**Learner Studies**

**COURSE 009**

**LEARNING AND TEACHING**

**MAX MARKS – 100**

**INTERNAL – 20**

**EXTERNAL – 80**

This course will focus on learning and teaching. What is learning? Is it memorizing what knowledge one has obtained from somebody else. Do we learn by imitation and modeling others? Is knowledge divided into smaller units and do we learn when we master one unit at a time? What is the role of the learner in learning? Is it mere repetition? Or do they learn by creating and constructing their own knowledge by their own efforts and motivation. Is there a difference between how children and adults think? Do children and adolescents of different ages think in different ways? If this is true then how can we keep this in mind during interaction with children? What is the role of society and other people in children’s learning and understanding? What is the importance of the communication with others and with the self?

All teachers struggle with these questions and it is essential to understand them. It is also important to understand whether truly some children are more intelligent and others have low intelligence. Is the ability and pace of learning determined at birth or is affected by society.

Student teachers need to understand how children, think, understand, and learn. They need to recognize that children are from diverse backgrounds and have individual difference in learning in order to create a conducive atmosphere and motivation for learning. How does the student teacher perceive and use the diverse abilities and experiences of children as a resource?

There are a number of notions about learning and teaching which have led to the development of a number of theories of learning. In order that a student teacher is able to challenge and reconstruct newer notions about learning and teaching they would explore various theories of learning, critique them and understand their educational relevance and applicability in the classroom and the field. They need to understand that no theory gives a complete picture of how children and adolescents learn. It is thus important that the student teachers develop their own theory of learning.based on their experiences and understanding.

**OBJECTIVES:**

1. Understand how children learn and analyse the factors that influence their learning.
2. Understand different theoretical approaches to learning and be able to critique them for their relevance and application in education
3. Study how children think and the role of language in thinking.
4. Provide opportunities for learning for children and adolescents from diverse backgrounds and levels of motivation.

**Unit 1: Understanding learning**

1. Learning as concept, learning and knowledge construction.
2. What do children know when they come to school?
3. Commonly prevalent beliefs, attitudes and notions about learning and teaching that are held by the student teachers themselves and society in general?
4. Factors that influence learning: heredity and environment
5. Individual and socio-cultural differences in cognition: Understanding learning difficulties, terms of exclusion and inclusion and its impact

**Unit 2 Approaches to Learning I**

1. Basic ideas about learning of Behaviourism its critique.
2. Information Processing Theory; Construction of knowledge on the basis of information received by the brain; how we remember or forget; role of memory in teaching and learning
3. Transfer of learning

**Unit 3 Approaches to Learning 2**

1. Constructivism: Introduction to the concept; Piaget’s theory: what is learning, structures and processes of cognitive development, cognitive conflict characteristics of thought in different stages; children’s thinking; implications for teaching-learning.
2. Vygotsky’s and Bruner’s social constructivism - introduction, concept of zone of proximal development, tools and symbols in development, scaffolding, implications for teaching.;
3. Developing a personal theory of learning.

**Unit 4 Intelligence, Motivation, Emotions &Learning,**

1. What is intelligence?
2. Relationship between intelligence and learning: how relevant is to categorize this relationship on the basis of ability, gender, multiple intelligence etc.
3. What is motivation – intrinsic and extrinsic? The needs of the learner and motivation, goals and motivation, self-beliefs, classroom environment – cooperation and competition, relevance of learning to learners’ lives.
4. Teacher behavior and student motivation
5. Importance of emotions in the learning process; self-esteem, developing emotional maturity, stress, emotional intelligence.

**Unit 5:** Learning and diversity

1. Within the classroom and in informal settings
2. Complexity of teaching and learning: The complex role of teacher and learner, teaching styles, thinking styles, learning styles.

* Creating a psychological climate in the classroom which supports learner’s originality, creativity, fearless expression, positivity of emotion, interest, team work, etc.
* Encouraging the teacher to develop a positive attitude towards students, be trustful and build a facilitative environment.

**Mode of Transaction**

1. Classroom discussions for developing conceptual understanding.
2. Close reading of text material/papers
3. Individual and group presentations of issues and concerns raised in assignments
4. Theoretical and practical activities/exercises/investigations; analysis and interpretation of collated observations

**PRACTICUM:**

1. Observation of classrooms as well as other learning situations in a range of schools – field notes and reflections/discussions to understand what children learn, how they learn (especially in group situations)
2. Close observation of particular classrooms/school activities and analyzing these (transcripts, video recording) through particular theoretical perspectives
3. Observation of children at play and recording what they learnt through play.
4. Observing how learning takes place in informal settings especially among specific tribes.
5. Visits to different schools with learners from varied socio-cultural backgrounds: Observations of individual differences in learners (in different kinds of learning situations); Profiling specific learners; Sharing learner profiles from different schools
6. Observing and analyzing student and teacher relationships.
7. Observing students style of learning.

SUGGESTED READINGS

1. eqdqankdeyk] LdwyesarqeusD;kiwNk] ,dYkO;] Hkksiky] 20131
2. lh[kusesaxfr dh Lora=rk] jfodkUrrks"kuhoky,] foe’kZ] ekPkZ 1999] fnxkarj] t;iqj
3. lekos’khf’k{kk%fopkjvkSjvuqHko] enueksgu>k dh fo’kacjlsckrphr] f’k{kkfoe’kZ] ebZ&twu 2007] fnxkarj] t;iqj
4. Emotions and Learning, Venu N., Journal of the Krishnamurti Schools, Issue 10, July 2006, Centre for Learning, Bangalore
5. W Crain, Theories of Development: Concepts and Applications 1992, Prentice Hall, New Jersey. Chapter 10 – Vygotsky’s Social-Historical Theory of Cognitive Development
6. Interaction Between Learning and Development, Vygotsky L.S. 1978, Mind in Society, Cambridge, MA: Harvard University Press, 79-81
7. Perspectives from women, BatraPoonam, Seminar 387, November 1991.
8. Learning to be Backward, Kumar Krishna, Social Character of Learning Pgs. 59 – 77.
9. Growing up Male, Kumar Krishna, What is Worth Teaching, pgs, 81 to 87.
10. The Child’s Construction of Knowledge, Sarangapani M. Padma, Chapter 4, inSaraswati T.S. (1999) Culture, Socialization and Human Development Theory, Research and Applications in India, Sage< New Delhi.
11. Looking at Learning, Wray, D. (2006) 'Looking at learning', 171-178; in Arthur, J., Grainger, T. & Wray, D. (Eds), Learning to teach in the primary school London: RoutledgeFalmer ...