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NCERT

NISHTHA FLN

National Initiative for School Heads' and Teachers' Holistic Advancement (Foundational Literacy and Numeracy)

Course: 03

Understanding Learners: How Children Learn?

Preface

Ensuring strong foundations in literacy and numeracy is vital for every child in school and throughout life. These foundation skills are the most reliable predictor of longer-term educational outcomes and personal and economic wellbeing. Thus, Targets 4.1 and 4.2 of Sustainable development goals state: "By 2030, ensure that all girls and boys must have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education and also complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

The National Policy on Education (NEP, 2020) highlights that a large proportion of students currently in elementary school - estimated to be over 50 million in number - have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction. NEP further recommends that attaining foundational literacy and numeracy (FLN) for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3).

As per the recommendation of NEP, a National Mission on Foundational Literacy and Numeracy has been set up by the Ministry of Education, known as the National Mission on Foundational Literacy and Numeracy (NIPUN Bharat) for ensuring that every child in the country necessarily attains foundational literacy and numeracy by 2026-27. A comprehensive guideline has been issued for the implementation of the NIPUN Bharat mission by the Ministry of Education. The National Mission lays down priorities and actionable agendas for States/UTs to achieve the goal of proficiency in foundational literacy and numeracy for every child by the end of Grade 3.

Teachers are at the center of all the teaching –learning process therefore it becomes imperative that they are trained in creating learner centred, educationally stimulating, classroom environment using story based, toy based, art and sports based pedagogies which provides more experiential learning to children and makes teaching learning more participative. They also need to use research based pedagogies for teaching numeracy and literacy across curriculum and address multilingual classroom environment. Teachers also need to shift to competency based teaching learning and assessment methods. The Principals / Headmasters as leaders must also be trained to support the teachers. The NISHTHA (Foundational Literacy and Numeracy) focuses on all these important aspects through 12 Courses.

Introduction to FLN Mission - This course provides an introduction to the FLN Mission, NIPUN Bharat and the role of different stake holders.

Shifting towards Competency Based Education (CBE) - This course highlights the need for shifting towards CBE. It discusses the three developmental goals of FLN, the competencies of the three developmental goals and codification of learning outcomes as given in the NIPUN Bharat guidelines.

How Children Learn: Understanding Learner? - This course describes ways children learn, their learning needs, and the strategies to address them as children vary in cognitive abilities and styles that make them think and behave differently, analyse differently and make decisions accordingly.

Involvement of Parents and Communities for FLN - Community engagement is critical for achieving the FLN mission goals. This course describes how the partnerships of schools with parents, families and community can support learning by children. It suggests how to create and nurture these partnerships.

Understanding *Vidya Pravesh* and *Balvatika* - This course is describes the transaction process of '*Vidya Pravesh*' (school preparation course for initial three months Grade-I) and '*Balvatika*' programme (one year programme before Grade-I) which are meant to prepare children with cognitive and linguistic competencies that are pre-requisite for learning to read, write and develop number sense through a play-based approach.

Language and Literacy - The course apprise teachers about how children learn to read and write and develop their language skills in social and academic contexts and how the classroom assessment should be done.

Multilingual Education in Primary Grades - This course elaborates on the importance of including children's home languages in early years of learning, and what are some strategies that can be useful to facilitate that. We hope that this course helps you develop a positive attitude towards the use of children's home languages in teaching learning processes.

Learning Assessment - This course aims to help teachers to develop and enhance their knowledge in 'Assessment for Learning' and improve foundational literacy and numeracy skills of children through different methods of assessment.

Foundational Numeracy - This course helps teachers develop an understanding of the content knowledge, pedagogical processes and assessment in the area of foundational numeracy and mathematical thinking to form a strong foundations of numeracy among children.

School Leadership for Foundational Literacy and Numeracy - This course has been conceptualized for primary school heads and teachers with the prime objective of developing them as school leaders and teacher leaders who can lead their school for achieving foundational literacy and numeracy targets for children in the age-group of 3-9 years.

Integration of ICT in Teaching, Learning and Assessment - The course enables a teacher to understand the purpose of using technology, parameters to be considered for effective integration, and also to explore various possibilities of technology integration.

Toy Based Pedagogy for Foundational Stage - This course provides an overview of Toy Based Pedagogy across the Foundational Stage. This course focuses on helping the learner to explore their immediate environment and the world of toys, and games and practice the use of toys and games in classroom processes.

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COURSE 03

Understanding Learners: How Children Learn?

Course 03: Course Information

Course Overview

Description of the Course

Children vary in cognitive abilities and learning styles, thus think and behave differently, analyse differently and make decisions accordingly. Such an understanding helps teachers identify learning needs before providing learning experiences. The course is meant to build this understanding.

Keywords

NISHTHAFLN, STUDENT-TEACHER RELATION, LEARNING NEEDS, STRATEGIES, INDIVIDUALISED LEARNING, ACCEPTING DIFFERENCE

Objectives

On completion of the course, the learner will be able to

- Explain the ways children learn
- Discuss the different learning abilities among children
- Able to create learning environment
- Describe ways to recognise the learning needs of children
- Describe strategies to promote or address the learning needs of children

Course Outline

- Importance of understanding children and their way of learning
- Ways children learn
- Ways to identify their learning needs
- Creating learning environment
- Strategies to promote learning of children

Module 1

Understanding Learners: How Children Learn? - Introduction

Module 1: Understanding Learners: How Children Learn - Introduction

1.1 Importance of Understanding Children and Their Way of Learning

Watch the Video

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Transcript

Dear Learners!

Each child is unique and has previous learning experiences from daily social interaction with peers and the environment around them. Also, as they grow up, they develop different abilities that influence the way they communicate, absorb information, analyse situations, make decisions, take on responsibilities, empathise with the situation and act accordingly. This leads to their different learning styles and the pace that sets different learning situations in the classroom. Remember in schools, children are the centre of the teaching and learning process. To become active and autonomous learners, children should be inquisitive or curious, take initiative, confident, inventive or innovative, and reflective. An inquisitive or curious child asks many questions and has a desire to find out and investigate new information in detail. A child who takes initiative is able to make decisions independently and can come up with solutions to the problems better than others. Confidence is very important for children, especially for fearlessness and happiness. This helps children build knowledge, express their thoughts and handle adverse situations. Children should also be inventive or innovative, especially when building individual knowledge. It is important for them to consider things in new ways and transfer ideas into different contexts. Finally,

being reflective helps children use their prior experiences in dealing with new situations and experiences. Some children are more reflective by nature, and they think intensely before responding to a question, drawing a conclusion or making decisions. Others may be impulsive and respond instantly. One of the first tasks for a teacher is to understand children and discover their learning needs before starting the learning experiences. Learning needs are differences between what a child needs to know and learn from learning activities and where the child is now in terms of information and ability. As a teacher, it is important to have some understanding of this process and respond accordingly to their individualised needs, more effectively. In this module, we will delve deeper into this topic.

Namaste

1.2 Role of Teachers

It is important for the teachers to understand that children vary in their cognitive abilities and styles. This makes each one of them think and behave differently as they look at the problems and situations differently and thus, analyse differently and make decisions accordingly. Therefore, the teachers must also be prepared to behave and respond differently, even in a similar situation, keeping each child's perspective in mind. Teachers can tailor the learning plan or the instructional process to help children develop these abilities thus, allowing them to achieve mutual educational goals by understanding both children and their needs. It also helps teachers grab children's attention and persuade them more easily, improve engagement in the activities, enhance knowledge, understand learning preferences, and save time. Teachers should remember that learning is an active, collaborative, and social process where dynamic interactions between teacher-children, material-children, and among children are important considerations. Teachers must act as facilitators and assist children to learn from each other, ask questions, explore existing possibilities and find answers to the questions.

Remember!

Learning is individual. Even if an entire class or a group of children is exposed to the same experience, the learning that takes place will be different for each individual. This is because each individual brings to every situation a unique blend of previous experience. Learning can be tough and at the same time enjoyable. Even making mistakes can be part of fun like 'how many times did you fall off the bicycle when you were learning to ride it?' Learning requires a child's active engagement, in doing and talking. Somebody can teach us but no one else can do our learning for us.

1.3 Activity 1: Check Your Understanding

Do the activity by scanning the QR code

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Module 2

Knowing Children or Ways Children Learn

Module 2: Knowing Children or Ways Children Learn

2.1 Ways Children Learn

Most teachers are aware that young children learn better when they engage in hands-on activities, often known as learning by doing. The National Curriculum Framework (NCF-2005) clarifies that "Children learn in a variety of ways – through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing oneself in speech, movement or writing – both individually and with others. They require opportunities of all these kinds in the course of their development." All these are possible when children are given:

Playful learning experiences: Play is the most effective way to give children hands-on experiences. Children may improve their thought, vocabulary, imagination, speaking, and listening skills through imaginative play, whether they are reconstructing real situations or creating imaginary worlds. This prepares them for communicating and engaging effectively with others. Play that really engages a child, play that a child will focus on and stay with even when problems arise. This type of play aids in the development of children's learning approaches, or how they adapt to the learning circumstances. Curiosity about the environment, initiative and problem solving, concentrated attention and perseverance are only a few of the learning approaches that children develop. In the early years, parents can help children develop their skills by playing with them these, support learning..

Responsive and supportive interactions: Children learn through the relationship they have with their parents, families, caregivers, teachers, and communities. As a result of these nurturing relationships, they grow to be safe, optimistic, curious, and communicative. These experiences and relationships teach children how to manage their feelings and communicate with others in a healthy manner. With interactive, encouraging, and positive attitudes, children learn well. There are three types of interactions, 'peer interaction', 'adult interaction' and 'material interaction' that need to be provided in the classroom. The details of different types of interactions are given in the consecutive sections.

Creative environment for experiential learning: Children learn by providing active and direct encounters with their surroundings, which enables them to build their knowledge with the help of teachers and peers. To encourage and cultivate a child's curiosity about the world, a successful early learning environment includes a variety of interactions. Remember Remember, when learning is built, it lasts. Children begin to investigate the next level of knowledge at an early age, and the spiral in learning continues. Children must be equipped with developmentally appropriate resources, interactions, and obstacles to assist them in

building their own understanding. Repetition of assignments, feedback from teachers, and more experienced peers are all part of the process to ensure that each child achieves full potential and is able to accomplish the task independently. A creative learning environment is simply a stimulating early learning environment that includes a mix of well-chosen, open-ended, innovative and developmentally appropriate resources. There is aa professional and confident staff team that values good, supportive partnerships with children and parents; welcoming opportunities for families to become active in their children's learning; and leadership that values the creative development of children.

Children learn holistically: Young children learn holistically, which means they absorb information from all sources at once. Something they learn from one experience and they will connect with something else seemingly unrelated and these they form a connection to build context and meaning.

Children learn through senses: Young children learn a great deal through their senses, which become finely tuned even before they master language or thinking skills. They need many opportunities to use all of their senses to investigate the objects and materials around them. This allows them to discover, invisitigate, create and test ideas, make choices, resolve obstacles, cultivate empathy, build resilience, and solve problems on their own, enabling them to become self-sufficient, optimistic, and capable individuals.

Children learn through the arts: Young children can learn holistically, through play, with all their senses, and at the same time, through the arts. For example, a single body movement session may support physical development by creating body shapes that stabilise, co-ordinate, and flex limbs; emotional development by establishing trusting relationships while practising balance or massage; cognitive development by counting jumps or devising rhythms and patterns of movement; linguistic development by articulating the sounds of the movement such as wriggle, jump, etc.

2.2 Activity 2: Try Yourself

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(apart from the ones mentioned above). Give details as case study of each way (in about 100 words each)

Ways children learn	Case study	
	Case study 1	
	Case study 2	
	Case study 3	
	Case study 4	

2.3 Activity 3: Share Your Reflections

Do you believe that every child is unique and their learning style is different? If yes, how will you cater to the different needs of your students in your classroom? Share your thoughts.

Steps to be followed:

Step 1: Accessing the activity page

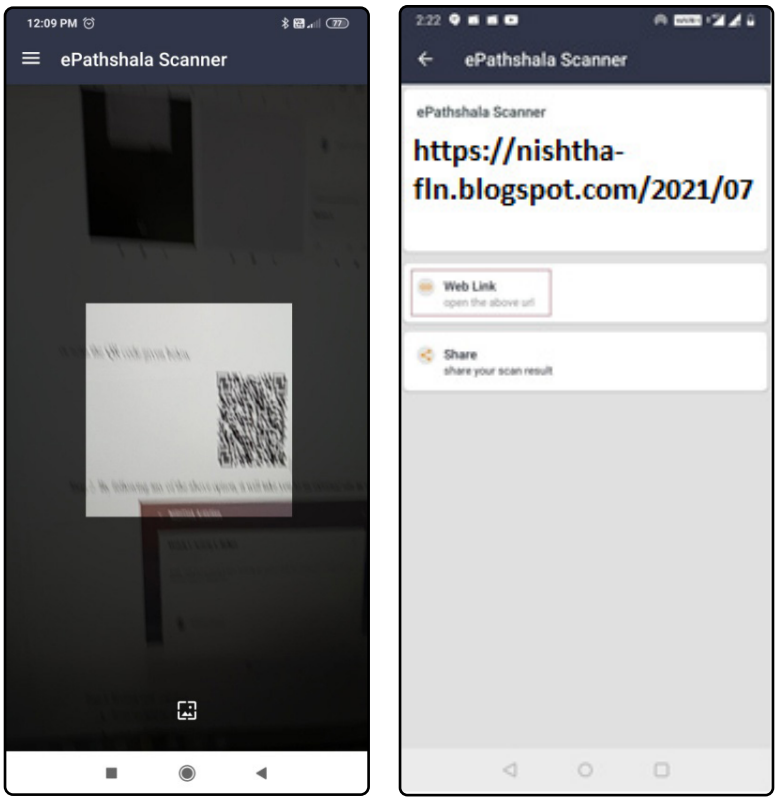
Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser https://tinyurl.com/course3activity3

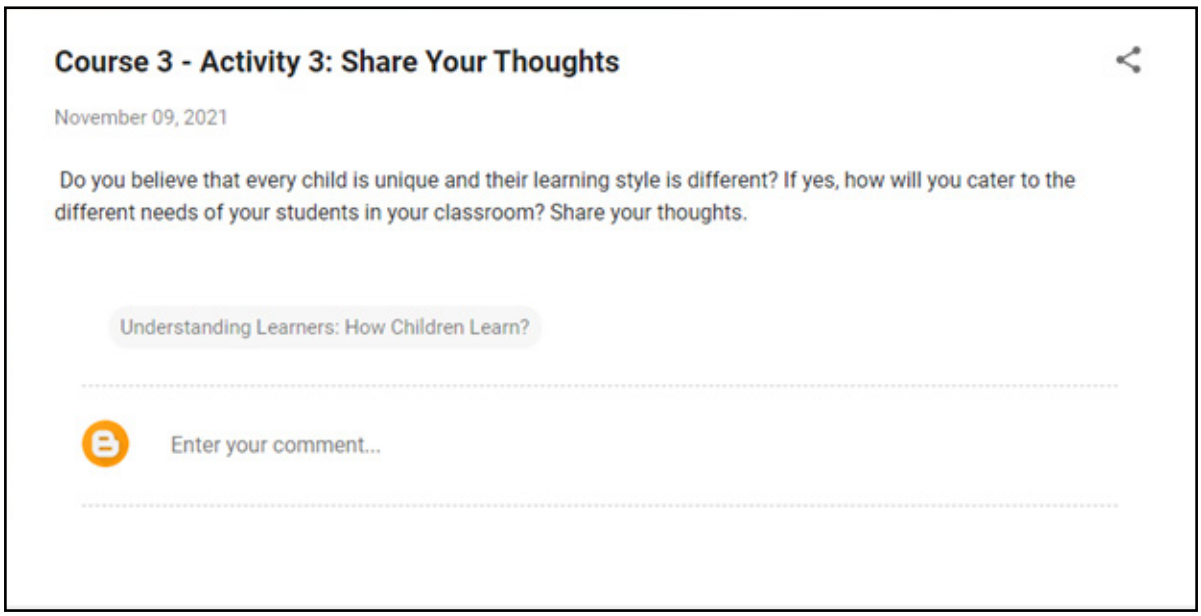
Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

https://nishtha-fln.blogspot.com/2021/11/course-3-activity-3-share-your-thoughts.html

Option 3: Install mobile app '**ePathshala Scanner**' from play store. Using the app, **scan the QR code** given below.

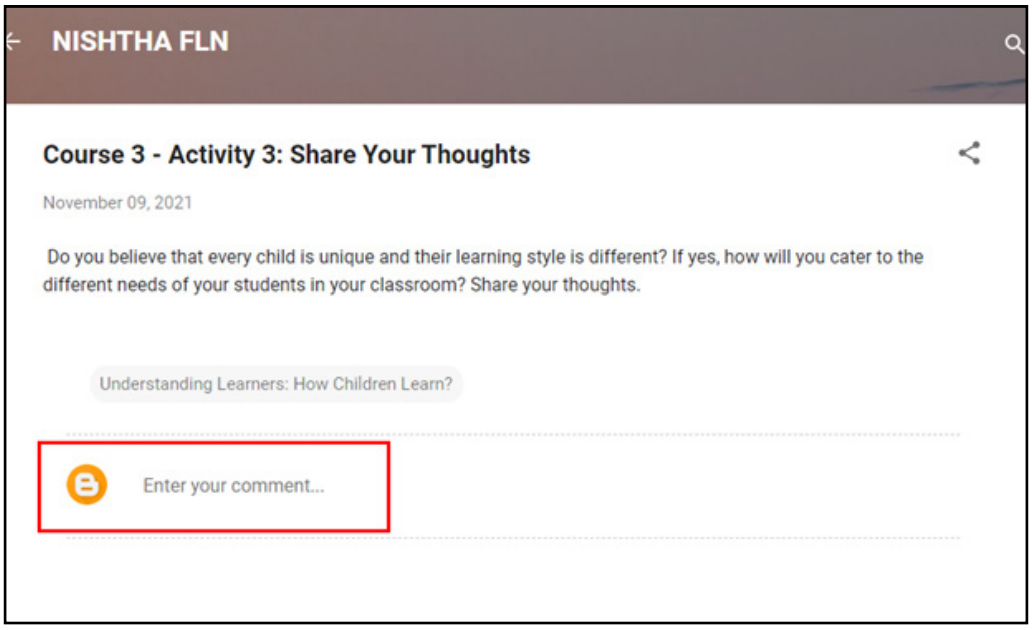


Step 2: Following any of the above option will take to an external site as shown below

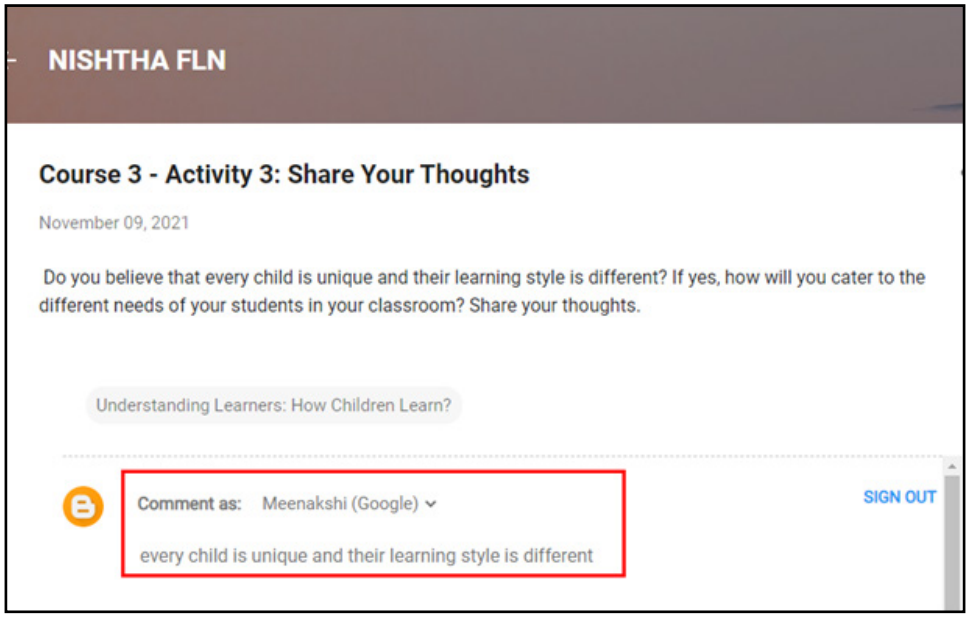


Step 3: Post your response

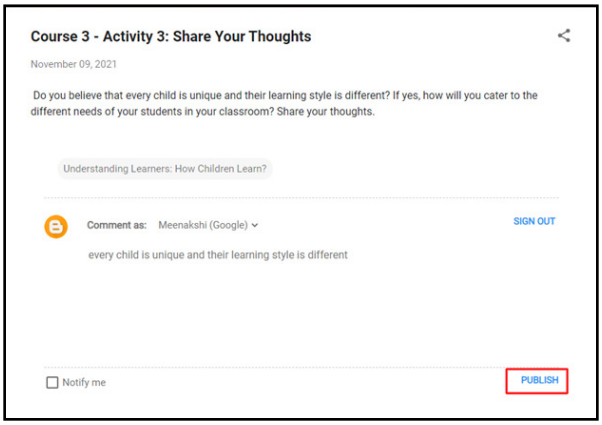
- Read the given activity
- Click on **Enter your comment**



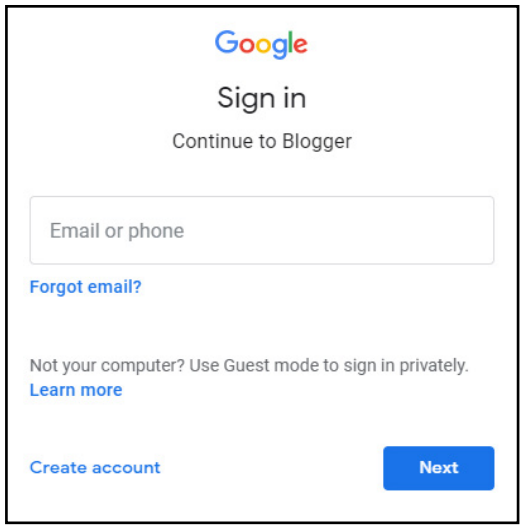
- Type your response in the comment box.



- Click **PUBLISH**

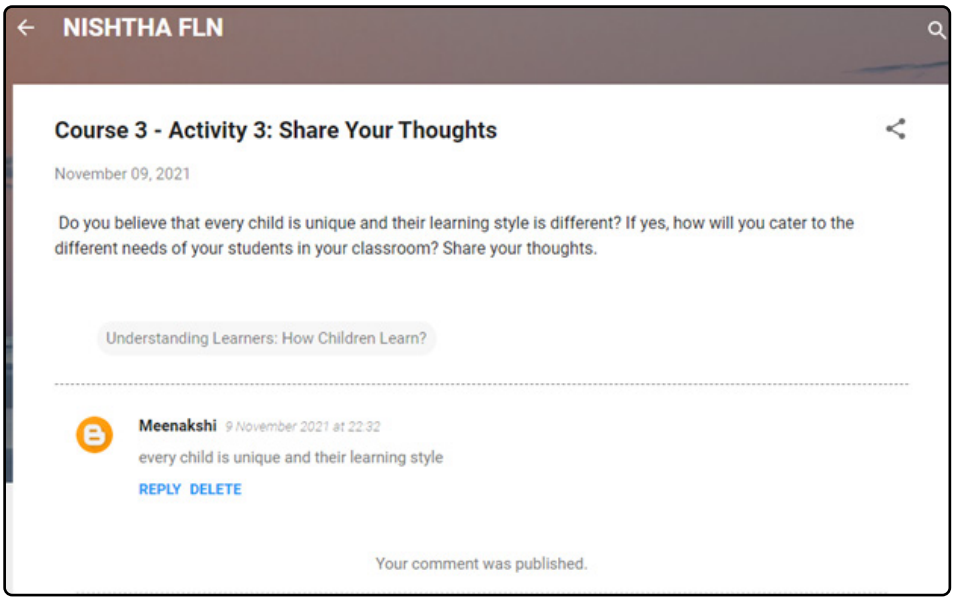


- If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- After logging in, enter Display Name and then click on Continue to Blogger.

- Click on **PUBLISH**. The comment will be posted.



Module 3

Identifying The Learning Needs

Module 3: Identifying the Learning Needs

3.1 Ways to Identify the Learning Needs of Children

We are all teachers and do understand that there is no one-size-fits-all approach to gathering data on the needs of children. Yet, in certain cases, teachers can anticipate the needs of children based on their previous experience with those children who have completed similar instructional sessions. Different ways to identify the learning needs will assist the teachers in getting a deeper understanding of the basic facts about the needs of children in a short time. The needs of children must be understood from their current physical, social, cognitive, and emotional growth, as well as the classroom and school environment. Their learning needs can be predicted in different ways. This section will give you the detailed information about each of these ways.

- **Knowing children's interest:** There is a substantial research base that supports a clear link between a child's level of interest and their motivation, achievement, productivity, and perseverance. Another important finding from the research on children's interests and choices is that children who are involved in work that they enjoy are much more likely to see a correlation between their current school work and their future academic or career goals. There are two types of learners' interests:
  - **Pre-existing interest:** This includes subjects, topics, and pursuits about which a child already has a strong interest or passion. They may be school-based interests (curriculum, extracurricular sports, or athletics) or outside interests in 0which the children readily spend time and energy for example hobby. The relevance treason is that to the children is clear, and therefore, they are immediately engaged.
  - **Potential interests**: These are subjects, events, or pursuits that the children may not yet be aware of or have been exposed to, but which may prove to be ongoing. Potential interests are just as powerful as the pre-existing interests. So a teacher must weigh their value for the children.

  Both pre-existing and potential or future interests are taken into account by effective teachers. When the teacher links the classroom curriculum to the interests of the children, they are tapping into internalised achievement motivation. Where goals are personal, motivation comes from within, and achievement is profoundly meaningful. One of the most effective tools teachers can use to create lifelong enthusiastic children is to mediate interactions between classroom learning and children's interests.
- **Knowing preferences:** Today knowledge is perceived as multifaceted. Howard Gardner's model of intelligence recognises eight distinct forms of intelligence, but many of those who find it interesting scientifically often find it challenging to implement them in the classroom. Gardner himself has pointed out that his idea was never intended for use in

the classroom. Teachers can find it easier to use Robert Sternberg's system of intelligence preferences. According to Sternberg, there are three forms of intelligence – analytical, practical, and creative.

- **Analytical intelligence** is the most often known and awarded intelligence in classrooms. Children with strengths in this area learn well with traditional school tasks such as organising information, perceiving cause and effect, logical analysis, note taking, and predicting implications.
- **Practical intelligence** is about relevance. Children who excel in this field must solve problems in a way that is important to them. When teachers have access to the natural world beyond the classroom, their learning is aided. These children need hands-on experience with concepts and skills.
- **Creative intelligence** addresses ideas and problems in novel and often unexpected ways. Children with high levels of creative intelligence are frequently divergent thinkers who tend to experiment with new ideas rather than 'act' like the rest of the children.

All of us have and we use all three intelligences, but each one differs in terms of interest and the way they combine them. Brain wiring, history, gender, and personal experiences can all influence these preferences. Teachers should enable children to develop their intelligence capabilities while also giving them opportunities to expand their non-preferred areas.

- **Knowing learning styles:** There is no doubt that some learning strategies perform better for some children than others. Since many children find learning difficult, teachers are obligated to do everything possible to make it easier. One way to do this is to be mindful of learning style preferences and integrate them into instructional preparation.

  - **Modality preferences** is a child's chosen mode of taking in the information – visual, auditory, kinesthetic, or tactual. When children read, they use all four modalities, but in various combinations depending on their preferences. The majority of the children prefer visual learning. These are the children who profit immensely from a graphic representation of the subject to be learned. Those who favour kinesthetic and tactual learning experiences make up the next largest category. Auditory learning is favoured by only a small percentage of the population. Each modality preference can present learning challenges, but it also provides opportunities for personalisation and should be taken into account when preparing instructions.
  - **Environmental preferences** are the environments under which children perform best. Does a particular child do the best thinking in the morning or afternoon? Does the child become distracted when the classroom is too warm or too cold? When the child is struggling to read, does the child do better in a hard, straight-backed chair or when lounging on a soft pillow on the floor?

  Grouping preferences is a child's preferred interaction such as working alone, working with a partner, working in a small group, or working in a large group.

3.2 Activity 4: Check Your Understanding

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Module 4

Setting Up a Learning Environment

Module 4: Setting Up a Learning Environment

4.1 Creating Learning Environment

The learning environment that is creative and welcoming provides children a lot of opportunities for hands-on experience in a joyful manner. Creating a creative learning expriment to support learning (library and literacy area, doll's area/dramatic play area, discovery/science area, block building area, math or manipulative area, art area, music and monument area), and the ample opportunities for interaction (between child to child, child with material, and child with adult), and setting up the activities and learning experiences to support learning makes the learning interesting. This section deals with these three important aspects of learning environment for children.

4.2 Setting Up of a Creative Learning Environment for Experiential Learning

Watch the Video

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Transcript

Dear Learners!

Welcome. We all know that young children learn better in a child-centred environment where they can experiment on their own with things that they are involved in; where they are actively engaged in learning; and where they have a voice and the opportunity to act on ideas and objects in their world as well as feel them. Activity or interest areas play an important role in this process. Learning areas are locations in the classroom where children can engage themselves with materials relevant to a particular developmental domain. These are the places where they learn by play and participation in the events of their choice. Developing activity or interest areas also help teachers in handling multiple age group.

There are different activities or interest areas such as library and literacy area, doll and dramatic play area, , discovery or science area, block building area, math or manipulative area, art area and music and movement area. Activity or interest areas in the classroom should be well designed to create interest in children. They should be built in such a way that they are accessible from all sides of the classroom. This allows the teacher to see all children and ensure their safety. If space is limited then at a time at least four areas should be planned in the classroom. Alternatively, provide or create rotating areas by changing every 15 days. So that the children are exposed to a variety of environments.

Let us understand the kind of areas and the process of creating each one. The 'library and literacy area' should have a variety of age appropriate children's magazines, information books, picture books, story books, big books, local folk tales, thematic books, comics, slates and chalks etc. 'Doll's or dramatic play area' should include various kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils such as pots, dishes, spoons, etc.; pretend food like vegetables or fruits made of clay; dress-up clothes such as scarf, cap, stole, jacket, small sari, long pieces of cloth, etc.; combs; and a mirror, walking sticks, old spectacles, non-functional telephones or cameras, briefcases , lunch boxes etc. 'Discovery/ science area' should be well equipped with materials like ramps and wheels, magnifying glass, shells (sea shells, seed shells etc.), plants, seeds, magnets and iron objects, weighing scales and weights, measuring tapes, or any other locally available material. 'Building Block area' should have building blocks of different types, colours, shapes and sizes such as unifix blocks, interlocking blocks, hollow blocks and wooden blocks etc. Ensure that the 'math or manipulative area' is equipped with puzzles, matching cards, lacing cards, seeds, shiels, strings and beads, manipulatives and small toys such as cars, trucks, animals, people figures, take apart toys, number rods, abacus, and other objects from the environment (leaf,stone,pebbles,twigs, flowers etc.). The 'art area' should include different types of papers, crayons, pencils, washable markers, slates, different coloured chalks, pieces of fabric, paints, brushes, tape, play dough/clay, rolling pins and boards, old newspaper and magazines for collage and ice-cream sticks and other locally available material. Finally, the 'music area', which is a very very interesting area should be equipped with different kinds of musical instruments and devices, as per the need and the availability such as dhafli, bell, bowls, flutes, tambourines, string instruments, rattles, utensils of different types of metal, other local musical instruments, music system, tape recorder and a variety of DVDs of songs, poems and rhymes. This area should also have material such as ribbons or scarves for children to use to promote creative movement. These materials and ideas are just suggestive and I know you all are very very creative and surely go beyond what is just suggested. With this I hope you will be able to create all or some of these areas in your class as per the level, learning needs and the interest of your children and of course the class size.

Happy learning!

4.3 Providing Opportunities for Interaction in the Classroom

The significance of engagement in learning cannot be overstated. The interaction between children, the range of environmental and cultural experiences along with meaningful dialogues helps children build a solid knowledge foundation and prepares them for formal schooling. Children also learn by interacting with their social surroundings. They internalise the activities, habits, behaviours, languages and ideas from their social context. In classroom, the teacher can encourage social interactions in many ways such as: by assigning community tasks to the children, creating an environment in the classroom that promotes sharing and collaboration that allows children to communicate and evaluate themselves, and promote involvement of parents and community in the classroom activities. Therefore, plan a variety of opportunities to the children for interaction in as many ways as possible. Three kinds of interaction must be ensured in the classroom – 'interaction with peers', 'interaction with material', and 'interaction with adults'. Let us understand each one.

Interaction with peers: Playing with other children offers a valuable learning context in which children can observe, mimic, and draw what they see. When they collaborate, solve problems, coordinate with other children, and make their own games, they develop social and emotional skills. When children learn to wait for their turn and play games with rules, they develop self-control.

Interaction with material: During free and supervised play, children engage with a range of materials. It must be ensured that the content is suitable for the child's age and developmental stage, and that it offers opportunities for children to play and communicate with one another, as well as solve problems to innovate together. Crayons, dolls, artificial fruits and vegetables, blocks, puzzles, beads, measuring cups and spoons, cubes, buttons, measuring tape, weighing scales, doctor's sets, dressing-up props, books, crayons, clay, and other items can be found in the activity areas. All of this allows children to engage in pretend play.

Interaction with adults: This is a very important form of interaction. Teachers and parents may help children identify associations with and create links to previously acquired skills using resources and interaction. Adults direct children and create environments that aid in their learning. Teachers play a critical role in expanding learning by implementing developmentally appropriate curriculum that is carefully designed.

Hope that after reading this section you will feel encouraged to create an environment in your classroom that ensures all these kinds of interactions every day.

4.4 Setting Up Activities and Learning Experiences to Support Learning

The teacher should set-up the activities and learning experiences in such a way that young children can learn best by performing hands-on, trial and error, play, sensory discovery, and seeing and imitating positive role models. Children's interest and engagement are drawn to the activities that are developmentally and culturally relevant and they discuss real-life problems and issues. When their culture is expressed in their classroom, they feel inspired and valued, and relate themselves to the learning and the situation better Opportunities for Interaction in the Classroom.

4.5 Activity 5: Creating Learning Environment – Share Your Thoughts

Think of your own ways to create a learning environment for your children. Share your thoughts.

Steps to be followed:

Step 1: Accessing the activity page

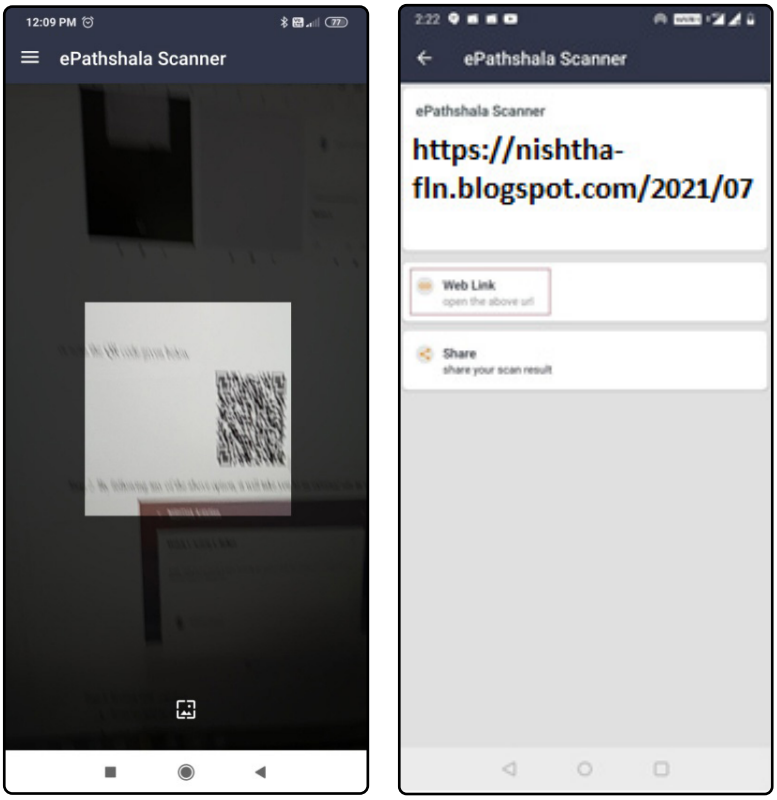
Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser https://tinyurl.com/course3activity5

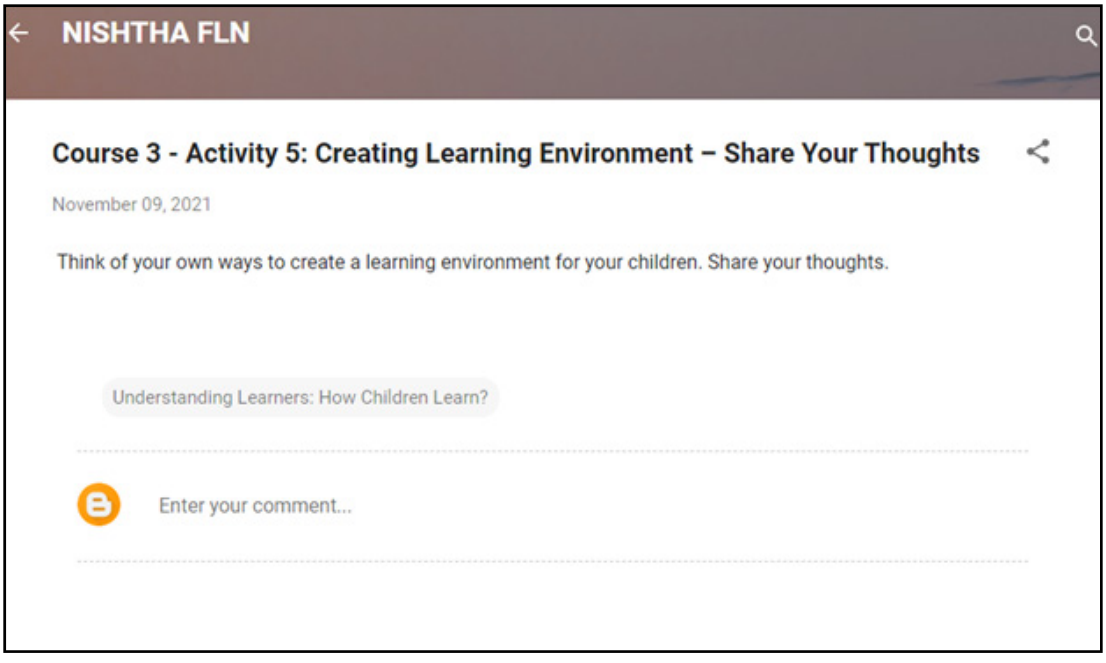
Option 2: Download this pdf from DIKSHA by clicking on the download icon and copy this URL.

https://nishtha-fln.blogspot.com/2021/11/course-3-activity-5-creating-learning.html

Option 3: Install mobile app '**ePathshala Scanner**' from play store. Using the app, **scan the QR code** given below.

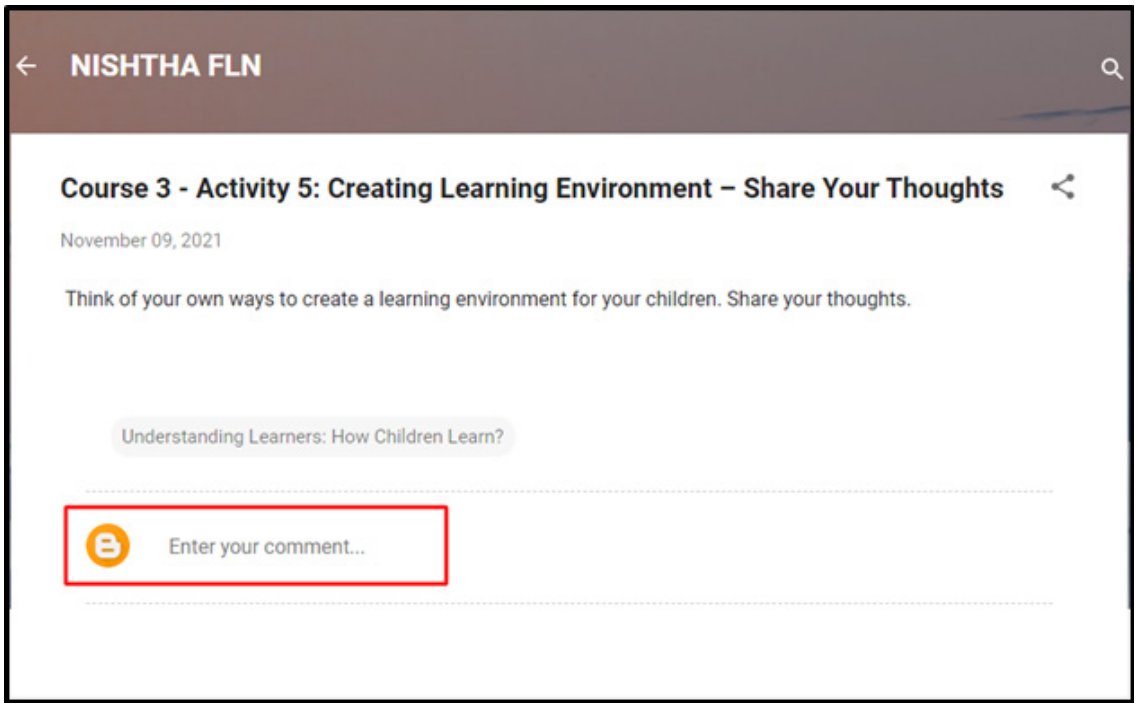


Step 2: Following any of the above option will take to an external site as shown below

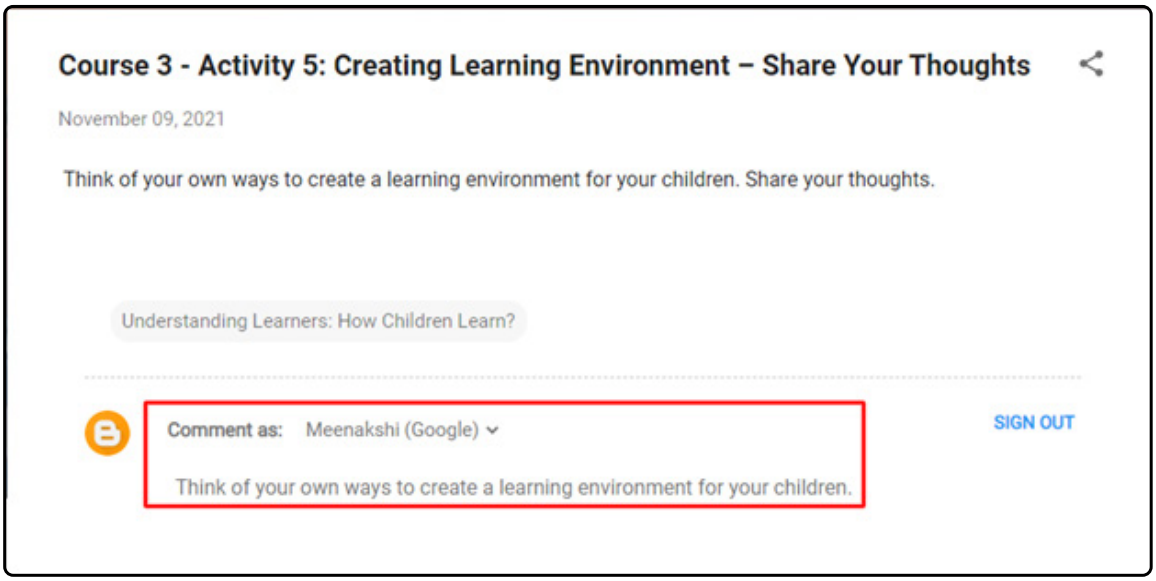


Step 3: Post your response

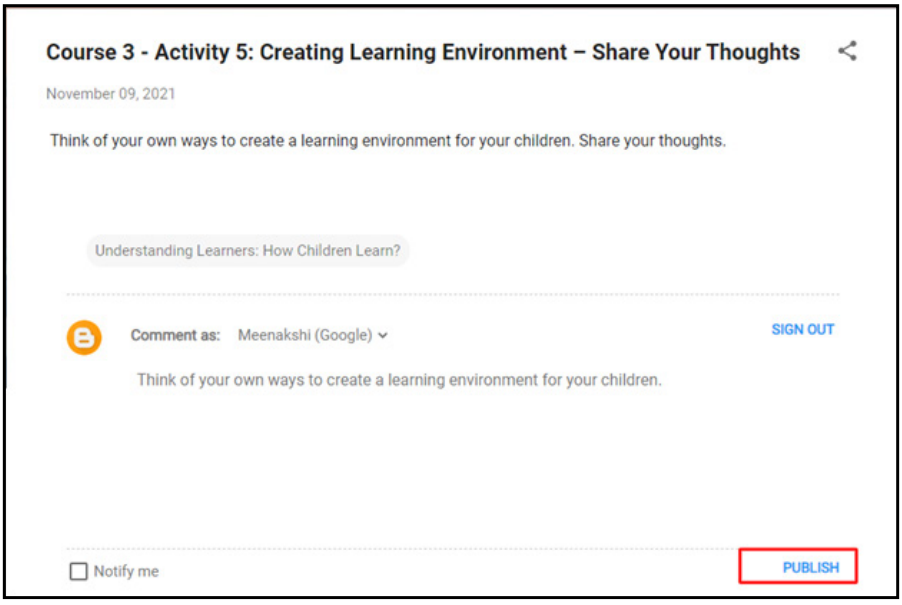
- Read the given activity
- Click on **Enter your comment**



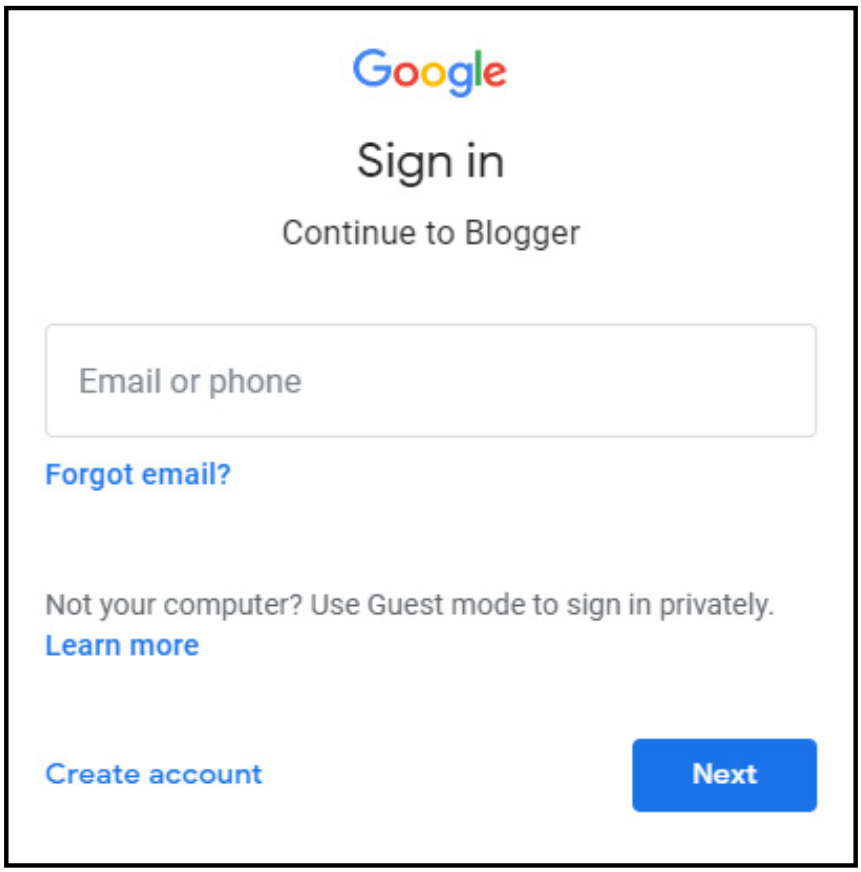
- Type your response in the comment box.



- Click **PUBLISH**

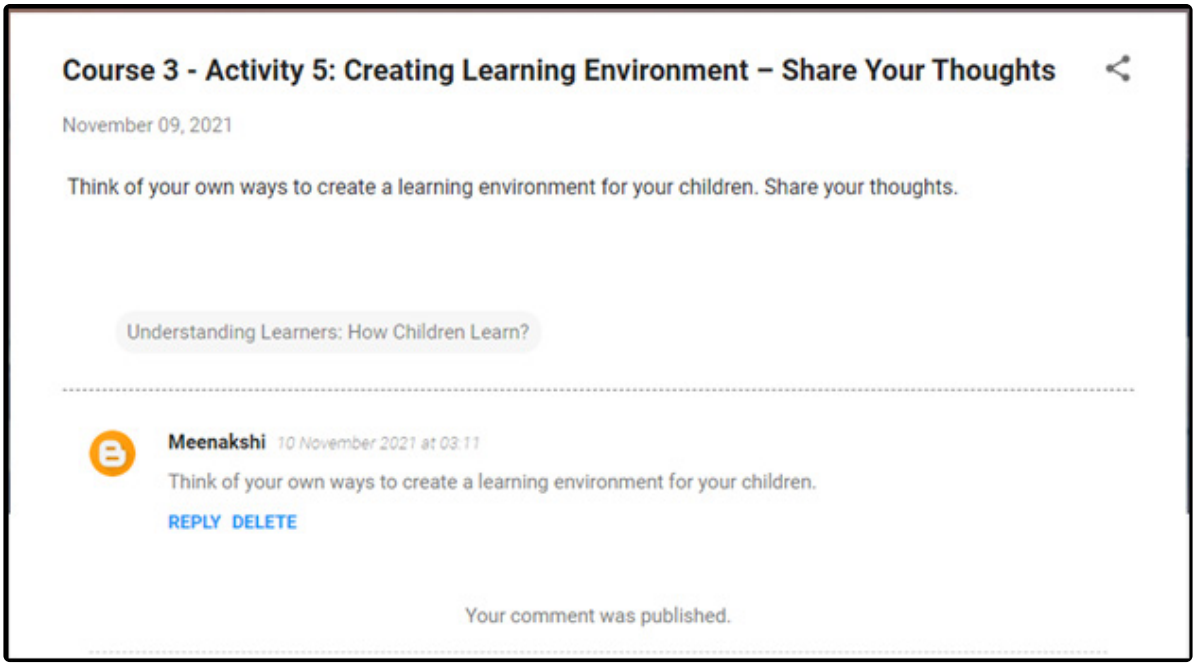


- If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- After logging in, enter **Display Name** and then click on **Continue to Blogger.**

- Click on **PUBLISH**. The comment will be posted.



Module 5

Strategies to Promote Learning of Children

Module 5: Strategies to Promote Learning of Children

5.1 How Children Learn?

Watch the Video

Scan the QR code to watch the video

or

Click on the link

https://diksha.gov.in/play/content/do_3133931126231285761110 5

Transcript

Let's learn about how young children learn in their foundational years.

First condition is to provide stimulating and enabling environment where children have easy accessibility to toys, books and play materials, where they can act on objects. And such environment needs to be print and numeracy rich environment. The best answer to how children learn is

- Children learn through hands-on experiences
- It means hands-on experiences which is very beneficial to children
- But what exactly do we mean when we say, "hands-on learning"?

Hands-on learning means where children instead of just listening or doing teacher guided activities get engages with toys, play materials, objects, designing, constructing with objects, talking, and socializing with others and thus learning new words. Hands-on learning means 'learning by doing'. For example, let's look at these children. What they are doing? What and how are they learning?

Himani: Square

Sara: Pink square

Himani: Where is cylinder?

Sara: You need cylinder. Here you need more cylinder then take it.

Himani: No. I need this bird.

Sara: Ok you can take mine also. I can put something else here. I can put this.

Himani: Red blocks.

Sara: Himani.

Himani: I want blue cylinder.

Sara: Ok. I can take this. Himani, can you also help me?

Himani: Yes.

Prof. Romila Soni: As they play with manipulatives, these children try to solve problems, explore, experiment, create and construct something.

Sara: I need this one can I take?

Himani: Yes.

Sara: Now one cute birdy. No, no, no. I wanna remove this. Don't break. You need one bird.

Himani: Yes.

Sara: You can take mine. Himani, you can give me small bird, please. I have an idea Himani, to do. You can keep one bird together. Yeah, I can take small, you have big bird and I have small birds.

Himani: One, two, three, four. I have four cylinders and you have three cylinders.

Sara: One, two, three. I have 3 cylinders, you have four cylinders.

Prof. Romila Soni: Himani, what you have made?

Himani: I have made a bird house.

Prof. Romila Soni: Ok. It's a bird house. Can you tell me one thing, if you will keep this block on the top of your tower, then what will happen?

Himani: It will not have balance and it will break down.

Prof. Romila Soni: Oh, Yes. That's a pretty smart answer. Why it will happen?

Himani: Because it is big and these all are small.

Prof. Romila Soni: Ok. Sara, what you have made?

Sara: I have made a bird nest.

Prof. Romila Soni: This is a bird's nest. Ok. Very good. Whose bird is the big bird and whose bird is the small bird.

Sara: That is a big bird and this is a small bird.

Prof. Romila Soni: This is a small bird. Ok. Very good. Can you tell me how many red squares you have?

Sara: Three.

Prof. Romila Soni: Just show me three.

Sara: One, Two, Three.

Prof. Romila Soni:Yes. Ok and how many yellow blocks.

Sara: One.

Prof. Romila Soni:One. That's very good. Both of you have done very good job, so clap for yourself.

So you have seen how young children learn to solve problems. As they solve and fix puzzles, as they solve maze, as they answer to your open-ended questions. Learning by doing encourages children to manipulate objects, participate in activities, try out new ideas, find solutions to problems, satisfy their curiosity and create new inventions. Such kind of a play experiences offer practice in problem solving, creativity and critical thinking, providing the base for the most needed Foundational Numeracy and Literacy. As these children act on objects they learn about the physical properties of different objects. For example, as they enjoy clay modelling, sand play, they pound the clay, pat it and create things out of it. Let's take an example of playing with a Ball. When they play with a ball they came to know that it can be rolled. Oh, yes it can be bounced. They learn about the texture of objects. Whether it is soft, hard, rough or smooth. When they play with toy vehicles they learn about number of wheels, big wheels, small wheels, their colors and so many things. Another thing is that children learn to make relationships between objects as they explore objects. For example, when a child in the block building area looks for more cylindrical blocks to make a tower taller, she makes relationships between blocks that are cylindrical and those that are not. Similarly block building involves one to one correspondence counting with purpose, matching, sorting and fitting blocks to spaces. Even when they attached one clothes pin to each of the cloth, they are doing one to one correspondence and moving towards foundational numeracy. When children put beads of different colors on a string, what they are doing? They learn cardinal and ordinal numbers as well as patterning and color discrimination. Therefore, you as teachers must support the children's learning about new ideas, concepts by providing variety of play material, toys, objects and concrete activities that lead them to manipulation, exploration, experimentation and thus they will learn new vocabulary. Next thing is to provide plenty of opportunities to children where they can exchange their own view point and ideas with their peers. Let's ask some open ended questions to these children.

Himani and Sara: I have some questions for you. Okay, so you have to listen it very carefully and then you have to answer. Okay, Himani, first is for you. What will you do if you get locked in the classroom? What will you do?

Himani: We will shout and we can knock on the door.

Prof. Romila Soni: Okay, you will shout and you will knock the door and still no one will be there, then what will you do? Okay, let's ask Sara. Sara what will you do?

Sara: I will take a paper and write and throw the paper out of the door then I will wait for some hours.

Prof. Romila Soni: Very good. Ok she will write a note on the paper and throw it out of the window or the door. So that anyone can get it and help Sara and Himani. Very good, a clap for you. Very good. Okay I have other question for you. Tell me in what different ways you can cool a glass of milk?

Sara: I can dip a glass in water in a snow fall.

Prof. Romila Soni: You will keep the glass in the water and you will also keep it under the snow fall. Oh... that is a wonderful answer. And if there is no snowfall then?

Sara: Then I can keep where is ice.

Prof. Romila Soni: Okay, You can keep it near the ice or in the ice. What you will do Himani?

Himani: I will keep it in the refrigerator.

Prof. Romila Soni: Okay. Anything else you can think of? Let Himani answer.

Sara: We can also put it in the wind.

Prof. Romila Soni: Where there is cool wind or breeze we can keep there. Fine! Yes Himani you can answer now.

Himani: We can also put one glass to another.

Prof. Romila Soni: Yes, you can pour the hot milk from one glass to another. Anything else that comes to your mind? Both of you?

Sara: I can also cool it down with a fan.

Prof. Romila Soni: Very good! What she wants to say, she can keep it under the fan. Very good. Anything else you want to say Himani? Okay. Let me ask other very interesting question. But you have to listen carefully and now let Sara answer first and then Himani will answer. Sara tell me the names of three fruits? Listen carefully, you have to tell me the name of three fruits that can be peeled?

Sara: Apple, banana, orange.

Prof. Romila Soni: Very good! What about you Himani?

Himani: Papaya, pomegranate, orange.

Sara: Also litchi

Prof. Romila Soni: Yes, also litchi. Very good! One more last question. Tell me the name of one fruit. Now Himani will tell me that has only one seed?

Himani: Mango.

Prof. Romila Soni: Mango. You like mango?

Sara: Yes, I like a lot.

Prof. Romila Soni: Oh very good. I like a lot. Sara now tell me the name of one vegetable that is red in color?

Sara: Tomato

Prof. Romila Soni: Very good. So clap for yourself.

Sara: Can I tell you which I have found in my favorite fruit and it has leaves?

Prof. Romila Soni: Which is your favorite fruit?

Sara: Litchi

Prof. Romila Soni: I also like litchi. Himani you also like Litchi.

Himani: Yes.

Prof. Romila Soni: Now clap for yourself.

Another very interesting thing you will see that children learn by looking and talking about visuals. Use picture reading posters and ask open ended questions.

Prof. Romila Soni: Let's do this activity of picture reading posters. Okay. Himani and Sara are you ready?

Himani and Sara: Yes.

Prof. Romila Soni: Okay. Look at this. Well let's see and just tell me what do you observe in this picture.

Himani: The boy is giving food to the hen.

Prof. Romila Soni: Ya

Sara: The girl is peeling Mango and giving the boy.

Prof. Romila Soni: What else you can see?

Sara: I can see the man is taking milk from the cow.

Prof. Romila Soni: Himani, can you tell me what this boy is talking to the girl.

Himani: Boy is talking to the girl. He is saying please give the mango.

Prof. Romila Soni: And what the girl is saying.

Sara: She is giving the mango.

Prof. Romila Soni: What reply she has given to the boy?

Sara: Take the mango.

Prof. Romila Soni: Take the mango. How many Mangoes she is giving.

Himani: One.

Prof. Romila Soni: Sara tell me what these two ladies are talking.

Sara: Can you help me to make sit.

Prof. Romila Soni: Can you help me to sit. And what the other lady has replied.

Sara: Ok. I will help you. But only once.

Prof. Romila Soni: Ok. So she has said I will help you but only once. How many hens are there? Just touch, show.

Himani: One, two, three, four, five. Five.

Prof. Romila Soni: And the cock is also there?

Himani: Yes.

Prof. Romila Soni: How many Cocks?

Himani: One.

Prof. Romila Soni: Where is the Cock? Yes. So you enjoyed looking at the picture.

Himani and Sara: Yes

Prof. Romila Soni: Then just enjoy and see what they are doing and talk among yourself, what they are doing?

Ask lots of what-if type questions. What will you do? What will happen? What do you think? type of questions. Children learn by asking and answering questions. So now you have understood children learn more and better by handling and manipulating and designing with objects. They learn faster and better when they act on objects. They learn about print awareness when they look at books, labels and see writing and print in their surroundings. Children learn by imitation when they observe adults reading books to them, magazines, newspapers and they also get motivated towards print. You have also learnt the children think creatively and critically in a safe, secure and nurturing environment. Children think better when they act on objects, they talk, discuss when they play in small groups. They learn faster while working with materials, objects as this would help them develop intellectually and socially.

5.2 Ways to Promote Learning of Children

Ensuring active participation and engagement in an activity: When children participate regularly in a specific activity, they develop solid learning skills. Learning necessitates a child's active and positive participation. Avoid cases in which children are merely passive listeners for an extended period of time. Children should be given hands-on activities such as experiments, observations, projects, and so on. Encourage children to take part in classroom debates and interactions and make decisions about what and how they learn. Encourage their to participate in the creation of learning objectives to ensure that their priorities and future ambitions are aligned.

Assimilating and accommodating knowledge: To prepare any activity, a teacher must first determine what the children already know about the subject to be introduced, and then expand on that knowledge gradually. This will inspire children to participate thus, helping them learn more. As a result, the teacher will discuss the content of a lesson with children and allow them to share their knowledge of the subject. This will assist the teacher in further activating their skills as well as correcting any misunderstandings or misconceptions. Prior experience may often get in the way of learning something new. Children can have preconceived notions or vague understandings that contradict what is being learnt in the school. As a result, teachers should assist children to resolve internal contradictions and restructure conceptions as required. This can be achieved in different ways such as by creating situations where children can express and share alternative beliefs and ideas; building on children's current; ideas and eventually guiding them to a richer understanding. Exposing children to the experiments and scenarios in which they can focus on their mistakes and develop a different understanding of a situation is also essential.

Aiming towards understanding rather than memorising: Let children describe a phenomenon or idea to the teacher in their own words. Encourage children on how to use examples to demonstrate how a theory or law works. In the subject areas, children can be supported to solve specific problems. When children gain more maturity, problems can become gradually more complicated. When children comprehend the material, they are able to recognise similarities and differences, compare and contrast, and comprehend and develop analogies. Teach children how to generalise from concrete examples and understand and differentiate general concepts from specific situations.

Addressing variations in learning: In a class where children vary in their learning abilities and learning styles, the teacher ought to plan different activities, maintain a learning environment to accommodate their different learning needs, with focus on what they learn. Design activities in which a child engages to make sense of or acquire the content. Give projects that allow children to practice, apply, and expand what they have learnt about a concept. Encourage children to work in different groups, including those who are at the same level of readiness or mixed-readiness groups, those with common or different interests, peers who learn like them, or in the entire class. Split the whole class into two groups, each with a different set of abilities and ages. While the younger age group with developing abilities engages in free play, the teacher guides the older age group with higher abilities through supervised activities. The teacher can perform supervised activities for the younger age group of children with developing abilities after 30 minutes, while the older age group engages in free play. As a result, the teacher will be able to handle children of different abilities and ages use developmentally acceptable practices.

Using mother tongue/home language as medium of instruction: Mother tongue or language used at home should be used as a means of instruction. It is intimately connected to a child's identity and emotional wellbeing, allowing them to openly share

their thoughts and feelings. However, in a multilingual country like India, where children may arrive at preschool/school with a home language that differs from the preschool's/ school's language of instruction, it poses a challenge. According to the researches, children who attend a preschool/school programme and are taught in their mother tongue have less comprehension issues. Teaching children in their mother tongue/home language is also internationally accepted as the most successful way of working with them during their formative years. If more than one language is spoken as a mother tongue, teachers bring in as many languages as there are in the classroom to be used for expression while gradually introducing the child to the school language.

Managing multi-age grouping: In the classroom, multi-age groups support both younger and older children. Children learn from each other in diverse communities and develop cooperative learning skills. To teach multi-age group children, 'differentiation' can be used to address the differing learning styles. A teacher can begin by moderating the learning environment to accommodate a child's different learning needs. The teacher should then concentrate on what children need to learn and how they can acquire knowledge. The teacher should also create activities for the child to participate and understand the content. Projects can be included at the end of each subject that encourage the child to practice, apply, and expand what they have learned.

Ensuring careful inclusion of children with disability: Early intervention in the care of children with disabilities reduces learning delays and accelerates infant development. It also encourages optimum use of financial resources by reducing the need for regular special education services only. Early intervention refers to a range of programmes tailored to a child's particular needs, with the intention of assisting children directly as well as offering help to their parents. Early intervention can take a variety of forms. For children with hearing impairment, speech and language therapy can be useful. It also assists in the use of hearing aids. Physiotherapy can help with motor ability development including balance, sitting, crawling, and walking. Growth and development work therapy can aid in the development of hand and motor skills, cognitive, social, mental, and self-care skills. There is a need to identify assistive technology that a child may need. Screen all children for early developmental issues and recognise their strengths. Make physical changes to ensure that the room is barrier-free. The learning assessment programme needs to be adapted for children with multiple disabilities. Encourage all stakeholders to focus on their own attitudes and, work towards gradually changing them. Use age-appropriate learning and play materials. Parents and the community should be sensitised and orientated, on a regular basis.

Involving family and the community in the learning of children: Parental and family involvement aids in the learning and growth of children. Families need to be encouraged to participate and be involved in preschools/schools as well as at home.

5.3 Activity 6: Try Yourself

Preeti is a 10 year old girl with hearing impairment. She wears hearing aids but relies more on lip reading for understanding. As there are 30 children in her class, it usually gets noisy. A special teacher comes twice a week to help her and work with the teacher. However, the class teacher has noticed that Preeti loses concentration and becomes nervous. The teacher has also found her lagging in studies. Answer the following questions.

- What are some of the challenges Preeti may experience in the classroom and the playground?
- What could be the reason for her to lose concentration?
- Why is Preeti lagging in studies?
- What adjustment can Preeti's teacher put in place to help her with her school work/ studies?

Summary

Understanding Learner: How Children Learn?

Ways Children Learn

- Playful learning experiences
- Responsive and supportive interactions
- Creative envoirment for experiential learning
- Children learn holistically
- Children learn through senses
- Children learn through arts

Ways to Identify the Learning Needs of Children

- Knowing children's interest
  - pre-existing interest
  - potential interest
- Knowing preferences
  - analytical intelligence
  - practical intelligence
  - creative intelligence
- Knowing learning style
  - modality preferences
  - environmental preferences
  - Grouping preferences

Creating Learning Envoirment

- Setting-up at creative learning environment for experiential learning
- Opportunities for interaction in the classroom
- Setting-up the ativities and learning experiences to support learning

Way to Promote Learning of Children

- Ensuring active participation and engagement in an activity
- Assimilating and accommodating knowledge
- Aiming towards understanding rather than memorization
- Addressing variations in learning
- Using mother tongue/ home language as medium of instruction
- Managing multi-age grouping
- Ensuring careful inclusion of children with disability
- Involving family and the community in the learning of children

Portfolio Activity

Assignment

Design an individualised learning plan for a child who demonstrates difficulties in learning.

- Subject:
- Grade:
- Chapter:
- Topic:
- Learning outcome:
- Key ideas/Content coverage:
- Prior knowledge:
- Content presentation:
- Plan for assessment:

Additional Resources

References

- MHRD 2020. National Education Policy (NEP), New Delhi
- NCERT 2019. Guidelines for Preschool Education, New Delhi
- NCERT 2019. The Preschool Curriculum, New Delhi
- NCERT 2005. National Curriculum Framework (NCF)-2005, New Delhi
- NCERT 2006. Position Paper on ECE, New Delhi
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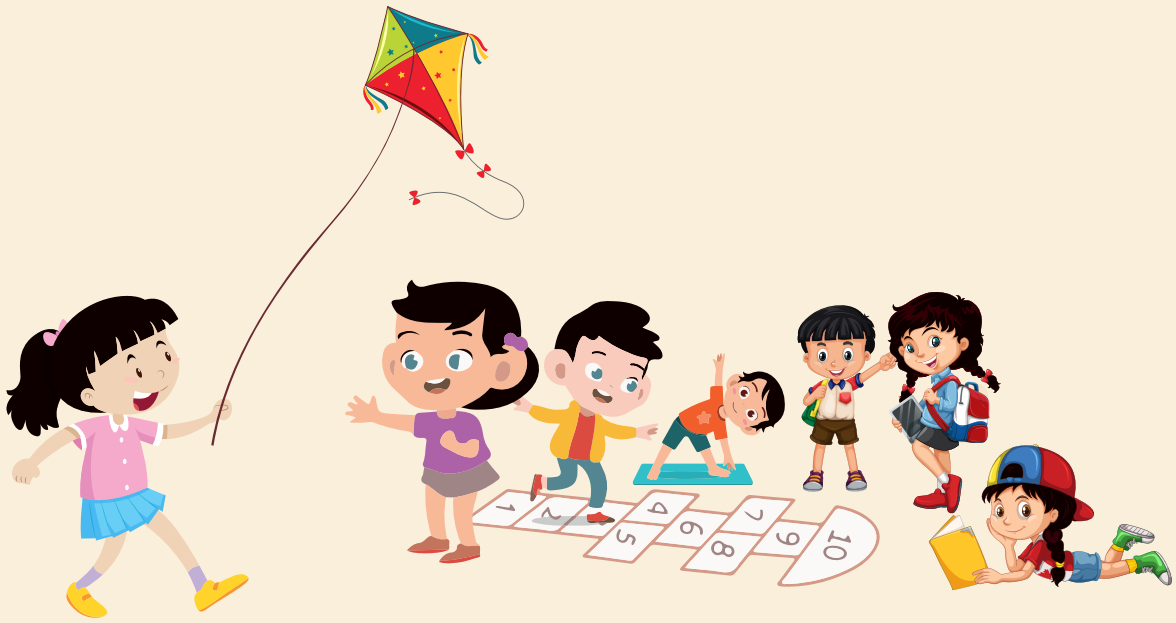
Weblinks

- Discussion on: "Picture Reading Pre- School"
  https://youtu.be/3gav6BXih4M
- Oral Language Development during Preschool Years
  https://www.youtube.com/watch?v=S1tSAafINFg&t=497s
- Problem solving skill for foundational numeracy: Early Years
  https://www.youtube.com/watch?v=aZJ4kiVhO3U
- Pattern making for foundational numeracy
  https://www.youtube.com/watch?v=L4TMfJqi7Dk
- Size and seriation for foundational numeracy
  https://youtu.be/mORwL-ZPJ6g
- Picture Reading and Methods of Storytelling
  https://youtu.be/3gav6BXih4M
- Discussion on : How to engage Preschool Children at home
  https://www.youtube.com/watch?v=EN12s4_8Tjw
- Discussion on- 'पूर्व प्राथमिक स्तर पर बच्चे कैसे सीखते हैं।' (Hindi video):
  https://www.youtube.com/watch?v=DELWLVysuTk&t=1310s
- 'Quality Improvement in PreSchools' (Hindi video):
  https://www.youtube.com/watch?v=PJABNfLXRu0&t=1637s
- 'Abhivyakti' (Video film):
  https://www.youtube.com/watch?v=T1P-rA-g6Ew
- Home Based physical Activities for Children (Hindi Video):
  https://www.youtube.com/watch?v=U_o17QaVrO8&t=264s
- Nurturing Imagination in Preschool children Class: Pre – Primary (Hindi Video):
  https://www.youtube.com/watch?v=7ex4fvYF8m8&t=1760s



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