

M Ed Two Year Programme

S.Cul.1 (k) : Culture, Cognition and Education

Maximum Marks: 100

Course Rationale and Objectives:

This Course aims to build a more nuanced understanding of human mind as inherently social, cognition as a situated cultural practice, learning as a cultural way of meaning-making & knowledge construction, pedagogy as a process of social collaboration in a community of learners, assessment as a dynamic process, and transformative potential of school as a way of articulating voice and raising consciousness by supporting and nurturing all children irrespective of their social origins, economic position or cultural locatedness. It entails examining the bearing of this contextualist view of mind on educational inquiry, research and discourse, specifically the curricular and assessment practices as seen in the context of cultural meanings and experiences that diverse learners bring to the classroom.

Unit I : Cultural Context of Cognition: Perspectives and Paradigm shifts in the conceptions of cognition by drawing upon critical discourse in cultural psychology, anthropology and linguistics; Critique of cognitive universalism and scientism as the 'mainstream' view; Role of culture in psychic diversity; Building a nuanced understanding of the contextualist view of mind with special reference to Vygotsky's Sociocultural-historical framework of human development ; Understanding cognition as a situated practice by drawing upon the seminal works of contemporary cultural theorists like Cole, Lave, Scribner and Rogoff; interface between socio-cultural, socio-lingual and psychological aspects of cognition; cultural-contextual perspective of cognition with particular reference to the multi-cultural and multi-lingual Indian context.

Unit II : Children's Thinking, Learning and Schooling: Critically examining the debates and dialectics that revolve around the developmental and cultural differences in the way children think and learn; Intuitive thinking and analytical thinking ; Examining specific aspects of children's thinking such as development of causality, concepts of time, space, mass and number; reasoning and problem solving; relationship between language and thought, social perception and cognition; developing understanding of alternative frameworks within which children make-sense of their early understanding of scientific and mathematical concepts ; children's drawing and play — topics to be discussed with the help of relevant theoretical perspectives.

Unit III : Critical Literacy and Pedagogy: Examining cultural politics that undergird traditional notions of writing, reading, language experiences; Understanding critical

literacy and orality as it exists in its multiple forms, as linked to the diverse cultural and linguistic identities; Indigenous Knowledge and School knowledge; Folk psychology and folk pedagogy; Visible and invisible pedagogy (deconstructing interplay of pedagogic assumptions, stereotypes and ideologies in a socially & culturally diverse classroom).

Unit IV: Rethinking Minds, Cultures and Education: Rethinking education as a liberatory and social transformative process that empowers culturally diverse & socially marginalized children to articulate their voice, concerns, and develop critical consciousness. A re-defined view of mind, knowledge, learner and pedagogy will be discussed in the context of case studies that have inspired school practices: Hoshangabad Science Teaching Project (HSTP), the Milwaukee-based Teacher Journal Rethinking Schools; the Culturally Relevant Pedagogy as conceptualized by Lisa Delpit, Gloria Ladson-Billings and others, and the Citizen School Project in Brazil.

Unit V: Students are expected to write two positional papers on the basis of their critical understanding of a select writings of Vygotsky and contemporary cultural theorists; undertake an individually designed project that links their conceptual understanding with school practices as they get enacted and experienced by learners; and some similar applicative assignments as specified in the Course rationale.

Suggested Basic 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

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

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

John, R., Grindstaff, L. and Cheng Lo, M. (2015). Handbook of Cultural Sociology. NY: Routledge

Kityama, S. and Cohen, D. (2007). Handbook of Cultural Psychology. New York: The Guilford Press

Lachicotte, W. (2009) Identity, agency and social practice in H. Daniels et al (Eds), Educational Theories, Culture and Learning: A Critical Perspective, pp 223-236. NY: Routledge

Leach, J. and Moon, B. (1999). Learners and Pedagogy. London: Sage Publications.

- Moll, L. C. (1992). *Vygotsky and Education : Implications and Applications of Socio-historical Psychology*. New York : Cambridge University Press.
- Olson, David R. and Torrance, Nancy (ed.). *The Handbook of Education and Human Development : New models of learning, teaching and schooling*, Blackwell : Cambridge, 1996.
- Robson, S. and Quinn, S.F. (Eds) (2015). *The Routledge Handbook of Young Children's Thinking and Understanding*. NY: Routledge
- Rogoff, B. (1981). *Schooling and Development of Cognitive Skills*. In H. C. Triandis, and A Heron (eds.), *Handbook of Cross-cultural Psychology, Vol. IV*. Boston : Alyyhn and Bacon.
- Saraswati, T. S. (ed.). *Culture Socialisation and Human Development : Theory, Research and Application in India*, Sage : New Delhi, 1999.
- Scribner, S. (1984). *The Practice of Literacy : Where Mind and Society Meet*. *Annals of the New York Academy of Sciences*, 433.
- Serpell, R. (1993). *Interface between socio-cultural and psychological aspects of cognition*. In E. Forman, N. Minick, & A. Stone (Eds.), *Contexts for Learning : Socio-cultural dynamics in Children's development*. New York : Oxford University Press.
- Shore, B. (1996) *Culture in Mind*. New York: Oxford University Press
- Shweder, R. A. (1990). *Cultural Psychology : What is it ?* In J. W. Stigler, R. A. Shweder, & G. Herdt (Eds.), *Cultural Psychology*. Cambridge, U.K. : Cambridge University Press.
- Sinha, Durganand (1986). *Psychology in a Third World Country : The Indian Experience*.
- Sternberg R. J. and Wagner, R. K. (1994). *Minds in Context : Interactionist Perspective on human intelligence*. New York : Cambridge University Press.
- Tryphon, A. and Voneche, J. (1996). *Piaget-Vygotsky: The Social Genesis of Thought*. Sussex: Psychology Press.
- Van Der Veer, R., & Valsiner, J. (1991). *Understanding Vygotsky : A quest for synthesis*. Oxford : Blackwell.
- Wertsh, J. V. (1991). *Voice of the mind : A socio-cultural approach to mediated action*. Cambridge University Press.