

COURSE 3: LEARNING AND TEACHING

Course objectives:

At the end of course, the student-teachers will be able to:

1. Develop an understanding of the nature of learning and teaching.
2. Develop an understanding of the behavioural theories, cognitive and humanistic theory.
3. Critically evaluated the theory of constructivism.
4. Understanding the teaching diverse classroom.
5. Identify the need and importance of teacher student relationship.
6. Discuss the importance of teaching as a profession.

Unit I: Nature of Learning

Learning: meaning and definition - elements of learning - basis principles of learning and their implications - rote learning vs. meaningful learning - principles and techniques of active learning and their implications - self learning.

Suggested Instructional approaches/ methods:

Student seminar on principles of active learning.

Invited talk by experts based on the nature of learning.

Unit II: Nature of Teaching

Teaching: Definition and meaning - Characteristics of good teaching - Views of great thinkers and philosophers on teaching - Becoming a reflective teacher and his characteristics - My goals as a teacher.

Suggested Instructional approaches/ methods:

Group discussion on characteristic of a good teacher.

Student seminar on becoming a reflective teacher.

Unit III: Behavioral Theories of Learning

Learning - meaning of learning as defined by behaviorists - classical conditioning (Pavlov) - Law of effect (Thorndike) - operant conditioning and shaping (Skinner) - social learning (Bandura) - Basis assumptions of behavioural theory - strengths and limitations.

Suggested Instructional approaches/ methods:

Invited talk by the experts on the behavioral theories of learning.

Student seminar on basis assumptions of behavioral theory.

Unit IV: Cognitive and humanistic theories of learning

Learning - meaning of learning as defined by cognitive psychologists - Insight learning (Kohlberg) - Modes of cognitive development (Bruner) - Stages of intellectual development (Piaget) - Learning styles (Kolb) - self-actualization (Maslow) - Theory of a fully functional person (Car Rogers).

Suggested Instructional approaches / methods:

Student seminar on the cognitive theories of learning.

Invited talk by experts on the humanistic theory of learning.

Unit V: Theory of Constructivism

Constructivism - meaning and definitions - The nature of constructivist learners the role of teachers, the nature of learning process, collaboration among learners and pedagogical approaches to constructivism - Gagne's eight levels of learning.

Suggested Instructional approaches/ methods:

Presentation of a report based on the group discussion on constructivism.

Group discussion on Gagne's eight levels of learning.

Unit VI: Learner - centered teaching

Meaning- characteristics of learner-centered teaching/ learner-centered learning. Need for learner-centered approaches in teaching advantages of learner-centered teaching vs teacher-centered learning, teaching - learner - centered techniques of teaching and their advantages.

Suggested Instructional approaches/ methods:

Teacher talk on importance of observation learning.

Discussion on approaches to learning outside the school.

Unit VII: Teaching in Diverse Classrooms

Meaning and definition of diverse classroom - teaching in diverse classroom-preparations of teachers of diverse classroom-Techniques of teaching in a diverse classroom/ Diverse teaching strategies for diverse learners-effective teaching in a diverse classroom- Diversity in the classroom.

Suggested Instructional approaches/ methods:

Talk by the expert on preparation of teachers for diverse classroom.

Student seminar on effective teaching in a diverse classroom.

Unit VIII: Learning in and out of school

Purpose of learning in and out of school: What we know? And what we need to know?
Importance of observation learning out of school- out of school learning: extending curriculum learning to the local area - approaches to learning outside the classroom - learning for outside the classroom - advantages of learning outside the classroom.

Suggested Instructional approaches/ methods:

Teacher talk on importance of observation learning.

Discussion on approaches to learning outside the school.

Unit IX: Teacher- Student Relationship

Meaning - Need for maintaining teacher-student relationship – inter-personal approaches in classroom management – strategies for improving student engagement in learning – Healthy classroom management and academic achievement.

Suggested Instructional approaches/ methods:

Teacher talk on qualities of good teacher.

Student seminar on “teaching as the noblest profession”.

Unit X: Teaching as a profession

Nature of teaching – teaching as a profession – characteristics of effective and ineffective teaching – why teaching is the most important profession – Attitude of student-teachers towards teaching profession – Qualities of a professional teacher – Faculty development programmes – Teaching and learning for sustainable future.

Suggested Instructional approaches/ methods:

Teacher talk on qualities of a good teacher.

Student seminar on “teaching as the noblest profession”.

Tasks and Assignments:

- i) Prepare a report based on the interaction/ interview with expert(s) for the theories of learning and teaching as a profession.
- ii) Prepare records that capture a variety of images of learning and teaching.

References:

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