

EDU 07- FACILITATING LEARNING

**Contact Hours: 100 (Instruction) Maximum Marks: 100 (External: 80,
Internal: 20)**

Units	Objectives	Content	Scope	References
<p>Unit I: Learning-a conceptual framework (10 Hours)</p>	<p>To understand the process, factors and theoretical bases of learning</p>	<p>Concepts and definitions of learning- characteristics of learning process Learning and maturation Factors affecting learning: learner variables, task variables, method variables - cognitive, affective and socio-cultural factors Types of learning</p>	<p>Concepts and definitions of learning-</p> <p>Characteristics of learning process</p> <ul style="list-style-type: none"> • Learning and maturation <p>Factors affecting learning:</p> <ul style="list-style-type: none"> • learner variables, • task variables, • method variables – • cognitive, ie intelligence, aptitude, memory, reasoning, thinking etc • affective, ie. Interest, attitude, anxiety, self esteem, self concept etc. and • socio- cultural factors- family, school, media, religion, computerization, consumerism etc. <p>Types of Learning Verbal, motor, concept, principle, problem solving learning</p>	<p>A Text book of Educational Psychology, Bhatia, H.R.(1977), New Delhi McMillan India Ltd.</p> <p>Advanced Educational Psychology, Chauhan, S.S.(2006), New Delhi Vikas Publishing House Pvt. Ltd.</p> <p>Child Development, Dinkmeyer, D.C.(1967), New Delhi, Prentice Hall of India Pvt. Ltd.</p> <p>Child Language, Elliott, A.J.(1981), Cambridge University Press</p> <p>Learning Theories an Educational Perspective, Schunk, D.H.(2011), New Delhi: Pearson Education.</p> <p>Mental Hygiene, Carroll, H.A.(1984), New York: Prentice Hall Publishing Co.</p> <p>Personality, Guilford, J.P.(2007), New Delhi: Surjeet Publications.</p> <p>Psychology of Learning and Teaching, Bernard, H.W.(1954), New York: McGraw-Hill Book Co.</p>

				Social Context of Education, Shah, A.B.(Ed)(1978), Essays in honour of Prof. J.P. Naik, Bombay: Allied Publishers.
Unit II: Motivation (5 hours)		<p>Meaning and definitions, historical perspectives</p> <p>Types of motivation</p> <p>Achievement motivation - meaning, characteristics, importance, developing achievement motivation</p> <p>Role of motivation in learning</p> <p>Classroom motivating techniques</p>	<p>Meaning and definitions,</p> <ul style="list-style-type: none"> Historical perspectives –an overview of the theories of motivation- cognitive, behaviourist, psycho analytic and learning based theories <p>Types of motivation</p> <ul style="list-style-type: none"> Intrinsic motivation Extrinsic motivation Achievement motivation - meaning, characteristics, importance, developing achievement motivation <p>Role of motivation in learning</p> <p>Classroom motivating techniques</p>	<p>Educational Psychology, Crow, L.A. & Cros, A.(1973), New Delhi : Eurasia Publishing House.</p> <p>Educational Psychology, Duric, L.(1990), New Delhi : Sterling Publishers.</p> <p>Educational Psychology, Mathur, S.S.(2007), Agra-2, Vinod Pustak Mandir.</p> <p>Educational Psychology, Reilly, P.R. & Levis, E(1983), New York Macmillan Publishing Co. Ltd.</p> <p>Educational Psychology, Skinner, E.C.(2003), New Delhi: Prentice Hall of India Pvt. Ltd. 105</p>
Unit III: Perspectives on learning (30 hours)	<p>To develop skills in adopting techniques and strategies appropriate to the learning task</p> <p>To develop skills for diagnosing problems of</p>	<p>Behaviorist views about learning- theories of classical conditioning-trial and error operant conditioning- educational implications</p> <p>Gagne's theory of learning and instruction- educational implications</p>	<p>Behaviorist views about learning-</p> <ul style="list-style-type: none"> Theories of classical conditioning Trial and error Operant conditioning- Educational implications 	<p>Student approaches to learning and studying, Biggs, J.B.(1987), Melbourne, Vic: Australian Council for Educational Research.</p> <p>Theories of Learning, Hilgard, E.R.(1956), New York: Appleton Century Crafts Inc.</p> <p>Transactional Analysis in Psychotherapy, Berne, E.(1961), Paris: Grove Press.</p>

	<p>learning and assessing learning outcomes</p>	<p>Cognitive views about learning- learning theories of Piaget, Bruner, Ausubel, Vygotsky educational implications- Constructivist learning strategies: cooperative and collaborative learning, peer tutoring, concept mapping, brain based learning, cognitive apprenticeship, engaged learning</p> <p>Humanistic views on learning- Experiential learning (Carl Rogers) Social learning theory (Bandura) - educational implications</p> <p>Transfer of learning: concepts and definitions- types of transfer- theories of transfer educational Implications</p>	<p>Gagne's theory of learning and instruction-</p> <ul style="list-style-type: none"> • Educational implications <p>Cognitive and constructivist views about learning-</p> <ul style="list-style-type: none"> • learning theories of Piaget, • Bruner, • Ausubel, • Vygotsky • Educational implications- <p>Constructivist learning strategies:</p> <ul style="list-style-type: none"> • Cooperative and collaborative learning, • Peer tutoring, • Concept mapping, • Brain based learning, • Cognitive apprenticeship, • Engaged learning <p>Humanistic views on learning-</p> <ul style="list-style-type: none"> • Experiential learning (Carl Rogers) • Social learning theory (Bandura) – • Educational implications <p>Transfer of learning:</p> <ul style="list-style-type: none"> • Concepts and definitions- • Types of transfer- 	<p>Understanding classroom learning, Entwistle, N.J.(1987), London: Hodder & Straughton.</p>
--	---	---	---	--

			<ul style="list-style-type: none"> Theories of transfer-faculty theory, theory of identical elements, theory of generalization, theory of transposition, theory of ideals and theory of learning to learn Educational implications 	
Unit IV: Remembering and Forgetting (15 Hours)	To understand the phenomenon of forgetting and to familiarize with strategies of overcoming forgetting with research evidence	Memory-concept and definitions- types of memory- strategies to improve memory Forgetting- concept and definitions- causes of forgetting -curve of forgetting- educational implications Multi-stage model of memory- theories of forgetting-	Memory- <ul style="list-style-type: none"> Concept and definitions- Types of memory- Strategies to improve memory Forgetting- <ul style="list-style-type: none"> concept and definitions- Causes of forgetting – Curve of forgetting- Ebbinghaus Educational implications Multi-store model of memory- Atkinson and Shiffrin Theories of forgetting- theory of repression, theory of decay, theory of interference, theory of consolidation	Teacher and Learners, Santhanam, S(1985),Madras: Santha Publishers. Teaching students through their individual learning styles, Dunn, R. & Dunn, K.(1978), Reston, V.A.: Reston Publishing Company Inc.
Unit V: Creating facilitative learning environment (25 Hours)	familiarize with the acquisition of skills, values, attitudes and habits	Learning environment- formal, informal- home learning environment- school environment- class room	Learning environment- <ul style="list-style-type: none"> formal, -school informal- home and community home learning 	The Conditions of Learning, Gagne, R.M.(1965), New York: Holt, Rinehart and Winston. The experience of learning.(2nd

		<p>climate- educational implications Teaching to facilitate learning: importance of teaching strategies- models of teaching (families, types, general overview)- Teacher's personality- role of teacher Learning in groups: concept of group- types of groups- characteristics of groups- Sociometry: use and importance - group dynamics- group cohesion- educational implications Guidance and counseling- concept- types- need and importance- role of teacher</p>	<p>environment-meaning</p> <ul style="list-style-type: none"> • school environment-meaning • environment to facilitate learning • class room climate-meaning, definition • educational implications- how it influences the learning <p>Teaching to facilitate learning:</p> <ul style="list-style-type: none"> • importance of teaching strategies- • models of teaching • (families, types, general overview)- <p>Teacher's personality-</p> <ul style="list-style-type: none"> • role of teacher <p>Learning in groups:</p> <ul style="list-style-type: none"> • concept of group- • types of groups- • characteristics of groups- <p>Sociometry:</p> <ul style="list-style-type: none"> • use and importance – • steps involved in the construction of sociogram • group dynamics- • group cohesion- • educational implications <p>Guidance and counseling-</p> <ul style="list-style-type: none"> • concept- 	<p>ed.), Marton, Hounsell, D.J. & Entwistle, N.J.(Ed), Edinburg: Scottish Academic Press. 106</p> <p>The growth of logical thinking from childhood to adolescence, Piaget, J(1958), New York: Basic Books. The Psychology of Learning and Instruction, De Cecco, J.P.(1970), New Delhi: Prentice Hall India Pvt. Ltd.</p>
--	--	---	---	--

			<ul style="list-style-type: none"> • types- • need and importance- role of teacher 	
<p>Unit VI: Learning in learner's perspective (15 Hours)</p>	<p>To understand learning in learner's perspective To develop positive attitude interest and appreciation regarding the teacher's role to foster learner based and context friendly approaches</p>	<p>Meaning and definition of learning style- approaches to learning- orientations in learning- classification of learning style (Dunn & Dunn) - multiple intelligence as learning style -educational importance of style preferences Reflective practices- attending to the experience- returning to the experience reevaluating the experience Meta cognition-planning, monitoring and evaluation</p>	<p>Meaning and definition of learning style-</p> <ul style="list-style-type: none"> • Approaches to learning- deep, surface and strategic • Orientations in learning- meaning, reproducing and achieving • classification of learning style (Dunn & Dunn) – • multiple intelligence as learning style – • educational importance of style preferences <p>Reflective practices-</p> <ul style="list-style-type: none"> • attending to the experience- • returning to the experience • reevaluating the experience <p>Meta cognition-</p> <ul style="list-style-type: none"> • planning, • monitoring and • evaluation 	<p>Styles and strategies of learning, Pask, G.(1976), British Journal of Educational Psychology,46,pp.128-148.</p> <p>Styles of learning and teaching, Entwistle, N.J.(1981), New York, John Wiley.</p>