

Bachelor of Education (B.Ed.)

Title of the Course: Perspective Course PC 4: Learning, Cognition, and Diversity
(Semester: II)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course aims to foster comprehension of the learning process as well as the key theoretical frameworks and perspectives that underpin it. It will also facilitate the conceptualization and appreciation of the challenges and opportunities that arise from the diversity of human learning within institutions and society as a whole. Emphasizing the holistic, yet distinctive, nature of children's learning while fostering an understanding of the influence of culture and context on learning is the objective of this course. All facets of learning and cognition—thinking, social interaction, attention, memory, language, processing and organization, higher-order thinking, experiences, etc.—will be highlighted for their interconnectedness. In addition, articulation will be given to the psychosocial difficulties, problems, and challenges that children encounter while learning, specifically in the context of diversity. The development of connections between theory, research, and applications will be emphasized, with a focus on helping learners acquire insights for evaluation and teaching. Real-world experiences, not just theoretical abstractions, are believed to improve understanding of the concepts of learning, cognition, and diversity. The course has a strong emphasis on practical experience. To enhance the significance of the theory-practice interface, it is suggested that the course be instructed with an awareness of the fundamental organic unity that exists among development, diversity, and learning. The teaching, practicum, and course transactions would all take place within the framework of the Indian sociocultural paradigm.

Learning Outcomes

After completion of the course, students will be able to:

1. Explore and understand the perspectives, theories, and concepts of learning and cognition.
2. Critically examine the contemporary concerns and challenges in learning and search for possible alternatives to address them.
3. Locate the possibilities emerging for pedagogical practices with the help of inter-linkages of learning, cognition, and diversity.
4. Understand and conceptualize the education of children with diverse abilities in the context of inclusive education to create inclusive classrooms that value diverse learners' knowledge and social experiences.
5. Understand school as a site of research on learning and cognitive development in the context of socio-cultural diversity.

Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Conceptual Understanding

(7 weeks = 14 hours)

- Learning and cognition are critical and evolving perspectives.
- Different perspectives on learning and cognition:
 - ✓ *Behaviorism (Basic Assumptions)*
 - ✓ *Social Cognitive Theory of Albert Bandura's*
 - ✓ *Cognitive Information Processing Approach (model-model approach)*
 - ✓ *Humanistic Perspective to Learning (Maslow and Carl Rogers)*
 - ✓ *Constructivism*

(The focus would be on implications for curriculum development, learning activities, pedagogic practices, and creating a democratic classroom that includes diverse learners' knowledge and social experiences in the classroom and school.)

Unit 2: Understanding Human Diversity and Education (4 weeks = 8 hours)

- Understanding human diversity and learning: individual, social and cultural context
- Understanding how children are unique in the following areas: Intelligence, Creativity, and Motivation.
- Inclusion with reference to children with special needs.

(The primary focus of this unit should be on developing a comprehensive perspective on diversity—individual and social—and devising ways to address the educational, socio-emotional, and counseling needs of the students. Teach this unit using a sequence of field activities relating to and verifying theoretical postulates.)

Unit 3: Researching Learning, Cognition, and Community (4 weeks = 8 hours)

- School as a site of research on learning and cognition and its relationship with community
- Understanding Classroom based researches in India
- Understanding teachers' experiences as researchers, pedagogues and reflective practitioners.

(While discussing school as a site of research and classroom-based research, the focus would be on helping student teachers engage with the ideas of research happening in the field of learning and cognition and its relation to the community and helping them to become reflective practitioners.)

Practicum/ Suggested Projects / Assignments (Any Two)


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शिक्षा विभाग/Deptt. of Education
दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

1. Conducting interviews with newly migrated children in Delhi who have enrolled in a regular school to determine the challenges and obstacles they encounter. Emphasis should be placed on adapting, acquiring new knowledge, adjusting to different teaching methods, and classroom interactions. Based on this information, create a strategic plan to meet their requirements.
2. Having student teachers articulate and record their early observations of children's cognitive processes and educational development, then reassessing these impressions in light of the theories and methodologies they acquire and their practical experiences in the classroom.
3. Identifying obstacles to inclusive education through interaction with and observation of a class. Create a concise action plan outlining ways to enhance inclusivity in the class. Emphasis should be placed on the physical environment, psycho-social environment, integration with the entire school, and collaboration with external organizations.
4. Based on the interaction with at least two teachers in school about their understanding of teaching and learning and the pedagogies they use in their classrooms, present their small 't' theory of teaching and learning. Also relate it to the theories discussed in your course.
5. Considering that the existing assessment practices in schools do not address the need for diversity in the classroom, develop a rubric or plan of assessment for any of the secondary school classes.
6. Develop a strategic proposal outlining specific strategies and processes to address human diversity in a learning environment, with a particular focus on children with special needs.
7. Develop a sample curriculum for a specific educational level or subject area (e.g., primary science) based on one of the chosen perspectives.
8. Clearly outline how the chosen perspective informs the overall structure, teaching methods, and assessment strategies in the curriculum.
9. Task: Encourage students to maintain reflective journals throughout the course, documenting their experiences, insights, and challenges related to understanding diversity, conducting research, and applying theoretical perspectives in educational settings.
10. Task: A diversity walk around the school or local community to observe and document different aspects of diversity, such as cultural symbols, languages spoken, and physical accessibility.
11. Case Study: Analyze a case study of a student with special needs, considering their unique characteristics and educational requirements.
12. Comparative Analysis: Compare and contrast two perspectives on learning and cognition (e.g., Behaviorism vs. Constructivism) in the context of curriculum development and pedagogic practices.

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

Essential/ Recommended Readings

- Asthana, N. (2023). *Creating Inclusive Schools*. India: PHI Publication.
- Banks, J. A. (2013). *Cultural diversity and education: Foundations, curriculum, and teaching* (6th ed.). Pearson.
- Berk, L. E. (2011). *Child Development*. (8th ed.). New Delhi: Pearson Prentice Hall.
- Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education* (7th ed.). Routledge.
- Eggen, P & Kauchak, D. (2015). *Educational Psychology*. India: Pearson
- Ertmer, P. A., & Newby, T. J. (2013). Behaviourism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 26(2), 43–71.
- Ginsburg, P.H. (1997). *Entering the Child's Mind*. UK: Cambridge University Press
- Johnson, B., & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th ed.). Sage Publications.
- Kumar, S (2020). *Child Development and Pedagogy*. New Delhi: Pearson Prentice Hall.
- Kumar, S. (2020). Shikshan Adhigam Prakriya mein Bachoon ka Sthaan. *Warima Shodh Paritrika*, Vol 10-11, (161-1772). ISSN: 0976-848.
- Kumar, S. (2022). Cognition as Coming into Being: A Contextual Perspective. *National Journal of Education*, Vol 1&2. March, (11-30). ISSN: 0972-9569. (UGC Care Listed Journal)
- Kumar, S. (2023). *Essentials of Educational Psychology*. India: Vikas Publication.
- Lefrancois, G.R. (1999). *Psychology for Teaching*. (10th ed.). London: Wadsworth Publishing.
- Ormrod, J.E. (2000). *Educational Psychology: Developing Learners*. (3rd ed.). New Jersey: Prentice Hall
- Thomas S., Tanggaar, L. (2018). *Educational Psychology Practice: A New Theoretical Framework*. Switzerland: Springer International.
- Tomlinson, C. A., & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom*. ASCD.
- Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press.
- Woolfolk, A. (2019). *Educational Psychology*. (14th ed.). New Delhi: Pearson Education.

Additional Readings


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दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

- Kumar, S. (2018). Exploring Pedagogy from a Human Rights perspective. In Kapur, V.& Ghose, S. (Eds). *Dynamic Learning Spaces in Education*. Springer Publication. (247-264).ISBN: 978-981-10-8520-8
- Piaget, J. (1926). *Language and Thought of the Child*. London: Routledge & Kegan Paul.
- Piaget, J. (1951). *The Psychology of Intelligence*. London: Routledge & Kegan Paul.
- Piaget, J. (1952). *The Origins of Intelligence in Children*. New York: International University presses
- Slavin, R. E. (1997). *Educational Psychology: Theory and Practice*. (5th ed.). New Jersey: Allyn and Bacon.
- Vygotsky, L. (1986). *Thought and Language*. Cambridge: The MIT Press.

Teaching Learning Resources (Digital and others)

Watch any one of the following (only suggestive can be added)

- 1) Tare Zameen Par (2007)
- 2) Hichki (2018)
- 3) English Vinglish (2012)
- 4) Chalk n Duster (2016)

Analyze any one of the movies to locate the central theme and how the concern raised is being addressed. List the challenges highlighted in the movie regarding teaching, learning, and diversity. How would you have dealt with these challenges? How has this movie contributed to your understanding of teaching and learning?

Teaching Learning Process

The course will be taught using interactive pedagogic methods, such as classroom discussions, debates, film discussions, critical media analysis, collaborative learning tasks that enhance reading comprehension of core writings in the area, and innovative projects. Reflective expression and learning will be encouraged.

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 the end-semester examination.

Key words: Learning, Cognition and Diversity



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विद्यापीठ/Dept. of Education
विश्वविद्यालय दिल्ली, दिल्ली-110007
University of Delhi, Delhi-110007