

GENERAL ELECTIVE COURSE – GE6 (GE-6): LEARNING, COGNITION, AND CULTURE

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ practice		
Learning, Cognition, and Culture (GE -6)	4	3	1	0	Class XII th pass	NIL

Course Objective

The Learning Objectives of this course are as follows:

1. To introduce learning and cognition in the context of human development and diversity.
2. To develop understanding of various perspectives in which learning is viewed theoretically, their assumptions and draw interlinkages with practical life situations.
3. To engage learners in critical thinking about universalism in cognition, while sensitizing towards the socio-cultural embeddedness of learning, in the multicultural Indian context.

Learning outcomes

After completing the course learners should be able to

1. Draw inter-linkages between human development, diversity and learning
2. Understand Learning from varied theoretical perspectives
3. Engage in critical thinking regarding universalism in Learning and Cognition.

Sandeep

Total Hours: 45

Unit I: Understanding Learning and Cognition (10 hours)

- Basic assumptions, Nature and Significance
- Learning and Cognition in the context of Human Development and Diversity
- Factors affecting learning: personal and environmental (socio- cultural)

Unit 2: Perspectives on Learning (10 hours)

- Vicarious Learning: Social-Cognitive Theory (Bandura)
- Cognitive Information Processing

Unit 3: Perspectives on Cognition (10 hours)

- Cognitive adaptation: Piaget
- Social process of knowledge construction: Vygotsky
- Uniqueness of self: Maslow and Rogers

Unit 4: Learner, Learning and Context (15 hours)

- Learning as universal and learning as contextual
- Situated Cognition: Basic assumptions and theoretical perspectives.
- Cognition in the multicultural and multilingual context

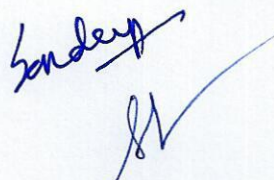
Practicum/ Suggested Projects / Assignments (Any Two)

1. Engage in self-reflection and document your own views on learning.
2. Interview five different people regarding what could be the meaning of a word (constructed by you and does not have any meaning) and how did they construct its meaning.
3. Watch 'Nil Battey Sannata' and discuss the role of context in learning.

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

Essential/ Recommended Readings

- Bandura, A.(1986) Social Foundations of Thought and Action.Englewood Cliffs, NJ: Prentice Hall.
- Kityama, S. and Cohen, D. (2007). Handbook of Cultural Psychology. New York: The Guilford Press
- Leach, J. and Moon B. (1999) Learners and Pedagogy (eds.). London: Paul Chapman Publication and The Open University.
- Ormrod. J.E. (2000). Educational Psychology: Developing Learners. (3rd ed.). New Jersey: Prentice Hall



- Santrock, J.W. (2010). Lifespan Development. (13th ed.). New York: McGraw-Hill Higher education
- Slavin, R. E. (1997). Educational Psychology: Theory and Practice. (5th ed.). New Jersey: Allyn and Bacon.
- Vygotsky.L. (1978).Mind in Society: The Development of Higher Psychological Processes. Cambridge: Harvard University Press.
- Woolfolk, A. (2014). Educational Psychology. (12th ed.). New Delhi: Pearson Education.
- Woolfolk, A., Misra, G. &Jha, A.K. (2012). Fundamentals of Educational Psychology. (11th ed.). New Delhi: Pearson.

Additional Readings

- Forman, E. A., Minick, N., & Stone, C. A. (Eds.). (1993). Contexts for learning: Sociocultural dynamics in children's development. Oxford University Press.
- John, R., Grindstaff, L. and Cheng Lo, M. (2015). Handbook of Cultural Sociology. NY: Routledge
- Piaget, J. (1926). Language and Thought of the Child. London: Routledge & Kegan Paul.
- Robson, S. and Quinn, S.F. (Eds) (2015). The Routledge Handbook of Young Children's Thinking and Understanding. NY: Routledge
- 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.
- Vygotsky.L. (1986).Thought and Language. Cambridge: The MIT Press.

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 the end- semester examination.

Key words: Human Learning, Cognition, Culture

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.