of positive psychological benefits through positive education makes it beneficial to learners of different personal capabilities.

#### **Reconstructing**

I will research further into practical instances involving the successful application of positive education, as this will improve my learning experience.

### **3.4 <sup>2</sup>“PROSPER: A New Framework for Positive Education”**

#### **Overview of the topic <sup>2</sup>**

The article presents a new framework for positive education through the PROSPER model, building upon the earlier PERMA model created by Seligman. It shares similarities with PERMA while improving upon it by adding consideration for the development of strengths and resilience through positive education (Noble & McGrath, 2015).

**Research method and data collection**

Secondary research was conducted to discuss this topic, and data was gathered from scholarly platforms that host peer-reviewed journals.

**Findings and claims**

As a framework, PROSPER offers a more inclusive learning experience in contrast to the PERMA model. The addition of strengths and resilience improves the mental well-being of the learner by creating adaptability to diverse circumstances (Srivastava, 2011). Expressing strength and resilience empowers the individual's internal locus of control, making them more confident in decision-making situations (Buddelmeyer & Powdthavee, 2016).

**5R framework for reflection****Reporting**

I researched the literature article to understand the PROSPER framework in this context.

**Responding**

The inclusion of strength and resilience in PROSPER inspired an appreciative feeling towards this advancement in positive education.

**Relating**

I could relate to the impetus for improving upon the PERMA model, as the tools of positive education must continue to develop to offer more utility to students. This will improve the net learning experience and personal development of learners.

**Reasoning**

Positive education as a practice has the potential to be taught across diverse learning contexts, such as digital well-being learning for distance education (Lou & Xu, 2022). This makes PROSPER capable of being taught in such contexts as well.

**Reconstructing**

I will read literature on the qualities of strengths and resilience to increase my academic understanding of their role in this framework.

**4.0 Conclusion**

The literature review discussed these four articles relating to positive education, where a common agreement was found in determining the positive outcomes of positive education incorporation in real-world instances like Geelong Grammar School. As a whole,



positive education should become accepted in global learning environments as it will greatly enhance the well-being and learning capabilities of diverse students, particularly in today's competitive professional environment.

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