

Master in Education (M.Ed.)

Title of the Course: P 10: Foundations of Pedagogy (Semester: IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week :15

Introduction of the Course


The term pedagogy is frequently used in teacher education. However, for some unlisted reasons it is understood in reference to subject matter and student without any theoretical premise of its own. It is of critical significance that the foundations of pedagogy are identified and discussed independently to develop theoretical underpinning for Epistemological and Sociological dimensions of pedagogy. This will further facilitate the process of comprehending the nature and scope of pedagogy. An in-depth discussion on the process of conceptualizing pedagogy in a given context is needed to create effective and efficient learning experiences. Recording best practices in any teaching-learning situation requires that the teachers' conception of human in a socio-personal setting is studied and its impact on planning teaching is documented. This has to be a key point of reference. Overcoming the inertia of self, the practitioners in education need to acquire reflective practices as core professional skill since in most situations the teacher is the main (may be only) resource in the educational setting. The presence of a range of teaching-learning resources across all levels is a vital consideration. A deep rooted thoughtful engagement with the purpose and process of learning is required to choose and finalize a classroom process. This course will provide an opportunity to all the people involved in teacher education, to meaningfully deliberate over the foundations of pedagogy and strengthening the process of teaching and learning across all levels of education.

Learning Outcomes

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

1. Discuss the theoretical underpinning of pedagogy.
2. Explain the nature and scope of pedagogy.
3. Describe the intersectionality of epistemological and sociological premise of pedagogy.
4. Critically examine the various perspectives on pedagogy.
5. Extrapolate the significance of research and innovation in pedagogy.

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Number of Units: Four

Weeks: 15= 60 hours

Unit: I: Conceptualizing Pedagogy

- Epistemology of Pedagogy : Overview of Empiricist, Rationalist and Constructivist epistemologies
- Language of diversity for Pedagogy: Process of Meaning Making
- Epistemic dispositions of Dialogue and Trilogue as pedagogy

Unit: II: Learner, Learning and Knowledge

- Self and Others: Psychosocial Perspective of Pedagogy
 - ✓ *Constituents of Psychosocial Perspective*
 - ✓ *Understanding others: The Phenomenology of the Social World*
 - ✓ *Conceptualizing the Self Phenomenon: Toward an Emic Component of pedagogy*
- Cognition and Pedagogy
 - ✓ *Thinking and Cognition as Coming into Being*
 - ✓ *Collective Cognition in Action: An Epistemic Culture*
 - ✓ *Reflective Practices as a tool of Understanding and Learning*

Unit: III: Perspectives on Pedagogy

- Social Pedagogy: Towards an Equity- Minded Practice
- Public pedagogy: Mapping the Complexity
- Critical Pedagogy: Towards a Pedagogy of Democratization
- Transformative Pedagogy: Centering diversity in learning community
- Care Pedagogy: Reinventing Perspectives

Unit: IV: Research, Innovation and Pedagogy

- Research as a Pedagogical Tool
- Teachers' theory of Pedagogy: Evidence based Practices
- Pedagogy in Digital Era
- Theatre, Cinema and Media



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Practicum/ Suggested Projects / Assignments (Any Two)

1. Examine how inclusive language contributes to a diverse and fair learning environment in the classroom. Examine the effects that language that is gender-neutral, culturally aware, and disability-friendly can have on students' academic achievement and sense of community.
2. Examine how students' and teachers' epistemological views influence the way that education is delivered. What effects do these beliefs have on learning objectives, methods of evaluation, and instructional strategies? To determine the ways in which epistemological ideas support or undermine effective pedagogy, do research or a review of the literature.
3. Investigate into how peer relationships and teacher-student interactions affect students' psychological development. In what ways do these interactions influence students' feeling of self and place in the classroom? Give instances of instructional strategies that can improve student learning and promote positive interpersonal interactions.
4. Examine how digital technology has affected higher education teaching strategies. Talk about how digital tools and platforms have changed traditional instructional practices and assess the advantages and disadvantages of these modifications. Give instances from current research or case studies to bolster your analysis.

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

Essential/ Recommended Readings

- Alexander, R. (2020). *A dialogic teaching companion*. Routledge.
- Alexander, R. 2008. *Towards dialogic teaching: Rethinking classroom talk* (4th edition). York: Dialogos.
- Anderson, M. (2012). *A Master Class & Drama Education: Transforming Teaching and Learning*. Continuum International Publishing group. ISBN: 978-1-4411-6700-2
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- Kumar, S. (2021). *Reflective Practices and Professional Development in Teaching*. India: Shipra Publication. ISBN: 978-93-88691-73-4.
- Kumar, S. (2022). Cognition as Coming into Being: A Contextual Perspective. *National Journal of Education*, Vol 1&2. March, (11-30). ISSN: 0972-9569.
- Lawrence, D & Cappon, D. (1974). Psychosocial indicators. *Human health and Human Settlements*, Vol. 37(220), pp. 188-193
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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: Pedagogy, Learning, Learner, Knowledge



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