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Positive Education

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1.0 Introduction

4 The concept of positive education in the teaching environment has been successfully undertaken across institutions such as Geelong Grammar School. This literature review considers different scholarly articles published in the context of positive education and evaluates their findings and claims to present a thorough understanding of the subject matter. The literature review for each article includes the 5R Reflective Model to further expand on the subject of the article from a personal basis of professional development.

2.0 Applications for positive psychology in a Current and future context

Positive psychology is an empowering practice of self-development in a professional as well as personal context. The emphasis on wellness and personal well-being in different situations presents it as a useful concept for implementation across diverse situations, through the self-development of psychological qualities such as resilience and optimism. This will allow me to become more capable of fulfilling my professional roles in the future, such as empowering my leadership abilities in an educational environment. This prospect empowers me to engage in learning on the subject matter.

3.0 Identification and review of four research articles

1 3.1 “Is positive education another fad? Perhaps, but it’s supported by good research”

Succinct overview

The author (Ahern, 2018) argues that positive education has become a part of the contemporary teaching trend characterised by approaches that account for holistic development and well-being of the students. The development of positive education as a fad is balanced by empirical findings that uphold its long-term benefits in the educational environment, as it successfully creates a better learning response in the students towards their academic and personal growth (Ahern, 2018).

Research method and data collection

For this literature, the data was sourced through secondary qualitative research on the subject matter.

Implications for practice

Positive education is grounded in scholarly research that substantiates its validity as an “applied science” that is not reliant on fads to sustain its potential (Waters & Loton, 2019). Positive education offers a higher level of learning experience to students by teaching them about happiness and well-being, which improves their autonomous capability of self-management. In turn, this leads them to create a better quality of life for themselves, where such outcomes result in more attentive participation from the students (Nicklin et al., 2018).

5R reflective model

Reporting

I researched the article to ensure its appropriateness in this literature review.

Responding

My own experiences as a student assured me that the potential for positive education is highly beneficial to students, as it is a research-based framework for education.

Relating

I related to the author's studies as a student since positive education can provide a higher quality-of-life benefit to students.

Reasoning

As an “applied science”, positive education ensures that its standardised practices promote positive psychology as a whole to students (Waters & Loton, 2019).

Reconstructing

I will improve my understanding of positive psychology to understand it from a more scientific perspective.

3.2 ⁵ “What is positive education, and how can we apply it?”

Succinct overview

Positive education is defined by the scholar here as a practice that combines “traditional education principles” with findings on holistic well-being (Moore, 2020). This is determined through the usage of Seligman’s PERMA model and the classification framework of Values in Action (VIA) (Moore, 2020).

Research method and data collection

For this literature, the data was sourced through secondary qualitative research on the subject matter

Implications for practice

³ The PERMA model is a definitive framework for conducting positive education successfully, as it considers various variables influencing the development of positive education (Lai et al., 2018). Positive emotions create engagement and relationships that provide meaning and accomplishments to students. Approaching learning in this way is beneficial to improving the learning outcomes and academic participation of the students through positive education (Laakso et al., 2020).

5R reflective model

Reporting

I researched the article to ensure its appropriateness in this literature review.

Responding

In response to the findings, I determined their validity across the scope of the application scenarios for positive education.

Relating

Similarly, my position as a student allows me to relate to the practical aspects of positive psychology as presented through positive education.

Reasoning

Learning about positive education improves the lifestyle of students, and prepares them to adjust to external developments with greater ease. This maintains their continuity of educational performance.

Reconstructing

I will learn more about positive education approaches such as gratitude listing to improve my well-being as a student.

³ 3.3 “Positive education: positive psychology and classroom interventions”

Succinct overview

The authors determine positive education as meeting the needs for ⁷ “traditional skills and for happiness” (Seligman et al., 2009). It argues for teaching happiness as a practised outcome to empower students across different situations in their lives, such as mitigating depression. The classroom interventions ³ present actionable approaches which were undertaken to ensure the outcome of positive education at Geelong Grammar School (Seligman et al., 2009).

Research method and data collection

For this literature, the data was sourced through secondary qualitative research on the subject matter

Implications for practice

The impetus for positive education is established in the synergistic association between positive mental states and learning ability (O'Connor et al., 2019). The Yerkes-Dodson Law states that pressure and performance are interlinked to a certain limit (Gino, 2017). Through positive education, a positive mental state is used to sustainably engage students in the learning experience that safeguards their well-being from stress factors, while retaining the potential for higher educational performance (O'Connor et al., 2019). Therefore, positive education is a sustainable and efficient way to address developments like stress in students' lives while increasing their learning capabilities.

5R reflective model

Reporting

I researched the article to ensure its appropriateness in this literature review.

Responding

The classroom interventions devised by (Seligman et al., 2009) are grounded in their validity for improving students' well-being in the learning environment.

Relating

As a student, I can relate to the interventions created by pioneers of positive education and positive psychology as a whole, as they will help students attain a higher level of personal satisfaction in life.

Reasoning

As students learn about practical interventions to increase their well-being, they will be more capable of navigating disturbances in their lives, increasing their resilience to external events.

Reconstructing

I will practice my habits of positive education in my independent learning hours to become more capable of practising its interventions in a learning environment.

3.4 "PROSPER A New Framework for Positive Education"

Succinct overview

The PROSPER framework is proposed by the authors here as an addition to the PERMA model for positive education that was established by Seligman (Noble & McGrath,

2015). It presents similarities to the PERMA model, such as focusing on creating purpose-driven learning and intrinsic engagement of the student during the learning session. In addition, it provides the elements of strength and resilience to increasing the quality of positive education performance (Noble & McGrath, 2015).

Research method and data collection

For this literature, the data was sourced through secondary qualitative research on the subject matter

Implications for practice

The PROSPER framework presents further opportunities for improving the learning and well-being of students as it includes the elements of strength and resilience. A strength-based approach to learning includes adapting to the student's optimal learning styles, which increases their potential for securing learning outcomes correctly (Pashler et al., 2008). Resilience as a positive psychology skill empowers students to maintain their study-life balance, as it makes them flexible in coping with different personal situations through self-management and decision-making development (Ross et al., 2022).

5R Reflective Model

Reporting

I researched the article to ensure its appropriateness in this literature review.

Responding

The PROSPER framework is appreciated for its emphasis on personal qualities such as strengths in learning and resilience of character.

Relating

As a student, I can relate to the quality of resilience being useful for students, particularly younger learners in their teenage years. They will benefit from receiving instruction in such a positive manner.

Reasoning

As students grow and develop their well-being qualities through positive education, they will become capable of practising positive psychology for holistic self-improvement across their lives.

Reconstructing

I will attend to my strengths as a student and improve my learning style outcomes during receiving education.

4.0 Conclusion

The literature review across the four articles identified a convergence of findings across the subject of positive education. In the findings, it was wholly determined that positive education is a useful approach to improving the student's academic performance and participation in the academic environment. By considering their well-being with positive education, the students become capable of acting in resilience during uncertainty, as well as exhibit their strengths to become more effective as learners in the globalised world. In summary, positive education is a viable vehicle for delivering positive psychology in an accessible format to students and faculty across diverse academic institutions.

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