

Master of Education (M.Ed.)

Title of the Course: S.Cul.1 (k): Rethinking Culture, Cognition and Education

(Semester: I, II, III & IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

This Course aims to build and rethink a more nuanced understanding of human mind as inherently social, cognition as a situated cultural practice in sixth industrial revolution, 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 in presence of technology, 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.

Learning Outcomes

After completion of the course, student will be able to

1. Critically examine perspective of culture cognition and various modes of learning.
2. Examine the culture and communication through artificial intelligence and educational stakeholders
3. Critically analyze education and pedagogy in an era of disposability
4. Explore researches for transformation and rethinking education through globalization and neoliberalism.

Number of Units (4)

Weeks 15 = 60 hours

Unit 1: Perspectives on Culture, Cognition and Open and Distance learning

(3 weeks = 12 hours)

- Cultural influence on online learning, An analysis of Culture and cognition on Open, Distance and Online Education.
- Theoretical constructs with reference to Moore transactional distance, interaction, social context, Asian learner's perceptions of quality distance education

Unit 2: Cognition in light of perspectives and responsibilities in the existence of Technology

(4 weeks = 16 hours)

- Mind in society and Bronfenbrenner theory of Ecology, situated learning, cognitive apprenticeship.
- Issues and challenges of online learning with reference to cognitive development.

666

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Correlation between Human cognition and Artificial Intelligence.

Unit 3: Critical Literacy and Pedagogy

(4 weeks = 16 hours)

- 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 4: Rethinking Minds, Cultures and Education

(4 weeks = 16 hours)

- 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.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Students are expected to write two research papers on the basis of their critical understanding of a select writings on impact of technology and contemporary cultural theorists
2. 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.

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), Educational Theories, Culture and Learning: A Critical Perspective, pp 10-26. NY: Routledge
- Brown, J.S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of



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- 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
 - Gavreliuc, A., Ciobota, C.I. (2013) Cultural & self-construction: Implications for social cognitions of young cohorts in Romania. *Procedia - Social and Behavioral Sciences* 78, 270 – 274 doi: 10.1016/j.sbspro.2013.04.293
 - 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.
 - Simonson M, Schlosser, C., Hanson, D., (ND) *Theory and Distance Education: A new discussion*,
https://myweb.fsu.edu/ajeong/eme5457/readings/Simonson99_TheoriesOfDistEd
 - 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*



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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.

Teaching Learning Resources (Digital and others):

Nil


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: Rethinking Culture, Cognition, Education


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