

## **M Ed Two Year Programme**

### **P.3 : Personality, Learning and Cognition : A Foundational Perspective**

Maximum Marks: 100

#### ***Course Vision***

*This course aims to promote understanding of the major theoretical traditions in personality, learning and cognition, situating them in their socio-historical context. It examines the assumptions, debates, dialectics and shifting stance across these traditions. It builds a nuanced understanding of the developmental, contextual and cultural differences in the ways individuals think, learn, develop and experience the world. Finally, it provides perspective on the contributions of each tradition to educational inquiry, research and discourse building. The organic unity between personality, learning and cognition constitutes the running thread along which the course has been visualized.*

#### ***Unit I: Perspectives in Personality***

- The Psychoanalytic and Neo-Freudian Perspective: Sigmund Freud, Carl Jung and Alfred Adler
- The Dispositional Perspective: Hans J. Eysenck
- The Learning-Behavioral Perspective: B.F. Skinner
- The Humanistic-Existential Perspective: Abraham Maslow, Carl Rogers, Rollo May

*Each perspective will be discussed with reference to the basic assumptions about human nature, methodological stance, conceptualization of personality, the processes and dynamics of personality development and the notions of a healthy personality.*

#### ***Unit II: Perspectives on the Nature of Human Learning and Cognitive Development***

- The Behaviourist Perspective: ( Classical and Operant Conditioning)
- The Psychometric Perspective (Guilford's Structure of Intellect Model)
- The Piagetian and Neo-Piagetian Perspective
- The Cognitive Information Processing Perspective ( Sternberg's Triarchic Theory)
- The Social- Cognitive Perspective (Albert Bandura)
- The Contextualist Perspective (Vygotsky, Bruner and Howard Gardner)

*Each perspective will be critically analyzed in the context of its epistemological understanding, ways of inquiry; view of human mind, learner agency, learning; nature of knowledge and the ways in which this knowledge is transmitted, acquired or constructed; pedagogic beliefs, practices and possibilities.*

### ***Unit III: Contemporary Issues, Debates and Research Trends in Personality, Learning and Cognition***

- Significant Trends in Personality and Human Development Studies
- Research Trends in Learning and Cognition
- Methods, Strategies and Tools of Research
- Importance of Culture and Context
- Ethical Issues and Concerns

#### ***Suggested Readings***

Alexander, R. (2009) *Pedagogy, Culture and Power of Comparison*. In H. Daniels et al (Eds.), *Educational Theories, Culture and Learning: A Critical Perspective* (pp. 10-26). NY: Routledge.

Allen, Bem, P. (2000) *Personality Theories: Development, Growth and Diversity*, Boston: Allyn and Bacon.

Bandura, A. (1986) *Social Foundations of Thought and Action*. Englewood Cliffs, NJ: Prentice Hall.

Beilin, H. & Pufull, P. (1992) *Piaget's Theory: Prospects and Possibilities*. Hillsdale, NJ: Erlbaum.

Bruner, J. S. (2006) *In Search of Pedagogy*, Vol I & II. NY: Routledge Taylor and Francis Group.

Buss, Arnold (1995) *Personality: Temperament, Social Behaviour and the Self*. Massachussettes: Allyn and Bacon.

Cianciolo, A. T., & Sternberg, R. J. (2004) *Intelligence: A brief history*. Malden, MA: Blackwell Publishing.

Daniels, H., Lauder, H. & Porter, J. (2009) *Knowledge, Values and Educational Policy: A Critical Perspective*. NY: Routledge.

Driscoll, M.P. (2004) *Psychology of Learning for Instruction*. (3rd Ed.). MA: Pearson Education.

Engler, Barbara (2006) *Personality Theories: An Introduction*. Boston: Houghton and Mifflin.

Flavell, J. H., Miller, P. H. & Miller, S.A. (2001) *Cognitive Development* (4<sup>th</sup> Ed.). Pearson Education.

Fox Dennis, Prilleltensky I. & Austin, S. (2009) *Critical Psychology: An Introduction*. London: Sage.

Friedman, Howard, S. & Schustack, Miriam, W. (2003) *Personality: Classic Theories and Modern Research*. New Delhi: Pearson Education.

Gardner H. E. (1995) *Reflections on Multiple Intelligences: Myths and Messages*. (pp.77, 200-209). Phi Delta Kappan International.

- Gardner, H. E. (2006) *Multiple Intelligences: New Horizons*, NY: Basic Books.
- Gardner, H.E. (2011) *The Unschooled Mind: How Children Think and How Schools Should Teach*. NY: Basic Books.
- Ginsburg, H. & Opper, S. (1988) *Piaget's Theory of Intellectual Development*. Englewood Cliffs, NJ: Prentice Hall.
- Hall, Calvin & Lindzey, Gardner (2004) *Theories of Personality*. New Jersey: Prentice Hall.
- Hergenhahn, B. R. & Olson, M. H. (2003) *An Introduction to Theories of Personality*. New Jersey: Pearson.
- Hjelle, L. A. & Ziegler, D. J. (1992) *Personality Theories: Basic Assumptions, Research and Applications*. New York: McGraw Hill Inc.
- John, R., Grindstaff, L. & Cheng Lo, M. (2015) *Handbook of Cultural Sociology*. NY: Routledge.
- Kitayama, S. & Cohen, D. (2007) *Handbook of Cultural Psychology*. New York: The Guilford Press.
- Leach, Jemmy and Moon Bob (1999) *Learners and Pedagogy* (eds.). London: Paul Chapman Publication and The Open University.
- Miller, P. A. (2010) *Theories of Development Psychology* (5th Ed.). NY: Worth Publishers.
- Olson, David R. & Torrance, Nancy (1996) *The Handbook of Education and Human Development: New models of learning, teaching and schooling* (ed.). Cambridge: Blackwell.
- Pervin, L. A. & John, O. P. (2006) *Handbook of Personality: Theory and Research*, New York: Guilford Publications Inc.
- Robson, S. & Quinn, S.F. (2015) *The Routledge Handbook of Young Children's Thinking and Understanding* (Eds). NY: Routledge.
- Van Der Veer, R., & Valsiner, J. (1991) *Understanding Vygotsky: A quest for synthesis*. Oxford: Blackwell.
- Vygotsky, L.S. (1978) *Mind in Society*. Cambridge: Harvard University Press.