UNIT 4   LEARNING IN VARIOUS CONTEXTS

Structure

4.1   INTRODUCTION

Human is curious by nature. Human has a basic tendency to always learn something new. Thus, learning remains a lifelong process. School is such a place, where new knowledge, skills and aptitude are developing in many learners through teaching learning process. But due to excess interference of these institutions in learning environment, the knowledge given there is being accepted as ultimate knowledge, which has resulted into a distance of knowledge and skills from that which exists in the society, nature and folk traditions. A farmer, who does the agriculture work efficiently; a sculptor, who makes statues efficiently, atribe, who knows the optimum use of trees, their knowledge has no place in the definition of "knowledge" in our educational system. This distance between public knowledge and school knowledge has transformed schools into a machine. In consequence, school started providing only knowledge of theoretical subjects. This distance of school from the social activities has impacted on methods of imparting subject knowledge. Gradually, teaching process became passive and slowly lost its liveliness.

After various researches, debates and experiments, many thoughts and models have emerged. Lev Vygotsky, Jean Piaget, J.S. Bruna, Albert Bandura, John Dewey are the few famous, who propounded the thoughts of learning by doing, learning by self-experience, learning in real situation, knowledge creation by self, etc. These theories influenced the school environment. Learning methods and dimensions of learning have changed accordingly.

Many concepts were introduced as the outcome of these debates. In this unit, concept of active learning, situated learning, cooperative learning and learning in school and beyond the school are introduced. These concepts are not recently introduced. These have been used in every tradition. There is an example of Vedic version,*"Sangachhdhvam Samvadadhavam, sam vo`manansi jaantaam" (Rigved 10-9-2)*, which means move together, speak together and think together. This verse basically pronounces cooperative learning. There are similar examples in other traditions also. Scholars have explained these concepts according to needs of modern era, in present day contexts. We will also discuss the same.

4.2 OBJECTIVES

After going through this unit, you will be able to:-

- understand the concept of active learning,

- identity the main techniques and strategies for active learning in classroom,

- devise appropriate strategy to use observational learning in your class,

- explain the concept and main elements of situational learning,

- understand the concept of cooperative learning,

- apply cooperative learning inside the school as well as outside the school, and

- explain ideas related to learning outside of the school.

4.3 ACTIVE LEARNING

Probably, you may agree that the teacher may teach by using any method or create any learning environment, learning takes place in the mind of learner. So, it is not a hyperbola that learner is active in the learning process necessarily. Thus, you may say that all learning is simply active learning. But active learning is something different. Active learning is not merely the active involvement of learner, but also leadership and initiative should be present in the learner. It is more than listening and following teacher's instructions. Active learning involves self-study, discussion, problem solving, comprehension and cooperation within the group, development of skills and sensibility, higher order of thinking and reflection like analysis, synthesis, evaluation, construction, etc. Thus, active learning "**is anything that involves students in doing things and thinking about the things they are doing**".*(Banwell and Eisan, 1991,p.2).*

In active learning environment, learners give more importance to construction of the knowledge by self, in place of accepting the knowledge given by teachers. Thus, learners are not only the transporter of knowledge.

There are ample evidence of active learning in the traditional Indian Literature during *Upanishad* era. There are so many verses that reflect the learner's initiation

and activeness is needed in acquisition of knowledge. Statement of *Uddalak-Shwetketu in Chhandyogya Upanishada and Yam-Nachiketa Samwad in Khathopanishada* are prominent examples of this. Following Shubhasita in Indian tradition also supporting this:

Acharyat Padmadatte paadam Shishya Swamedhaya!
Sarahmcharibhaya paadam paadam kalkramn cha !!

It means, learning takes place one fourth with the help of Acharya (Teacher), one fourth by talent and self-attempts, one fourth from peers and one fourth by situation as it emerges on time. Above mentioned verse indicates active learning, Pragmatism, Naturalism and thoughts of other Western Philosophies advocate active learning. Constructivism has established active learning systematically in modern education system. Learning by doing, learning by self-experience, playway method, technology based education, activities based learning, group work, project method, heuristic method, etc. are the terms used as an alternative of active learning. Covering all of the above concepts in modern contexts, systematic debate on the conception of active learning as a model of instruction began since 1991. When higher education report was published in 1991 entitled "Active Learning" created excitement in the classroom by association for the study of higher education and educational resources information centre (ASHE-ERIC) in USA. It was prepared by Banwell and Eisan.

This report discussed in details the concept of active learning and its various dimensions, methods to include it in classroom. Addition strategies required hindering factors, recommendations related to teacher, trainer, administrators and researchers. We will discuss few of these here.

4.3.1 Active Learning in Classroom

Banwell and Eisan (1991) quoted a reference written by Creed (1988) in their report. "***When asked why he lectures, one professor responded: It is tradition, it was part of my training and seems like what I should be doing. I feel somehow guilty when I am not lecturing***", (cited in Banwell and Eisan, 1991, p. 7).

Whenever we teach, this dilemma appears before us because lecture has become synonymous to teaching. When we talk about using active learning or any such optional approach or method, maximum teachers do not accept it due to their prejudices, although, active learning is not entirely different in approach. The methods of learning in which learners get opportunities of reading, writing, discussion, problem solving, analysis, synthesis, evaluation, creativity, etc. rather than listening come under Active Learning. Thus, Active learning modifies lecture method and includes active elements of learner. Thus, Lecture method can be modified with the help of main techniques of active learning. Following are the few technologies being used for modification of lecture:-

Pausing: According to Rowe (1980), Pausing enhances the understanding and retention. In this method, during lecture, pausing can be used three times of two minutes duration. There should be the interval of 12-18 minutes between two pausing. Learners are asked to divide themselves among two groups and note down the main points of lecture in these two minutes. Teacher does not interfere during this time. At the end of the lecture, three minutes are given to learners for nothing down the main points of lecture on the basis of memory.

Tests and Quizzes: Informal Tests and Quizzes can help in keeping learners active during the lecture. Verity of Quizzes can be used in the classroom on any topic, which not only helps in retention of knowledge, but also motivates learners to remain participative.

Demonstration: Active learning environment can be created through demonstration. It is more common in science classroom. Options may be explored in other subjects too. A teacher can involve learner activily in experiments as well as demonstration, which can result in better understanding and more retention of content.

Alternatives of Lecture Method

Researchers have suggested few alternatives to lecture method, like Feedback Lecture, Guided Lecture, Learner Generated Questions and Responsive Lecture, etc. Let us discuss all these in brief:

Feedback Lecture: This lecture is conducted through supplementary study guide in which study materials, pre and post the test, aims of study and format of comments for lectures are already given. This includes two small lectures of 20 minutes of each, which are divided into small group study sessions. During these sessions, learners respond to questions for discussion in two divided groups on the basis of lecture materials provided by teachers.

Guided Lecture: Another alternate is Guided Lecture. Teacher spells out the aim of the lecture, makes instruction likes stop writing and listen carefully, which are being stated, so that you can keep maximum concepts and provided matters in your memory. This follows a lecture of 25-30 minutes. Learners are asked to write the points from the lecture in 5 minutes on the basis of their memory. It is followed by small group discussion through which they elaborate all the points. They can take help from teacher for detailed explanation of any point during this time. Then, the learners are asked for thinking and at the same day, they are suggested to describe the main points of lecture without reference. Thus, this method develops listening and information synthesis skills.

Learner Generated Questions and Responsive Lecture: The responsive lecture was designed to provide feedback about the study material as per the needs of each learner. There should be one class assigned in every week for such lecture, in which self-made open ended questions on any aspect of textbook can be asked by learners and responded to by the teachers. There are certain conditions associated with this lecture, i.e. inclusion of all aspects of textbook, all learners should ask question necessarily and explain the importance of the particular question.

Active Learning in Large Classes

Creating active learning environment in a large classroom is very difficult. Assuring active participation of all learners is more challenging, when numbers is 100 or more in one class. Researches have shown that when active learning environment is created in large classroom, then the achievement of learners is more in small group presentations, written report, oral presentation, etc. as compared to learners from a small class. In our Indian schools, many a times you have to create active learning environment in large classroom. Arrangements in class should facilitate teacher's interaction with learners. Active learning

environment can be created easily group discussion by making group of 5 to 10 learners in each group, followed by presentation the learners.

4.3.2 Strategies for Promoting Active Learning

Here are few strategies, which can be used to promote active learning environment your class.

Visual-Based Instruction: Under this method, instructions are planned, Assisted/based on stagnant projection (slide, overhead transparencies) film, multimedia presentation, TV, Video, etc. to create an active learning environment. You may have experience in your classroom that such visual based instructions enhance interest in learning and make them more active during the class.

Creative Writing: Creating supportive environment for critical and creative writing comes under it. Writing related works, like writing comments on sides of research journals, writing thoughts on any specific title, writing summary of a lecture, writing summary on any given study material, essay writing and other creative like writing for all magazines, newspapers etc. can help in developing active learning environment. Writing and creative writing play a very effective role in developing deep understanding on any subject.

Problem Solving: We offen try providing solutions to problem of learners in our classroom; due to this, learners do not get opportunities for searching new and different solution of problems. Consequently, they do not get enough opportunities for developing high order thinking ability. So, we should train learners to use problem solving method in order to find out the solutions of various problems, so that they actively find out the way to solve their problem on their own. You can use the technique based on Decision Making Model of John Dewey (1924), which have four steps: (i) defining the problem; (ii) find out the main reasons the problem; (iii) find out all possible solutions; (iv) evaluation all possible solutions and selecting most appropriate solution. Popular instructional approaches being used for problem solving are case study and Guided designs.

Computer–Based Instruction: In this individualized instructions are given through computer. Learners learn according to their pace. Present day initiatives like MOODLE (Modular Object Oriented Dynamic Learning Environment) and MOOCs (Massive Open Online Courses) are mainly computer based instructions. You can also develop your own computer based instructions to make active learners active.

Co-operative Learning: You will agree that learners have different kinds of abilities and characteristics. If they develop understanding on any subject and find out solution of any problem together with the help of each other, they achieve the best result. They get opportunities to develop social skill as well like decision making ability and communication etc.

Drama: Drama is also a very interesting method, in which learners are active and involved. Remember your childhood days when story with dialogue retained itself for long time in memory. If drama is used as a medium of instruction to develop understanding of the subject, then surely learners will participate actively in the learning process.

Role Playing, Simulations and Games: These are also very interesting methods, where learners get involved with interest. These methods will be very beneficial in instruction subjects like History, Mathematics, Science; Languages can integrate these methods very easily.

4.3.3 Obstacles in Active Learning

There are many obstacles in creating active learning environment in the classroom. Teacher generally does not want to change the traditional teaching learning process. Attachment with lecture method may be one of the reasons. Sometimes teacher wants an escape from the burden of learning a new method and practice it, because it may be time consuming and hard to learn. Teacher may not have a strong belief in possible outcomes of a new technique. Commercial and management systems may not be ready to accept these new changes at teacher's work place. At some places learner and their parents also oppose these changes as there is a natural interest against the new system, which may cause strain. Lack of any incentive for adopting any new system also a reason, due to which teachers do not want to take the risk.

Sometimes teachers may feel that they cannot discuss a fair section of the curriculum with new approach as they are used to traditional method. Development of facilities required for the new system needs labour and money. There is also a scarcity of required resources and additional mechanism for active learning. Developing active learning environment in large classrooms is more challenging.

4.3.4 Roles of Stakeholders in Active Learning

Change in conceptual understanding assistance, initiations and systematic attempt by teachers, teacher trainers, researchers, policy makers, management and administrators of schools are very important in eliminating the mentioned obstacles in the part of active learning. Roles of all stakeholders related to education process needs to be ascertained for the development of environment, teachers needs to understand deeply the study and training of new strategies and techniques for creating active learning environment.

They should be free from prejudice and old concepts. They should practice low risk techniques initially followed by other techniques. Teacher-trainers should train teachers in all strategies, methods and techniques as well as collect experience based data related to concerned experiments, so that a confidence can be developed. This training may be given as pre-service and in-service. The role of researchers should be for collecting experience based data through research related to various aspects of active learning environment. Policy makers should create positive environment towards these innovative experiments and give appropriate place in curriculum. Campus managers and administrators should provide patronage for experiments of these innovations in their institutions as well assure the arrangement of needful resources.

Activity 2

Organize a small group discussion with your colleagues on importance of active learning and identity few strategies, which you all can adopt for creating an active learning environment.

> **Check Your Progress**
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> **Notes:** a) Write your answers in the space given below.
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> b) Compare your answers with those given at the end of the unit.
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> 1) Discuss importance of Active Learning.
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> 2) How would you overcome the obstacles in creating Active Learning Environment at your school?
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4.4 OBSERVATIONAL LEARNING

Observational learning is one of the outcomes of Bhandura's social cognitive theory of learning. In simpler terms, observational learning means "learning by observation or imitation". Bhandura was of the view that if a person observe someone doing some act in a particular situation, s/he observe the actions and tries to imitate it when fall in similar situation.

Bhandura's Experiment

Bhandura's "Bobo doll" experiment is a classical example. In this experiment, he divided a class of kindergarten students into three groups and showed them three films of beating a toy called "Bobo doll" by three persons. In one film, the person was rewarded with some candy and praising words for beating the doll. In the second film, beating of doll by the person as criticized and in third film, there was neither any reward nor criticism for the bahaviour of the person.

Later he left some children from all three groups alone in the room filled with toys including "Bobo doll". He observed their behavior from the other side of a mirror wall. He observed that children from Group 1 and 3 imitated the behavior more as compared to the second group.

He concluded that children imitate that behavior which they feel is good or being rewarded or praised.

4.4.1 Elements of Observational Learning

Observational Learning has four major processes or elements.

Fig. 4.1: Elements of Observational Learning

Let us discuss all these one by one.

Attention: Bhandura was of the view that attention is the first step of observational learning. To learn anything, learner has to pay attention on what is being said or acted. In this step, a teacher's role is also very important. As a teacher, you have to present the things in such a way that you can attract learners to pay attention. Clear, precise, simple and interesting presentation by teachers helps in observational learning. Teacher's behavior towards learners is also an important factor here as a warm and welcoming gesture attracts learners more as compared to cold or rude one.

Retention: to imitate any behavior, it is important that learners should retain it as much as possible. If a teacher is explaining to learners to handle any apparatus in a chemistry laboratory, the steps demonstrated by the teacher should be clear, step wise and easily visible to learner so that they can retain it as such in their memory. Verbal instruction along with demonstration helps in better retention. Repetition and practice also helps in retention.

Production: Attention and retention is not enough to reproduce or imitate nay behavior. Many times, learners observe a behavior but they are not able to imitate it as such due to lack of practice or coaching. Bhandura was of the view that teachers should provide ample opportunities to learner to practice, or to coach them in improving their performance at desired level.

Motivation: A learner may learn something by imitation but it is not necessary that s/he practice it or show it. If there is motivation or reinforcement for a particular act/skill, learner will demonstrate it. Role of motivation and rewards is highly appreciated by Bhandura in learning. Desired skill/behavior needs to be reinforced and learner should be encouraged in right direction.

4.4.2   Significance of Observational Learning

* As a teacher you can use observational learning in the subjects like mathematics, science, geography, etc. very effectively as in these subjects many concept are introduced with the help of observation.

* Observational learning is helpful in introduction of new behavior.

* Selection of model (i.e. the person or instrument) to represent the skill or behavior is very important. Appropriateness of model is the key of success in observational learning.

- Teachers himself/herself could be a good model. Many behavior/skills a learner learn through imitating his/her teachers.

- Peers can also be used as an effective model. Especially rewarding desired behavior of a learner can motivate other to imitate him/her.

- You can identify the models from community, who can be good learning resources for learners. For example, you can organize a visit of skilled person in painting/drawing/dancing to demonstrate his/her skill or you can arrange a visit of learner to his/her workplace.

- You can identify the people to whom most learners assume their models. Their good acts, movies, videos, etc. can be used in your class.

Activity 3

Identify a behaviour of each of the following, which you can use as a tool for observational learning:

A politician   :   ....

A sports person   :   ....

An Actor/Actress   :   ....

A Parent   :   ....

A Social Worker   :   ....

Also mention what will you do to demonstrate their skills/behaviour to your learnrs.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

3) Define Observational Learning.

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4.5 SITUATED LEARNING

Situated learning is the method in which learning takes place in the circumstances for which learning is required. Hence, real or virtual situations are created to provide opportunity. Jean Lave and Etiene Wenger (1991) propounded this concept as a model of learning for '**Community of Practice'**. Although, situated learning has been used earlier for various arts (war skills, cooking, sculpture, architecture, music, etc.) and in service sector like medical teaching, administrations, etc. but, Jean Lave and Etiene Wenger (1992) have suggested it as systematic approach in modern context.

Lave stated that a trainee can develop better as a member of "Community of Practice" COP by legitimate peripheral participation or apprenticeship in real situation. S/he also earns the rituals and believes as well as gains other practical knowledge through interaction and participation during this time. Social situation, context, social involvement and participation are very important for a learner in this technique, because knowledge can be introduced in authentic situations and its practical aspects can be learnt through social participation. Lave believed that learning should not be observed as abstract concepts and communication of non-contextual knowledge rather it should be observed as a social process in a specific social and physical environment, where knowledge should be created by circulative efforts. Lave and Wenger have explained situated learning as a pedagogical strategy.

Fig. 4.1: Situated Learning

Source: http://hlwiki.slais.ubc.ca/index.php/File:Situated.jpg

You can observe so many examples of situated learning in your surroundings, e.g.: mechanics at a motor workshop, cooking in kitchen, training of gardening with gardener, training of recruits in pseudo situation in army, participatory observation in a new situation, training of an apprentice in a factory, players who are getting training or practicing a game, student of music, etc. These examples facilitate in understanding the importance and effectiveness of situated learning techniques. Hence, creating real or virtual situation for situated learning is an important element as well as the presence of expert is also necessary, so that proper assistance can be provided, when needed.

4.5.1 Components of Situated Learning

Major components of situated learning are:

1) **Content:** Facts to be learnt and process of a task come under it. Reflection and higher order thinking ability about the subject, knowledge which is used in solving various problems are emphasized more than retention or memory of subject knowledge. Focus is on applications of content.

2) **Context:** Context implies the situation of learning, value of situation and signals from environments. We should observe learning in the context including social, physical and psychological environment, where it takes place and also the place and the situation.

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3) **Community:** Community implies the group where learner begins to learn and create knowledge. This community plays a very important role for learning.

4) **Participation:** Group participation is a very important element for situated learning as learners work together for solving the problem. Interaction takes place among thoughts, views and suggested method of problem solving by all in specific social fabric through participation. Thinking lecture and process of consensus continues when higher order thinking abilities develop.

4.5.2 Conceptions About Situated Learning

1) Knowledge is not a thing and memory is not a place, rather it is created socially.

2) So, knowledge reflects through behavior and work of individual or group of individuals. Knowledge develops naturally through participation of individuals and adaptation with new situation.

3) Learning, knowing and cognition develop socially through tasks performed by person or other interaction with others. There it takes shape and get expressed.

4) Meanings are developed through affiliation with specific context and objectives.

5) Cultural model does not exist within person rather is alive in social practices. The way people are associated, the instruments they use and the specific cultural context in which they work, cultural model develops in that. Learning takes place within this cultural model.

6) *"As situation shapes human's cognition and thinking similarly a person's actions create the situation"* (Wilson & Myers, 2000). Situated learning is very important for the betterment of our school education. You can make a visit with your learners to the post office, police station, railway station, airport, power grid, bank, judiciary, etc. where they get opportunities in real situations and learning becomes effective and interesting.

4.6 COLLABORATIVE LEARNING

4.6.1 Concept of Collaborative Learning

Collaborative Learning is a situation in which two or more persons try to learn together. They use the skills and resources of each other during this period, share the knowledge and criticize others' views and guide each other to learn thus, knowledge, understanding, solving of a problem or cumulative effort by a group people for creating something new, is called Collaborative learning. This collaborative learning is possible in face to face situations or with the help of modern techniques of information technology like, online forum, chat room, video conferencing, etc. Collaborative writing, group project, cumulative problem solving, debate, discussion, study group, etc. come under Collaborative learning.

Idea of Collaborative learning has developed on the basis of the concept of 'Zone of Proximal Development –ZPD propounded by Lev Vygotsky (1896-1934). Vygotsky has proposed theory about learning possibilities among learners.

According to him, learner does some work without help and some with help while learning, but s/he does not do some besides help and if s/he is provided guidance then s/he is able to do this. Hence, there are three categories: - First, work done without any help; Second, work may possible if guidance and counseling provided; Third, work is not possible ever after help. If learner is able to do something after providing help and guidance, it falls under 'Zone Proximal Development' (ZPD). It builds the basis for collaborative learning. It can be said on the basis of it that if collaborative learning environment is created, then works can be performed under ZPD and knowledge, skills and aptitude acquisition can be ensured.
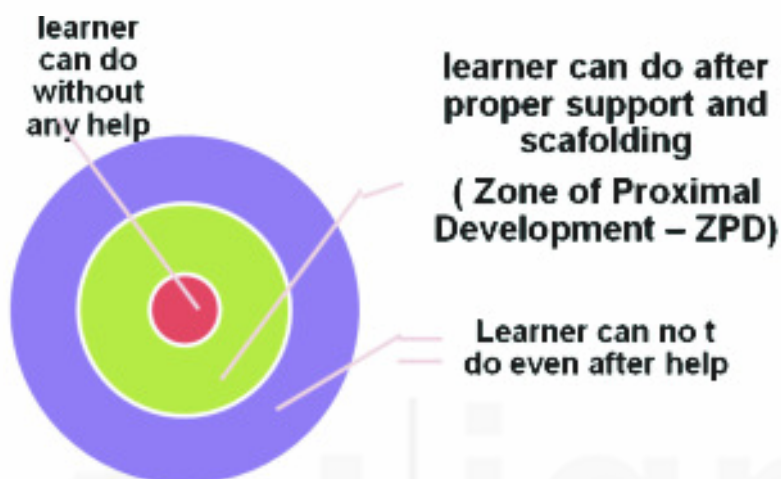

Fig. 4.2: Zone of Proximal Development

There is a similar concept called cooperative learning. Sometimes, both are used interchangeably. Some people find these concepts different where as many other same. They are different on the basis of different work division. In collaborative learning, solution of problem is found out by mutual co-operation, involvement and cumulative effort, whereas in co-operative learning members take responsibilities for different aspects of problem and problem is solved by integrating all the aspects. Cooperative learning is the philosophy of interaction and collaborative learning is the structure of interaction.

4.6.2 Strategies for Collaborative Learning

Collaborative Learning can be practiced in classroom and at workplace in many ways. Some are being given as following:-

Think-Pair–Share: Teacher introduces a problem related to higher order thinking ability like analysis, synthesis, evaluation and construction etc. before learners. All learners are provided five minutes so that they can respond properly to the solution of problem. After it, they are given time for sharing their thinking with peers in small groups. Also, they have to listen to others and discuss with other classmates. At least, they have to have a consensus on appropriate method for solution of problem. At the end of the class, all groups share related processes and outcomes of discussion during follow-up discussion.

Catch Up: Teacher stops suddenly during the lecture and ask learners to compare their notes with other classmates and to ask questions on doubtful points to clarify. Teacher should start question- answers session after sometime and motivate the learners from another group to answer.

Fishbowl debate: You can make three groups of learners. Those who are sitting on the right side may be in support and the left side group may be in opposition or vice-versa. The group which is sitting in the middle row is asked to note down the thoughts of both groups and determine who has put facts, strong reasons effectively etc. In the end they are asked to present the report before the class.

Case Study: Teacher should prepare four to five case study proposals of same difficulty level. These may be assigned to learners dividing them in groups. Groups should be provided time for analysis, teacher may ask for progress report during this period. After completion of work, it should be presented before class.

Team Based Learning: L.K. Michaelser (2000) suggested this method. Learners are divided in groups by teacher and assigned some specific work i.e. a book for study, a laboratory work or to find out solution of some specific problems. Learners are asked to appear in a group examination after completion of the work. Quiz is very popular for it. They have to answer on the basis of consensus in the group and also name the member who has suggested the answer. At last, teacher needs to explain the difficulties and resolve the misconceptions among learners. After many such settings, learners may be assigned some challenging problems also to find out the solution.

You can practice above methods in your classroom and make the class interesting. For example, modern means of transportation can be a topic for fishbowl debate. Make three groups of learners. One group will be the supporter and one will oppose and third will write down the points of discuss. Teacher will work as an observer. Such practice help in improving the logical reasoning ability of learners.

4.6.3 Significance of Collaborative Learning

This method is being used at many places other than the classroom. Collaborative learning is very effective in imparting training of skills. Many institutions have emphasized on collaborative learning as a method of training for the development of technical and managerial skills at work place. Providing opportunities to the group of trainees for learning among experienced persons and in real situation is more effective as compared to other methods. After such type of learning, learners may be deployed in real situations and higher order thinking abilities, like, analysis, synthesis, evaluation, construction, etc. can be developed among learners in such an environment and also problem solving ability develops due to their place and encounters with real situation. There are some problems at workplace, which learners may face like difference of cultural background, lack of awareness about cultural norms, generation gap and age gap, etc. But there, problems are improved during training and counseling session and new knowledge and skills can be developed through concerted effort.

- New dimensions of collaborative learning have emerged in this new age of modern information and communication technology. People living in remote areas can work together through technology at virtual platforms and solve the problems. Very effective and attractive learning environment can be created for classroom and workplace through it. Some ways are as follows:

  - **Collaborative Networked Learning (CLN):** Creating a learning environment with the help of electronic equipments.

  - **Computer Supported Collaborative Learning (CSCL):** Creating an environment with the help of Computer and Internet.

- **Wikipedia Supported Collaborative Learning (WSCL):** Wikipedia is a good example of collaborative learning, where many people are involved together in knowledge creation and problem solving.

- **Collaborative Learning in Virtual World:** Skype, 3D model, Mind mapping tools etc.

- Understanding the cultural diversities and modification of behavior should be emphasized in collaborative learning. It should be taught in various ways in the context of different learning situations in different cultural backgrounds. Resources should be used according to cultural background at in classroom. One method may be effective in one cultural situation, but it may not be effective in another cultural situation. There may be a need of another method. It should be considered carefully.

Activity 3

Use any Collaborative Learning strategy of your school for one topic. Prepare a report highlighting the strategy, your role, learner's perception and participation and outcomes.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

4) What do you understand by Zone of Proximal Development?

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4.7 LEARNING OUT OF SCHOOLS

4.7.1 Conceptual Understanding

Schools are working as an institutional center in modern society for the learning of various knowledge, skills and attitude. But the people attached with educational process and various social activities believe that opportunity for the preparation of life and society, life skills education is decreasing continuously. Life of a learner is like a prisoner with in the boundaries of school. Burden of subject knowledge is diverting them from practical life, i.e.: social issues, essential life skills, ambition for the preparation of better civil society and knowledge society, reflection on future challenges of life, as they have to do with social concerns, etc. School and Institutions are like islands in the society. It is not good to be dependent on schools or institutions in this situation and it is necessary to look out of the school for construction of knowledge. So that it could be related with the needs of society and nature.

Behavior can be modified along with people of society. Education was never bounded with in schools or gurukuls. In traditional Indian education, rather a large section of education was with in the society. Excursion, *Bhikshatan* and other social activities were the means for development of social relationships in the society. It was also the means of life skill development. These days, learners are deprived of experience related to real world, which are out of school and more emphasis is on subject knowledge. Learners should be provided with the opportunities for experiencing the social life outside the school.

In 1987, Lauren B. Resmick proposed this concept of 'Learning in school and out' in his presidential address in AERA. Resmick stated that the 'school intelligence' that is being developed by learning in our school has minimal relation with required intelligence and wisdom for the real world. So, it is difficult to access wisdom on the basis of school knowledge and achievement. An efficient school learner is not efficient in essential skill of real situations as per our norms. Providing opportunities for knowledge outside of school are essential to fill the gap. Evaluation of learners in most of the schools is individualistic and learning is also individualistic. But when we work in society then success or failure is observed as group. So, it seems essential to acquire learning experience in the social situations, where one has to work in real.

There are various learning situations out of school. Resmick accepted that there is a difference between learning inside the school and outside of school in following ways:

1) Learning takes place individually in school but develops as shared cognition outside the school.

2) Schools motivate to work with pure consciousness without help of equipment (book, note, calculator and other tools) followed by examination. (For example, you must have felt that minimum tools are allowed to use during examination) but in real situations, you have to accomplish any task with the help of many such tools and help of others.

3) Due to lack of real situations in school, maximum learning happen in form of symbols, outside of school, whereas opportunities are available more for learning and discussion in specific context.

4) Generalized learning takes place in schools, whereas skills related to a specific situation develop outside of it.

You can practice such experiments in your school. Plan for an excursion and say that locally available resources will be used. Opportunities to learn to live in nature may be provided to learners. You will see that learners will develop relationship with trees, river, animal and birds, soil, mountain, etc. They will learn there for living and using natural resources.

4.7.2 Theories/Dimensions of Learning Out of the School

Following theories have been proposed about learning out of school in the book 'Learning in and out of school' by James A. Bank, et. al. (1997) which are quite pertinent to our discussion:

1) Learning takes place in socio-economical and historical contexts according to local culture, customs and perspective.

2) Learning does not take place in school only, but it continues in many contexts, activities and social behaviors,

3) There is a need to provide help to every child for personal intellectual development in every institution.

4) Learning will be more effective, when learners are motivated to use their language of home and community, culture and society. This extends their language and understanding.

Bank et. al. (1997) discussed about learning in and out of school apart from subject teaching and suggested that it is essential for a development of better individual and society. These three dimensions are as follows:

1) **Life –long Learning:** Curiosity of learning new knowledge and skills useful for life through situation and events and communication and interactions in relation to it needed lifelong. It begins at childhood and continues till death.

2) **Life – wide Learning**: Developing skills to adjust and accommodate according to time, place and situation comes under it. Living with equivalence in human relationship despite various favorable as well as bitter experiences is also a part of it. It is basically the preparation of life and future.

3) **Life–deep Learning**: Religion, values, morality, ethics-these control our faith, behavior and belongingness and help in decision making for self and others are part of it.

Opportunity should be provided to learners out of school, like community organization and civil society for experiencing various aspects of life as well. School may also create such an environment for example:

- Community based homework and home work club for assistance.

- Study club: It should not be bound by curriculum rather extends it.

- Appointment of experienced counselor and mentor for learners outside of school with the help of guardian.

- Residential activities: Weekend residential meet for extensive learning, residential study week, residential summer workshop and excursion (museum, zoo, library, historical place, natural diversities).

- Social meeting for various communities and groups.

Activity 4

Organize an out of school activity with the help of parents for the learners in your class. Prepare a report of it.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

5) Discuss importance of out of school learning at secondary level.

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4.8   LET US SUM UP

Present unit, describes that active learning process is more than listening to teachers. It is introspection, discussion, problem solving, understanding by group study and self-study. Development of skills and sensitivity, high order thinking abilities like, synthesis, analyze, evaluation, creation etc. comes under it. Active learning is the initiation by learner for construction of knowledge by self. Unit discussed in details the types and methods to be adopted for active learning. Strategies like visual-based instruction, writing in class, problem solving, computer based instruction, cooperative learning, debates, drama, role playing, simulation and games, peer teaching will help to create active learning environment in the classroom.

Unit also discusses about situated learning, concept proposed by Lave and Wenger (1991). Learning takes place according to needs and circumstances. Virtual situation may be created for this method. Unit also explains the concepts like legitimate peripheral participation, apprenticeship and community of practice (COP).

Collaborative learning is a situation, where two or more try to learn together. They used and shared resources and knowledge of each other, guided and criticized too. Collaborative learning is the concerted effort for knowledge, understanding, problem solving etc. Unit discussed about importance of zone of proximal development, in collaborative learning. The conceptual difference between cooperative and collaborative learning is also explained. Means of collaborative learning, like collaborative network learning, computer supported collaborative learning are suggested which you can use in your classroom.

Out of school experiences are essential for knowledge and skills development. Certain activities like homework club, study club, experience guide, residential activities, social interaction etc. were suggested to you to use in your class.

4.9   UNIT AND EXERCISES

1) Write note on feedback lecture, guided lecture and responsive lecture.

2) Describe the main obstacles for active learning in classroom. How will you eliminate these obstacles in your classroom?

3) How will you use observational learning in your teaching subject? Devise on stretegy.

4) "Situation shapes the cognition and thinking of person" Give your comments on this statement.

5) Differentiate between collaborative learning and cooperative learning.

6) To understand the role of social interaction in situated learning, make a report on discussion with stakeholders of 'Community Practice'.

7) Organize a debate on learning out of school and it focuses on various aspects with teacher, guardian and citizens. Make a report on it.

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4.11 ANSWERS TO CHECK YOUR PROGRESS

1) In active learning, learners get opportunities of reading, writing, discussion, problem solving, analysis, synthesis, evaluation, creativity etc.

2) Answer on the basis of your own classroom experiences.

3) Observational learning means "learning by observation or imitation".

4) ZPD is an area where a child cannot solve a problem alone but can do successful if an opportunity to interact with a more experienced peer is given.

5) Answer based on your understanding f the section 4.7.