**Department of Education**

**Shyama Prasad Mukherji College**

**TEACHING PLAN**

**Course and Year: B.El.Ed. (II year)**

**Paper: F 2.3 – Cognition and Learning**

**No. of students: 61**

**Session: 2022-23**

**No. of Classes: 3 Theory Classes and 1 Tutorial per week** (The paper is being taught on sharing basis with another faculty member)

**Course weightage:** 70 marks (Theory) & 30 marks (Internal Assessment)

**Objectives:**

The course on Cognition and Learning should enable the students to:

1. To understand the meaning of Cognition and the different underlying processes that encompass Cognition in learners
2. To comprehend and interpret various theories of Psychology which can be applied in educational settings
3. To be able to apply the various Learning Perspectives and understand the implications of each of these perspectives in varied classrooms in Indian socio-cultural context

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| **Teaching Plan**  **(2022 – 23)** | |
| **Month: August** | |
| **August: Week-wise Plan** | **Topics/ Units** (with details) |
| **3rd Week of August:** | **Introduction and Orientation to all the Units of the Paper on Cognition and Learning**  **- Overview and Recapitulation of the aspects of children’s development learnt in the first year through discussion:**  Meaning of development, growth versus maturation, learning, nature and nurture debate, sequential nature of development, development rate, gender differences, individual differences, cultural differences and special feature of children’s development.  **Introduction to Cognition:**  Terms related to Cognition and Thought Processes are explored for their meaning and association  Knowing, Feeling, Seeing, Understanding, Perception, Reasoning, Awareness, Memory, Intelligence, Creativity, etc.  Terms both technical and from everyday usage, related to Thinking and Learning are discussed, defined and are related to each other  **Reference Reading on Cognition:**  Benjafield, J.G. (1992). Cognition. Prentice Hall: Engelwood Cliffs.  **Home-Task of Students for Next Week:**  Revise the stages of Piaget’s Theory of Cognitive Development |
| **4th week of August:** | **Revisiting Piaget’s Theory of Cognitive Development**    - Revision of Piaget’s Theory of Cognitive Development including the stages, concepts and processes of his theory  - Differences of Cognitive development from behaviouristic stimulus and response models  - Concepts of Adaptation, Assimilation, Equilibrium, Disequilibrium, Equilibration, Accommodation, Organisation, Schemes or Schema, along with examples from children’s lives  **References:** (One Reading for 1-2 classes)   * Piaget: Biography & Basic Idea from the Book – Piaget’s Theory of Intellectual Development by Ginberg & Opper (1979) * Piaget’s Theory of Cognitive Development, Chapter -2, from the book Educational Psychology by Woolfolk, Misra & Jha * Piaget’s Theory of Development from the Book -Children’s Thinking by Sieglar and Alibali (2005). |
| **5th week of August:** | **Educational Implications of Piaget’s Theory of Cognitive Development (Part -I)**  - Piagetian Research Methodology, Clinical Interview, development of different stages  - Piaget’s Genetic Epistemology, Types of Knowledge  - General Implications of Piaget’s theory in Educational Settings    - Stage-wise Implications of Piaget’s theory  **References:** (One Reading for 1-2 classes)   * Reading on Jean Piaget’s Genetic Epistemology * Cognitive and Knowledge Development in Psychology of Learning and Instruction by Driscoll (2000) * Educational Implications: Piaget’s Theory of Cognitive Development Consolidated Reading for students |
| **Month: September** | |
| **September: Week-wise Plan** | **Topics/ Units** (with details) |
| **1st week of September:** | **Educational Implications of Piaget’s Theory of Cognitive Development (Part -II)**  - The Active Classroom Model, according to Piaget  - Piagetian 3 Modes of Learning – Figurative, Operative and Connotative Learning  **References:** (One Reading for 1-2 classes)   * The Active Classroom Chapter -9 from the Book -Child Development and Education by David Elkind * Three Modes of Learning Chapter -5 from the Book -Child Development and Education by David Elkind |
| **2nd week of September:** | **Understanding Children according to Piagetian Perspective**  - Respecting child’s Reasoning, Play readiness, Importance of play readiness, Meaningfulness of Talk  **References:** (One Reading for 1-2 classes)   * Understanding Children Chapter -4 from the Book Child Development and Education by David Elkind |
| **3rd week of September:** | **Introduction to Constructivism**  - Meaning of Constructivism and Individual Constructivism  - Piaget’s Educational Implications come under the purview of Constructivism  **Reference:** (One Reading for 1-2 classes)   * Piaget’s Theory Applied to the School for Thinking from the book – Thinking goes to School: A Piagetian Perspective by Furth & Wesch |
| **4th & 5th week of September:** | **Constructivism as a major Paradigm of Learning**  - Implications of Piagetian stages in the development of Curriculum  - Development as an aim of Education, Nature of Motivation  - Horizontal and Vertical Decalage/ elaboration  **Reference:**   * Introductory Chapters from the Book -Child Development and Education by David Elkind |
| **Month: October** | |
| **October: Week-wise Plan** | **Topics/ Units** (with details) |
| **1st week of October:** | **Constructivism as a Perspective to Learning**  - Discovery Learning by children  - Metaphor of Child as a Scientist, Invention and Discovering  - Relationship between Learning and Development  **References:** (One Reading for 1-2 classes)   * Development and Learning by Jean Piaget from the book – Readings on the Development of Children Edited by Gauvin & Cole |
| **2nd week of October:** | **Constructivism as a Perspective to Learning (contd.)**  - Place of children’s interaction, Relationship between language and learning  - Structure and Pacing in the Curriculum  - Role of a Piagetian Teacher  **Reference:**   * Piaget’s Theory of Development from the Book -Children’s Thinking by Sieglar and Alibali (2005). |
| **3rd week of October:** | **Critical Evaluation of Piaget’s Theory of Cognitive Development**  - Critical Evaluation of Piaget’s Theory on Cognitive Development  - Overall and Stage-wise Critical Evaluation  **References:** (One Reading for 1-2 classes)  - Critical Evaluation of Piaget’s Theory of Cognitive Development Consolidated Reading for students   * Piaget’s Theory of Cognitive Development, Chapter -2, from the book Educational Psychology by Woolfolk, Misra & Jha * Piaget’s theory Critical Evaluation from the Book -Children’s Thinking by Sieglar and Alibali (2005). |
| **4th week of October:** | **Comparison of Constructivism and Social Constructivism**  Comparison of Piaget’s Theory of Constructivism and Vygotsky’s Socio-Cultural Perspectives    **References:**  Piagetian versus Vygotskian Perspectives on Development and Education by R. Clarke Fowler (1994)  Sociocultural Critique of Piaget & Vygotsky by Matusov & Hayes (2000) |
| **Month: November** | |
| **November: Week-wise Plan** | **Topics/ Units** (with details) |
| **1st week of November:** | **Conceptual Development in children:**  The Child’s Personal and Social Worlds:  Inter-relationship between Cognition and Emotion |
| **2nd week of November:** | **Concept Development Theory by Rosche’s Prototype**   * Exemplars and Prototypes |
| **3rd week of November:** | **Bruner’s Discovery Learning**  Detailed discussion regarding Bruner’s Discovery Learning as a way of learning and development of concepts in children   * Concept Attainment Model * Inductive Reasoning * Modes of Representation |
| **4th week of November:** | **Ausubel’s Expository Learning**   * Meaningful Learning * Advance Organizers * Comparative Organizers * Expository Organizers |
| **Month: December** (only if Teaching is continued in this month) | |
| **November: Week-wise Plan** | **Topics/ Units** (with details) |
| **1st week of December** | **Introduction to Information Processing Model**   * Detailed discussion on the processes and flow of information from different types of Memory components |
| **2nd week of December** | **Information Processing Model**   * Structure and Functions * Types of Memory |
| **3rd week of December** | * **Sensory Memory** * **Working Memory** * **Long-Term Memory** |
| **4th week of December** | **Educational Implications of Information Processing Model**   * **Mnemonics Techniques** – Loci Method, Acronym, Cue method, Chain Mnemonics and so on * **Use of Multi-media Approaches –** Audio-visual, Graphics, Illustrations, etc. * **Associative Learning and Memory** * **Critique of Rote Memorisation** |

**References for the Paper – Cognition and Learning:**

* Benjafield, J.G. (1992). Cognition. Prentice Hall: Engelwood Cliffs.
* Blackie, J. (1971). How Children Learn in J.C. Stone and F.W. Schneider (eds.). Readings in the Foundations of Education. Vol. II. Cromwell: New York.
* Boden, M. (1979). Piaget. Fontana: London. Chapters -2,3 and 4.
* Elkind, D. (1976). Child Development and Education. Oxford University Press: New York.
* Ginsberg, H. P. and S. Opper (1988). Piaget’s Theory of Intellectual Development: An Introduction. Prentice Hall: Engelwood Cliffs.
* Lefrancois, G. (1994). Psychology for Teachers. Wadsworth: California.
* Sieglar, R. S. (1986). Children’s Thinking. Prentice Hall: Engelwood Cliffs.
* Skeel, D. J., J.G. Decaoli. (1971). The role of the Teacher in an inquiry-centred classroom in J.C. Stone and F. W. Schneider (eds.) Readings in the Foundations of Education. Vol. II. Cromwell: New York.
* Vygotsky, L.S. (1978). Mind in Society. Harvard University Press: Cambridge.
* Wood, D. (1988). How Children Think and Learn. Basil Blackwell: Oxford.
* Woolfolk, A. (1987). Educational Psychology. Prentice Hall: Engelwood Cliffs.

**Additional e-Resources for the Paper - F 2.3 – Cognition and Learning**

* Introduction to Cognition and Learning:

<https://study.com/academy/lesson/cognitive-processes-in-learning-types-definition-examples.html>

* Areas of Need: Cognition and Learning:

<https://www.wigan.gov.uk/Business/Professionals/SEND/HEFA/Chap-6.aspx>

* Education, Health and Care Plan:

<https://www.pearsonclinical.co.uk/education-health-and-care-plan-ehc.aspx?tab=2>

* Cognitive Learning: A Guide to Types of Learning

<https://blog.cognifit.com/cognitive-learning-an-education-guide-to-types-of-learning/>

* Overview of Cognition and Learning Needs

<https://www.marjon.ac.uk/sen/interactive/tda-training-toolkit-sen/TDA-SEN-U2-Sess7.pdf>

**Assessment Plan**

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| **S. No.** | **Topic of Assessment Task**  (Assignment/ Project/ Presentation/ Activity) | **Month of Assessment Task** | **Weightage/ Marks Assigned** |
| 1. | Assignment on educational implications of Piaget’s Constructivism | November, 2022 | 10 Marks |
| 2. | Assignment on Conceptual Development according to Rosch, Bruner and Ausubel’s Learning theories | January, 2023 | 10 Marks |