**B.Ed. Special Education (V.I.)**

**Title of the Course: Learning, Teaching and Assessment (A-3)**

**(Semester: I)**

 **Credits: 4**

 **MM: 100 (External: 70 Internal: 30)**

 **Contact Week 15**

**Introduction of the Course**

This Course will initiate student-teachers to understand learning theories and as their applications in teaching & learning. Assessment of learning as a continuous process is also focused upon. The course also focuses on the Persons with Disabilities as learners and their special educational needs that teachers need to address in diverse educational settings.

**Learning Outcomes**

After completion of the course student will be able to:

* Comprehend the theories of learning and intelligence and their applications for
teaching children
* Understanding the learning process, nature and theory of motivation
* Describe the stages of teaching and learning and the role of the teacher
* Situate self in the teaching learning process
* Analyze the scope and role of assessment in teaching learning process in order to
introduce dynamic assessment scheme for educational set up towards enhanced
learning.

**Unit I: Human Learning and Intelligence (12 hours)**

1. Human learning: Meaning, definition and concept formation
2. Learning theories:
* Behaviourism: Pavlov, Thorndike, Skinner
* Cognitivism: Piaget, Bruner
* Social Constructism: Vygotsky, Bandura

1.3 Intelligence:

* Concept and definition
* Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg), emotional intelligence(Goleman) multiple intelligence (Gardener)
1. Creativity: Concept, Definition and Characteristics
2. Implications for Classroom Teaching and Learning

 **Unit 2: Learning Process and Motivation (12 hours)**

1. Sensation: Definition and Sensory Process
2. Attention: Definition and Affecting Factors
3. Perception: Definition and Types
4. Memory, Thinking, and Problem Solving
5. Motivation: Nature, Definition and Maslow's Theory

 **Unit 3: Teaching Learning Process (12 hours)**

1. Maxims of Teaching
2. Stages of Teaching: Plan, Implement, Evaluate, Reflect
3. Stages of Learning: Acquisition, Maintenance, Generalization
4. Learning Environment: Psychological and Physical
5. Leadership Role of Teacher in Classroom, School and Community

 **Unit 4: Overview of Assessment and School System (12 hours)**

1. Assessment: Conventional meaning and constructivist perspective
2. 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference

4.3 Understanding the concepts of assessment, evaluation, measurement, test and
examination

1. Formative and summative evaluation, norm referenced and criterion referenced evaluation
2. Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading,
choice, alternate certifications, transparency, internal-external proportion,
improvement option

**Unit 5: Assessment: Strategies and Practices (12 hours)**

5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, group
discussion, open book test, surprise test, untimed test, team test, records of learning
landmark, cloze set/open set and other innovative measures) Meaning and procedure

1. Typology and levels of assessment items: Multiple choice, open ended and close
ended; direct, indirect, inferential level
2. Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions

5.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;

5.5 School examinations: Critical review of current examination practices and their
assumptions about learning and development; Efforts for exam reforms:
Comprehensive and Continuous Evaluation (CCE), NCF (2023) and RTE (2009)

**Practicum/ field engagement/Suggested Projects / Assignments (Any Two)**

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| * Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learningcontexts
* Preparation of Self study report on individual differences among learners
* Prepare a leaflet for parents on better emotional management of children
* Compilation of 5 CBM tools from web search in any one school subject
* Team presentation of case study on assessment outcome used for pedagogic decisions
* Report on community participation in school assessment or study recent ASAR reportto understand school independent assessment
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**Essential Readings**

* Amin, N. (2002). Assessment of Cognitive Development of Elementary School
Children. A Psychometric Approach, Jain Book Agency, New Delhi.
* Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
* King-Sears, E. M. (1994). Curriculum Based Assessment in Special Education.
Singular Publishing Group, San Diego, CA.
* Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective,
McGraw Hill Education (India) Private Limited, New Delhi.
* Paul, P. (2009). Language and Deafness. Singular publication.
* Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and
Inclusive Education. Houghton Mifflin Company, Boston.
* Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional
Assessment of Children and Adolescents, Routledge, New York.
* Woolfolk, A., Misra, G., & Jha, A.K.(2012). Fundamentals of Educational
Psychology, 1 1thedn, Pearson Publication, New Delhi.

**Additional Readings**

* Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology.
Available at American Psychological Association, USA.
* Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousnad Oaks, CA:
Corwin King.
* Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and
decision making. Scarborough, Ontario, Canada, Wadsworth.
* McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective
Instruction. Allyn and Bacon, London.
* Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Kidlington, Oxford.
* Salvia, J., & Ysseldyke. J.E.(1998). Assessment. (7th ed) Houghton Mifflin, Boston.

**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. This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities.

**Keywords: Assessment,Rubrics,Evaluation,Constructivist,Maxims**