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LEARNING, LEARNER AND DEVELOPMENT

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Sample Preview of the Solved Sample Question Papers

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QUESTION PAPER

June – 2023

(Solved)

LEARNING, LEARNER AND DEVELOPMENT M.E.S.-13

Time: 3 Hours] ***[Maximum Marks: 100***

Note: *(i) All the questions are* ***compulsory.*** *(ii) All the questions carry* ***equal weightage****.*

Q. 1. Answer the following questions:

Discuss the influence of child rearing practices on academic learning.

Ans. Ref.: See Chapter-9, Page No. 65, 'Types of Home Environment and Learning'.

Or

Discuss the nature and importance of teaching Social Sciences at secondary level.

Ans. Ref.: See Chapter-15, Page No. 123, 'Learning Social Sciences'.

Q. 2. Answer the following questions:

Discuss the features of competitive and cooperative learning environments and their influence on learner's achievement.

Ans. Ref.: See Chapter-1, Page No. 51, 'Learning Environment – Competitive or Co-operative'.

Or

Why is lifelong learning a necessity? What according to you should be the characteristics of a lifelong education system ?

Ans. Ref.: See Chapter-4, Page No. 31, 'Lifelong Learning System', Page No. 34, Q. No. 20 and Page No. 35, Q. No. 23.

Q. 3. Answer the following questions:

(a) **Explain the role of self-concept in mediating the process of learning.**

Ans. Ref.: See Chapter-6, Page No. 42, 'Self-Concept'.

(b) **Is meaning of an object independent of context in which it is situated ? Substantiate with suitable examples.**

Ans. Ref.: See Chapter-18, Page No. 147, 'Information Processing System'.

(c) **Give examples of planned and unplanned influences of school-environment on learners.**

Ans. Ref.: See Chapter-10, Page No. 75, 'Planned *vs.* Unplanned Influences and Illustration'.

(d) **Illustrate how school environment creates handicap for learners with special needs.**

Ans. Ref.: See Chapter-10, Page No. 74, 'Dynamism of School Environment'.

(e) **Explain the role of reasoning in cognitive learning.**

Ans. Ref.: See Chapter-12, Page No. 90, 'Reasoning'.

(f) **Explain Maslow's views on learning.**

Ans. Ref.: See Chapter-18, Page No. 151, 'Maslow's Views on Learning'.

Q. 4. Answer the following questions:

Describe the attributes of the learning climate of constructivist classroom. Choose a topic and illustrate the teaching-learning activities you would organize to create a learning climate with these attributes for your learners.

Ans. Ref.: See Chapter-19, Page No. 161, Q. No. 1, Page No. 162, Q. No. 4 and Page No. 164, Q. No. 2.

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QUESTION PAPER

December – 2022

(Solved)

LEARNING, LEARNER AND DEVELOPMENT M.E.S.-13

Time: 3 Hours] ***[Maximum Marks: 100***

Note: *(i) All the questions are* ***compulsory.*** *(ii) All the questions carry* ***equal weightage****.*

Q. 1. Answer the following questions:

Critically examine Piaget's theory of cognitive development.

Ans. Ref.: See Chapter-1, Page No. 1, 'Cognitive Perspective', 'Constructive Perspective' and Page No. 8, Q. No. 3.

Or

Define goals and interests and explain their relationship with learning.

Ans. Ref.: See Chapter-5, Page No. 38, 'Goals', 'Interests' and Page No. 39, Q. No. 5 and Q. No. 6.

Q. 2. Answer the following questions:

Discuss how class differences in socialization affect children's learning.

Ans. Ref.: See Chapter-11, Page No. 82, 'Social Cultural Environment Effects of Social Class on Learning'.

Or

Explain the humanistic perspective in learning and its instructional implications.

Ans. Ref.: See Chapter-18, Page No. 151, 'The Humanistic Perspective in Learning'.

Q. 3. Answer the following questions:

(a) **Explain social constructivism. Illustrate how social construction of knowledge takes place.**

Ans. Ref.: See Chapter-4, Page No. 26, 'Social Constructivism'.

(b) **Describe how assessment of values can be done. Give examples.**

Ans. Ref.: See Chapter-14, Page No. 111, 'Assessment of Values'.

(c) **Explain the different laws of perception and their relationship with learning.**

Ans. Ref.: See Chapter-17, Page No. 140, 'Gestalt Phychology' and 'Laws of Perception'.

(d) **Illustrate the following classroom management styles used by teachers:**

(i) **Authoritarian**

Ans. Authoritarian: The authoritarian classroom management style is basically a style where the teacher has complete control over the classroom. Students are not actively involved or responsive. In this strictest form of class management style, it is quite likely that a student not following the set rules can be punished. There is no scope for friendly student-teacher relationships in this overly structured style. In this classroom management style, there is no student autonomy in deciding how they will learn, collaborate with their peers, or how they will engage in class. An authoritarian structure might make the teacher feel that things are under control, but it can become counterproductive and hinder students growth. Unless there is any strong reason, the teacher should avoid having an authoritarian classroom management system in school.

(ii) **Permissive**

Ans. Permissive: Permissive classroom management style has both low levels of control as well as student involvement. The students are pretty much left to themselves to do as they please. This primarily arises due to the lack of structure and planning from the teachers and the school management. With low control levels coupled with low involvement levels, only a few students manage to do well. In this setting, students' educational fate is unpredictable. Left to chance, the

Sample Preview of The Chapter

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LEARNING, LEARNER AND DEVELOPMENT

LEARNING: CONCEPT AND PROCESS

Learning and its Scope

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INTRODUCTION

Learning is the acquisition of knowledge or skill through education and experience. Our ability to learn and our intellectual capacity are intangibles. However, these intangibles are our greatest assets because everything we do to re-invent and update our knowledge allows us to grow from where we are today to where we want to go. Learning is a prerequisite to growth. Learning is vitally important because it helps us make informed choices about our own lives and the society that we live in. We must acquire this fundamental discipline because it is as normal as food and physical exercise. Some may think that learning is a luxury for a few individuals or learning should be related only with our early years. It should be looked at as something well beyond formal schooling. It encompasses our entire life cycle. Learning is the lifelong process of transforming information and experience into knowledge, skills, behaviours, and attitudes.

CHAPTER AT A GLANCE

THE CONCEPT OF LEARNING: DIFFERENT PERSPECTIVES

Behaviouristic Perspective

Behaviourism is a learning theory that only focuses on objectively observable behaviours and discounts any independent activities of the mind. Behaviour theorists define learning as nothing more than the acquisition of new behaviour based on environmental conditions. Experiments by behaviourists identify conditioning as a universal learning process. There are two different types of conditioning, each yielding a different behavioural pattern:

(i) **Classic conditioning** occurs when a natural reflex responds to a stimulus. We are biologically "wired" so that a certain stimulus will produce a specific response. One of the more common examples of classical conditioning in the educational environment is in situations where students exhibit irrational fears and anxieties like fear of failure, fear of public speaking and general school phobia.

(ii) **Operant conditioning** occurs when a response to a stimulus is reinforced. Basically, operant conditioning is a simple feedback system: If a reward or reinforcement follows the response to a stimulus, then the response becomes more probable in the future. For example, leading behaviourist B.F. Skinner used reinforcement techniques to teach pigeons to dance and bowl a ball in a mini-alley

Cognitive Perspective

The cognitive perspective is considered to be the source of learning. The genesis of knowledge according to cognitive psychologists is in the active cognition of mind. They assumed that sensory experience only provides raw data as a potential source of information, which is interpreted in the mind through the way of reasoning thus:

(i) Reason is the source of knowledge.

(ii) Perceptions are unitary, meaningful holistic

Learning is explained as a process of knowledge acquisition that is the result of perceptual experience. This results in change of the likelihood to act differently even though this may not necessarily be demonstrated in the form of changed behaviour. Cognitive structuralists believe that schemata are significant to cognitive learning. Piaget postulated action to be the source of knowledge, suggesting one way of dealing with the Cartesian Impasse, i.e. explaining how external reality becomes internal knowledge.

Constructivist Perspective

Piaget emphasized that child constructs his knowledge by his own actions. Action performed in specific situations leads to the development of universal,

general structures (schemas), which cut across contexts and domains. He explained the process of adaptation through the concepts of schema, assimilation, accommodation and equilibration. Such an explanation left no scope for individual, contextual or content domain variations. The four stages of cognitive development proposed by Piaget are:

- Sensorimotor stage (birth to 18-24 months)
- Preoperational stage (2 to 7 years)
- Concrete operational stage (7 to 11 years), and
- Formal operational stage (over 11 years).

In the sensorimotor stage the child graduates from the reflexive activities to more organized forms of activity, like solving a simple problem.

In the preoperational stage children begin to make decisions based on their perceptions as they yet lack a sense of logic.

In the concrete operational stage children develop the ability to think logically when the situation is concrete.

In the fourth and final stage of cognitive development, the formal operational stage, children become increasingly, able to use logical thought processes.

Lev Vygotsky gave an alternative view to Piaget's approach to construction of knowledge. He proposed that the stages of development as described by Piaget may not be true for all children. Vygotsky argued that learning is rooted in the socio-cultural set-up of the child where the child is not alone. The cultural set-up in which the child is immersed provides him with a thinking perspective. He observed that children are capable of solving problems independently which he termed as 'zone of actual development'. But he believed that sometimes children solve problems with support, termed as 'zone of proximal development'.

The concept of learning according to different perspectives.

Behaviourism - "Learning is change in behaviour due to experiences."

Cognitivism - "Learning is acquisition of knowledge, comprehension, skill, etc ..."

Constructivism - Learning is a process of knowledge construction (Piaget)

Social constructivism - Learning is a social process of knowledge construction (Vygotsky).

SITUATED COGNITION

Situated cognition is a theory of instruction that suggests learning is naturally tied to authentic activity, context, and culture. It is more difficult to learn from unnatural activities. For example, learning your first language or a foreign language by immersion is widely held to be easier than learning languages from textbooks and vocabulary lists.

The theory of situated cognition claims that every human thought is adapted to the environment, that is, situated, because what people perceive, how they conceive of their activity, and what they physically do develop together. Knowledge as lived practices must be understood in relation to the social aspect as well as the individual aspect.

Situated cognition has its origin in the research studies where researchers have studied common people as to how they make sense of their surroundings, how they learn, solve problems, attain complex understanding, or acquire complex skills living in a community.

Situated cognition approach comes from studies in informal situation rather than formal situation. By studying cognition in real life it tries to come up with a theory for education where children acquire various skills naturally in the way a child grows in a community tacitly acquiring the norms, beliefs and skills of the community.

Situated cognition starts from everyday practices to come up with the theory. Thus situated cognition view is often defined as "enculturation," or adoption of the norms, behaviour, skills, beliefs. language, and attitudes of a particular community. The community might be mathematicians or gang members or readers or teachers or students–any group that has a particular way of thinking and doing.

Learning and its Scope: Thus, situated cognition is a shift from traditional theories, which is not related with the cognitive structure embedded in specific context; a shift in learning theories from individual towards a social orientation, acknowledging that learning is always situated in a context. The idea of situated learning explains learning to be a social practice that must be understood through the ever-present relationships between participants, activity, and environment.

Emergence of Situated Cognition Approach

Cartesian philosophy assumes a fundamental division in the aspects of human behaviour. It is the assumption that the mind is isolated from the world. The Cartesian dualism has been prevalent in psychology of learning theories virtually since their inception. For example in Behaviourism, learning theories give importance to the environment and negate the role of mind. Cognitive theories are primarly focused on the mind of individual situated approach to cognition rejects dualism of all kinds.

Situated cognition approach has its origins in diverse fields, including:

- Sociology of knowledge (Marx, Durkheim, Mannheim)
- Functionalism (anti-associations) (Dewey, Bartlett)

- Activity theory (Vygotsky, Leontiev, Luria; Cole, Wertsch)
- Cybernetics and system theory (Bateson, von Foerster)
- Ethno methodology (Garfinkel)
- Ecological psychology (Gibson, Jenkins, Bransford, Neisser, Barker)
- Critical Pedagogy
- Everyday Cognition.

The origin of perspective is traced to the Piagetian and Vygotskian socio-cultural perspectives in learning. Piaget rejected the Cartesian model to propose that knowledge is situated in action. However, Piaget's theory is context neutral. Bruner's and Vygotsky's theories propose learning to be situated in the cultural context and situated cognition can be seen as the extension of these theories. Situated cognition has been positioned as an alternative to information-processing approach. It seeks to correct some of the oversights of the information processing approach to cognition.

Concept Associated with Situated Cognition

(a) **Communities of practice:** Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavour: a tribe learning to survive, a band of artists seeking new forms of expression, a group of engineers working on similar problems, a clique of pupils defining their identity in the school, a network of surgeons exploring novel techniques, a gathering of first-time managers helping each other cope. In a nutshell: Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

(b) **Legitimate Peripheral Participation:** Legitimate Peripheral Participation (LPP) describes how newcomers become experienced members and eventually old timers of a community of practice or collaborative project. According to LPP, newcomers become members of a community initially by participating in simple and low-risk tasks that are nonetheless productive and necessary and further the goals of the community. Through peripheral activities, novices become acquainted with the tasks, vocabulary, and organizing principles of the community. Gradually, as newcomers become old timers, their participation involves activities that are more and more central to the functioning of the community. LPP suggests that membership in a community of practice is mediated by the possible forms of participation to which newcomers have access, both physically and socially. If newcomers can directly observe the practices of experts, they understand the broader context into which their own efforts fit. Conversely LPP suggests that newcomers who are separated from the experts have limited access to their tools and community and therefore have limited growth.

(c) **Authentic Activities:** Authentic activities are based on daily life activities in which learners engage. Such activities have greater resemblance activities in which core members of a community actually engage. For example, assist science teaching-learning environments would allow students to practice science as scientists work on research projects in the real life. Working on projects with genuine purpose will constitute science learning according to situated cognition. Like, working on the project to study the soil and kind of vegetation in nearby area, working on project to make organic manure in school for sale to nearby kitchen gardens, cultivation of vegetables, making of handicraft, running a canteen, using demographic data, teaching illiterates or young children to read and write.

Beverly Caswell and Mary Lamon's study on class four students provides an example of authentic work practices. Students were given an opportunity to become immersed in the culture of scientific inquiry. The researchers wanted their classroom to operate similar to the way scientific community operates. The study illustrates children working collaboratively on a range of learning tasks including initiating investigations and communicating findings. The idea was that learning environment is in which children are given number of opportunities to reflect on their ideas, compare perspectives and become aware that they are constructing knowledge as a group as well as individually can foster extraordinary learning for all students remarkable improvement in learning and understanding.

(d) **Cognitive Apprenticeship:** Cognitive Apprenticeships are one of the earliest pedagogical designs to incorporate the theories of situated cognition. Cognitive apprenticeship uses four dimensions (e.g., content, methods, sequence, sociology) to embed learning in activity and make deliberate the use of the social and physical contexts present in the classroom. Cognitive apprenticeship includes the enculturation of students into authentic practices through activity and social interaction . The technique draws on the principles of Legitimate Peripheral Participation (Lave and Wenger) and reciprocal teaching in that a more knowledgeable other, i.e. a teacher, engages in a task with a more novice other, i.e. a learner, by describing their own thoughts as they work on the task, providing "just in time" scaffolding, modelling expert behaviours, and encouraging reflection. The reflection process includes having students alternate between novice and expert strategies in a problem-solving context, sensitizing them to specifics of an expert performance, and adjustments that may be made to their own

performance to get them to the expert level. Thus, the function of reflection indicates "co-investigation" and/ or abstracted replay by students emphasized by six critical features of a cognitive apprenticeship that included observation, coaching, scaffolding, modelling, fading and reflection. Using these critical features, expert(s) guided students on their journey to acquire the cognitive and meta-cognitive processes and skills necessary to handle a variety of tasks, in a range of situations. Reciprocal teaching, a form of cognitive apprenticeship, involves the modelling and coaching of various comprehension skills as teacher and students take turns in assuming the role of instructor.

TYPES OF LEARNING

Benjamin Bloom has suggested three domains of learning:

● **Cognitive Domain:** This domain focuses on intellectual skills and is familiar to educators. Bloom's Taxonomy (knowledge, comprehension, application, analysis, synthesis and evaluation) e.g. To recall, calculate, discuss, analyze, resolve, etc.

● **Psychomotor Domain:** The psychomotor domain focuses on performing sequences of motor activities to a specified level of accuracy, smoothness, rapidity, or force. e.g - To dance, swim, ski, dive, drive a car, ride a bike, etc.

● **Affective Domain:** This is the domain that deals with attitudes, motivation, willingness to participate, valuing what is being learned, and ultimately incorporating the values of a discipline into a way of life. e.g. To like something or someone, love, appreciate, fear, hate, worship, etc.

These domains are not mutually exclusive. For example, in learning to play chess, the person will have to learn the rules of the game (cognitive domain); but he also has to learn how to set-up the chess pieces on the chessboard and also how to properly hold and move a chess piece (psychomotor). Furthermore, later in the game the person may even learn to love the game itself, value its applications in life, and appreciate its history (affective domain).

Gagne's Outcomes of Learning

Learning Outcome	Definition	Examples	Critical Learning Conditions
Verbal Information	The organized bodies of knowledge that we acquire.	Reciting a poem from memory. Stating the definition of a term in science class	1. Draw attention to important features 2. Encourage chunking of information. 3. Provide a meaningful context for encoding. 4. Provide clues to stimulate recall and transfer.
Intellectual skill (Includes dis-crimination, concrete concepts, defined concepts, rules, and higher-order rules – all described below.)	Knowing how to do something.		1. Draw attention to distinctive features. 2. Stay within the limits of the capacity of working memory. 3. Stimulate the recall of previously learned component skills. 4. Use verbal cues to help order and combine the component skills. 5. Schedule occasions for distributed practice and review. 6. Use a variety of contexts to promote transfer.
1. Discrimination Learning	The ability to distinguish one feature of an object from another.	Distinguish between printed b's and d's. Distinguish between them sound and then sound.	
2. Concrete Concept Learning	The ability to classify objects and events according to their distinguishing features.	When asked to point to the cow, do so correctly. When asked to choose the large box, do so.	
3. Defined Concept	The ability to classify objects, events, or ideas according to definitions.	Distinguish between examples of punishment and extinction.	