

MODELS OF TEACHING

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A model of teaching is a pattern or plan which can be taken up with a view to shape a curriculum or course, select appropriate instructional material and to guide the teacher's action

Role of teaching models

- It may help the teacher to develop his capacity to teach larger number of children and create conducive environment for their learning.
- It may help the curriculum makers to plan learning centered curriculum which provides a variety of educational experiences to children.
- It may help to create more interesting and effective instructional material and learning sources.
- It may stimulate the development of new and better forms and opportunities for education, that will replaces schools of today.

Families of teaching models

- The information processing family
- The personal family
- The social family
- The behavioral system family

1. The information processing family

- This family focus on intellectual capacity
- The primary purpose are
 - Mastering of the method of enquiry
 - Developing the skill for processing information
 - Fostering the ability to think logically

1. The Information processing family

1. Concept Attainment Model - *Jerome S Bruner*
2. Inductive thinking Model - *Hilda Taba*
3. Inquiry training Model - *J. Richard Suchman*
4. Advance Organizer Model - *David Ausubel*
5. memory model - *Jerry Lucas*
6. Biological Science Inquiry Model- *Joseph Schwab*
7. Cognitive development model
- *Jean Piaget, Kohlberg, Siegler*

2. The personal family

- This deals with the personal development of the individual
- The primary goals are
 - To increase the students sense of self worth
 - To help students understand themselves more fully
 - To help students refine their their emotions
 - To foster the students creativity

2. The personal family

1. Non-directive teaching model
-Carl Rogers
2. Synetics model
-William J. J. Gordon
3. Awareness training model
-William Schutz and George Brown
4. Class room teaching model
-William Glasser

3. The social family

- This family emphasis the relationship of the individual to society
 - To train work together
 - to develop students skills for maintaining human relations
 - To inculcate personal and social values

3. The social family

1. Group investigation model
-Herbert Thelen
2. Role playing model
-Fannie & Gerorge Shaftel
3. Jurisprudential inquiry model
-Donald oliver
4. Laboratory training model
-National training laboratory
5. Social simulation model
-cyberneticcs psychologists
6. Social inquiry model
-Thelen, Oliver, Sharer

4. The behavioral system family

- It emphasizes on changing the observable behaviour of the learner
- The specific goals are
 - To develop competency to adopt behavior styles appropriate to given situations
 - To learn strategies for self control through operant methods
 - To master techniques for stress reduction
 - To foster leadership quality

4. The behavioral system family

1. Contingency management model
-B. F. skinner
2. Self control through operant methods
-B. F. Skinner
3. Stress reduction model
-Joseph Wolpe
4. Desensitisation model
-Rimm & Master
5. Assertive training model
-Wolpe & Lazarus

Key concepts for describing teaching models

- Four major components are included in all teaching models. Each of these components will vary with the models.
- The four major components are
 1. Syntax
 2. Social system
 3. Principles of reaction
 4. Support system

1. Syntax

- This is description of how the various phases in the development of a lesson are sequenced when the model is translated in to action.
- The phases involved in the different models will differ.

For Example,

- In Concept attainment model
 - Lesson may begin by exhibiting an example with indication of the attributes to be observed.
 - Presentation of situations leading to discrimination, classification, generalization, definition-in short, concept attainment
- In the inquiry training model
 - Beginning will be the presentation of a problematic situation that calls for Hypothesing by the pupil.
 - Presented by them in the form of questions, resulting in the rejection or acceptance of a hypothesis.

2. Social system

- The relationship between the teacher and the learners as well as the role played by each in the activities that take place define the nature of social system.



- ◻ Highly structured.


The activities of the pupil will more controlled by external restrictions with a pre determined structuring.

- ◻ Low structured

the teacher withdraws to the maximum possible and free interaction among the learners.

- ◻ Moderately structured

the nature of lesson depends upon the roles, relationships, norms and the nature of activities of teacher and the learner.



3. Principles of reaction [rules to be followed]

- This defines the nature of reaction expected from the teacher to every pupil activity.
- The principles of reaction give guidance to the teacher as to how he is expected to react to each activity of the learners, to suit the characteristics of the model selected.

4. Support system

- Every model of teaching warrants certain conditions and facilities for the realization of the goal.
- A description of this support system in advance will help the teacher ensure that he can apply the model successfully.

f. Instructional and Nurturant effect

- Direct / instructional effect of a lesson as purposefully envisaged by the teacher.
- Indirect / nurturant effects that might happen as a byproduct.