

Bachelor of Education (B.Ed.)

**Title of the Course: Pedagogy IIA: P.2.18A: Commerce
(Semester: I)**

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course will enable the pre-service teachers to understand the nuances of teaching in a commerce classroom through a systematic introduction to organize classroom learning using appropriate teaching frameworks and models. It will help them understand the complexities involved in designing and planning learning environment for commerce teaching. The course aims to unfold the teaching-learning processes through a guided synthesis of pedagogical approaches, curricular mapping, and reflective practices in a commerce classroom.

Learning Outcomes

After completion of the course student will be able to:

1. Understand various pedagogical approaches and frameworks that can be used for organising learning in a commerce classroom.
2. Plan classroom activities by effectively using appropriate pedagogic strategies and models to connect the content, pedagogic instructions and achievement of learners.
3. Design learning experiences for diverse cognitive, physical, social and cultural needs of the learners attuned to content of commerce subject areas.

Number of Units (4)

Weeks 15 = 30 hours

Unit 1: Structuring Learning

(6 weeks = 12 hours)

- Taxonomy based frameworks: Bloom's Taxonomy (with Krathwohl's, Dave's and Ferris and Aziz's, and Anderson's adaptations); SOLO taxonomy; Finks taxonomy; Marzano's taxonomy
- Models for Connecting Learning, Pedagogy and Content: Norman Webb's-Depth of Knowledge (DoK); Edgar Dale's Cone of Experiences Model; Shulman's model of Pedagogy Content Knowledge (PCK), Authentic Pedagogy
- Teaching Cycle; Developing learning outcomes and objectives; Flexibility, adaptability and preparedness in objectives, going beyond behavioural objectives- problem solving objectives, developing objectives through expressive activities.

Unit 2: Strategizing Learning- Outcomes, Instructions and Assessment (3 weeks = 6 hours)

- Constructive Alignment framework
- Active learning design
- Backward Curriculum design
- Conversational Framework

Unit 3: Planning for Effective Teaching-Learning Processes (4 weeks = 8 hours)

- Approaches of teaching: Differentiating Learner-centric and Teacher-centric approaches; Constructivist; social constructivist; transformational learning; collaborative; inquiry-based; and integrative approach.
- Blended learning, Team teaching, Experiential learning, Concept mapping

Unit 4: Reflective Pedagogy (2 weeks = 4 hours)

- Changing roles of teacher; Changing sites of learning; Changing cognitive, physical, and socio-cultural contexts of learning
- Transformative pedagogy
- Addressing diversity in classroom: class, caste, gender, religion, language, ethnicity and disability
- Evaluating own teaching

Practicum/ Suggested Projects / Assignments (Any Two)

1. Based on the various approaches to teaching that you have studied, identify one unit from the syllabus of Business Studies or Accountancy of class XI or XII and revisit the content and pedagogic practices to indigenize the same.
2. Reflect on your experiences of school and college in commerce classrooms. Recall incidents of diversity and how it impacted classroom processes. Suggest some specific teaching strategies where diversity can be accepted and celebrated in commerce classrooms.
3. Identify any one topic each from Accountancy and Business Studies and develop learning objectives for the same using each of the models studied. Discuss how each set of objectives will have an impact on pedagogy.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

1. Baeppler, P, Walker, J.D., Brooks, D.C., Saichale, K, and Petersen, C. (2016). A Guide to Teaching in the Active Learning Classroom: History, Research, and Practice. Sterling, VA: Stylus.
2. Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher education*, 32(3), 347-364.
3. Biggs, J. (2014). *Teaching for quality learning in universities*. McGraw-Hill Education. (Chapter 2)

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4. Biggs, J., & Collis, K. (1982) Evaluating the quality of learning: The SOLO Taxonomy. New York: Academic Press. (Chapter 2)
5. Bloom, B. (1956). Krathwohl, DR Taxonomy of educational Objectives, Handbook I Cognitive Domain. NY: David McKay
6. Dale, E. (1969). *Audiovisual methods in teaching*. Dryden Press. (Chapter 3: The Cone of Experience)
7. Fenstermacher, G.G., Soltis, J.F. & Sanger, M.N. (2015) *Approaches to teaching*. Teachers College Press.
8. Herrington, J., & Oliver, R. (2000). An invited symposium: Problem-based learning, performance-based learning, and authentic learning. *Educational Psychologist*, 35(1),17-22
9. Krathwohl, DR, Bloom, B, & Masia, B.B. (1964). Taxonomy of Educational Objectives. Hand Book II: Affective Domain. New York: McKay.
10. Kumar, K.(2010). Culture, state, and girls: An educational perspective. *Economic and Political Weekly*. 45(17). 75-84.
11. Laurillard, D. (2013). *Teaching as a design science: Building pedagogical patterns for learning and technology*. London, NY: Routledge.
12. Marzano, R. J., & Kendall, J. S. (2007). *The new taxonomy of educational objectives*. Center for Applied Special Technology (CAST). (Chapter 5)
13. Nielsen, M. B. (2016). *Blended learning: Combining online with traditional classroom methods*. San Francisco, CA: Jossey-Bass.
14. Nite, D.K., & Dash, B.C. (2022). Caste, class and development experiences: Discourses on social inequality/ equality, merit and welfare in modern India. *The International Journal of Community and Social Development*. 4(4). 411-425
15. Potter, M.K., Kustra, E. (2012). *A Primer on Learning Outcomes and the SOLO Taxonomy*. University of Windsor: Center for Teaching and Learning.
16. Sadanandan, A. (2021). Overcast Minds. *Economic and Political Weekly*. 56(19)
17. Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
18. Shulman, L. S. (1987). Knowledge and teaching: Foundation of the new reform. *Harvard Education Review*, 57 (1): 1-23.
19. Shulman, L.S. (2015). PCK: Its genesis and exodus in Reexamining Pedagogical Content Knowledge in Science Education. 3-13.
20. Villegas, A M and Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*. 53(1). 20-32.
21. Webb, N.L. (2002). Depth-of- Knowledge levels for four content areas. *Language Arts*, 28 (March), 1-9.
22. Wiggins, G. and McTighe, J. (1998) *Understanding by Design* (2nd Ed.). VA: ASCD

Teaching Learning Resources (Digital and others):

Nil

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion and debates, text analysis, through active engagement and collaborative learning tasks which enhance reading comprehension of core writings in the area and


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projects. Reflective expression and learning will be encouraged through constructive pedagogical approaches.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Approaches of teaching, Learning objectives, Reflective pedagogy, Experiential learning



Head/Dean

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