

M Ed Two Year Programme

P.5.2: Revisiting Psychology in Education

Maximum Marks: 100

Aim and Rationale

The chief aim of this course is to engage students with fundamental constructs in psychological theory that educators have drawn upon to understand and anchor processes of teaching and learning. The course will focus on major shifts in the evolution of psychological thought as situated in specific social and political contexts. The course will also attempt to problematise the links between psychological theory and education; revisit and deconstruct specific constructs and perspectives embodied in theories of educational and developmental psychology with a view to re-contextualise them. It will also engage with historical and contemporary perspectives on childhood and their bearing on education.

Objectives

At the end of the course students will be able to:

- Critically examine the core principles and key constructs of psychological theory, research and practice that educators take to the field of practice
- Revisit and reconceptualise key notions and concepts, and the specific ways in which educational psychology shapes educators' understanding of children, childhood, difference, education and disability.
- Deconstruct concepts of developmental psychology in the context of enlightenment philosophy and the liberal view of education
- Critically explore the connections between the study of individual differences – the mainstay of psychological theory - and broader socio-cultural contexts.
- Examine the theoretical and pedagogical derivatives of constructivist and socio-constructivist theories; and how these have been used to foster the individual narrative and put limits to the educational discourse
- Examine and conceptualise the contribution of socio-cultural theories in reimagining children, young people and their learning
- Investigate historical and contemporary understanding of childhood, universal and plural constructs of childhood; the impact of globalisation on childhood and children's education.

Units of Study

Unit 1: Critical perspectives of dominant theories and constructs in educational psychology: learning processes, memory, individual differences in intelligence, cognitive development, motivation, self-regulation, and self-concept, and their role in learning; reliance on normative constructions about self, capacities and behaviours; and challenges posed by socio-cultural theorising and inclusion studies to the individual narrative, meritocratic orientation, nativist discourse of difference and essentialist ideas - including testing and measurement.

Unit 2: Deconstructing developmental psychology: developmental psychology as a modern discipline in search of objectivity, science and reason; counter narrative to behaviourists' accounts of child learning; Piaget's model of individual development, enlightenment philosophy and the liberal view of education; Vygotsky's ideas on the interaction between development and learning and theorisation on teaching and instruction; constructing the narrative of child agency; child-centered education and the internal contradictions between emancipatory and normative tendencies; child-centered pedagogy and the individualised model of childhood; treating the individual as the unit of social and educational activity; 'ideal' childhood, pathologising the disadvantaged and education as a means of social control.

Unit 3: Child as an epistemic entity, learner and social being; Vygotsky's view of learner embedded in socio-historical context, anti-individualism and the emergence of 'activity theory'; moving away from static conceptions of 'ability' and 'competence'; concepts of everyday cognition, cross-cultural and situated learning, distributed cognition – Rogoff, Bruner, Lave and Wenger; enquiry into the absence of these perspectives from mainstream educational discourse.

Unit 4: Dominant social imaginaries of childhood: understanding the varying notions of childhood and the child; historical and contemporary perspectives on childhood; 'ideal' childhood as the dominant construct of mainstream schooling; understanding children's identities and childhood as a plural construct and the risk of marginalisation; impact of globalisation and the market on childhood, children and their learning; examining the interrelationship between local and global factors in the world of children.

Essential Readings

Unit 1

1. Berliner, D.C. and R.C. Calfee (eds), *Handbook of Educational Psychology*. NY: Simon and Schuster Macmillan.
2. Bird, Lise (1999) Towards a more critical educational psychology, *Annual Review of Critical Psychology*, Vol. 1, pp. 21-33
3. Broadfoot, Patricia M. (1996) *Education, Assessment and Society*. Buckingham, UK: Open University Press.
4. Corcoran, Tim (Ed) (2014) *Psychology in Education, Critical Theory-Practice*, Sense Publishers.
5. Covington, M.V. (1992) *Making the Grade: A Self-Worth Perspective on Motivation and School Reform*. New York: Cambridge University Press.
6. Mishra, R. C., & Dasen, P. R. (2004). The influence of schooling on cognitive development: A review of research in India. In B.N. Setiadi, A. Supratiknya, W. J. Lonner, & Y.H. Poortinga (Eds.), *Ongoing themes in psychology and culture: Selected papers from the sixteenth international congress of the International Association of Cross-Cultural Psychology* (pp. 207–222). Yogyakarta: Kanisius.
7. O'Loughlin, Michael (1988) *Reconceptualizing Educational Psychology to Facilitate Teacher Empowerment and Critical Reflection*. Paper presented at the Annual Meeting of the Midwestern Association for Teachers of Educational Psychology (Bloomington, October, 1988).

8. Sinha, D. and Mishra, R. (1999). Socialization and cognitive functioning. In Saraswathi, T. S. (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage Publications, New Delhi.

Advanced Readings

1. Elkind, David (1976) *Child Development and Education—a Piagetian Perspective*, Oxford University Press.
2. Gould, S.J. (1981) *The Mismeasure of Man*. NY: W.W. Norton.
3. Henriques, J., Hollway, W., Urwin, C., Venn, C. and Walkerdine, V. (1984) *Changing the Subject: Psychology, Social Regulation and Subjectivity*. London: Methuen.
4. Lather, P. (1991) *Getting Smart: Feminist Research and Pedagogy With/in the Postmodern*. NY: Routledge.
5. Sternberg, R.J. (1985). *Beyond IQ: A Triarchic Theory of Human Intelligence*. NY: Cambridge University Press.
6. Wooldridge, A. (1997) *Measuring the Mind: Education and Psychology in England, c.1860-c.1990*. Cambridge: Cambridge University Press.
7. Yussen, S.R. and Bird, J.E. (1979) The development of metacognitive awareness in memory, communication, and attention. *Journal of Experimental Child Psychology*, 28, pp. 300-313.

Unit 2

1. Brown, A.L., Ash, D., Rutherford, M., Nakagawa, K., Gordon, A. and Campione, J.C. (1993) Distributed expertise in the classroom. In G. Salomon (Ed), *Distributed Cognitions: Psychological and Educational Considerations*. Cambridge: Cambridge University Press.
2. Burman, E. (1994/2008) *Deconstructing Developmental Psychology*. London: Routledge.
3. Morss, J. (1996) *Growing Critical: Alternatives to Developmental Psychology* London: Routledge.
4. Walkerdine, V. (1984) Developmental psychology and the child-centred pedagogy: the insertion of Piaget into early education. In J. Henriques, W. Hollway, C. Urwin, C. Venn and V. Walkerdine, *Changing the Subject: Psychology, Social Regulation and Subjectivity*. London: Methuen.
5. Slater, Alan and Quinn, Paul (eds). (2012). *Developmental Psychology: Revisiting Classical Studies*. Sage Publications India Pvt. Ltd., New Delhi.

Unit 3

1. Brouwers, S. A., Mishra, R. C., & Van De Vijwer, F. R. (2006). Schooling and everyday cognitive development among Kharwar children in India: A natural experiment. *International Journal of Behavioral Development*. 30 (6), 559–567.
2. Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18, 32–42.
3. Piaget, J. (1970). *Science of education and the psychology of the child*. (D. Coltman, Trans.). New York: Orion Press.
4. Bruner, J. S. (1996). *Culture of education*. Cambridge, MA: Harvard University Press.
5. Ogbu, John, 1978, *Minority Education and Caste. The American System in Cross-cultural Perspective*. New York: Academic Press, Inc.

6. Moll, L.C. and Greenberg, J.B. (1990) Creating zones of possibilities: Combining social contexts for instruction. In L.C. Moll (ed.), *Vygotsky and Education: Instructional Implications and Applications of Sociocultural Psychology*. Cambridge: Cambridge University Press.
7. Rogoff, B. (1998). Cognition as a collaborative process. In W. Damon, D. Kuhn, & R. S. Siegler (Volume Eds.), *Cognition, perceptions and language: Handbook of child psychology* (5th ed., pp. 679-744). New York: Wiley.
8. Rogoff, B., & Lave. J. (Eds.). (1984). *Everyday cognition: Its development in social context*. Cambridge: Harvard University Press.
9. Singh, A. K. (1995). The cultural construction of home and school knowledge in tribal India. *Prospects*, 25(4), 735–747

Advanced Readings

1. Rogoff, B. (1990). *Apprenticeship in thinking. Cognitive development in social context*. New York: Oxford University Press.
2. Gauvain, M. (2001). *The social context of cognitive development*. New York: The Guilford Press.

Unit 4

1. Alanen, L. (2012) Disciplinarity, interdisciplinarity and childhood studies, *Childhood*, 19(4), pp. 419–422.
2. Anandalakshmy, S. (1998) *The Cultural Context*, in Swaminathan, M. (ed.), *The First Five Years: A Critical Perspective on Early Childhood Care and Education in India*. New Delhi: Sage Publications.
3. Ariès, P. 1962. *Centuries of Childhood: A Social History of Family Life*, New York: Vintage Books. (Part I)
4. Balagopalan, S. (2002). *Constructing Indigenous Childhoods: Colonialism, Vocational Education and The Working Child*, *Childhood*, 9:1, pp.19–34.
5. Balagopalan, S. (2011) *Introduction: Children's lives and the Indian context*, *Childhood*, 18(3), pp. 291–297.
6. Bissell, S. (2003). *The social construction of childhood: A Perspective from Bangladesh* in N.Kabeer, G.B. Nambissan, R. Subrahmanian (eds.), *Child Labour and the Right to Education in South Asia: Needs Versus Rights?*, New Delhi: Sage, pp. 47-72.
7. Burman, E. (1994) *Poor children: charity appeals and ideologies of childhood*, *Changes*:
8. Kakar, S. 1978. *The Inner World: A Psychoanalytic Study of Childhood an Society in India*. New Delhi: Oxford University Press (Chapter 6, pp. 182-189).
9. Mankekar P. (1997) *To whom does Ameena belong? Towards a feminist analysis of childhood and nationhood in contemporary India*, *Feminist Review* 56, pp.26–60.
10. Penn, H. (2005) *Unequal Childhoods: Young Children's lives in poor countries* Chapter 8, pp 137-164.
11. Qvortrup, J. (ed.) (2005) *Studies in Modern Childhood, Society, Agency, Culture*, Basingstoke : Palgrave Macmillan, pp. 167-183.
12. Raman, V. (2000). *Politics of Childhood: Perspectives from the South*, *Economic and Political Weekly*, pp. 4055-4064.
13. Razzack, A. (1991) *Growing Up Muslim*, *Seminar* (387), pp. 30-31.
14. Sarangapani, P. (2003) *Childhood and schooling in an Indian village*, *Childhood*, 10(4), pp. 403–418.

Advanced Readings

1. *An International Journal of Psychology and Psychotherapy*, 12:1, pp. 29-36.
2. James, A. and James, A. L. (eds.) (2004) *Constructing Childhood: Theory, Policy and Social Practice*. New York: Palgrave Macmillan. pp. 10-47.
3. Jencks, C. 2005. *Childhood* (second edition), London and New York: Routledge, pp. 29-47, 73-88.
4. Stearns, Peter (2006). *Childhood in world history*. Routledge, New York.
5. Prout, A. (2005) *The Future of Childhood: Towards the Interdisciplinary Study of Children*. London and New York: Routledge Falmer. pp. 113-141.
6. Bagchi, J. (1993) Socialising the girl child in colonial Bengal, *Economic and Political Weekly* 28(41): 2214–2219.
7. Bose, P.K. (1995) Sons of the nation: Childrearing in the new family, in P. Chatterjee (ed.) *Texts of Power: Emerging Disciplines in Colonial Bengal*. Minneapolis: University of Minnesota Press, pp. 118–144.