

Master of Education (M.Ed.)

Title of the Course: P6: Human Learning, Cognition, and Education

(Semester: II)

Credits: 2

MM: 50 (External 35 Internal 15)

Contact Week 15

Introduction of the Course

This course aims to promote understanding of the major theoretical traditions in learning and cognition, situating them in their socio-historical context. It examines the epistemological assumptions, debates, dialectics and shifting stance across these traditions. It builds a nuanced understanding of the developmental, contextual and cultural diversity in the ways individuals think, learn and experience the world. This course endeavors to provide individuals with the understanding, abilities, and dispositions required to comprehend, implement, and modify cognitive principles in various academic, personal, and occupational settings through the study of the aforementioned. Finally, it provides perspective to contribute to educational inquiry, research, and discourse building.

Learning Outcomes

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

1. Understand and explore learning, cognition and intelligence with regard to various theoretical perspectives.
2. Critically evaluate how socio-cultural contexts construct the course of human learning and shape cognition.
3. Analyze basic cognitive processes like perception, attention, memory, language, reasoning, problem-solving, meta-cognition, and decision-making.
4. Apply cognitive principles in a variety of practical settings, such as the workplace, academic institutions, interpersonal connections, and everyday life situations.
5. Enhance critical thinking abilities by analyzing information, assessing evidence, recognizing biases, and forming logical judgments based on facts, logic and context.
6. Conduct research on the various concepts, postulates, and contexts of learning and cognition, situating them in the context of educational practices.

Number of Units (2)

Weeks 15 = 30 hours

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Head/Dean

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Unit 1: Introduction: Human Learning, Cognition and Research (5 weeks = 10 hours)

- Epistemology of learning and cognition: a critical and an ever evolving perspective
- Approaches to study learning and cognition
- Learning as social phenomenon and diversity as opportunity
- Contemporary issues, debates and trends in learning and cognitive research
- Importance of culture and context in cognitive research
- Ethical considerations in planning and conducting research

Unit 2: Theoretical Perspectives on Human Learning and Cognition (10 weeks = 20 hours)

- Critical perspective on basic assumptions of Structuralism and Behaviorism (for developing the context of Post Behavioristic perspective on learning and cognition)
- Cognitivist perspective of Jean Piaget and Neo Piagetian Views (extension and alternatives)
- Gestalt perspective, Cognitive Information Processing perspective (Modal Model approach) and Meta-cognition
- The Social- Cognitive perspective (Albert Bandura)
- Interactional (Socio-Cultural) perspective of Bruner and Vygotsky
- Perspective on Collective Cognition
- Theories of Intelligence
 - a) The Psychometric perspective (Guilford's Structure of Intellect Model)
 - b) Sternberg's Triarchic Theory of Intelligence
 - c) Howard Gardner's theory of Multiple Intelligence

(Each perspective will be critically analyzed in the context of its epistemological understanding, ways of inquiry; view of human mind, learner agency, learning; nature of knowledge and the ways in which this knowledge is transmitted, acquired or constructed; pedagogic beliefs, practices and possibilities.)

Practicum/ Suggested Projects / Assignments (Any Two)

1. Interview at least five school teachers to explore how they understand learning as a social phenomenon and diversity as an opportunity for their classes. Also identify the challenges they face while using diversity as an opportunity and the ways to address them.
2. Critically analyze the teaching and learning strategies used by the coaching center. How are they different from those used in schools and taught in teacher education programs?

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3. Do students self-regulate when they study on their own? Write your reflections (explicitly mentioning the metacognitive strategies being utilized).
4. Interview learners (school or university) from different contexts (rural areas, dalit households, tribal community, urban slums, urban area, and people living on street) to understand their notions of learning and analyse with the help of various theories you have learnt. Also explore the mechanisms and strategies they use for better learning.

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

Essential/ Recommended Readings

- Alexander, R. (2009) Pedagogy, Culture and Power of Comparison. In H. Daniels et al (Eds.),
- Bandura, A. (1986) Social Foundations of Thought and Action. Englewood Cliffs, NJ: Prentice Hall.
- Beilin, H. & Puffall, P. (1992) Piaget's Theory: Prospects and Possibilities. Hillsdale, NJ: Erlbaum.
- Bruner, J. S. (2006) In Search of Pedagogy, Vol I & II. NY: Routledge Taylor and Francis Group.
- Cianciolo, A. T., & Sternberg, R. J. (2004) Intelligence: A brief history. Malden, MA: Blackwell
- Driscoll, M.P. (2004) Psychology of Learning for Instruction. (3rd Ed.). MA: Pearson Education.
- Educational Theories, Culture and Learning: A Critical Perspective (pp. 10-26). NY: Routledge.
- Flavell, J. H., Miller, P. H. & Miller, S.A. (2001) Cognitive Development (4th Ed.). Pearson Education.
- Gardner, H. E. (2006) Multiple Intelligences: New Horizons, NY: Basic Books.
- Ginsburg, H. & Opper, S. (1988) Piaget's Theory of Intellectual Development. Englewood Cliffs, NJ: Prentice Hall.
- Hergenhahn, B. R. & Olson, M. H. (2003) An Introduction to Theories of Learning. New Jersey: Pearson.
- Kumar, S. (2021). A Critical Historiography of History of Psychology. *Sambodhi*, Vol 44(1), (80-88.), January- March. ISSN: 2249-6661. (UGC Care Listed Journal)
- 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) Publishing.
- Kumar, S. (2023). Strengthening Qualitative Research in Education. India: Muktibodh Publication
- Robson, S. & Quinn, S.F. (2015) The Routledge Handbook of Young Children's Thinking and Understanding (Eds). NY: Routledge.

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- Vygotsky, L.S. (1978) *Mind in Society*. Cambridge: Harvard University Press.

Additional Readings

- Fox Dennis, Prilleltensky I. & Austin, S. (2009) *Critical Psychology: An Introduction*. London: Sage.
- Gardner H. E. (1995) *Reflections on Multiple Intelligences: Myths and Messages*. (pp.77, 200-209). Phi Delta Kappan International.
- Gardner, H.E. (2011) *The Unschooled Mind: How Children Think and How Schools Should Teach*. NY: Basic Books.
- Kityama, S. & Cohen, D. (2007) *Handbook of Cultural Psychology*. New York: The Guilford Press. May not be relevant
- Leach, Jemmy and Moon Bob (1999) *Learners and Pedagogy* (eds.). London: Paul Chapman Publication and The Open University.
- Olson, David R. & Torrance, Nancy (1996) *The Handbook of Education and Human Development: New models of learning, teaching and schooling* (ed.). Cambridge: Blackwell.
- Van Der Veer, R., & Valsiner, J. (1991) *Understanding Vygotsky: A quest for synthesis*. Oxford: Blackwell.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which 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 end-semester examination.

Key words: Learning, Cognition, Education



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