

SEMESTER II

BED C 201: PSYCHOLOGY OF LEARNING AND TEACHING

Hours of Instruction: 80 hours

Maximum Marks 100 (80 External+20 Internal)

Objectives:

- * To understand the process of learning and the concept, nature and various factors influencing learning.
- *To develop an understanding of the cognitive process involved in different approaches to the teaching learning process
- *To gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social–constructivist theories
- *To become aware of different contexts of learning and explore the possibilities of learning
- *To familiarize different teaching learning strategies suitable to individual differences.
- *To understand constructivist views and neo constructivist methods of learning
- *To acquire different techniques of motivation for the effective class room transactions
- *To understand the concept of mental health and mental hygiene.
- *To acquaint the learner with the concept, process and importance of Group Dynamics.
- *To apply the principles of group dynamics for effective class management.

Mode of Transaction:-

Lecture –cum- demonstrations, Seminars, Peer learning strategies, Community visits, Brain storming sessions, Debates, Group discussions, Problem-solving sessions, Project reviews, Use of video-clips and transcripts of classroom teaching, innovations and inquiry , Observation in schools and other field sites, Recording of observations and experiences, Interviews with school personnel, Individual projects, Journal writing, Using library and ICT resources, analysis of a variety of records of learning and teaching, Constructivist Learning Strategies - Cooperative and Collaborative Learning, Concept mapping - Brain based learning – Cognitive apprenticeship - Engaged learning.

Unit: 1 Understanding the learner and learning process – (10 hours)

- 1.1 Implicit knowledge and beliefs about learning
- 1.2 Characteristics of learning – Role of learner in various situations
- 1.3 Variables affecting learning process – different psychological perspectives of learning
- 1.4 Learners motivation- types of motivation and Achievement motivation (Mc Clelland)
- 1.5 Powerful learning and learner’s motivation. Learning curves: positive, negative and combination type
- 1.6 Plateau’s in learning curves: causes and elimination of plateau’s

Unit II: Understanding learning: socio-cultural and cognitive processes- (30 hours)

- 2.1 Behaviorist Approach (In Brief)
 - Ivan Petrovich Pavlov’s classical conditioning
 - Edward Lee Thorndike’s trial and error learning
 - Burrhus Frederik Skinner’s operant conditioning
- 2.2 Cognitive learning theories
 - Gestalt theory of learning
 - Kurt Lewin’s Field theory
- 2.3 Eclectic approach
 - Robert M Gagne
- 2.4 Cognitive developmental approaches (In Detail)
 - Genetic Epistemology- Jean Piaget
 - Discovery learning- Jerome Seymour Bruner
 - Reception learning- David Paul Ausubel
- 2.5 Social learning approaches
 - Socio-cultural learning- Lev Vygotsky
 - Vicarious learning theory- Albert Bandura
- 2.6 Beyond constructivism: “navigationism in the knowledge era”
- 2.7 Cognitive neuroscience- Brain scan to lesson plan: the role of cognition

2.7 Transfer of learning/training – Types, theories and importance of transfer

2.8 Learning in and out of school

2.9 Concepts of synergy, scaffolding, psycho-osmosis

Unit III: Cognitive Functions in learning - (15 hours)

3.1 Sensation and Perception

3.2 Errors in perception- Illusions and Hallucinations – (physical illusions and perceptual Illusions. Visual, auditory, taste, smell and cutaneous hallucinations)

3.3 Concept formation –abstraction and generalization

3.4 Cognitive functions -Thinking, Reasoning, decision making and problem solving

3.5 Gestalt laws of perceptual organization

3.6 Memory- Concept and types of memory

3.7 Forgetting- causes and theories of forgetting

3.8 Techniques for Effective Memorization- Association, Mnemonics, chunking etc

3.9 Pre cognition and Meta cognition

Unit IV: Mental Health and Mental Hygiene- (10 hours)

4.1 Mental Health and Mental hygiene- meaning and nature

4.2 Foundation of mental health – Heredity, Physical factors, Social factors such as the home, the school, the community, and the peer and satisfaction of basic needs.

4.3 Characteristics of mental health

4.3 Promotion of mental health in the learner and in teacher

4.4 Objectives of mental hygiene

4.5 Importance of mental hygiene in school -Values, personal relationships between teacher and Learners.

4.6 Relationships among the learners themselves, autonomy, self-esteem and freedom experienced by learners

4.7 Eco-psychology – ‘Realizing the connection between humans and nature is healing for both’

Unit V: Learning in Groups -

(15 hours)

5.1 Meaning and Characteristics of Psychological group

5.2 Factors facilitating group formation – for security, self-esteem, mutual interest, physical proximity, social needs, social identity, overcome stress

5.3 Types of Groups – primary and secondary groups, formal and informal groups, inclusive and exclusive groups, voluntary and involuntary groups, small and large groups.

5.4 Group Dynamics - Group behavior, process and its importance in learning

5.5 Concepts and importance of group morale, group conscience and group cohesiveness

5.6 Sociometry: - Use and importance

5.7 Styles of Leadership- qualities and aims

Suggested Tasks

- Conduct any two experiments in psychology and prepare a report.

References:

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