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Social Cognition and Learning: Through the Lens of Theoretical Facets and Vis-a-Vis Educational Practices

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Abstract:

Social Cognition is a broad term used to describe cognitive processes related to the perception, understanding, and implementation of linguistic, auditory, visual, and physical cues that communicate learning Processes. It refers to a set of processes, ranging from perception to decision-making, underlying the ability to decode others' intentions and behaviors to plan actions fitting with social and moral, besides individual and economic considerations. Its centrality in everyday life reflects the Learning System. Social cognitive processes can be clustered in three domains associated with (a) perceptual processing of social information such as faces and emotional expressions (social perception), (b) grasping others' cognitive or affective states (social understanding), and (c) planning behaviors taking into consideration others', in addition to one's own, goals (social decision-making). In the light of this, various theoretical discourses on social cognition and learning will be analyzed in this article with the Entitled as "Social Cognition and Learning: Through the Lens of Theoretical Facets and Vis-a-Vis Educational Practices".

Keywords: Social Cognition, Learning, Theoretical Facets, Educational Practices

Introduction:

Social Cognition is a broad term used to describe cognitive processes related to the perception, understanding, and implementation of linguistic, auditory, visual, and physical cues that communicate learning Processes. Its refers to a set of processes, ranging from perception to decision-making, underlying the ability to decode others' intentions and behaviors to plan actions fitting with social and moral, besides individual and economic considerations. Its centrality in everyday life reflects the Learning System. Social cognition is a sub-topic of social psychology that focuses on how people process, store, and apply information about other people and social situations. It focuses on the role that cognitive processes play in our social interactions. The way we think about others plays a major role in how we think, feel, and interact with the world around us. According to social learning theorists, learning, particularly in the area of social behavior, cannot be satisfactorily explained.

Social cognition develops in childhood and adolescence. As children grow, they become more aware not only of their own feelings, thoughts, and motives but also of the emotions and mental states of others. Children become more adept at understanding how others feel, learning how to respond in social situations, engaging in pro-social behaviors, and taking the perspective of others. While there are many different theories that look at how social cognition develops, one of the most popular focuses on the work of the psychologist Jean Piaget. According to Piaget, a child's cognitive

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development goes through a series of stages. During the earliest stages of development, children are very egocentric. They see the world from their own perspective and struggle to think about how other people may view the world. As children grow older, children become increasingly adept at perspective-taking and have an increased ability to think about how and why people act the way they do in social situations. More recently, research has provided evidence that children develop the ability to think about the perspectives of other people at an earlier age than Piaget previously believed. Even young preschoolers exhibit some ability to think about how other people might view a situation. One of the most important developments in the early emergence of social cognition is the growth of a theory of mind. A theory of mind refers to a person's ability to understand and think about the mental states of other people.

It is the emergence of a theory of mind that is critical to being able to consider the thoughts, motives, desires, needs, feelings, and experiences that other people may have. Being able to think about how these mental states can influence how people act is critical to forming social impressions and explaining how and why people do the things that they do.

Significance of the Present Study:

Social Cognition used in psychology, education, and communication, holds that portions of an individual's knowledge acquisition can be directly related to observing others within the context of social interactions, experiences. Social cognitive processes can be clustered in three domains associated with (a) perceptual processing of social information such as faces and emotional expressions (social perception), (b) grasping others' cognitive or affective states (social understanding), and (c) planning behaviors taking into consideration others', in addition to one's own, goals (social decision-making). These domains are very important and significant in the present education system as well as development of social relationship. So, in this perspective the title of "Social Cognition and Learning: Through the lens of Theoretical Facets and Vis-a-vis Educational Practices" very significant and relevant.

Objectives of the Study:

The Present Study was undertaken to achieve the Following Objectives-

- To find out the relationship between Social Cognition and Learning.
- To analyze the Theoretical Facets and Vis-a-Vis Educational Practices of Social Cognition in Learning.

Statement of the Problem:

The present study attempts to describe the Social Cognitive learning and its application in the theoretical as well as practical field of education in the present Perspective. Therefore, the researcher considered the title of the problem as *"Social Cognition and Learning: Through the Lens of Theoretical Facets and Vis-a-Vis Educational Practices"*.

Methodology:

It is a documentary study. It is based on official documents and secondary data. The conclusion made in the study is based on Secondary sources. The Secondary sources data have been taken from journal, article, newspaper etc. Some related information's were extracted from various websites. It is a Descriptive Research.

Discussion:

Objectives-1: To find out the relationship between Social Cognition and Learning.

Impression Formation:



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Social information is further processed via more conscious and controlled mechanisms, involving reasoning about others' thoughts, emotions, and intentions while using acquired knowledge about social concepts and common sequences of behavior that typically occur in social interchanges. Social situation is very important for impression formation and impression formation is important part of learning. In a classic study Luchins (1957), proved this fact that students learn better in social situation.

Schemas:

More importantly, from a social psychological point of view we hold a schema for particular people (one's mother, girlfriend, boyfriend, brother or sister) and of classes of people playing a given role (teachers or librarians). Each of these schemas provides a way of organizing behaviour into meaningful wholes.

A schema describes both the mental and physical actions involved in understanding and knowing. Schemas are categories of knowledge that help us to interpret and understand the world. In Piaget's view, a schema includes both a category of knowledge and the process of obtaining that knowledge. As experiences happen, this new information is used to modify, add to, or change previously existing schemas. For example, a child may have a schema about a type of animal, such as a dog. If the child's sole experience has been with small dogs, a child might believe that all dogs are small, furry, and have four legs. Suppose then that the child encounters a very large dog. The child will take in this new information, modifying the previously existing schema to include this new information.

Assimilation – The process of taking in new information into our previously existing schema's is known as assimilation. The process is somewhat subjective, because we tend to modify experience or information somewhat to fit in with our preexisting beliefs. In the example above, seeing a dog and labeling it "dog" is an example of assimilating the animal into the child's dog schema.

Accommodation – Another part of adaptation involves changing or altering our existing schemas in light of new information, a process known as accommodation. Accommodation involves altering existing schemas, or ideas, as a result of new information or new experiences. New schemas may also be developed during this process.

Equilibration – Piaget believed that all children try to strike a balance between assimilation and accommodation, which is achieved through a mechanism Piaget called equilibration. As children progress through the stages of cognitive development, it is important to maintain a balance between applying previous knowledge (assimilation) and changing behavior to account for new knowledge (accommodation). Equilibration helps explain how children are able to move from one stage of thought into the next.

Prototypes:

A prototype is the best or most central member of a category. An object can be described in terms of prototypicality; Prototype is a mode of graded categorization in cognitive science, where some members of a conceptual category are more central than others. In this theory, any given concept in any given language has a real-world example that best represents this concept. For example: when asked to give an example of the concept furniture, a couch is more frequently cited than, say, a wardrobe. Prototype theory has also been applied in linguistics, as part of the mapping from phonological structure to semantics.

Prototypes allow people to recall more readily, recognize and categories information about others. In a sense then information processing capabilities are enhanced through the use of prototypes. It helps us to organize the social world around us.



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Social Comparison:

Using others to Understand Oneself, according to Leon Festinger, (1954), there is a basic drive to evaluate one's opinion and abilities - a need for social comparison

Knowing our Emotions:

Our important outgrowth of the notion that we evaluate our abilities and opinions by comparing them with those of others is the idea that the way we identify our emotional states might also be influenced by comparison with others.

NCF -2005 & Social Cognition:

The National Curriculum Framework allows for flexibility within which colleges and schools determine aspects of the curriculum to address specific targets. The NCF has also proposed a perspective to learning that merges a cognitive and social constructivist approach for effective teaching and learning. Within this context it recommends that teachers adopt a differentiated teaching and learning environment to facilitate the progress and achievement of each learner. Principles of diversity and inclusion underpin the NCF. Indeed, the NCF places emphasis on student-centered learning and focuses on teaching methods that support students to become autonomous learners.

National Educational Policy – 2020 & Social Cognition:

National Education Policy-2020 lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

As the policy proposes, 'the overarching goal would be to ensure universal access to high quality ECCE across the country.' This will not only provide nutrition and care for healthy physical and mental growth but will also 'focus on developing Socio-cognitive abilities.

Objectives 2: - To analyze the Theoretical Facets and Vis-a-Vis Educational Practices of Social Cognition in Learning.

Bandura's Theory of Social Learning Theory and Its Educational Implication.

Bandura is known for his social learning theory. He is quite different from other learning theorists who look at learning as a direct result of conditioning, reinforcement, and punishment. Bandura asserts that most human behavior is learned through observation, imitation, and modeling in the Social Environment.

- Albert Bandura's social cognitive theory views learning as occurring within a social context and regards humans as self-organizing, proactive, self-reflecting and self-regulating.
- Building on Bandura's earlier focus on observation and modeling as a source of learning, social cognitive theory describes how the belief in one's competence to succeed at a task, known as self-efficacy, strongly affects learning outcome.

Attribution Theory in the Perspective of Social Cognitive Learning:



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- Attribution theory deals with how the social perceiver uses information to arrive at causal explanations for events. It examines what information is gathered and how it is combined to form a causal judgment.
- According to Attribution Theory the people are naive psychologists trying to make sense of the social world. People tend to see cause and effect relationships, even where there is none!

Vygotsky's views on Social Cognition and its educational implication:

- ⊙ The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition.
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- ⊙ Vygotsky (1978) states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter-psychological) and then inside the child (intra-psychological).
- ⊙ The most important application of Vygotsky's theory to education is in his concept of a zone of proximal development.
- ⊙ A second important aspect of Vygotsky's theory is the role of play in his theory. According to this perspective teachers need to provide children, especially young children, many opportunities to play. Through play and imagination, a child's conceptual abilities are stretched.

Social intelligence in the perspective of Social Cognition Learning:

- Social intelligence is the capacity to know oneself and to know others. Social Intelligence develops from experience with people and learning from success and failures in social settings. It is more commonly referred to as "tact," "Common sense," or "street smarts" Social scientist Ross Honeywell believes social intelligence is an aggregated measure of self- and social-awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change.
- Teachers should develop social intelligence of pupil teachers. They should make efforts to involve students in those works which demand co-operations of other pupils. It will develop their social intelligence. Guidance service should be providing to develop social intelligence.

Gardner Interpersonal Intelligence in the view of Social Learning:

- Interpersonal intelligence refers to the ability to understand social situations and the behavior of other people, whereas intrapersonal intelligence refers to the ability to understand one's own behavior, thoughts, and feelings.
- Interpersonal intelligence is the capacity to understand the intentions, motivations, and desires of other people and consequently to work effectively with others.
- People with interpersonal intelligence, such as Mahatma Gandhi and Mother Teresa, have an ability to recognize and understand other people's moods, desires, motivations, and intentions.



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Conclusion:

The importance of Social Cognition has been realized in various ways such as theoretical understanding, Curriculum adaptation, different way of learning like- Collaborative learning, Co-operative learning, Buddy learning and Peer learning. In the same way the importance has also been given in the NCF-2005 stated as Social constructivism is a theory of learning and meaning making that emphasizes the critical importance of culture and the importance of the social context for cognitive development. Therefore, the classroom should be connected with the outside world. Teacher always should provide example from social situation to connect learning with the social environment because society is the ultimate place of human being.

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